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Abstract

This thesis addressed the issue of language anxiety in oral activities in Norwegian EFL classrooms. In particular, lower secondary EFL teachers' and their students' beliefs, practices and experiences were explored through teacher interviews, student focus group interviews and a student questionnaire, all conducted in three Norwegian lower secondary schools.

The study aimed to answer two main research questions, with a focus on Norwegian lower secondary EFL teachers' and their students' perspectives on language anxiety. Furthermore, the two research questions were divided into six subquestions: how the teachers' beliefs formed their understanding of language anxiety, and how they defined it, what experiences with language anxiety the teachers had, and how the teachers approached their students' language anxiety in order to reduce it in class, as well as what the students' beliefs about language anxiety were, what the students' experiences with language anxiety were, and what attitudes the students had concerning their teachers' approaches to oral activities in EFL lessons to prevent language anxiety.

Mixed methods research was applied in the present study. In particular, the researcher used teacher interviews and student focus group interviews and questionnaires. Three lower secondary EFL teachers were interviewed in order to investigate the teachers' beliefs, practices and experiences. Furthermore, a student questionnaire was filled out by 49 students. In addition, three student focus group interviews were conducted. All the students participating in the focus group interviews and questionnaires were taught by the interviewed teachers.

The main findings revealed that the teachers believed that language anxiety was connected to the students' lack of self-confidence, and that it was connected to the personality type introversion. The teachers experienced teaching students with language anxiety in the EFL classroom but had not learned about it in their education. The most anxious students appeared high-achieving students, so the teachers did not believe low language-learning aptitude was a reason for language anxiety in class. The teachers attempted to reduce language anxiety in students by building academic confidence in them and by giving them positive experiences when they had oral activities in the EFL classroom. The predictable structure of the lessons and classroom seating were also approaches used to reduce language anxiety.

The students and teachers agreed that high self-exposing activities, such as oral presentations and reading aloud, were the most anxiety increasing activities in the EFL

classroom. The teachers' and the students' beliefs coincided on that social media benefited students' language learning and thus reduced language anxiety. In addition, their experiences agreed in that a variety of low self-exposing activities, such as group work, table games, two-minute talk and speed dating, were useful to reduce language anxiety.

The students believed the main reasons for their classmates' anxiety were the critical evaluation of others and the fear of making mistakes and being ridiculed. The students also believed there would be negative consequences if their teachers did not deal with anxiety in class. The students deemed it useful when their teachers encouraged and supported them in oral activities and tests. The students found it anxiety reducing that their teachers primarily used English in the EFL classroom. In addition, the students believed their teachers being calm and patient reduced language anxiety in them.

The study contributes to research done on language anxiety in the Norwegian context, which has so far been scarce to the best of the researcher's knowledge. Moreover, it provides teachers with useful information as regards dealing with and reducing language anxiety in the EFL classroom. The ultimate goal of the study was to create awareness of the problem of language anxiety, especially in oral EFL activities, among future EFL teachers in Norwegian schools in order to help them to aid anxious students in their language learning.

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List of abbreviations

EFL – English as a Foreign Language

LK06 – Kunnskapsløftet, Norwegian Curriculum, applicable from 2006

ZPD – The zone of proximal development

NSD – Norwegian Centre for Research Data

SLA – Second language acquisition

1. Introduction

1.1. Topic, aims and background of the thesis

The present thesis is an investigation of Norwegian lower secondary teachers' and their students' beliefs, practices and experiences as regards language anxiety in oral activities in EFL classrooms. Language anxiety is defined as 'the worry and negative emotional reaction aroused when learning or using a second language' (MacIntyre 1998:27).

The topic of language anxiety was chosen because the researcher was curious about it after she observed some students struggling with it during her time in teacher training and her experience as a substitute teacher in Norwegian lower secondary EFL classrooms. In all the classes she taught, there were one to three students who never participated in class orally because they suffered from language anxiety. The main aim of the research was to investigate methods and activities that might reduce and prevent language anxiety among students in order to prepare herself for the teaching profession. The researcher believed students and teachers could have different views on what reduced language anxiety, and thus the dual relationship between what the students and the teachers deemed to be fruitful methods, was investigated. Another aim was to make teachers aware of the problem and inform them about useful methods dealing with language anxiety to make the schooldays better for both students and teachers.

Thus, the thesis investigated Norwegian lower secondary EFL teachers' awareness of language anxiety among their students, as well as methods that could be useful to prevent language anxiety in students. It aimed to compare the teachers' and their students' beliefs about and experiences with language anxiety in the EFL classroom. The study also aimed to find out whether the teachers' education prepared them for dealing with anxious learners and if the school they worked at had any courses or seminars about the issue. It also aimed to examine how the teachers encouraged students to do oral activities to overcome language anxiety. The students' view of how the teachers handled language anxiety was also studied.

As regards the choice of the topic, research has shown that language anxiety hinders learning and makes students perform poorer in the second language (MacIntyre 1995:96). Language anxiety has debilitating effects on students' learning (Woodrow 2006). Investigating teachers' and their students' beliefs and experiences with language anxiety

creates possibilities to learn more about language anxiety, find useful approaches to reduce it and essentially create a better learning environment for students.

When searching for literature on language anxiety, no relevant research on language anxiety in the Scandinavian countries, such as Norway, Denmark and Finland, was found. One master's thesis on language anxiety by Occhipinti (2009) at the University of Oslo was conducted on Italian and Spanish participants and may not be applicable to the Norwegian context. Furthermore, two studies conducted in Sweden were found, and the similarities between the Norwegian and Swedish education systems can make those studies applicable to the Norwegian context. However, the lack of research on language anxiety in Norway explains why the current research project is relevant in the Norwegian context.

Moreover, Dörnyei (2005:201) emphasizes that 'further research is needed to address several unresolved issues related to language anxiety'. He lists important areas that are not yet researched, and among them whether there could be positive or facilitating effects of language anxiety or if language anxiety has stable anxiety reactions depending on what new language an individual is learning (Dörnyei 2005:201). The present study therefore aims to investigate language anxiety in EFL classrooms in the Norwegian context.

1.2. Research questions, subquestions and methods

The study looked into Norwegian lower secondary teachers' and their students' beliefs, practices and experiences regarding language anxiety in oral activities in the EFL classroom. The study had two major research questions:

1. What are the Norwegian lower secondary EFL teachers' perspectives on language anxiety?
2. What are the Norwegian lower secondary EFL students' perspectives on language anxiety?

The concept 'perspectives' used in the two questions referred to beliefs, experiences and practices. Thus, the first question focused on the Norwegian lower secondary EFL teachers' perspectives on language anxiety. To be more precise, the first main research question was divided into these subquestions:

1. How do the teachers' beliefs form their understanding of language anxiety, and how do they define it?
2. What experiences with language anxiety do the teachers have?
3. How do the teachers approach their students' language anxiety in order to reduce it in class?

The second main research question concerned the lower secondary students' perspectives on language anxiety. This question was divided into the subquestions as follows:

1. What are the students' beliefs about language anxiety?
2. What are the students' experiences with language anxiety?
3. What are the students' attitudes towards their teachers' approaches to oral activities in EFL lessons to prevent language anxiety?

In order to answer the above research questions, mixed methods research was conducted. In particular, the researcher used teacher interviews and student focus group interviews and questionnaires. Three lower secondary EFL teachers were interviewed in order to investigate the teachers' beliefs, practices and experiences. Furthermore, a student questionnaire was filled out by 49 students. In addition, three student focus group interviews were conducted. All the students participating in the focus group interviews and questionnaires were taught by the interviewed teachers.

1.3. Outline of the thesis

The thesis consists of 7 chapters. Following this introduction, Chapter 2 investigates the theoretical background of second language acquisition and oral language learning. The chapter specifically looks into Krashen's Monitor Model, oral activities and reluctant students, sociocultural theory, teachers' and learners' beliefs and individual learner differences.

Chapter 3 provides a literature review of studies on language anxiety. The major focus is on international research, as well as on research on reluctance to speak in a second language and Scandinavian research on language anxiety.

Chapter 4 presents the methodology used in the study. Methods, such as interviews and questionnaires, and their definitions and characteristics are provided, in addition to

concepts, such as validity, reliability, and sampling. Finally, some main ethical considerations about the research project are discussed.

Chapter 5 reveals the results of the study and is divided into three major parts: the teacher interviews, the student questionnaires, and the student focus group interviews. Chapter 6 discusses the results and is divided into major parts, namely teachers' and students' perspectives on language anxiety. Finally, Chapter 7 concludes the thesis.

2. Theoretical background

2.1. Introduction

In this chapter, theories concerning second language acquisition and oral language learning relevant to this study are presented. In particular, Section 2.2. explains Krashen's Monitor Model, which consists of the following five hypotheses: the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis and the affective filter hypothesis. Section 2.3. investigates theory on oral activities and reluctant speakers. Furthermore, Section 2.4. focuses on sociocultural theory with special attention to the zone of proximal development, scaffolding and internalization. Section 2.5. investigates the concept of teacher and learner beliefs and how teacher and learner cognition influences what happens in the classroom. Finally, Section 2.6. discusses individual learner differences, by paying special attention to language aptitude, motivation, personality traits, and anxiety.

2.2. Krashen's Monitor Model

Krashen (1982) developed the Monitor Model to explain second language acquisition. The model consists of five hypotheses, namely the acquisition-learning hypothesis, the natural order hypothesis, the monitor hypothesis, the input hypothesis and the affective filter hypothesis (Krashen 1982:9).

 The acquisition-learning hypothesis states that a second language can be learned subconsciously (acquisition) and consciously (learning) (Krashen 1982:10). When the second language is learned in a natural context, language acquisition happens unconsciously. It is similar to the circumstances in which children learn their first language. Another way to learn is by conscious language learning that takes place in schools or language courses, in which learners actively memorize grammar rules, vocabulary lists and are formally taught to read and write the language. Krashen (1982:10) argues that both children and adults have a natural 'language acquisition device' that makes them able to learn a language. Krashen (1982:10) states that 'some second language theorists have assumed that children acquire while adults can only learn'. Krashen disagrees and argues that adults can learn in the same way as children, but not necessarily every adult learning a new language can speak it fluently.

Concerning error correction in the acquisition-learning distinction, Krashen argues that when children start to speak, parents focus on content rather than form. If what the toddler says is correct, the adult responds and acts upon what the toddler has expressed. Krashen (1982:11) argues that '(e)vidence from child language acquisition confirms that error correction does not influence acquisition to any great extent'.

The second hypothesis, that is, the natural order hypothesis, claims that most learners follow the same stages and patterns when learning the grammatical structures in a new language (Krashen 1982:12). There are some grammatical structures children usually learn first, and others they learn after a while. In a child's first language there is often one specific order the learning curve follows, while in a child's second language there could be a totally different grammatical curve for the learning process (Krashen 1982:12).

In turn, the third hypothesis, namely the monitor hypothesis, puts forward Krashen's idea that it is the unconscious language knowledge a learner possesses that initiates speaking and makes the language fluent. The conscious language knowledge has the purpose of monitoring or editing the utterances of the speaker (Krashen 1982:15). Krashen (1982:15) argues that learning happens 'to make changes in the form of our utterance'. The learning has happened before a child uses the newly gained knowledge in speaking and writing or after the child has self-corrected himself or herself (Krashen 1982:15).

The fourth, the input hypothesis, claims that the most effective way to learn is when the level of the conversation or the text is just a little above the current level of the learner. If i is a learner's language knowledge, the text the learner reads should only be just one more new word, phrase, or grammatical structure to learn, that is, i+1 (Krashen 1982:20). Krashen (1982:21) argues that at first a child learns language through meaning, and secondly the child gradually learns the structure of the language. It is only when the child is ready and the language provides meaning, that the child will gradually be fluent in the language. When the child is ready depends on the learner, but it is important that the language the child is surrounded by is not too advanced (Krashen 1982:22).

The fifth hypothesis, which is the affective filter hypothesis, highlights the effects of motivation, self-confidence, and anxiety on language learning and acquisition (Krashen 1982:30-31). Motivated and self-confident learners usually have advantages learning a new language, while anxiety prevents learning. Krashen (1982:31) argues that motivation, self-confidence and anxiety mainly have effects on the subconscious language acquisition among learners. This is due to two factors that are essential to language acquisition, namely 'comprehensible input (…) and a low or weak Affective Filter' (Gass and Selinker 2008:403).

When a learner is learning a second language, the content of learning has to be understandable for the learner, and just a little above the learner's current level. Second, the learner's affective filter has to be low or weak. If not, the language input will be blocked by the affective filter and prevent the language knowledge to reach the acquisition device in the learner (Gass and Selinker 2008:402).

2.3. Oral activities and reluctant speakers

Nunan (1999) claims that speaking plays an important role in second language acquisition. He argues that '(t)he ability to function in another language is generally characterized in terms of being able to speak that language' (Nunan 1999:225). When learning a second language, speaking is a crucial skill to develop. That is why reluctance to speak hinders learning.

Nunan has developed several strategies to be used with reluctant speakers in class. First, he never makes students speak in front of the class at the beginning of a language course. Second, he makes the students interact in pairs, and then he makes them face each other, instead of sitting on a line (Nunan 1999:232). Third, if interaction is challenging for the students, he rearranges the classroom to make the situation informal and makes the students walk around the classroom and participate in oral activities (Nunan 1999:232). He explains that it works because '[b]y allowing students to break the classroom rule that they should remain seated in class, I also allow them to break the rule that they should not speak in class' (Nunan 1999:232).

Burns and Joyce (1997:134), cited in Nunan (1999:231-232), emphasize three reasons why some learners are reluctant speakers, namely cultural factors, linguistic factors and psychological/affective factors. Cultural factors are a combination of 'learners' prior learning experiences and the expectations created by these experiences' (Nunan 1999:231). For example, exchange students might be used to a learning environment where only the teacher talks in class. When transferred to a school with a different pedagogical mindset, the students struggle to adopt to the new classroom habit (Nunan 1999:232). Linguistic factors are that learners struggle with pronunciation, vocabulary or grammar and lack the essential skills to be orally active in the second language (Nunan 1999:232). Psychological/affective factors are that learners struggle with motivation, shyness and are anxious to be orally active (Nunan 1999:232).

Tishakov (2018:62) argues that teachers should aim to have a 'positive and encouraging atmosphere' in the classroom in order to make a better learning environment.

She argues that this improves the chances for students to develop their oral skills. The way to create this classroom is to reduce the chances for students 'feeling failure or shame' (Thishakov 2018:62). Tishakov states that a teacher should aim to encourage students to try speaking English, make them use new vocabulary, and make them develop their language. Another way to make students orally active in EFL lessons is to use different methods and activities, and to differentiate this to 'the proficiency levels of the learners, their interests, their learning style preferences, and their personalities will also lend to a positive classroom' (Thishakov 2018:63). Thishakov (2018:63) emphasizes that students have different strengths and weaknesses, and therefore should be given different tasks to be able to show their strengths, and be challenged to develop their skills in areas which they are weak in.

Tishakov (2018:63) argues that 'in speaking activities the students should be made aware of the situation and context of the speaking task. They should know what will be asked of them afterwards, so that they can be prepared for how to accomplish the task'. A teacher should scaffold the students learning by modelling how to speak and give students vocabulary and learning strategies to use in the different activities. Tishakov (2018:62) states that teachers should work towards having authentic language tasks in the classroom.

Nunan (1991:242) argues that teachers should strive towards using authentic language situations in the classroom because it prepares the students for the real-life situations they will experience later. Having activities and tasks connected to 'rehearse real-world behaviours' (Nunan 1991:242) will help and motivate students' learning because they see the value and meaning by imitating real contexts and situations. Nunan (1991:241) argues that rehearsing authentic language and doing real-life tasks help all students learn language.

2.4. Sociocultural theory

Vygotsky (1978) developed sociocultural theory, with the main concepts, such as the zone of proximal development and internalization (Vygotsky 1978:84, Cook 2008: 228). Vygotsky (1978:86) defines the zone of proximal development as 'the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under adult guidance or in collaboration with more capable peers'. In the zone of proximal development learners have great potential to develop their skills and knowledge, and Vygotsky (1978:87) argues that 'what a child can do with assistance today she will be able to do by herself tomorrow'. Therefore, teachers, educators and parents should strive to keep their children or students in that zone. In the zone

of proximal development, the learner is about to learn something new, the new skill or development is gradually developing in the learner, and soon the skill will be internalized in the learner (Vygotsky 1978:86).

Vygotsky argues that a learner can 'imitate only that which is within her developmental level' (Vygotsky 1978:88), which means that a learner can only learn skills that are a little above the present level the learner is on. If the task is too advanced, the learner will not learn it no matter how many times others show how the problem is solved to her (Vygotsky 1978:88).

When a child develops language, Vygotsky argues that internalization takes place. Internalization in Vygotsky's theory is defined as 'the process through which the child turns the external social use of language into internal mental use' (Cook 2008:228). The child learns language trough external processes, where language is used in a meaningful way to interact between the child and an adult in everyday life. When the child learns the language through this interaction the child internalizes the language and uses this medium to think and develop his or her cognitive skills (Cook 2008:229). For example, an adult has told a child that it is wrong to steal when the child has tried to take candy in a store. When the child is faced with the situation later, the language has become internalized, and the child stops itself from stealing by thinking for itself that 'no, it is wrong to steal'. Vygotsky argues that at first 'language is a way of acting for the child' (Cook 2008:228), because when the child utters a need, parents will satisfy this need and an action takes place. Later when the language is internalized, the child understands that the language is symbols and a medium for actions, but not the action in itself (Cook 2008:229). Every new step in the learning process 'appears twice: first on the social level, and later on the individual level; first *between* people (inter-psychological) and then *inside* the child (intra-psychological)' (Vygotsky, 1978:57).

The theory behind 'scaffolding' was developed by Vygotsky, but it was Bruner who coined the term (Cook 2008:229). Vygotsky argued that it is important for the people around the student to provide 'a scaffold', which means support and help so the student can develop himself or herself. Cook (2008) explains that 'scaffolding' is not every attempt a teacher does to help students in a classroom, such as advices, feedback and the use of materials. Instead it is the exchange of knowledge and language learning that happens when a teacher and a student interacts alone (Cook 2008:229). Cook also argues that scaffolding can take place between two students on the same level that interacts (Cook 2008:229-230).

2.5.Teacher and learner beliefs

Borg (2006:50) defines teacher cognition as 'an inclusive term to embrace the complexity of teachers' mental life'. Borg (2009) addresses the importance of the teacher's beliefs in his idea about language teacher cognition. He argues that '[a] key factor in the growth of teacher cognition research has been the realization that we cannot properly understand teachers and teaching without understanding the thoughts, knowledge, and beliefs that influence what teachers do' (Borg 2009:163). Borg creates the concept 'language teacher cognition' to define the teacher's 'unobservable dimension of teaching - teachers' mental lives,' (Borg 2009:163) which influence their choice of actions in the classroom. Borg (2006:107) also argues that 'changes in teachers' cognitions do occur over time', but an experienced teacher does not necessarily become an expert in language teaching even with lots of experience. Borg (2006:1) argues that teachers have an important role in creating the classroom environment, because they are the 'active, thinking decision-makers'.

Borg (2006:52) argues that teacher's cognition is hugely affected by their experiences as students, and their experiences affect the choices they do in the classroom. The argument is supported by Johnson (1994:449), cited in Borg (2006:53), who argues that the conception students had on their teachers at school was the same conception they had of themselves while becoming teachers (Borg 2006:53). Numrich's study (1996:139), cited in Borg (2006:53), proves that teaching methods and activities teachers had positive or negative experiences with had a huge impact on which activities they prioritized in their classroom. For example, many teachers felt ridiculed while being corrected by their teachers for oral mistakes they did when being students. This resulted in that many teachers let their students speak with errors, because they would not put the students in the position they had experienced (Borg 2006:53).

As for learners' beliefs, Lightbown and Spada (2013:90) argue that all learners have strong beliefs about how the teaching instruction should be, and what teaching style suits their learning most. Even though learners do not have knowledge about what cognitive learning styles can best suit them, they still have a strong conviction about how they want their instruction to be. They gain their beliefs through previous experiences and the conviction that some learning styles are better than others (Lightbown and Spada 2013:90-91). Furthermore, Lightbown and Spada (2013:91) argue that research has shown that there are differences in students' and teachers' beliefs concerning grammar instruction and corrective feedback.

Schulz (2001:244) investigated differences concerning teachers' and students' beliefs. She conducted a questionnaire on 607 Columbian students and their 122 teachers, and 92 American students and their 92 teachers, who all were teaching or learning a foreign language. The study showed that almost every student wanted to receive corrective feedback on their errors, while few teachers believed it was necessary. Schulz (2001:244) concluded that differences in the students' and teachers' beliefs could be debilitating for the students' learning, and therefore teachers should investigate their students' beliefs in order to improve foreign language instruction. Thus, teachers should make efforts to solve possible conflicts between students' beliefs and teaching practices occurring in the classroom. Another study on students' beliefs by Loewen et al. (2009:91) found that most learners preferred grammar instruction over corrective feedback. The study was conducted on 745 students learning different languages. However, the study also showed that there were different beliefs concerning grammar instruction and corrective feedback among students, depending on what foreign language the students were learning.

2.6. Individual learner differences

Considering second language learning, individual learner differences should be investigated in order to understand the complexity in learners' psychology and how that influences their learning (Dewaele 2013:159). Individual learner differences can be understood as 'characteristics or traits in respect of which individuals may be shown to differ from each other' (Dörnyei 2005:1). Dewaele (2013:159) argues that in order to understand why some are rapid while others are slow learners, there are many individual differences that occur at different times, that influence and interfere the individual's learning process. The individual learner differences, such as language aptitude, motivation and anxiety, are explored in the following sections.

2.6.1. Anxiety

Anxiety has been classified as separate individual learner differences, such as self-confidence, which is a part of motivation, and as fear, which is an emotion (Dörnyei 2005:197). The definition of anxiety is '[w]orry over the future or about something with an uncertain outcome; uneasy concern about a person, situation, etc.; a troubled state of mind arising from

such worry or concern' ('anxiety' Oxford)[1]. There are different types of anxiety, such as trait, state and situation specific anxiety. Trait anxiety 'is a relatively stable personality trait. A person who is trait anxious is likely to feel anxious in a variety of situations' (Woodrow 2006:309). State anxiety 'is a temporary condition experienced at a particular moment' (Woodrow 2006:310). Situation specific anxiety is 'a trait that recurs in specific situations' (Woodrow 2006:310).

Language anxiety can be viewed as an offspring or implementation of anxiety and is defined as 'the worry and negative emotional reaction aroused when learning or using a second language' (MacIntyre 1998:27). Dewaele (2013:176) classifies language anxiety as a part of personality traits and argues that 'foreign language anxiety' is a part of the broader term 'communicative anxiety' and that there also exist 'foreign language classroom anxiety'. Throughout the present study, MacIntyre's (1998) definition and the term 'language anxiety' will be used.

2.6.2. Language aptitude

Language aptitude is defined as 'a specific talent of learning foreign languages which exhibits considerable variations between learners' (Dörnyei & Skehan 2003:590). This specific talent is much discussed among researchers, and Dörnyei (2006:46), cited in Dewaele (2013:165), argues that there can be different cognitive factors that together construct a learner's ability to learn a second language. Learners with high levels of language aptitude will develop their language better if the environment is facilitating learning (Gardner 2006: 241, cited in Dewaele 2013:165). According to Dewaele (2013:166), several researchers argue that language aptitude is a biological feature in the brain, which expands with the higher level of language aptitude a learner has. However, researchers are not certain whether the language aptitude area in the brain is greater than others because they are born with better prognoses for language aptitude, or because they have been in facilitating learning environment which has trigged the language learning and thus expanded the language aptitude area in the brain (Dewaele 2013:166).

As Dörnyei (2005) argues, a persons' language aptitude does not determine whether or not that individual can learn a language. Instead, it determines how fast and how much a

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[1] 'anxiety, n.' OED Online. *Oxford University Press*. 2020. Accessed 12 April 2020.
    <www.oed.com/view/Entry/8968>

learner will learn the new language (Carroll 1973: 6, cited in Dörnyei 2005:43). On one hand, some studies such as Carroll's (1981), cited in Dörnyei (2005:44), and Cooper's study (2002), cited in Dörnyei (2005:44), found that the language aptitude adolescents have is stable throughout their lives. On the other hand, Harley and Hart (2002), cited in Dörnyei (2005:44), and Grigorenko et al. (2000), cited in Dörnyei (2005:45), found that there are changes in individuals' language aptitude during their lifetime. If the language is introduced by the time an individual reached adolescence, the individual is more likely to get a higher level of language aptitude (Dörnyei 2005:45).

2.6.3. Motivation

Motivation is an individual learner difference, which Dörnyei & Skehan (2003:614) define as 'why humans think and behave as they do'. They add that 'motivation is responsible for why people decide to do something, how long they are willing to sustain the activity, and how hard they are going to pursue it' (Dörnyei & Skehan 2003:614).

A goal in teaching is that students should motivate themselves. Dörnyei & Skehan (2003:621) state how motivational self-regulation is where students have developed 'knowledge and skills to motivate themselves'. This sort of motivation is desirable because it is more empowering in that it more effectively prevents students from being distracted by their learning environment, their emotions or any physical distractions (Dörnyei & Skehan 2003:621).

Nunan (1999:233) argues that learners can lack motivation because they have failed several times, the teaching is not interesting and bores the student, because classrooms have poor equipment, because the students do not know the reasons why the learning is important or because the teacher is not giving the students the relevant feedback. Nunan (1999) comes up with different solutions to the problems listed, and encourage teachers to make clear learning aims for the students, make the learning seem more bearable by giving the students small aims to overcome at the time, trying to relate the learning to the learners to make it more inspiring, and including the students' pre-knowledge and opinions into the learning. Teachers should support their students when they speak and teach them learning strategies (Nunan 1999:233).

2.6.4. Personality traits

According to Pervin and Cervone (2010), cited in Dewaele (2013:169), personality traits 'refer to consistent patterns in the way individuals behave, feel and think'. Personality traits describe how an individual will behave out of five types of contrasting personality options, called The Big Five (Pervin and Cervone 2010:228, cited in Dewaele 2013:169), which are extroversion and introversion, neuroticism and emotional stability, conscientiousness and lack of direction, agreeableness and antagonism and openness to new experience and closedness (Pervin and Cervone 2010:262, cited in Dewaele 2013:169). Extraversion and introversion are of most interest connected to the present study, that is why the focus will be on those, and not on the other personality types.

Extraverts are recognized as social, spontaneous, individuals, who often have lots of friends, need to speak with people, enjoy attention, excitement and like to take chances (Eysenck and Eysenck 1964:8, cited in Dewaele 2013:170). Introverts are recognized as quiet, reflected, non-spontaneous and reluctant individuals who can seem reserved with others, except their close friends. They make plans ahead and are not spontaneous or impulsive (Eysenck and Eysenck 1964: 8, cited in Dewaele 2013:170).

On the one hand, there are researchers who claim that there are correlations between high-achieving individuals in language learning and extroversion. On the basis of research such as Lieberman's (2000), Dewaele (2013:170) argues that '[t]he combination of extroverts' speed of retrieval of information from memory and their higher degree of physiological stress resistance would explain their better performance in high-stimulation environment such as a foreign language classroom'. On the other hand, Dewaele and Furnham (2000), cited in Dewaele (2013), found that extroverts had a smaller vocabulary, shorter utterances and used less specific vocabulary when talking about topics, compared to introverts.

Ehrman (2008:70), cited in Dewaele (2013:173), conducted a massive study on high-achieving language learners. She found that the most common personality type among these students was introversion. The advantages with introverted students were that they were intuitive, they were thinking logical and were using precise vocabulary (Ehrman 2008:70). Dewaele (2013:174) concludes that 'both extraverts and introverts have specific strengths and weaknesses in SLA and oral language production', and research finds benefits and challenges with both extrovert and introvert personality types connected to second language learning.

3. Literature review

3.1. Introduction

This chapter presents studies and research done on language anxiety. Section 3.2. reveals international research on language anxiety. Section 3.3 focuses on research conducted on students' reluctance to speak, while Section 3.4 presents Scandinavian research on language anxiety. The definition of language anxiety used in this master thesis is provided by MacIntyre (1998:27) as 'the worry and negative emotional reaction aroused when learning or using a second language'.

3.2. International research on language anxiety

Horwitz, Horwitz and Cope (1986:125) established the discourse of language anxiety in 1986 by identifying and defining it as 'an anxiety reaction which impedes their [learners] ability to perform successfully in a foreign language class'. Further Horwitz et al. explains language anxiety as a 'separate, specific anxiety reaction that happens in a specific context' (Horwitz et al. 1986:127).

In Horwitz et al.'s study (1986), characteristics of language anxiety are described as both mental and physical. Mental reactions related to language anxiety are minds going blank, concentration difficulties, panic, stress, fear, nervousness, demotivation and procrastination of work (Horwitz et al. 1986:126). Physical reactions are, for example, sweating, palpitation and shivering, over-studying and avoiding or skipping class because learners are experiencing language anxiety (Horwitz et al. 1986:126-127, 130). The anxiety reactions are provoked especially by listening and speaking activities in the foreign language classroom (Horwitz et al. 1986:126). Horwitz et al. (1986:128) state that learners can experience language anxiety because their identity and self-conception are threatened when they speak in a new language and because they are not able to express themselves as intelligently and mature as in their first language. In addition, language anxiety is seen as 'a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning' (Horwitz et al. 1986:128).

MacIntyre and Gardner (1989) argue that language anxiety impacts learners on different development levels when learning a second language. The study reveals that a

student can first struggle with language learning, for example comprehension and grammar. Second, if the student repeatedly makes and gains a negative association to learning language, language anxiety will develop. Then the student is expected to feel anxiety in future language learning situations. In addition, MacIntyre and Gardner (1989:269) found that '[t]he division of cognitive resources between task-irrelevant and task-relevant thoughts produces deficits in the performance of highly anxious students', which means that the learners' cognitive capacity is wasted on being anxious, instead of focusing on learning the language.

Price (1991), cited in MacIntyre (1998:34), argues that being ridiculed in front of their classmates is something that students find to be most anxiety increasing. Students suffering from language anxiety can tend to over-study because they try to 'compensate for the negative effects of anxiety arousal by increased effort at learning' (MacIntyre 1998:34).

Young's (1991:426) study revealed that different factors in the classroom create language anxiety in the learner. The anxiety provoking factors could come from the learner himself or herself, the teacher or the teaching strategies used. Factors Young (1991:427-428) identified as creating anxiety in the learner, were lack of self-confidence, competitiveness and unrealistic learner beliefs. Unrealistic learner beliefs refer to the expectations of getting a native accent, having perfect grammar, learning the language in two years or having a sophisticated vocabulary. The teacher can provoke anxiety in the learner by being authoritative and using fear and humiliation to make students motivated to learn. Young (1991:428) emphasized that teachers who 'believe their role is to correct students constantly when they make any error (…) who believe that the teacher should be doing most of the talking and teaching, and who think their role is more like a drill sergeant's than a facilitator's' are more likely to create an anxious learning environment. Teaching strategies that were reported to make students anxious were when they were ridiculed in front of their peers or scorned for making mistakes (Young 1991). Young (1991:429) found that the issue for the learner is not necessarily to be corrected when making errors, but 'when, how often, and most importantly, how errors are corrected'. Young's study showed that learners were anxious about having to speak before the entire class and having oral tests.

Young (1991) argued that to be able to decrease language anxiety in the classroom, it is important that teachers learn to recognize the behaviour of anxious students. Young (1991:429) found that typical anxious behaviour is to avoiding interaction and being reluctant to speak or refusing to speak, physical signs, such as sweating and quick breathes, being unable to pronounce words, struggling with memory and getting blank when asked to speak. He also found that anxious learners can mentally block out, which prevents learning the

language at all. Young's (1991:430-432) study argued that useful methods to prevent anxiety in learners were to helping students identify the anxiety, talking about it and making them do positive self-talk. The study also indicated that the teachers who had 'a good sense of humour and were friendly, relaxed and patient, who made students feel comfortable and who encouraged students to speak out' (Young 1991:432) managed to reduce language anxiety among students.

Gardner and MacIntyre (1993), cited in Dörnyei (2005), argue that the learning environment hugely influences a learners' level of language anxiety. That is because a learners' motivation, attitude and self-confidence in learning a second language is hugely influenced by the social environment the learning happens in.

A study performed by MacIntyre and Gardner (1994) revealed the correlation between academic performances and language anxiety. They conducted the study on 71 French students who were divided in four groups. The students were asked to participate in vocabulary learning tasks. While performing the tasks, three of the groups were filmed at different stages in the task, while the last group was a control group, which was not filmed at all (MacIntyre and Gardner 1994). The study revealed that the participants being filmed had forgotten lots of their vocabulary. In addition, the anxiety also made learners perform worse on the tasks, not because they had poor knowledge in French, but because they were anxious. MacIntyre and Gardner's (1994) study indicates that the impacts language anxiety has on a learner is strongest right after it has been provoked. The feeling of anxiety disappears after a while, and if the learner attempts to get rid of it, the language anxiety can disappear completely with time.

MacIntyre and Noels (1994), cited in MacIntyre (1998), argue that suffering from language anxiety does not only influence a learners' performance in a second language, but also how they consider their performance. MacIntyre and Noels (1994) found that learners could become more anxious because they expected themselves to fail and could develop a low self-perception of their skills in a second language. Students who relaxed, in contrast, seemed to perceive themselves as better than they were, according to the study. The study indicated that anxious students can expect to fail while learning the second language, and therefore have a hard time overcoming the anxiety.

Clement, Dörnyei and Noels' (1994:417) questionnaire study concerned 301 students' attitude, anxiety and motivation toward learning English, and how students evaluated their learning environment. Clement et al. (1994) argued that anxiety was a part of the learner

characteristic motivation. The study found that self-confidence and anxiety were not based on the learning environment the students were in.

Sparks (1995), cited in Dörnyei (2005), argues that most students with language anxiety are low-achieving students. His argument is that there is a correlation between students being motivated, having low levels of anxiety, a positive attitude towards learning and being high-achieving students. Sparks indicates that language anxiety is not the major problem, but low cognitive skills is what makes students struggle with language learning, and in that sense, they develop language anxiety.

MacIntyre (1995) argues that language anxiety hinders learning in students, but that is not because the students have poor language aptitude. On the contrary, students with language anxiety uses much of their cognitive capacity on being anxious, and it effects their 'encoding, storage, and retrieval processes' (MacIntyre 1995:96) while learning. MacIntyre (1995:96) argues that anxious students will perform as well as relaxed students if they are not anxious, and that they possess the same language abilities as relaxed learners, but they use their cognitive capacity differently.

MacIntyre and Charos's (1995) study, cited in MacIntyre (1998), revealed that language anxiety was not necessarily due to nervousness. They argued language anxiety rather was connected to introversion.

MacIntyre (1998) provides an overview of research on language anxiety completed before 1998. MacIntyre mainly discusses and compares what others have found on the subject, and do not add any of his own studies. He concludes his paper by arguing that language 'anxiety develops from negative experiences, particularly early in language learning' (MacIntyre 1998:41). Furthermore, MacIntyre (1998:41) states that students with language anxiety have a tendency to consider themselves as low-achieving and this negatively influences the learners' motivation for, and self-confidence in learning the second language. He states that '[t]he beliefs of both language students and language teachers, and the classroom context, may contribute to anxiety arousal' (MacIntyre 1998:41).

Spielmann and Radnofsky (2001) studied language anxiety connected to the ethnography of the learner. They argue that when learners speak a second language, they feel they have another personality, which creates tension in them. There can be positive or negative effects of the tension. The effect of the tension is not due to the level of the teaching, the equipment used or the classroom environment, but it depends on the learners 'personal expectations and a priori beliefs about language learning' (2001:259). Spielmann and Radnofsky indicate that some tension might is beneficial to students in a learning context.

Gregersen and Horwitz (2002) argue that there is a correlation between students being perfectionists and developing language anxiety. Their study indicates that perfectionists can develop anxiety, because they set an impossible high standard for themselves. The results from their study indicate that students with language anxiety are concerned about negative evaluation from other students, they waste a lot of time on procrastination because of fear and are overly concerned about errors (Gregersen and Horwitz 2002:568). Another trait anxious students have in common is a very high personal performance standard, where the students do not want to speak before their language is fluent (Gregersen and Horwitz 2002:563). As Gregersen and Horwitz (2002) point out, a person has to make mistakes while learning to speak a language. The dual reality is that these errors is the reason some students gain language anxiety. When making mistakes, the learners 'draw attention to the difficulty of making positive social impressions when speaking a new language' (Gregersen and Horwitz 2002:562).

According to Gregersen and Horwitz' (2002) study, common anxiety characteristics are that learners rarely initiates conversations and they interact minimally. They are passive learners who withdraw from activities. Anxious students have overly emotional reactions for minor failures, low productivity because they use much of their time on procrastination and start overs because they never are pleased with what they have done. Gregersen and Horwitz' study (2002) showed that language anxiety could develop in learners because the 'mismatch between foreign language students' mature thoughts and their immature foreign or second language proficiency results in self-consciousness and anxiety in some individuals' (Gregersen and Horwitz 2002:562).

Dewaele (2002:23) conducted a study on whether language anxiety was a personality trait or not. The study's participants were 100 students from Belgium, and they were tested in their second language French and third language English. They were tested in speech production. The study showed that French, which earlier had worked as a high-class indicator, still worked as an indicator of social class and increased language anxiety in the students. In the third language English, the students did not show language anxiety. The study did not find that language anxiety was a personality trait a learner had. Instead, the study's result indicates that the social context and the situation the individual speak in has more to say for the development of language anxiety than personality traits. Still, personality traits such as extraversion, neuroticism and psychoticism have some impact on learners' level of anxiety when speaking (Dewaele 2002:35).

Woodrow (2006:322) found that the most frequent source of language learning anxiety was interaction with native speakers. Woodrow's research focused on anxiety experienced inside and outside the classroom. Woodrow (2006:313-314) gained her results through questionnaires and interviews. Forty-seven students who were learning English in Australia for academic purposes participated in the study. Woodrow's (2006:323) research showed that language anxiety was 'an issue in language learning and has a debilitating effect on speaking English for some students'. The effect of language anxiety is that it occupies the anxious learners' cognitive capacity that should have been used to learning (Woodrow 2006:310). She claims that language anxiety is an important aspect teachers should pay attention to and deliberately work towards reducing.

Woodrow (2006) states that there are stages of anxiety, and different anxiety stages are prevented and opposed by different techniques. Out-of-class tasks are important to prevent language anxiety learners experience in their everyday life and make the learner able to speak in different contexts and situations without being debilitated by language anxiety (Woodrow 2006:324). Her findings showed that students speaking or discussing together in pairs or groups were beneficial methods to decrease language anxiety and were the activity her respondents chose as least anxiety increasing. The most anxiety increasing activities were reported to be 'oral presentations and performing in front of classmates' (Woodrow 2006:322).

Dewaele's (2007) findings indicated that the higher level of language anxiety a student possessed, the lower grades the student would have. Language anxiety thus made students perform poorer in the second language. The study showed that students who were high-achievers in their first language were also high-achievers in their second and third language. Further, his research indicated that gender and social class did not have any coherence with the development of language anxiety.

Occhipinti (2009) conducted her study on Italian and Spanish students learning English and argued that oral activities with high self-exposure were most language anxiety provoking, while making speaking errors concerned students the most. Activities that happened between few students without an audience were best equipped for decreasing language anxiety.

MacIntyre and Gregersen (2012) investigated how affective powers, such as self-confidence, willingness to communicate and language anxiety, influenced a learners' communication in a second language. MacIntyre and Gregersen (2012:103) argued that language anxiety 'is a term that encompasses the feelings of worry and negative, fear-related

emotions associated with learning or using a language that is not an individual's mother tongue'. MacIntyre and Gregersen (2012) summarized that language anxiety inhibited the learning process and that language anxiety made students low-achievers in school.

3.3.Reluctance to speak

A study done by Tsui (1996), cited in Nunan (1999), investigated five reasons for why students were reluctant to speak, and what could be done to overcome the issues. The first reason was that students perceived 'low proficiency in English' (Nunan 1999:234). When the teacher asked questions, the students were anxious to answer because they felt they did not speak well and were concerned their answers were wrong. They lacked self-confidence to answer even though they had the necessary language skills and knowledge to be able to reply.

The second reason was that students were concerned about making 'mistakes and derision' (Nunan 1999:234). They were anxious to speak because they were concerned about what the other students in class would think of them if they made mistakes while speaking. They were anxious for being ridiculed and being perceived as stupid in front of their classmates.

The third reason was 'teachers' intolerance of silence' (Nunan 1999:234). This meant that teachers automatically expected an answer right after they asked a question and did not give the students time to think.

The fourth reason was 'uneven allocation of turns' (Nunan 1999:234), meaning that the teachers mostly asked the high-achieving students to talk, and did not expect the low-achieving students to participate. When the teacher asked the high-achieving students, they avoided silence and replied faster. However, they made reluctant speakers more anxious.

The final reason was 'incomprehensible input' (Nunan 1999:234). The teaching, activities and questions given to the students could be complicated, unclear and make the students confused. To make students less anxious, the instruction should be understandable for the students.

To prevent anxiety and reluctance among students, Tsui (1996) developed six procedures for the classroom. First, teachers should give students time after they have asked a question while waiting for a reply. However, if a student is trying to answer, and do not manage to, giving more time would only make the situation more traumatic for the students and will make the students even more reluctant in similar situations later (Nunan 1999:234).

Second, teachers should work with their ways of asking, and try to ask precise and clear questions (Nunan 1999:235). Third, teachers should aim to tolerate a wider range of answers, to make it easier for students to reply what is viewed as correct (Nunan 1999:235). Fourth, the students should be put together in pairs or groups and practice and prepare their answers before being asked to answer in front of the class (Nunan 1999:235).

Fifth, teachers should focus on students communicating, instead of focusing on them using the correct form (Nunan 1999:235). As long as students manage to express the content they aim for, mistakes should not be seen as a major problem. Finally, teachers should focus on creating a 'good relationship with the students' (Nunan 1999:235) and by having a positive learning environment in the classroom make students confident speaking. Tsui's study concluded that 'the key to encouraging students to communicate was to create a low-anxiety classroom atmosphere. Strategies that contributed to a lowering of anxiety were the key ones in encouraging the reluctant students to speak' (Nunan 1999:235). The study stated that motivated students in a low-anxiety learning environment were best equipped to learn a second language and thus would be confident when orally participating in the classroom.

Sparks and Ganschow (1991) examined why learners struggled with learning a second language. They argued that some of the reasons could be 'phonological, syntactic or semantic components of the linguistic code' (Sparks and Ganschow 1991:10). Sparks and Ganschow (1991) argued that learners struggled with this in their second language because they also struggled with it in their first language. However, in their first language, the students developed methods to manage the problems and often performed well in their native language. Due to the methods being not always transferable to the second language, some learners struggled with foreign language learning.

3.4. Scandinavian research on language anxiety

Relevant research on language anxiety in the Scandinavian countries, such as Norway, Denmark and Finland was not found, while two studies conducted in Sweden were found. The Swedish school system has a lot in common with the Norwegian, and research from Sweden is therefore relevant in Norway too.

Landström (2016) conducted his study on 49 participants on two classes from lower and upper secondary school in Sweden. All participants answered a questionnaire based on

Horwitz et al.'s foreign language classroom anxiety scale[2] (FLCAS), and ten students were interviewed. The result indicated that the three main sources for language anxiety among students were 'fear of negative evaluation, teacher-induced anxiety, and general anxiety' (Landström 2016:25). Landström (2016) also stated that students at lower secondary school tended to have more language anxiety than students from upper secondary, maybe because they were younger, had a more sensitive age and were not used to be assessed with grades.

Bergström's (2017) research aimed to show the connection between language proficiency, age, gender, and language anxiety in Swedish upper secondary school. The results were collected through a questionnaire conducted in three upper secondary schools, and a total of 183 students participated. His study showed that those who performed well orally in the second language had less anxiety, while those who has poorer performances orally had a higher level of language anxiety. Bergström (2017) argued that the level of anxiety in the different age groups at upper secondary was the same, and that age did not seem to affect the level of anxiety in the students. Considering gender, most females reported to have language anxiety.

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[2] FLCAS is a tool developed by Horwitz et al. (1986:129) to make researchers able to identify language anxiety in learners.

4. Methodology

4.1. Introduction

The study was conducted using mixed methods research, consisting of teacher interviews, student questionnaires and focus group interviews, in order to investigate language anxiety in the Norwegian EFL classrooms in lower secondary school (grades 8 to 10). Three lower secondary school teachers were interviewed. In each of the teachers' classes, a group of students participated in a focus group interview. In addition, one of each teacher's classes filled out a questionnaire. This chapter explains the methods used in the present study, as well as sampling, validity and reliability and ethical considerations. Specifically, Sections 4.2., 4.3., 4.4. and 4.5. define and discuss the mixed methods used in the study, namely interviews and questionnaires. Section 4.6. discusses ethical considerations regarding this research.

4.2. Mixed methods research

The present study used a mixed methods research design, which means that the study 'combines qualitative and quantitative research in a study, or closely related series of studies, through the collection, analysis, and integration of qualitative and quantitative data' (Creswell 2015, cited in Guetterman and Fetters 2018: 900). Mixed methods research is often used to prove the research results by different explanatory methods, to use different strategies that complement each other to get better results (Guetterman and Fetters 2018:903). In the present study, the qualitative method was interviews, while the quantitative method involved questionnaires. Mixed methods research was chosen as an appropriate design for the present study on language anxiety because it made the researcher able to investigate language anxiety from both the teachers' and their students' perspectives through practicable and time manageable methods.

4.3. Teacher interviews

Three Norwegian EFL teachers who worked at lower secondary schools (grades 8 to 10) were interviewed individually. The current year, one worked in grade 10, the second in grade 9 and the third one in grade 8. The interviews lasted from about forty minutes to one hour. The

interviews were recorded and transcribed. Semi-structured interviews with open-ended questions were used (see Appendix 4). Two of the interviews were conducted in English (Teacher B and C), and one in Norwegian (Teacher A), in accordance with the teachers' preferences.

Interview was a useful tool to gather research data, defined as 'a face-to-face verbal exchange, in which one person, the interviewer, attempts to elicit information or expressions of opinion or belief from another person or persons' (Maccoby & Maccoby 1954:449). Brinkmann (2014:279) highlights that interview is a source of knowledge distribution, and that it 'expands our intellectual powers enormously'. Interview was chosen to collect data from the teachers because it made it possible to get qualitative in-depth information on language anxiety and it was considered the best method to investigate the teachers' beliefs, experiences and practices regarding language anxiety. Interviews provided a manageable workload because only three teachers were interviewed.

Considering the interview structure, the core alternatives are structured, semi-structured and unstructured interviews (Brinkmann 2014:285). Brinkman highlights that all the different structures are interview ideals, and that no interview is completely one of the categories (Brinkmann 2014:285). In the present study, semi-structured interview was chosen as the most appropriate. The researcher prepared all the questions and got feedback on them before the interviews were performed. Semi-structured interview provided the researcher with an opportunity to ask additional questions about particular issues, to ask the questions in a different order and to engage in the interview to communicate more actively (Brinkmann 2014:286).

In the present study, the researcher used her own contacts to recruit participants, and thus used convenient sampling. Fraenkel and Wallen (2006:100) define convenient sampling as 'a group of individuals who (conveniently) are available for study'. In other words, non-random sampling was used in the present study, in contrast to random sample which takes place when the participants in the study are randomly selected and the entire research population has been possible to choose between (Ruane 2005:109).

The samples for the interviews were a homogeneous group because the teachers were of similar age, well-educated and had considerable teaching experience (Dörnyei 2007:127). Should the study be representative for the population, the study should have included more teachers of both genders, different ethnical origin, different locations and a greater variety in age.

The validity and reliability of the teacher interviews should also be discussed. In qualitative research, Silverman (2005:224), cited in Dörnyei (2007:57), defines reliability as the 'degree of consistency with which instances are assigned to the same category by different observers or by the same observer on different occasions'. In other words, the results and findings in qualitative research should be possible to achieve if the same research was conducted again. There should be a consistency in the findings (Dörnyei 2007:57).

When it comes to validity, Dörnyei (2007) argues that most researchers agree that they shall 'strive to assess and document the legitimacy of their findings – after all, scholars have to convince their audiences that they should listen to them all and, eventually, believe them' (Dörnyei 2007:48). In qualitative and quantitative research, there are different views and criteria for what counts as valid research (Dörnyei 2007:48-49). The present study was a mixed methods study and therefore considered criteria for both qualitative and quantitative research (Dörnyei 2007:62-63). The criteria will be discussed in connection to each of the methods used in the present study.

Dörnyei (2007:55-56) provides three considerations one should follow when working with qualitative research: insipid data, quality of the researcher and anecdotalism and the lack of quality safeguards. Insipid data questions why and how the researcher chooses to present qualitative findings. The quality of the researcher has major impacts on how the study is conducted and the validity of the result. Anecdotalism and the lack of quality safeguard concern wrong emphasis on minor findings or mistakes made in qualitative research (Dörnyei 2007:55-56).

A challenge and a benefit with interview are that the information provided by the interviewee makes up what the research is based on (Briggs 2007:566, cited in Brinkmann 2014:279). This puts a huge emphasis on the interviewee's validity (Brinkmann 2014:294). The information provided could be misinterpreted, be wrong, the interviewee could remember different things than what actually happened, and there could be different reasons for why an interviewer should 'enhance the trustworthiness of human recollections' (Brinkmann 2014:294). Also, the interviewees could act as professionals in fields they do not have competence within.

Brinkman (2014:285) argues that the way questions are expressed has a huge impact on the answers an interviewee gives. She claims that 'there are no such thing as nonleading questions. All questions lead the interviewee in certain directions, but it is generally preferably to lead participants only to talk about certain themes, rather than to specific opinions about these themes' (Brinkmann 2014:285). In the present study it was important

that the interviewer did not force or manipulate the conversation. The result would then be misleading. At the same time, the interviewer wanted to provoke the interviewer enough to give an interesting answer. As Dörnyei (2007:54) states, participants could answer what they believe is socially acceptable or expected of them, instead of what they actually mean, which is destroying for the study. Brinkmann (2014:294) argues that there are measures the researcher could take to make the participants' information more valid. One should communicate and allow the interviewee time to remember, one should ask for specific happenings or examples, make the interviewee talk about current episodes, and the interviewer should encourage the interviewee to give 'a free and detailed narrative' (Brinkmann 2014:294).

In the present study, validity was considered in that experienced teachers were chosen to participate in the study. In order to get the most honest and valid data, the participants were not given the questions before the interview, but they knew the topic of the conversation. Furthermore, the participants were not paid and were anonymous, so the teachers participated in the study because of other reasons than earning and being positively distributed. The interviews were recorded and transcribed to reduce the chances for the researcher to misinterpret and forget important information the teachers were giving. A validity error might be leading questions from the researcher. Firstly, how questions were formulated, but also spontaneous reactions, such as facial expressions, intonation and body language the researcher might have subconsciously communicated with. The researcher tried to avoid leading questions and leading behaviour to influence the teachers. Still the word 'anxiety' in language anxiety seemed to have a negative association for most people, and this might have made the teachers view it as most appropriate to never say, for example, anything constructive about language anxiety and whether there could be positive effects. A positive indication of internal validity in the study was that the researcher's expectations of what the teachers were going to argue in the interviews were not always met. Several times the teachers came up with different answers than what the researcher expected, which was a positive indicator of that the questions were more neutral.

The validity of the interviews was considered to be trustworthy in that several studies in the literature review supported what the teachers argued. Furthermore, beliefs, experiences, and practices teachers had regarding language anxiety could be examples of warning or examples for inspiration, depending on the readers' agreement or disagreement with what the teachers revealed about their perspectives on language anxiety.

4.4. Student focus group interviews

Three focus group interviews were conducted, with 15 students in total. As for gender, eleven girls and four boys participated. The focus groups were chosen out of one of the interviewed teachers' EFL classes. The students volunteered to join. The groups varied from three to eight students in each group. The researcher planned to interview three to five students in each group because she believed the students would be more confident with a smaller number of participants. However, the teacher in one school wanted all the students who volunteered to be able to take part in the interview. The interviews lasted about from twenty to thirty minutes. The interviews were recorded and transcribed. A semi-structured interview guide with open-ended questions was used (see Appendix 5). All of the interviews were conducted in Norwegian, in accordance with the students' preferences.

The focus group interviews, in contrast to the teachers' interviews, were performed with three groups of students. What counted for group interviews or focus group interviews was that the interviewer was the 'moderator' to encourage the group of individuals to discuss and talk about a topic (Brinkmann 2014:289). Brinkmann (2014:289) argued that group interviews were more 'dynamic and flexible in comparison with individual interviews, and they may be closer to everyday discussions'. The group interviews could give the researcher more angles to a topic because more people with different knowledge came together and expressed their different views on topics. There are different numbers on what an ideal focus group size is, but Brinkman (2014:289) argues for six to ten participants. However, on a sensitive topic, such as language anxiety, and with the sensitive age group students at lower secondary were, the researcher preferred a smaller number of participants.

The sampling for the focus group interviews was done on the basis of two criteria, namely a) that the participants were students having one of the interviewed teachers as their EFL teacher, and b) that they gave their consent to take part in the focus group interview. There were three possible sampling errors with the focus group interviews. First, because the students volunteered to be interviewed about language anxiety, one can assume that these students were among confident students in class. One can also assume that these were not representative students from the class, in that they most likely had more confidence than the average students because they volunteered. This being the case, the researcher could not force participants to take part in the interviews. Second, the gender differences might affect the representativeness of results since there were more girls than boys who were willing to participate in the interviews. However, the researcher could not force boys to volunteer.

Third, another sampling error that most certainly influenced the results in the present study was that the researcher planned to interview the students who had experienced language anxiety. The students with severe language anxiety would most certainly not volunteer for an interview, even though the interviews were done in their mother tongue. The data provided will however be of interest, even though not all the participants in the study had personal experiences with language anxiety.

The same concerns about the reliability and validity of the teachers' interviews also applied to the student focus group interviews. Specific challenges with the validity and reliability of the focus group interviews were related to the fact that different factors could manipulate the conversations. First, the conversations could be manipulated because the students were interviewed together with their peers, and maybe wanted to impress them and answer what was socially acceptable among their classmates (Dörnyei 2007:54). Second, Brinkmann (2014:289) argued that the researcher should be more of a moderator of the conversation, which was not the case in the focus group interviews. The researcher actively took part in the conversations in order to make the students speak, because some of them were reluctant. It is possible that the researcher unintentionally manipulated the conversation, because she actively participated. Another challenge concerning validity and reliability was that even though some of the students who volunteered to participate in the interviews were reluctant, not all of them had experienced language anxiety personally. Yet, one of the research aims was to investigate the students' beliefs about and experiences with language anxiety. This does not only apply to the group of students struggling with language anxiety, but also to those around who observe and recognize anxiety among others.

4.5. Student questionnaires

The student questionnaires were conducted in each of the three teachers' EFL classes. The researcher visited the classes that participated in the questionnaire in order to inform them about the research project, the aims of the study and to explain how the questionnaire was conducted. Before the students filled out the questionnaires, the researcher defined what language anxiety was and presented information about the questionnaire. The students were also encouraged to ask questions. During the questionnaire, the researcher was available for questions and comments, and walked around the classroom to support those who needed it. Similar to the focus group interviews, there were a clear majority of girls participating in the questionnaire, with 30 girls and 19 boys, and a total of 49 students participating.

The questionnaire was divided into three parts (see Appendix 6). The first part contained questions about the students' personal experiences with and beliefs about language anxiety. The second part asked about the students' perspectives on their own and their classmates' language anxiety. The third part focused on the students' attitudes towards their teachers' approaches to dealing with language anxiety. The questionnaire included mainly behavioural and attitudinal questions about the students' former actions, experiences, current beliefs and opinions connected to the issue of language anxiety. The questionnaire took about 20 to 30 minutes to answer. There was a total of 33 questions. Three questions were open-ended, where the students could write their response. The rest of the 30 questions were closed-ended and had from two to seven different alternatives to select between.

Brown (2001:6) defines questionnaires as 'any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers'. Cohen et al. (2011:377) add that questionnaires are 'a widely used and useful instrument for collecting survey information, providing structured, often numerical data, being able to be administered without the presence of the researcher, and often being comparatively straightforward to analyse'. The questionnaire thus made it possible to gather quantitative information in a short period of time (Dörnyei 2003:9).

In quantitative studies, sampling is used to find results counting for a population group and be able to make general assumptions about this population (Dörnyei 2007:126, Ruane 2005:104). The sampling for the present questionnaire was chosen because they were the students in the three interviewed teachers' EFL classes. The researcher aimed to compare the teachers' and their students' perspectives on language anxiety. The researcher estimated 80 to 90 students would participate, but only 49 did. The main reason for the limited number of participants was due to the requirement that the students had to get signature from their guardians on the consent form in order to participate. Many students forgot or lost their consent form and did not bring it the day the questionnaire was conducted. This challenged the validity of the study and the representative sampling principle. Another challenge with the questionnaire was its length. Still, because time was given at the school for the students to conduct the questionnaire, the students were motivated to answer it.

Reliability and validity in quantitative research need to be discussed. Dörnyei (2007) defines reliability in quantitative research as 'the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances' (Dörnyei 2007:50), and further adds that if 'variations cause inconsistencies,

or measurement errors, then our results are unreliable' (Dörnyei 2007:50). Dörnyei (2007) argues that it is not necessarily the tools and instruments used to gain results that are unreliable, but whether the data collected actually applies to the real world.

A challenge with the reliability of the questionnaires was that poorly constructed questions could give misleading and wrong information. Dörnyei (2003:10) argues that it is important that the questions are understandable and that there are relevant alternatives to answer. The word choice can affect the result, so the researcher should be careful with the use of language. The focus should be on asking precise, understandable and clear questions (Ruane 2005:126-127). Other challenges with questionnaires are that the participants can lie and be dishonest, and the researcher cannot control the information given. Most participants want to present themselves in a better manner than what the reality is (Ruane 2005:125). The participants can be bored and lose motivation and then give wrong information because they do not read the questions well and skim through the questionnaires to be done with it. The participants can answer what they think the researcher wants and intend to convey a good impression of themselves unconsciously or consciously (Dörnyei 2003:11).

Another challenge with the reliability of the questionnaires was that the answer options were in English only. The researcher expected the students to understand those. However, six students asked the researcher to translate the word 'seldom', which probably meant that even more students struggled with that word, and this might have led to misleading results.

In quantitative research, Dörnyei (2007) argues that validity can be divided into research validity and measurement validity (Dörnyei 2007:50). Research validity covers 'the whole research process' (Dörnyei 2007:50), while measurement validity means that 'a test is valid if it measures what it is supposed to measure' Dörnyei (2007:51). Research validity can further be divided into internal and external validity, where internal validity concerns what has been done in the process to get the results, and external validity concerns the extent to which the results can be generalized to larger populations (Dörnyei 2007:52).

A possible external validity issue is that the questionnaire was conducted with a small number of participants, namely 49 students, which means that the result of the questionnaire cannot apply to all students in Norway. Students in other Norwegian lower secondary EFL classrooms can have different views on language anxiety, as opposed to those in the present study.

4.6. Ethical considerations

As Dörnyei (2007:63) argues '[…] research in education […] concerns people's lives in the social world and therefore it inevitably involves ethical issues'. Classroom research done in the Norwegian context, needs to be reported to NSD, The Norwegian Centre for Research Data[3], before being conducted. The present research on language anxiety was viewed as a study involving health information as referred to in the NSD approval letter (see Appendix 1). The researcher was required to pay attention to three important ethical issues considering the study, namely full information, consent and confidentiality, in order to get the study approved.

Full information meant that the students participating in the study should be provided with all the necessary information to understand what they would take part in. The participants were informed through the consent form the researcher gave them about the aims and purpose of the study and contact information (see Appendices 1, 2 and 3, Dörnyei 2007:70-71). No information was withdrawn to elude the participants (see Appendix 1, Dörnyei 2007:65).

Consent is important in all research, but because some of the participants in the present study were from 13 to 15 years old, an active consent from both the students and their guardians was necessary (NSD, Dörnyei 2007:65, 70). NSD required the researcher to obtain the consent, so a written consent form was sent to the schools in advance to get the signature from guardians and students before the focus group interviews and questionnaires were conducted (Dörnyei 2007:65, 68). The teachers and students were informed that they could withdraw from participation at any moment (see Appendix 1, Dörnyei 2007:68). The participants volunteered, and the guardians and students were invited to ask questions about the study.

To be able to conduct the study at school, it was important that both the researcher and the interviewed teachers ensured confidentiality. The teachers are obliged to maintain confidentiality because of their profession (Jemtegaard 2018). It was important for the researcher to ensure that neither the teachers nor their students could be recognized by the data provided in the thesis (Dörnyei 2007:68). In addition, it was important that the teachers did not reveal personal information about the students, which could make them identifiable

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[3] NSD is a national achieve and center for research data in Norway, and in order to do any research in the Norwegian context, the researcher needs to apply to NSD and get it approved before conducting the study. NSD make sure research conducted are ethical and follow the Norwegian laws ('NSD').

(Dörnyei 2007:68). All personal information gathered, as well as the recordings, were to be deleted when the project was completed. Only the researcher had access to the recordings before they were deleted. The researcher did her best to ensure that no sensitive information about the participants, such as personal names or e-mail addresses, was revealed in the thesis (Dörnyei 2007:65, 68).

5. Results

5.1. Introduction

This chapter presents findings from the present study conducted on language anxiety in three Norwegian lower secondary schools. The chapter thus presents findings from the teacher interviews, student focus group interviews and student questionnaires. First, in Section 5.1., the three interviews done with Teacher A, Teacher B and Teacher C are summarized. Secondly, in Section 5.2., the results from the student questionnaires are described. Thirdly, in Section 5.3., the data obtained from the three student focus group interviews are presented.

5.2. Teacher Interviews

5.2.1. Teacher A

Teacher A had 17 years of experience as a lower secondary EFL teacher. She had always enjoyed learning languages, and studied French, Spanish and English at college. The teacher argued she had personal experiences with language anxiety in situations, such as job interviews, parent-teacher conferences and teaching in seminars.

The teacher defined language anxiety as feeling uncomfortable around authority persons or in formal settings while speaking a second language, in addition to not being able to talk freely and confidently. She argued that people experienced language anxiety because they were concerned about making a fool of themselves and losing face. The teacher also understood language anxiety as a trait connected to personality. She believed the students who experienced language anxiety also had anxiety within other areas.

The first time the teacher heard the term 'language anxiety' was when she corresponded with the researcher about the topic of the interview. There had never been any discussion about language anxiety among her colleagues, nor seminars devoted to the topic at her school. However, she argued that teachers knew what it was, but they did not use the term 'language anxiety'.

The teacher stated that every year she had students who experienced language anxiety in her classes, including the current academic year. Her experience was that students in the 8th grade were usually confident and did not show signs of language anxiety. However, in the 9th

grade they started criticizing themselves and got 'performance anxiety'[4]. At lower secondary school, changes in maturity, puberty and hormones changed the students' self-confidence and made them self-critical and anxious, including EFL lessons. She experienced that while students were more confident and believed in themselves at primary school, biological reasons made that change at lower secondary school.

Teacher A emphasized that students struggling with language anxiety often were high-achieving students, as opposed to one's expectations for low-achieving students to be more anxious. This, she argued, was because it was not a lack of knowledge that made the students nervous, but it was the students' personality traits and preferences.

Teacher A stated that useful methods to prevent language anxiety were to let students have presentations in front of a small audience, make them practice pronunciation by listening to texts and have EFL lessons with a predictable structure. Regarding presentations, the teacher experienced that the older students were, the less willing they were to present in front of the whole class. The method Teacher A used was to let the anxious students present for her only at first. The anxious students got feedback from the teacher and she helped them with the content and formulation of sentences. The anxious students had to give the same presentation to a smaller audience and chose one to three classmates with whom they felt confident.

Teacher A made students practice pronunciation by giving them listening activities as homework. She used an application called 'Audio Voice Recorder' and, for example, made the students audio record themselves at home saying 5 sentences. The students had to send the recordings to her and she corrected mistakes if any. Also, the teacher recorded herself pronouncing the words or sentences correctly so that the students could listen to her and practice at home. Another listening activity the teacher used was to publish the mp3 format of texts online on the students' platform and she gave the students homework to listen to the text and read it aloud three times.

Lessons with a predictable structure were important to decrease language anxiety among students. To create a safe learning environment for the students, the teacher never asked the students to read aloud a text they had not practiced beforehand, not even in pairs. Teacher A argued that reading aloud, especially unfamiliar texts, was one of the activities that increased language anxiety in students the most. Dyslectic students especially struggled with

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[4] [1]According to Oxford English Dictionary, performance anxiety can be defined as "nervousness or fear preceding or accompanying participation in a particular activity (…) esp. to the point where ability to carry out the activity is affected". The Oxford University Press. March 2020. OED Online. <www.oed.com/view/Entry/140783>. Accessed 30 March 2020.

language anxiety and reading unfamiliar texts. Because English had deep orthography, students struggled with the pronunciation of sounds and words. Teacher A never forced anyone to answer questions. If she wanted the students to have discussions or answer questions in plenum, they discussed and prepared the answers in groups first. She also focused on seating students next to classmates they felt safe to be with, especially during speaking and reading activities, group discussions, and oral tasks.

The teacher believed that in order to make students feel safe in the classroom it was important that she noticed them. She often went down to the students and talked with them when they read in pairs or did other activities. She emphasized that in the lessons the students were not expected to speak perfect English. The main goal was for the students to make themselves understood and be able to communicate. She stated that there were students who seldom spoke in class, as they never were forced to speak.

Teacher A affirmed that social media had a connection to the development of language anxiety, because it forced the students to be perfect in every arena of life. She stressed that students were under pressure of unrealistic expectations, such as getting good grades at school, perform well in sports and competitions, meet tight schedules and expectations from themselves, their parents and friends. This said, she believed students were more exposed to the English language today, because of for example gaming and chat programs, which she believed reduced language anxiety. She believed there was a coherence between the students' perfectionism and development of language anxiety. She argued that perfectionism developed in puberty along with the pressure to perform well. She had students who cried if they got grade four. Teacher A tried to prevent the pressure of unrealistic expectations by telling the students that they were only in a competition with themselves.

> Vi må realitets-orientere de om at dette er en kamp du har mot deg. Det er ikke en individuell kamp mot andre i samme situasjon.
> We have to orient them about reality by telling them that this is a competition you have with yourself. It is not an individual competition against all others in the same situation.

The teacher argued that many students were highly critical of themselves and focused on negative features. To change this, she encouraged her students to be more friendly, positive and less self-critical. To avoid the pressure to achieve good grades at school, the students were given their grades in the afternoon.

She argued that the students were not laughed at if they made mistakes in her classroom. She focused on having a positive relationship with her students to prevent this. To make the students feel safe, the teacher claimed that it was important that she herself dared to make mistakes so the students would be less anxious as well.

The teacher had experienced reluctant classes she never managed to change. In those classes, she used a lot of group work. She used different communicative games, such as 'Kortskalle' and 'Alias' or dialog cards to make students have conversations. Speed dating was also an activity that made students speak. The students were placed facing each other in two lines and were given questions they should ask each other. After a minute, each student got a new classmate to talk to.

The teacher explained that anxiety resulted in school refusal. The day before the interview two students dropped school to avoid having a presentation. She pointed out that some students also avoided the situations that made them anxious by making up excuses or delaying.

5.2.2. Teacher B

Teacher B started her career as a pedagogical leader in a kindergarten, while studying to be a secondary school teacher. She worked for a while within adult education before she started to work at primary and lower secondary school as an EFL teacher. She had English as her first language, because she was born in the USA. The teacher defined language anxiety as follows:

> The fact that they (the students) close down or they shut down. And I see two sides of it, one is (…) that students can have anxiety just to learn, and they will close down without even trying to learn, without even making an attempt to try to learn something. And then, on the other hand, we have the type of anxiety, they know the answer, maybe they want to answer, and something inside of them is stopping them.

The teacher argued that students who were shy and timid in the EFL lessons could suffer from language anxiety, but it could also be a personality trait. She argued students' reluctance to speak was due to their low self-confidence. She thought that students' inner speech was negative and thus influenced their performance in oral activities, as well as in life in general. The teacher emphasized that it could be hard for her to know which students experienced language anxiety, if they did not share it with her. What surprised the teacher was the

discrepancy between high-achieving students and their confidence in speaking. She had special needs students and low-achieving students with strong self-confidence, who wanted to speak and were not reluctant even though one expected they could be. On the contrary, high-achieving students held back and were reluctant, and she believed this was due to the students' lack of self-confidence.

Teacher B had not learned anything about language anxiety in previous education but had learned about general anxiety in her studies. She had no personal experience with language anxiety as a student, even though she moved to a new country and had to learn a new language.

Teacher B focused on making her students feel relaxed in class so they would be able to learn and would not shut down or put up a wall between them and her. She paid special attention to the students struggling with language anxiety, and argued that language anxiety hindered learning and was deconstructive. To decrease language anxiety in class, the teacher focused on making her students confident in themselves and their language skills.

Teacher B specifically focused on learners struggling with oral English and used different methods and activities to reduce their language anxiety. She arranged a ten-hour course, with two lessons each week, to improve the students' oral skills. In the course, the teacher found drama a useful tool. She focused on the students being comfortable with her and the other participants in the group.

Another method the teacher used to make students confident while speaking was the exercise 'Call and report,' in which she said a word and made the entire class repeat after her. When there were words one student found hard to pronounce, she made the entire class say it aloud and repeat it until she heard that everyone pronounced it correctly. She focused on having games to make it more fun for the students. She made the students walk around in the classroom to talk and do different tasks. Getting the students away from their desks and their books and changing the structure also made the students' mindset change, so they became more active in oral activities.

To make the students practice speaking, the teacher put them in pairs or groups of four to participate in discussions or other tasks. In pairs, more students could talk at the same time, but not all activities could be done in pairs. For example, discussions might require more students in each group. When talking in small groups, the bar was lowered for the reluctant speakers, because they were only speaking in front of few people. Also, they could practice their answers with their classmates before speaking in front of the entire class.

To make students used to hearing English, Teacher B intentionally always said everything in English first. Then she translated what was most important or she made other students retell in Norwegian what she had said. The teacher told the students they only needed to understand 70% of what she said to be able to comprehend the main idea. If there were key words they did not understand, she told them to ask her. She spoke English to make the students used to it, but also to make an environment where it was natural for the students to try out and speak English themselves.

The teacher warned against faults teachers could do that would arouse language anxiety in students. She never scolded them when they said something wrong in class. She never said 'No, that is wrong, that is not how you said it' in front of the entire class. Instead, she repeated what they said in a correct way and stressed the word they mispronounced or placed wrong in the sentence. The teacher never made the students read aloud in front of the entire class. Instead, she read aloud for them, so they could hear her intonation and pronunciation.

The teacher viewed herself as a strict teacher, who never allowed laughing if students made mistakes. Instead, she told her students that the classroom was a training area and a safe environment to learn and practice the language. She never expected their oral language or their written texts to be perfect and correct in any way.

The teacher did not experience much language anxiety in the classes she taught herself but had experienced it when she was a substitute teacher in other classes. When she had new students, she felt that they got intimidated by her speaking English with an American accent. Instead of trying to understand, the students put up a wall between her and them. Often, they tried to command her to speak in Norwegian. This frustrated her, because she was not using difficult vocabulary, and she spoke slowly and clearly. She thought that the students would have understood what she said if they had paid attention to what she said. An issue she found with her students was that there were huge differences in reluctance between girls and boys. The girls were shy, reluctant to answer questions and avoided attention. To challenge this, the teacher encouraged the girls to speak more frequently, by referring to them by their names and asking for their opinions. When she did this, they answered, but rarely initiated an answer.

PowerPoint presentations was an activity Teacher B found challenging for reluctant and anxious students. Some students had to present only in front of her without an audience because they experienced nervousness and anxiety. One anxious student had previously fainted during a presentation. Teacher B argued that because the students often had to give

many presentations each week in school, the nervousness and pressure led to school refusal. She stressed that there was too much focus on presentations in EFL classrooms.

The teacher stated that the students were exposed to English through social media, which improved their English skills and prevented language anxiety in them. She argued English learning in Norwegian schools was similar to learning a second language, rather than a foreign language, because the students were widely exposed to it in their everyday life. Teacher B had students who rarely spoke in her EFL lessons, and students could easily avoid speaking English in her lessons if they chose to.

The teacher saw a coherence between perfectionism and language anxiety. The students who had to be sure everything they were about to say was correct, struggled to develop their language. The teacher concluded that communication was most important, and as long as communication was not hindered, mistakes were no problem.

5.2.3. Teacher C

Teacher C began his teaching career in 2008. He studied before and during his active teaching and had a bachelor's degree in History, with English as a second subject, and another bachelor's degree in Norwegian, with some more English. He further fulfilled a master's degree in migration and intercultural relations and took school management at BI and the first year of master in Literacy Studies in Norwegian.

The teacher defined language anxiety as connected to confusion, a lack of confidence and ignorance. Confusion took place when students misunderstood words and expressions and were laughed at, which made them reluctant to speak. A lack of confidence was caused by the students' serious doubts in themselves. Situations, such as others laughing, could hugely affect learners struggling with anxiety. Ignorance was about learners thinking everybody was better and knew more than themselves. Also, the teacher defined language anxiety as a form of anxiety related to certain contexts.

Teacher C had personal experience with language anxiety. He was trilingual and experienced different situations that provoked language anxiety in him. As a student, he felt he did not know enough to communicate properly in Norwegian, which was his third language. When he visited friends, who had parents with an unfamiliar dialect, he thought he did not understand anything. He struggled with vocabulary the most, and practiced words by always repeating them silently by himself after he had said them.

The teacher drew a parallel between social anxiety and language anxiety and argued that one could not separate language from social activities. The teacher had heard the term 'language anxiety' before and knew a lot about other types of anxiety from his studies. The school he worked at had never had seminars about it, and his colleagues had not discussed it. Despite this, he stated that teachers were aware of language anxiety. In their studies and workday, they focused on creating a safe learning environment. At the beginning of every academic year, teachers worked to make students confident in themselves and be able to speak orally in front of a whole class.

Teacher C had a lot of experience with anxious students, who were reluctant to read aloud and to have presentations and group discussions. Teacher C argued that students who had been ridiculed or humiliated previously would build up anxiety and be nervous and anxious in the same situations later. He argued that students were concerned about others evaluation as they were sensitive to laughter. Teacher C argued that dyslexic students were the most anxious ones, which made him and his colleagues discuss a lot how to build those students' confidence and develop their writing and speaking skills.

The most students with language anxiety were those who were high-achieving students in English. The reason for this was that these students put a lot of effort into learning and cared much about doing it well. When they made mistakes, they felt humiliated. The teacher saw a connection between perfectionism and language anxiety. For example, none of the students who got an E cried, as opposed to many students who got a B+ and cried because they wanted an A. He observed that high-achieving students were more often nervous before group conversations and presentations.

In order to meet the reluctant and anxious students, at the beginning of the 8th grade every year, the teacher made all the students speak and read in English. Two to five students usually refused to do it in front of the class. He spoke with them about what they could do together to change this. He focused on the students taking small steps when they faced their anxiety in order to decrease or overcome it. First, he made students talk and read together in pairs and in groups of five. Gradually, the students would talk and read in front of half the class and in the 10th grade they would have presentations in front of the entire class. This was done to make the students feel safe and confident by gradually increasing the number of listeners they talked in front of. If he had allowed some students to never participate, he would have created a learning environment it would have been difficult to change, and it would have prevented those students from developing their English skills and confidence.

Another effort the teacher made to reduce language anxiety was to make deals with the struggling students. For example, before they read aloud, he would beforehand ask the anxious student to read the first and the last sentence so that the student would have time to practice. He also made anxious students have group discussions with two to three classmates they were confident with. After they had had group discussions three times, more students gradually took part in the conversations. The teacher aimed to always make the students have a positive experience the first time they had presentations in order to build academic confidence in the students.

The teacher stated that to have familiar topics, clear questions and differentiated language teaching were ways to make students speak in class. It was important to ask understandable, clear questions. The teacher should also walk around in class in order to help the students translate and support them when necessary. He found it important for anxious students to be able to observe the others and participate in the activities while speaking Norwegian in the beginning.

> I think that is the biggest fear the students have. Feeling they are the only ones who do not know something. I think the students, the thing that most teenagers want more than anything else, is to sort of being seen as normal or like everyone else. They do not want to stick out in a crowd. And if they see you helping the others, and even students who are great at English need help now and again, then they might feel more confident.

The teacher focused on making the students perceive him as a trustworthy teacher. If they struggled, he would help them quickly. He never made students blush or be uncomfortable for a long time in front of their classmates. He warned that if a student struggled and gave up communicating, the student might not want to speak again.

The teacher emphasized that students were most anxious about presentations, because of cultural, social and academic reasons. The social reason was the setting which many students found uncomfortable being put out in front of the others. The cultural reason was that students felt they did not fit in because they, for example, had the wrong hairdo or wrong clothes. The academic reason was that students were concerned about performing errors. The teacher pointed out that the current curriculum LK06 did not demand presentations, but stated that the students should communicate. The teacher stressed that there were many ways to solve this. Students could present in front of a small audience and could have group

presentations or conversations. The teacher argued that it was important to motivate and encourage students to develop their English skills, by saying that it could empower them and give them more control over their life. The teacher put a lot of effort in varying classroom activities, especially the ones that could increase language anxiety. He stressed that students had different strengths, and presentations were not the only way students showed their knowledge of English.

The teacher argued that language anxiety was not a serious issue in his class because he paid special attention to it. The students were not ridiculed in his class if they made mistakes in lessons, but he thought some students might felt they were ridiculed. The students were sensitive to laughter and easily felt ridiculed if they gained attention and felt exposed in front of their classmates.

Teacher C argued that he did not always succeed with reluctant students. The main reasons for this were, for example, that students did not understand what learning opportunities they missed, their parents were not willing to cooperate, and the students had learning difficulties. The teacher could also discover the problem too late.

Teacher C implied that struggling with language anxiety would harm students' personal life, make them miss learning opportunities and prevent them from getting new experiences. There were students in his class who rarely spoke, because anxious students should be given the chance to only observe and try to speak in Norwegian until they were ready to speak in English.

The teacher implied that building resilience in students was important, by acknowledging, helping and supporting students overcoming problems they had. He believed students getting the experience of overcoming a problem with academic and socially help would make them able to handle new challenges later in life.

The teacher argued that social media affected the students' use of informal language, rather than the development of language anxiety. Teacher C did not see any connection between language anxiety and 'generation performance'. He did not think students had more language anxiety today compared to one or two decades ago.

5.3. Student questionnaires

The student questionnaires were conducted in three classes at three lower secondary schools. The interviewed teachers chose one of their EFL classes to participate in the study. A total of 49 students participated in the questionnaires, 30 girls and 19 boys.

Figure 1 presents the students' answers regarding their anxiety in EFL lessons.
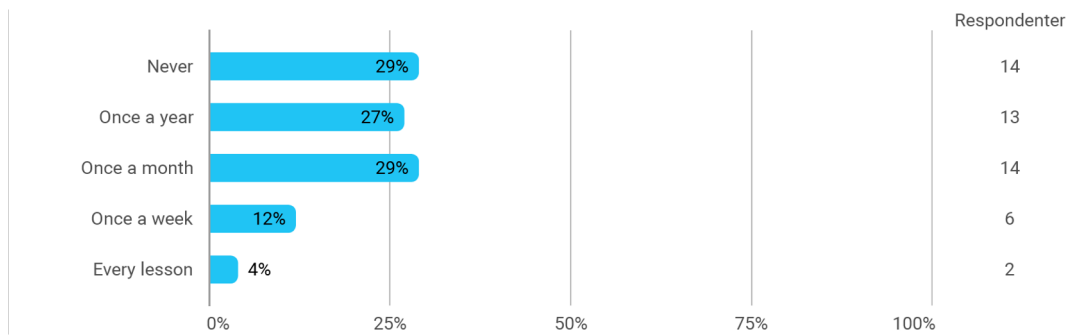

Figure 1. Students' anxiety in EFL lessons

As shown in Figure 1, when asked whether they felt anxious, nervous or stressed in EFL lessons, the majority of the students reported that they seldom did so. In particular, 14 and 13 students stated that they felt anxious once a month and once a year respectively, while another 14 students claimed that they had never been anxious or nervous in EFL lessons. Two students emphasized that they felt anxious in every EFL lesson and six students were anxious once a week.

Figure 2 presents the findings regarding the students who experienced sweating, blushing or that their heart started beating fast, because they were asked to speak English in class.
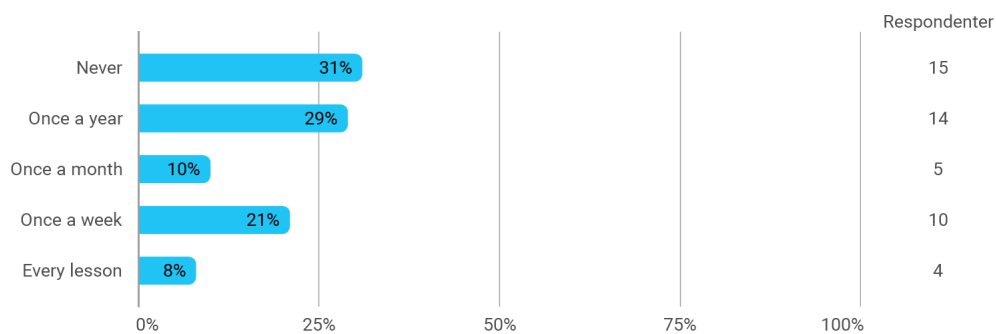

Figure 2. Physical anxiety reactions

Figure 2 describes students' physical anxiety reactions when they were asked to speak English in class. The minority answered relatively often, more precisely 4 students stated every lesson, and 10 respondents replied once a week. Contrarily, 14 students implied once a year, and 15 students said they never experienced physical anxiety reactions.

The students were asked if they felt nauseous or had stomach-ache because they were nervous before an EFL lesson. The results were similar to Figure 3. The majority, with 30 respondents had never experienced it. Twelve respondents had been nauseous or had

stomach-aches once a year. One replied to have felt this once a week, but none experienced it before every lesson.

Figure 3 reveals how many students struggled with sleeping because they were nervous before an EFL lesson.

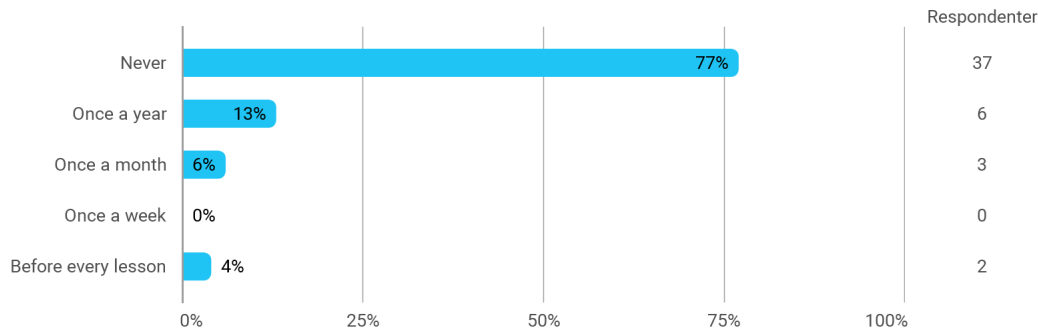|		Respondenter
Never	77%	37
Once a year	13%	6
Once a month	6%	3
Once a week	0%	0
Before every lesson	4%	2

Figure 3. Students' sleeplessness before EFL lessons

Figure 3 indicates that 37 students never experienced sleeplessness a night before an EFL lesson. In addition, 6 students experienced sleeplessness once a year, 3 once a month, none once a week, but 2 had problems sleeping before every lesson.

When asked about what activities the students felt made them nervous, the majority of the respondents chose speaking activities, namely 36 students. In contrast, only 1 respondent chose listening activities, while 7 respondents chose reading and writing activities. To further investigate this, the students were given an open question about what types of tasks made them nervous. Thirty-seven of the 49 students answering the questionnaire stated that oral activities in the EFL classroom made them anxious. Twenty-three students wrote presentations as one of the activities. Some of the reasons the students gave for why presentations were anxiety increasing were that they found it hard to pronounce words correctly, they often forgot some of the presentations' content, they were concerned about others' evaluation, making errors, and were concerned they had not prepared themselves well enough. The students named other activities in addition to presentations they were concerned about, such as group work, to read aloud, to do tasks in front of others, and to speak or answer questions in front of the entire class. In total, four students said to read aloud made them nervous. There were a number of other oral activities students found anxiety increasing, such as speed dating, answering spontaneous question, conversations with the teacher which were being assessed, or talking about a topic the students did not know much about. Two students answered writing activities, such as exams. One student stated that no tasks made him or her nervous.

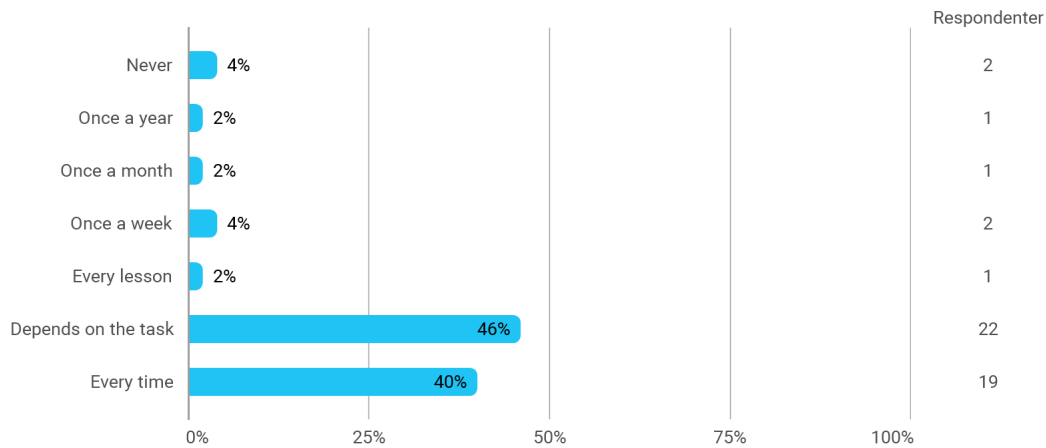Figure 4 shows how often the students got nervous before oral presentations in front of the entire class.

Figure 4. Students' nervousness before oral presentations in front of the entire class

As indicated in Figure 4, the majority of the students were nervous before every oral presentation they had in front of the class. More precisely, 19 respondents answered every time, while 22 argued that it depended on the task. Two respondents chose never, 1 once a year, 1 once a month, two once a week and one every lesson.

Figure 5 shows how many students who had oral presentations in front of the teacher only, because they were nervous or anxious.
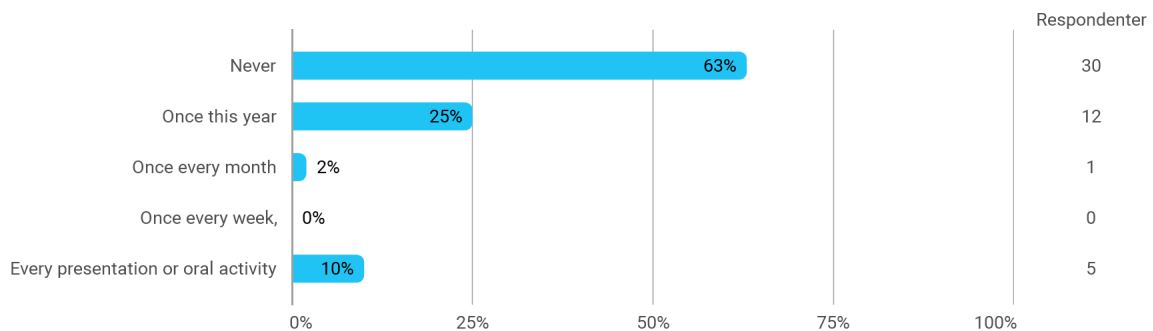
Figure 5. Students' having presentations alone with the teacher because of language anxiety

According to Figure 5, few students, namely 5, had every presentation or oral activity only in front of the teacher, because they were nervous or anxious. Thirty students answered they never did so. Twelve students had been nervous or anxious and had a presentation for the teacher only once the current academic year. One had a presentation for the teacher only every month.

Figure 6 reveals the students' answers regarding pretending to be anxious to speak English in class in order to avoid a presentation.
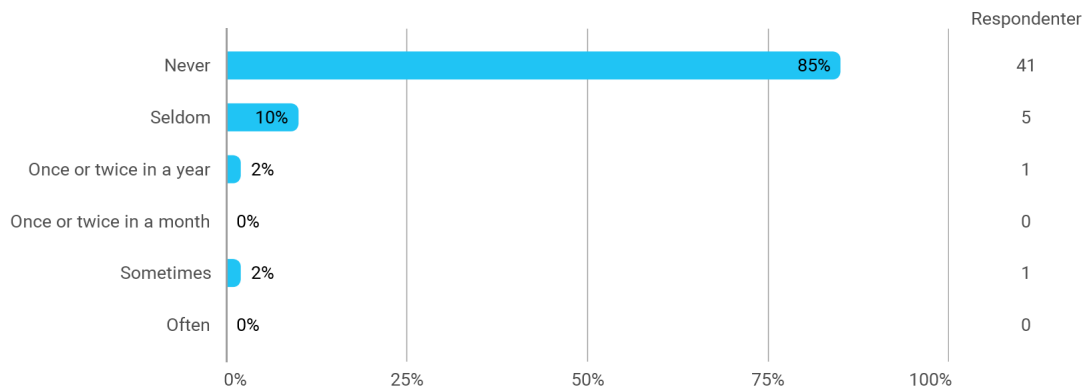

Figure 6. Students using language anxiety as an excuse to avoid presentations

As revealed in Figure 6, the majority of the participants had never claimed to be anxious to speak English in class to avoid a presentation because they had not worked enough with it. Forty-one respondents answered that they never did so. Five students said they seldom did this, one did it once or twice in a year, and one did it sometimes.

The students were asked whether they believed it was easy or hard to skip oral presentations by saying they were nervous. Six respondents argued it was easy. Sixteen did not know, 15 said it was hard and 11 said it depended on the task.

Figure 7 shows whether students felt safe speaking English outside the classroom, for example on a holiday.

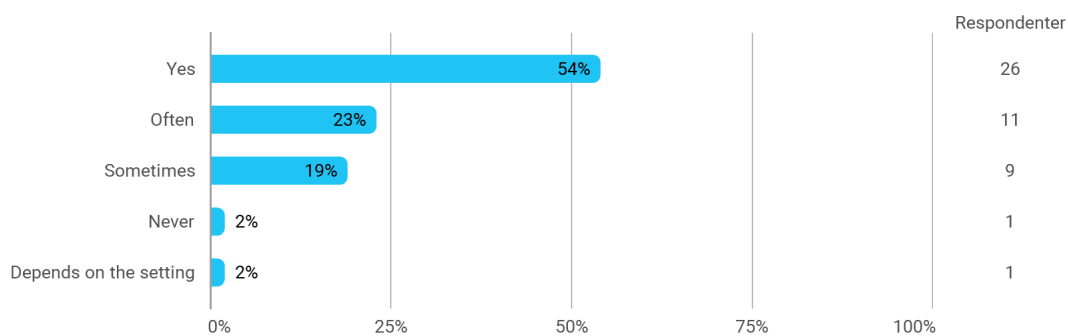Figure 7. Students feeling safe speaking English outside the classroom

The results in Figure 7 revealed that the larger part of students felt safe speaking English outside the classroom, with 26 respondents. The second highest score was with 11 respondents, who answered they often felt safe speaking English, for example on holiday. Nine students said they sometimes felt safe outside the classroom, while one student never

felt safe speaking English. One student answered it depended on the setting whether he or she felt safe or not.

Figure 8 indicates the number of students who had experienced that their classmates laughed at them if they pronounced a word wrong in English.
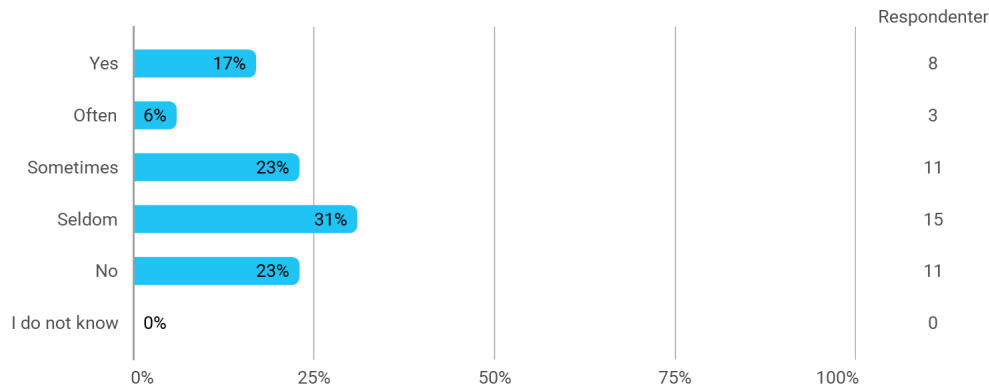
Figure 8. Students' experience with classmates laughing if they say something wrong in English

Figure 8 revealed that 8 respondents argued they were laughed at if they pronounced a word wrong, and 3 respondents said they often were laughed at. Eleven respondents experienced that their classmates laughed at them sometimes. Eleven respondents experienced that their classmates never laughed if they pronounced a word wrong in English, while 15 said this seldom happened.

Figure 9 reveals how many students laughed when others made mistakes when they spoke English.

Figure 9. Students' self-report on laughing when classmates make mistakes in EFL lessons

The greater part of the respondents argued they never laughed if others made mistakes while speaking English, as shown in Figure 9. Twenty-four students said they never laughed and 16 said they seldom laughed. However, 3 respondents laughed sometimes, while 2 said often.

Two respondents argued they always laughed if others made mistakes while speaking English in class.

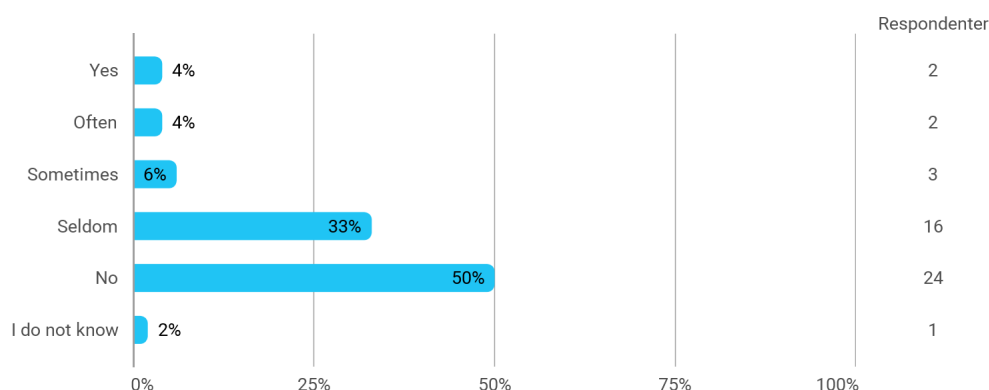The students were asked if they liked to speak English in EFL lessons. Most of the students, with 15 respondents, answered they sometimes liked to speak English, while 6 respondents answered that they did like to speak English in EFL lessons. Eleven students liked to speak when they were prepared, and 4 when it was not spontaneously. Only one student liked to speak when the conversation was spontaneous. There were 9 students who did not like to speak English, and 2 answered they never liked to speak English in EFL lessons.

Figure 10 indicates whether students felt safe speaking English in EFL lessons.
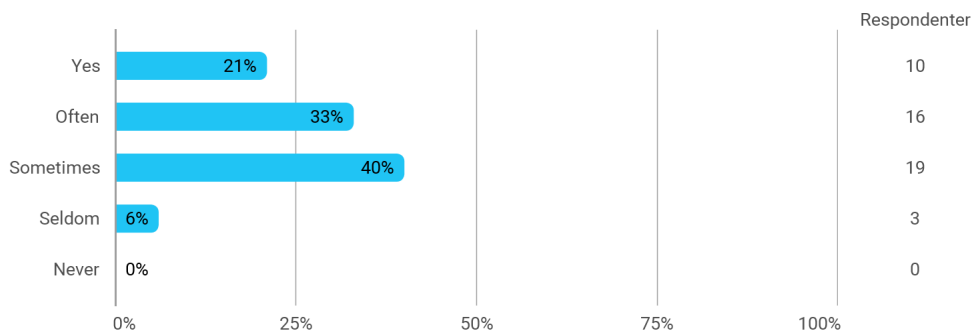
Figure 10. Students feeling safe speaking English

As revealed in Figure 10, few students seldom felt safe in EFL lessons, with 3 respondents. Ten respondents said they felt safe speaking English and 16 respondents said they often did so. The majority of the students sometimes felt safe speaking in EFL lessons, with 19 respondents answering this.

Figure 11 shows how many classmates the respondents argued were anxious to speak English in EFL lessons.
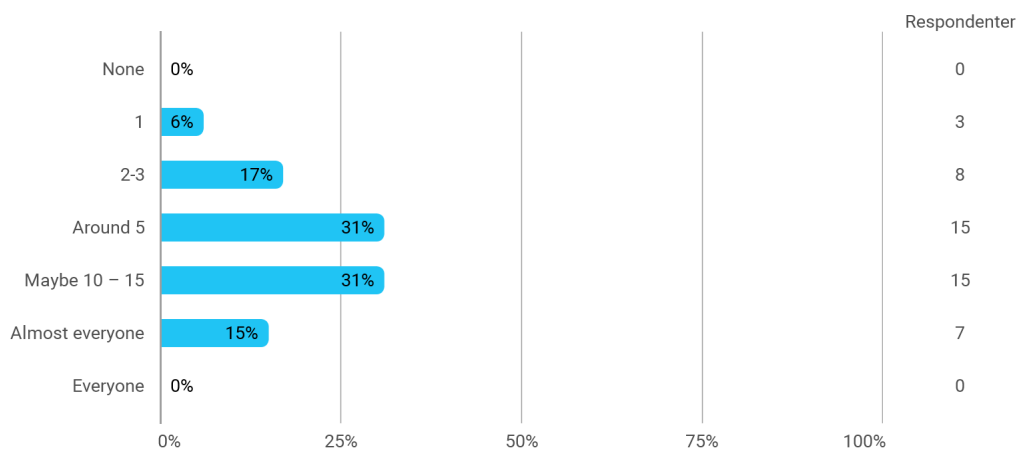
Figure 11. Students' beliefs about their classmates being anxious to speak English

When the students were asked to consider their classmates' anxiety to speak English, as Figure 11 reveals, 3 students believed at least one classmate was anxious to speak English in EFL lessons. Furthermore, 8 students believed two to three classmates were anxious. Fifteen students believed around 5 classmates struggled, and also 15 students believed 10 to 15 were anxious to speak English. Seven students thought almost everyone in class was anxious.

Figure 12 shows the students responses regarding how many classmates never had oral presentations in front of the entire class.
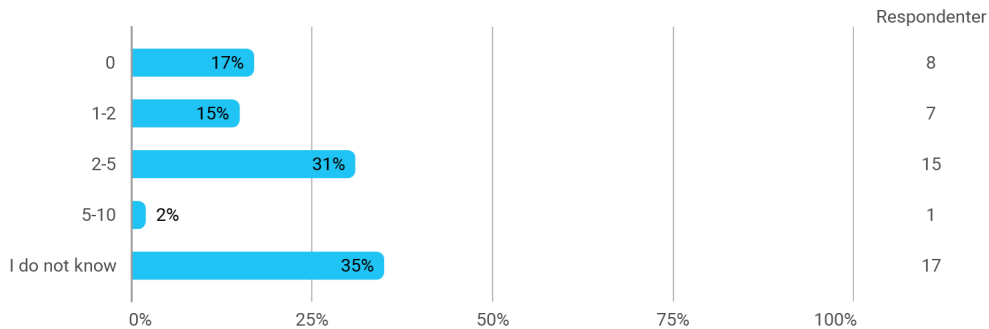
Figure 12. Students who never have presentations in front of the class

In Figure 12, most students did not know how many students never had oral presentations in front of the entire class. The second most chosen alternative was that 2 to 5 students did not have oral presentations in front of the class. Fifteen students believed this. There were 7 students who believed 1 to 2 students never had presentations with the class. Eight students argued that none of their classmates skipped presentations.

Figure 13 demonstrates students' experiences with classmates who video recorded them when they spoke English in class and shared it on social media.
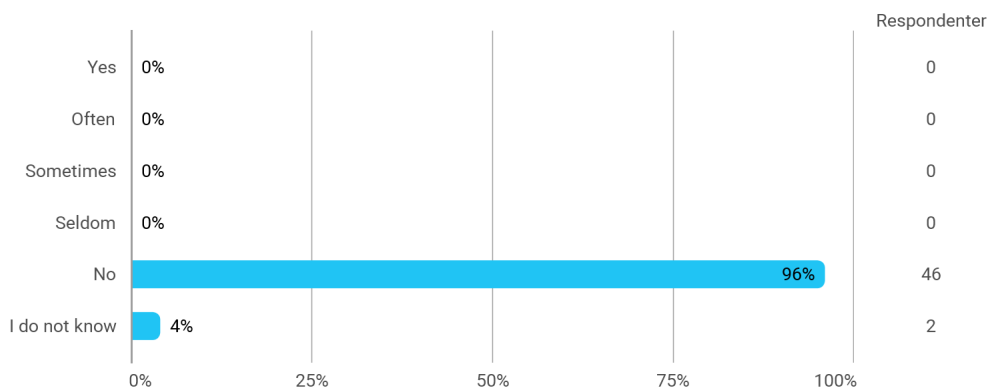
Figure 13. Students' report on being video recorded and distributed on social media when speaking English in EFL lessons

The respondents were unanimous when asked about their experiences with being video recorded and distributed on social media, according to Figure 13. Two respondents replied they did not know, while the rest of the 46 respondents said they had never experienced being published on social media while speaking English in class.

Figure 14 indicates whether the students were concerned that their classmates would make fun of them on social media because of something they said in EFL lessons or presentations.
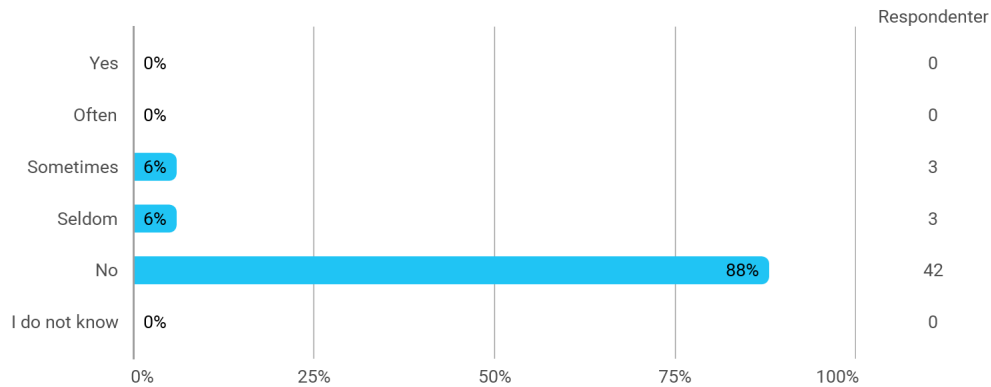
Figure 14. Students' fear of being ridiculed on social media because of what they say in EFL lessons or presentations

As seen in Figure 14, the majority were never concerned about that their classmates would ridicule them on social media if they said something wrong in EFL lessons. Forty-two students answered they never feared this. There were a few, precisely 3 students, who sometimes feared their classmates would make fun of them, and 3 students answered they were seldom concerned about being ridiculed on social media.

Figure 15 shows whether the students felt confident speaking English even if not everything they said was correct.
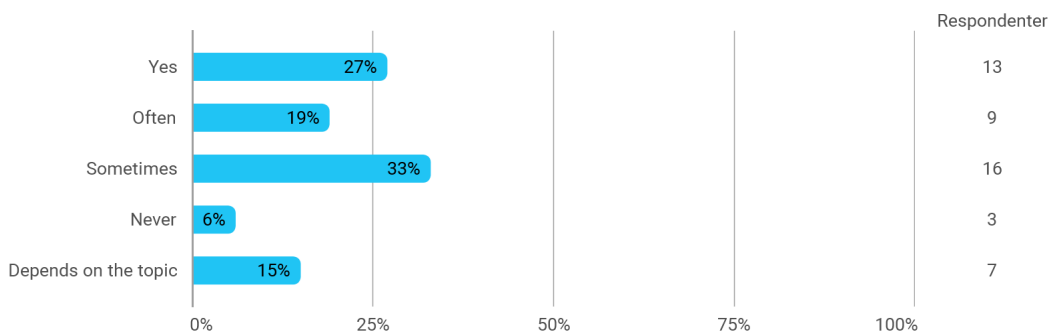
Figure 15. Students' confidence as English speakers outside the classroom

There were quite spread results among the students in Figure 15. Most students answered they sometimes felt confident speaking English even if not everything they said was correct, and 16 students stated this. Some students felt their confidence on speaking depended on the topic, and 7 answered this, while 3 students never felt safe if not everything they said was correct. Additionally, 9 students answered they often felt safe speaking, while 13 said they did feel safe speaking knowing what they said was incorrect.

Figure 16 indicates if students believed their teacher did anything to make them feel safe in the English classroom.
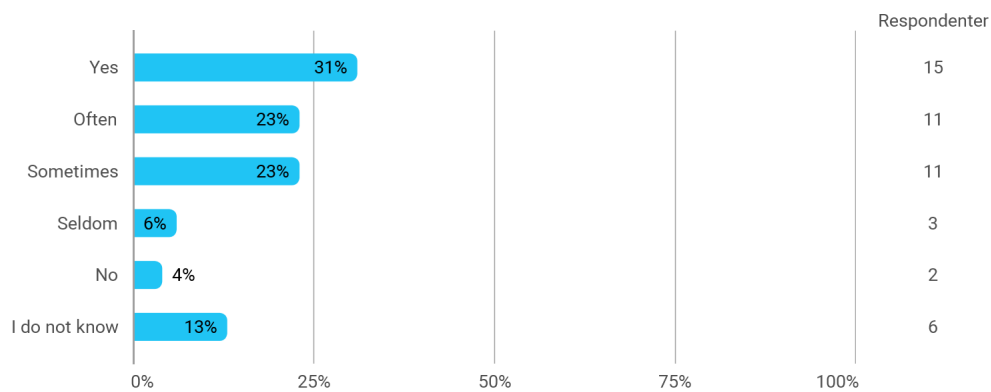
Figure 16. Students' perspective on teachers' attempts to make students feel safe in the classroom

As shown in Figure 16, 15 respondents believed their teachers made attempts to make them feel safe in the classroom. Also positive to this were 11 respondents, who answered that their teacher often did so, and 11 who answered sometimes. Six students did not know, while 3 students argued their teachers seldom tried and 2 students answered that their teachers did nothing to make them feel safe.

In open-ended questions, the students were asked about what their teachers did to make them feel safe and confident in the classroom. The students answered that their teachers reduced language anxiety through different activities, by encouraging them, teaching them respect, and by using variations of presentations and reading. Teachers helped the students with right answers when they were answering questions and never forced anyone to do tasks. Nine students emphasized that their teachers taught them to respect each other to reduce language anxiety in class. With presentations and reading aloud, the teachers reduced language anxiety by differentiating the methods. Two students answered their teachers never forced them to read aloud in the classroom and they had presentations in front of their teachers only. The students described their teachers to be calm and patient, which made the

students more confident. Two students wrote that their teachers did not make them have presentations in the beginning of the school year in order to make them confident with classmates before doing so. Three students argued their teachers were strict and warned the class that no one was allowed to laugh while others presented. The teachers encouraged the students to speak English to make them more confident in the language. Five students wrote that their teachers did nothing to help them feel safe.

The students were also asked if they believed their teachers used activities to make them confident speaking English in class. The majority of the students were uncertain about this, while 21 respondents thought their teachers maybe did this. In comparison, 15 respondents did not believe their teachers used anxiety decreasing activities, while 10 respondents believed the opposite.

Another open question was given to the students to learn what activities their teachers used to make them feel confident. Four students answered their teachers used games in English, two examples were Bingo and a sort of sentence relay race, where the students had to memorize two and two sentences. Seven students argued their teachers made them speak together in groups to make them confident. Two students said their teachers made them have speed dating or speed talk, where students spoke for a short time with everyone in their class by answering the questions the teacher had given them.

Figure 17 reveals how many students experienced that their teachers encouraged them to speak English in class even though they made errors.
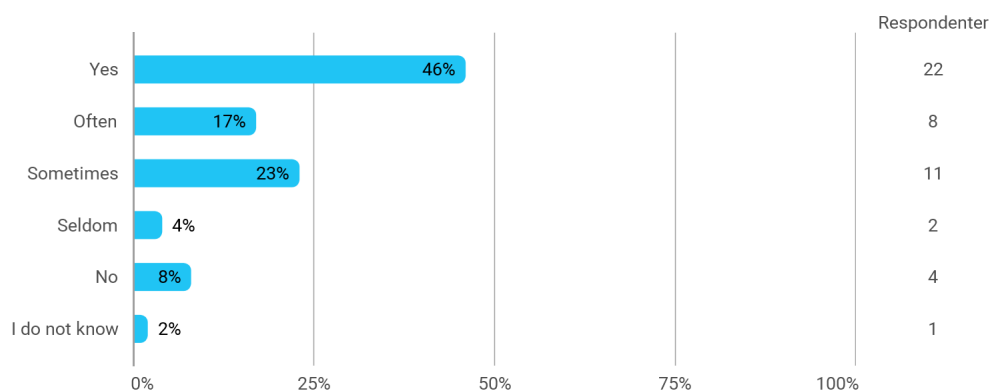
Figure 17. The teachers' encouragement to make students speak in class

As revealed in Figure 17, the majority of the students experienced that their teacher encouraged them to speak in class even if what they said could be incorrect. Four students never experienced to be encouraged, while 2 students argued they seldom were encouraged. In contrast, 22 respondents answered that their teacher did encourage them to speak in class,

while 8 students said they often were encouraged. Eleven students stated that their teacher encouraged them sometimes.

Figure 18 reveals if teachers told their students to be respectful when others were speaking or presenting in EFL lessons.
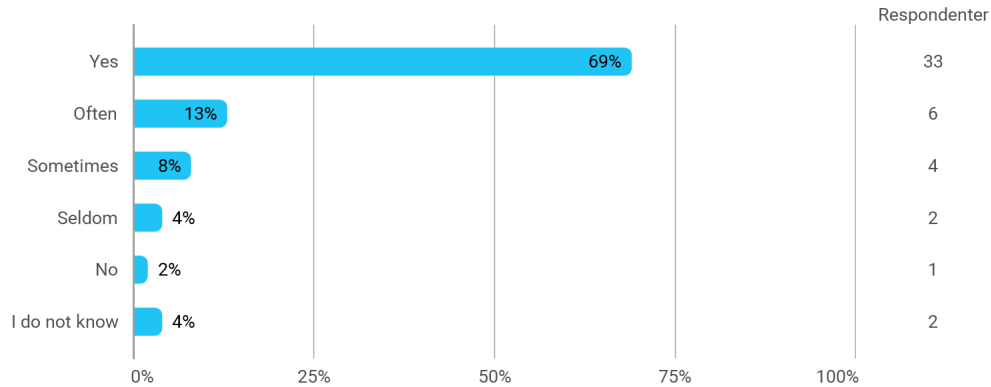
Figure 18. The teacher telling students to be respectful while classmates were speaking or presenting

Most students, as shown in Figure 18, argued their teacher told them to be respectful while others were speaking or presenting in EFL lessons. With 33 respondents answering yes contrastingly only one respondent answered that the teacher did not tell them to be respectful.

Figure 19 shows if the teachers reacted if the class laughed when a student made mistakes while speaking English.
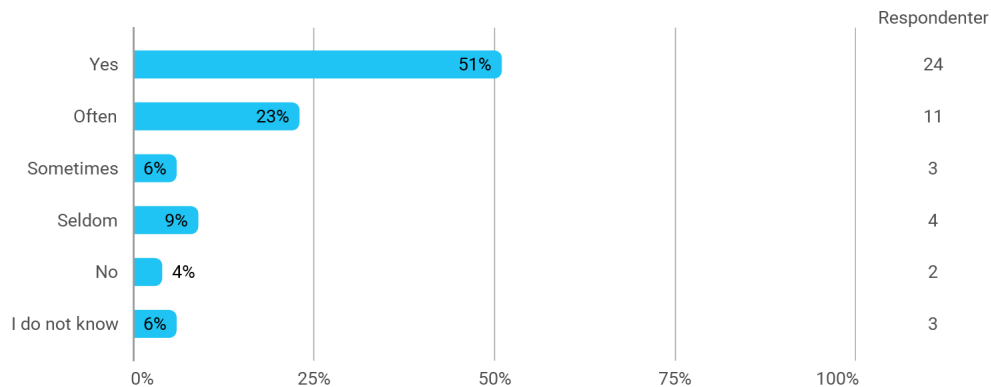
Figure 19. Teachers' reactions to students laughing at others while speaking English

As Figure 19 shows, 24 respondents argued that their teacher reacted if classmates laughed when the students made mistakes while speaking English. Eleven students claimed their teacher often reacted, while 2 said their teacher did not respond to laughing. Four students said their teacher seldom reacted.

Figure 20 reveals if the teachers gave the students time to prepare before they spoke English in EFL lessons.
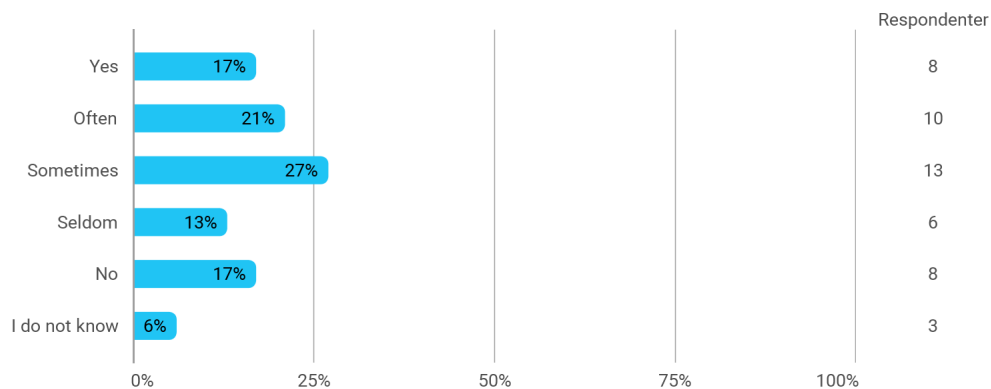
Figure 20. Teachers permitting preparation time for students before they speak in EFL lessons

The results were divided, according to Figure 20, on whether the students were given time to prepare themselves before they spoke in EFL lessons or not. Eight students answered they received preparation time, while 8 stated that they did not get it. Six students experienced they seldom got time to prepare themselves.

5.4. Student focus group interviews

In the following section, the results obtained from the focus group interviews with the students will be summarized. The students were given the definition of language anxiety used in this thesis as 'the worry and negative emotional reaction aroused when learning or using a second language' (MacIntyre 1998:27). The students were also provided with further information. Language anxiety can provoke mental and physical reactions when one learns or uses a second language. Mental reactions are for example nervousness, stress, feeling anxious, being afraid, and struggle with sleeplessness (Horwitz et al. 1986). Physical reactions are for example headaches, stomach-aches, blushing, shivering, being short of breath or having high pulse. One can experience language anxiety with specific activities or the entire learning process of the second language (Horwitz et al. 1986, Woodrow 2006).

5.4.1.   Student focus group A

The students participating in the first focus group interview were four boys and four girls, who were taught English in Teacher A's class. Six students said they had experienced

language anxiety. They stated that their learning potential was best when they were totally relaxed in class because they did not see nervousness as a benefit.

The students argued that classroom activities that provoked language anxiety were presentations, the teacher's spontaneous questions, reading aloud, discussions in huge groups and writing sessions. They found spontaneous questions scary because they did not have time to think about a response. In writing sessions, they found it hard when they lacked vocabulary or knowledge and did not find anything to write about.

The students argued they did not have problems speaking English with people they spent time with, such as family and friends. Their family would laugh if they made mistakes, but it would not be critical to make errors in front of them. On holidays, they also felt confident speaking English because they would never meet the people again. Four students felt that it was more comfortable speaking English on holiday, rather than in the classroom, while two students said that it did not matter to them.

Two students said they were perfectionists. One of the students argued that one could be more anxious if everything had to be perfect. At the same time, another student said that if he made mistakes in the classroom, he imagined that he was the one thinking most about it.

Considering classroom milieu, the students stated that they experienced pressure to perform. Everyone had experienced that classmates laughed at them if they made mistakes in class. However, one student added that he usually laughed with them in those situations. Usually spelling or pronunciation mistakes made the others laugh. No one had experienced that anyone had filmed them or shared it on social media while they were in class. During presentations, their teacher encouraged them to show respect by being quiet and paying attention.

The students believed everyone in their class was nervous to speak because they were concerned about making errors. Because many students only wanted to present in front of the teacher, they believed many struggled with language anxiety. They stated that their teacher was helpful, guided them while answering questions and allowed them to speak in Norwegian if they wanted to, in order to make them feel safe. Two students stated that they usually spoke Norwegian while they answered questions in EFL lessons. They wished their teacher spoke more English and made it a habit to speak English in EFL lessons, in order to make them feel safer. The students wanted their teacher to use a greater variety of activities and make them get to know each other better, in order to make them confident in the classroom. They wanted the teacher to engage the students more in the lessons. They liked to have conversations about topics in pairs or groups.

The students believed their teacher thought some of the students had language anxiety. However, they did not believe this was something that concerned her all the time. They stated that their teacher wanted to challenge and encourage them to go out of the comfort zone.

The students believed that if their teacher never made them speak or have presentations in class, the consequences would be that they could be unprepared for tasks they would have in their adult lives. They found English to be useful in their future.

The students were divided on whether they thought social media increased language anxiety. Two of them argued that social media improved their vocabulary but did not increase the pressure to speak it perfectly. Another student stated that when hearing native English speakers, one compared oneself with them and therefore social media could increase language anxiety. A third student totally disagreed and meant that no one expected themselves to speak the way they did in the movies. She found films and social media to be an unconscious and relaxed ways to learn the language.

5.4.2. Student focus group B

The students participating in the second focus group interview were three girls, who were taught English in Teacher B's class. One of the students thought she had experienced language anxiety, one was not sure, and the third student never experienced language anxiety.

The students argued that PowerPoint presentations or other oral presentations were the activities in class that made them most nervous. The presentations could be 5 to 15 minutes long. They thought the reasons for the nervousness were that everybody was looking at them, they were anxious to say something wrong, and the students saw the classmates' reaction while they presented. Another anxiety provoking activity was answering the teacher's spontaneous questions in front of the class.

The students argued that written tests, writing sessions and some speaking activities never provoked any language anxiety in them. Speaking activities, such as two-minute talk and speed dating, were not anxiety provoking because the students felt safe with their classmates as they had been in class with them since the first grade.

The students felt most confident when they spoke English with their friends or practiced speaking in their room alone. Then they felt they had control and did it well. Two of the students felt they became more secure in speaking with age. Everyone agreed that they learned best when they were totally relaxed, and not nervous. When the students were nervous, they reacted in different ways, for example by speaking faster or laugh a lot. In

authentic situations, such as on holiday, one student found it more uncomfortable to speak, because the one they spoke with replied in English, and they could not communicate in Norwegian if misunderstandings happened.

None of the students had heard the expression 'generation performance'. The students expressed different views on social media and its connection to language anxiety. Two of the students felt they learned a lot more English by spending time on social media and by watching movies. One of them argued that she did not feel that she needed to speak English the way they did in movies or on social media. Another student felt that she had to speak English better. The third student experienced that she did not get language anxiety by being exposed to English, but she thought others might get it. On the one hand, the students believed that there could be a connection between language anxiety and perfectionism. On the other hand, one of the students who defined herself as a perfectionist argued that she had never experienced any language anxiety.

Considering their own class, the students believed they had less language anxiety than other classes and schools. They believed this was the case because they had a positive learning environment. However, one student believed everyone had it sometimes. Another believed that maybe two or three students in their class struggled with language anxiety. In their class, there were three to four students who always competed to answer questions, while there were some students who seldom spoke. The students argued that the number of anxious students in their class varied according to what activities they were having.

The students argued that their teacher spoke a lot of English and built conversations in class to make them feel safe in the classroom. The students emphasized that during the conversations the teacher did not spontaneously ask students to give an answer, but made them volunteer. One student said that those who were interested in taking part and answering did so because they felt confident with the topic of the conversation. The students believed their teacher thought that some of them had language anxiety. One of the students thought her teacher was aware that the students were anxious about having presentations.

The teacher encouraged the students to answer her questions in English if they tried to do it in Norwegian. They agreed that their teacher never forced the students to do anything and that she focused on the students having a positive experience when answering questions.

The students argued that it would be difficult to speak English in class at upper secondary school and that they would be extremely nervous about presentations later in life if they had never been made to speak or have presentations in class.

5.4.3. Student focus group C

The students participating in the third focus group interview were four girls, who were taught English in Teacher C's class. Three of the students believed they had experienced language anxiety, while one believed she had not.

The students stated that having presentations, speaking in front of the entire class and reading aloud were activities they found language anxiety provoking. One student was concerned about others' critical evaluation and being ridiculed. One student argued that she felt more confident when having written tests, as opposed to oral presentations, in which she could be asked questions by the teacher and classmates that she was not prepared for.

Two students stated that if they were nervous or anxious in EFL lessons, the learning outcome was poorer, because they focused on what they were nervous about. If they were nervous about presentations, they would not pay attention to the others who presented and would not learn anything from those. The students stated they were never forced to spontaneously answer questions in class. Otherwise, they would be anxious.

One student felt confident when she could speak freely, for example in activities, such as speed dating. Another student liked to have conversations in groups. In these activities, few students listened to them while they spoke. They also felt safer with the classmates they were sitting next to. Another factor that made one of the students more confident was if the other person she spoke with was poorer in English than her. On holiday, for example, the students felt confident speaking English because they did not know the people they spoke to.

Two students thought they were perfectionists. Despite this, none of the students were anxious to speak in EFL lessons. Two of the students described speaking in EFL lessons as fun. They did not experience much pressure to get good grades. Three of the students explained that if they got a low grade on a test, they became miserable, but then their parents told them that it was positive to make mistakes in order to be able to learn.

The students believed their classmates experienced language anxiety. Boys in their class were noisy and laughed at other students, which they believed made some of their classmates anxious to speak. One of the students argued that one third of the class had language anxiety, because there were many students who were uncomfortable speaking in EFL lessons. As for reasons for their classmates' language anxiety, the students believed that they did not have confidence in the speaking skill, that English was hard to speak, and they found it easier to speak Norwegian.

Considering speaking habits, the students stated that their teacher spoke English to them a lot and encouraged them to do so. Most of the students usually replied in Norwegian. One of the students found it negative that her teacher always spoke English, because some students could miss a lot of information and fail to keep up with the others. However, another student argued that the teacher translated a lot to make everyone able to keep up.

The students had different views on the influence of social media on language anxiety. Two of the students argued that social media could increase language anxiety in students because they compared themselves with native speakers. The other two students argued that social media improved their fluency and confidence in English and made them less anxious.

The students believed that their teacher tried to create a safest possible classroom environment to make students confident when they spoke. In order to do this, the teacher made the students have pair or group discussions and let them answer in Norwegian if English was difficult. The teacher never forced any students to speak in class and encouraged the students to ask if they needed translation. The students believed their teacher thought some of the students had language anxiety. They argued that with presentations and other oral activities, the teacher reduced anxiety in students if they were made to speak in front of a few classmates at the beginning of the year, then gradually increase the number of listeners, and at the end speak in front of the entire class.

The students seemed quite confident when speaking in class, and their teachers' feedback motivated them. One student argued she had never been reluctant and did not mind answering questions in class. Another student explained that their speed dating conversations recently were assessed, and the teacher had given her a good grade and said that she could achieve an even higher one. When her teacher encouraged her, she found it motivating. The third student said that they often assessed themselves before their teacher gave them their grades. Her experience was that her teacher gave her higher grades than she did herself.

The students argued that there would be negative consequences if their teacher never made them have presentations or speak in class. The students believed they would be anxious later in life if they had a substitute teacher or a new teacher who wanted them to speak and they had never practiced it. A third student believed that many of her classmates would develop language anxiety and be low-achieving learners in English if they were never made to speak in lessons. The students believed that anxious students had to speak English and practice the language in order to get rid of their anxiety.

6. Discussion

6.1. Introduction

This chapter discusses the findings of the present study in relation to the theoretical background and previous research. The chapter is divided in two parts, with each focusing on one of the two main research questions. Each part is further divided in sections for the three subquestions. Thus, the first part focuses on the teachers' perspectives on language anxiety. Section 6.2.1. focuses on the teachers' beliefs about language anxiety. Section 6.2.2. discusses the teachers' experiences with language anxiety. Section 6.2.3. reveals the teachers' approaches to dealing with students' language anxiety in class. In the second part of this chapter, the students' perspectives on language anxiety are discussed. Section 6.3.1. investigates the students' beliefs about language anxiety, while Section 6.3.2. explores the students' experiences with language anxiety. Finally, Section 6.3.3. looks into the students' evaluation of their teachers' approaches to reducing language anxiety in EFL lessons.

6.2. Teachers' perspectives on language anxiety

6.2.1. Teachers' beliefs about language anxiety

The first research subquestion aimed to investigate how the teachers' beliefs formed their understanding of language anxiety and how they defined language anxiety. According to Borg (2006) and Horwitz (1986), the teachers' cognition and beliefs hugely affect how teachers act in the classroom. The three teachers interviewed in this study defined language anxiety in similar ways by connecting it to self-confidence. Specifically, Teacher A defined language anxiety as being uncomfortable speaking English in formal settings and lacking confidence to speak freely. Teacher B defined language anxiety as students being reserved because they had low self-confidence. Teacher C defined language anxiety as reluctance to speak due to the students' confusion, ignorance and lack of confidence. All the teachers thus believed language anxiety was due to a lack of confidence to speak in the EFL classroom.

As for the students' reasons for the development of language anxiety, the teachers had different solutions. Teachers A and B argued that reluctance to speak could be caused by the students' personality traits. Dewaele (2002), on the contrary, stated that the personality traits,

such as extraversion, neuroticism and psychoticism, had no major impacts on language anxiety. However, MacIntyre and Charos (1995) argued that introversion had serious effects on language anxiety, which supports the teachers' arguments. In contrast, Sparks and Ganschow's (1991) found that anxiety in students was not due to specific personality traits that triggered language anxiety. They argued that the reason for anxiety was students' lack of ability to learn languages.

Teacher C believed previous negative experiences, in which the students had been ridiculed or humiliated in EFL lessons, would gradually make them build up anxiety and make them nervous or anxious. MacIntyre's (1998) findings support it in that especially early in the learning process negative experiences have a dramatic impact on students. Negative experiences could be, for example, being ridiculed in front of classmates, which both Price (1991), Young (1991) and Tsui's (1996) studies found to be anxiety increasing in students. The teachers stressed that the students were sensitive to laughter and feared the evaluation of their classmates, which agreed with Landström's (2016) and Gregerson and Horwitz's (2002) findings. Thus, the teachers' beliefs and research indicate that negative experiences, such as being ridiculed in front of classmates, are anxiety provoking, and should be avoided in order to create a positive classroom environment.

All the teachers believed that language anxiety had a debilitating impact on the students who experienced it, which agreed with the findings by Horwitz et al. (1986) and Woodrow (2006). Teachers A and B believed language anxiety led to school refusal, which can be explained by Horwitz et al.'s (1986:127) study, which found that students tended to avoid or skip classes if they had language anxiety.

No teachers believed language anxiety could have positive effects on anxious students. Few studies were found on the facilitating effects of language anxiety, but, for example, Spielmann and Radnofsky (2001) argue that the tension anxiety provoked in students could help them learn. Dörnyei (2005:210) argues that little research focused on whether certain levels of language anxiety could be 'helpful and facilitating', but the interviewed teachers seemed to be unanimous in that language anxiety was debilitating for students. The teachers wanted their students to be relaxed and confident, because they believed students greatly benefited from being more relaxed than nervous in class. Similarly, Young (1991), MacIntyre (1995) and Tsui (1996) argued that a relaxed learning environment prevented language anxiety and made students better equipped for learning. Particularly, Tsui (1996) argued that a relaxed, anxiety-free learning environment would be encouraging and motivating for students.

The teachers had different beliefs about the influence of social media and the development of language anxiety. Teacher A claimed social media created unrealistic expectations from the students and put pressure on them to be perfect in every area of life. Teachers B and C did not believe social media had any effect on the students' anxiety. Teacher B stated that exposure to English was important, and she did not see any coherence between increased language anxiety and social media. On the contrary, she believed that the students' encounters with the language via social media improved their English skills and prevented language anxiety in them. This can be supported by Nunan (1991:242) and Tishakov (2018:63), who argue that authentic language use connected to real-life situations would help and motivate students to learn the language. In light of authentic language use, it seems that the use of social media was beneficial and created new opportunities for learning in the EFL classroom. In addition, Woodrow (2006) argues that not only authentic tasks in class, but also out-of-class tasks are important to prevent language anxiety in students and to enable them to speak in different contexts and situations. Social media can be a way to accomplish this in language training.

6.2.2. Teachers' experiences with language anxiety

The second subquestion concerned the teachers' experiences with language anxiety. Teachers A and C had personal experiences with language anxiety. All the three teachers had experienced teaching students who suffered from language anxiety every year. The teachers named reading aloud and having presentations or group discussions to be the most anxiety provoking activities for anxious learners. Anxious learners avoided participating in such activities. Horwitz et al.'s (1986) study showed that students used excuses or delayed assessments in order to avoid anxious situations, which also agreed with Teacher A's experience.

There had never been courses, seminars or formal discussions about language anxiety at any of the three schools, but two of the three teachers had come across the term language anxiety in their studies. They agreed that even though few teachers used the term 'language anxiety', most teachers were aware of the issue. As Young (1991) and MacIntyre (1998) argue, a teacher's behaviour in the classroom can decrease, but also increase language anxiety in students, depending on what the teacher does. Woodrow (2006) argues that a teacher needs to pay attention to students showing signs of language anxiety. Teachers may not notice the signs anxious students give if they have never learned about language anxiety. Considering

the debilitating effect language anxiety has on students' language learning (Woodrow 2006), language anxiety should be a topic in future teachers' education.

Interestingly, Teachers A and C highlighted that students struggling with language anxiety often were high-achieving students. This was supported by Teacher B who had high-achieving students who held back and were reluctant to speak English in class, while low-achieving students had more self-confidence and spoke English freely despite making lots of mistakes. Two teachers emphasized that one would expect the opposite, namely that low-achieving students would be anxious speakers. On the one hand, this finding was in contrast with studies, such as Sparks' (1995), where he argued that anxious students were mostly low-achieving learners because they had low cognitive skills. He also argued that low-achieving students were less motivated and had poor attitudes towards learning. Nunan (1999:232) supports this by stating that students having poor linguistic skills tend to be reluctant. On the other hand, MacIntyre (1995) argued that anxious students were not necessarily low-achieving students, even though they got low grades, which agrees with the teachers' experiences.

Teacher C explained that high-achieving students often developed language anxiety because they put a lot of effort in learning and wanted to succeed. Price's (1991) study showed that anxious students tended to over-study through compensating for their lack of learning due to the cognitive capacity they wasted on being anxious. Teacher C argued that when high-achieving students made mistakes, they felt humiliated. Teacher C's observation can be explained by Gregersen and Horwitz' (2002) findings, which showed a strong correlation between students being perfectionists and developing language anxiety. The study argued that these students were often overly concerned about making errors, had highly emotional reactions over errors and waisted time on procrastinating work. Both Teachers A and C had high-achieving students who cried when they got a lower grade than they wanted, while no low-achieving students ever cried. The teachers observed that high-achieving students were more often nervous before group conversations and oral presentations, which can be explained by Gregersen and Horwitz' (2002) argument that perfectionists set impossible high standards for themselves and are concerned about errors. Additionally, MacIntyre and Noels's (1994) study indicated that language anxiety did not only influence the learners' performance, but also how the students evaluated their performance. Anxious students expected themselves to fail and developed a low self-perception of their skills in a second language.

The teachers said there were students they seldom or never heard speaking English in the classroom. According to Horwitz et al. (1986) and Young (1991), the avoidance of uncomfortable situations is a typical trait of language anxiety. Teacher C argued that it should be possible for students not to speak if they were anxious. Instead, they should be given the chance to observe the others participating in the lesson. According to Vygotsky's (1978) sociocultural theory, the students should be given the opportunity to learn from more competent classmates within their zone of proximal development and observe before they can internalize the skills themselves. As Krashen (1982:22) argues in connection with his input hypothesis, the learners will learn the structure of a new language when they are ready, and must therefore be able to observe the use of language in meaningful contexts before they acquire the language themselves. Anxious students were thus permitted in the teachers' classrooms to observe the others in order to internalize the skills.

The teachers experienced that their students were not ridiculed if they pronounced or said something wrong in EFL lessons. According to Tsui (1996), Price (1991), and Young (1991), being ridiculed or humiliated in front of classmates was most anxiety increasing. Thus, it was important that the teachers created a safe learning environment. As MacIntyre and Gardner (1989) argue, negative experiences can create a negative association with language learning, which can develop language anxiety. This can lead to the students feeling anxious in all language learning contexts. To prevent language anxiety, teachers paid attention to the students' interactions in class to avoid students being ridiculed.

6.2.3. Teachers' approaches to dealing with language anxiety

The third subquestion concerned how the teachers approached dealing with students' language anxiety in order to reduce it in class. The interviewed teachers took both active and passive initiatives in order to reduce language anxiety.

The teachers' different beliefs about why language anxiety developed, resulted in different classroom approaches. Teacher A argued that changes in maturity, puberty and hormones changed the students' self-confidence and made them anxious at lower secondary school. However, Young, Gardener and MacIntyre (1991) argued that language anxiety was connected to self-confidence, rather than biological factors, such as hormones. Teacher C in turn argued that language anxiety was connected to the students' social experiences and lack of confidence. Therefore, Teacher C focused on building academic confidence in the students, by giving them a good first experience while they tried out new oral activities for the first

time. This approach is supported by MacIntyre (1998), who warns about anxiety provoking negative experiences, especially early in the learning process. Teacher A believed anxiety was hard to do something about and experienced that more students became anxious in lower secondary school. This explains the importance of teachers' beliefs (Borg 2006), as the teacher's cognition influenced the teachers' approaches in the classroom and the students' responses. This being said, Landström (2016) found in his study that students in lower secondary school tended to be more anxious than students in upper secondary school, due to a younger and more sensitive age and because they were not used to being assessed with grades. This can support some of Teacher A's claims why the students' age influenced learners' language anxiety.

All the teachers named presentations and reading aloud as anxiety increasing activities in the EFL classroom, which is supported by findings by Woodrow (2006) and Occhipinti (2009). Occhipinti (2009) refers to those activities as oral activities with high self-exposure, which students report to be most language anxiety provoking. The teachers in the present study used similar approaches to reducing language anxiety and building academic confidence in the students.

With presentations, teachers made anxious students present only for the teacher at first. Gradually, they increased the audience the students spoke in front of before presenting in front of the entire class. In addition, the teachers worked with students' motivation by telling why they were supposed to have presentations and that presentation skills could empower them later in life when they needed to be able to speak up for themselves. Motivation was what Horwitz et al. (1986), Gardener and MacIntyre (1993), and Clement et al. (1994) found crucial to decrease language anxiety.

The teachers argued that presentations were an important cause for language anxiety and a skill that the students had to learn. This indicated that the teachers would like to minimize the use of presentations if they could choose themselves. Interestingly, Teacher C argued that the LK06 curriculum did not require students to have presentations. The curriculum only required students to be able to communicate, and Teacher C claimed there were many ways to assess how students communicated. The curriculum aim that mostly applied to students' oral performance was that students should be enabled to 'use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication' (LK06). In the new curriculum for the EFL subject, ENG01-04 (2020) that will be in use from 2021-2022 in lower secondary school, presentations were not mentioned as a specific skill. This finding shows that oral performances with high self-exposure are

reported to be most anxiety provoking, and there are other approaches teachers can use instead. Communication activities with lower self-exposure, for example group conversations or group presentations, are curriculum-based activities teachers can use as assessment methods in order to reduce language anxiety.

As for anxiety when reading aloud, the teachers used different approaches. Teacher A read for the students and modelled pronunciation and intonation. Similarly, Tishakov (2018:62) argued that teachers scaffolding and modelling how to speak were useful in oral EFL activities. Teachers B and C let students read together in small groups, and then gave the opportunity for students to scaffold each other and model for each other.

The teachers used different games to make anxious students speak in class. For example, two teachers used dialog cards and communicative games, such as Kortskalle and Alias. Woodrow's (2006) study found that discussion in groups and pairs was a useful approach that the students reported to be less anxiety provoking. Another teacher used "Call and report", a game where the teacher said words or phrases and students repeated. This approach followed Tishakov's (2018:62) modelling theory.

Group or pair work was also a useful method to make reluctant and anxious students speak according to the teachers and Woodrow (2006). Teacher B argued that pair work was preferable, because then most students spoke at the same time. Pair and group work can be seen as authentic tasks, which Tishakov (2018) and Nunan (1991) highly recommended, because the activities prepare learners for situations and contexts outside the classroom. The teachers also used listening activities in addition to group activities. Horwitz et al.'s study (1986) found that listening activities together with speaking activities were among the most anxiety increasing. In listening activities, students learn how they should speak, which creates opportunities for students to internalize the language (Tishakov 2018:62, Cook 2008:228).

Teachers A and C pointed out they used classroom seating as an approach to reduce language anxiety among students, because it created a safe classroom environment (Gardener and MacIntyre 1993, Nunan 1999). Teacher A made students choose who they wanted to sit with and found it important that students found someone they felt safe with because they were supposed to cooperate, have discussions and read together.

An approach Teacher B used to prevent language anxiety was to make students walk around and talk in English. This is an approach stressed by Nunan (1999:232). Nunan's argument was that when the classroom norm of sitting behind a desk was broken, the norm of the students not speaking was also broken. The different structure and setting made students able to speak. Teacher B was the only teacher who named drama and role play as methods to

overcome language anxiety and reluctance among students. In light of Horwitz et al.'s (1986:127) study, one can interpret that students felt their identity changed when they spoke another than their native language. Role play is an approach where one pretends to be someone else. Spielmann and Radnofsky (2001) found that learners felt they got a new personality when speaking in a second language, which created a tension in them. This tension could have positive and negative effects on the students' learning.

A useful approach to discover language anxiety, as Teacher C reported, was to make all the students read and speak English at the beginning of the school year. Thus, he managed to identify the students who were anxious or reluctant to speak. Then he started a conversation with the anxious students regarding possible solutions to the problem. Young (1991) argues that teachers should talk with students about anxiety, help them identify it, and encourage students to do positive self-talk.

Another useful approach to dealing with language anxiety that the teachers reported was preserving a predictable structure of EFL lessons because that made students perceive the EFL classroom as a safe learning environment. In turn, both Tishakov (2018) and Tsui (1996) argued that a safe learning environment improved students' learning outcomes and reduced language anxiety.

6.3. Students' perspectives on language anxiety

6.3.1. Students' beliefs about language anxiety

The students were given a definition of the term language anxiety in order to make them understand the questions in the questionnaire and focus group interviews. The focus on the students' beliefs was related to their classmates' and their own beliefs about language anxiety, reasons why their classmates were anxious, the coherence between social media and language anxiety and the consequences of not preventing language anxiety.

The interviews revealed that all focus groups believed their teachers were aware that some students struggled with language anxiety, but they did not believe language anxiety was something their teachers paid most attention to.

All students in the focus group interviews and the majority in the questionnaires believed some of their classmates had language anxiety. MacIntyre (1998) argues that motivation and self-confidence is connected to language anxiety. This might be true, but, as

Gardner and MacIntyre (1993) and Nunan (1999) argue, motivation and self-confidence are connected to the learning environment, and the teacher has an important role as an encourager and motivator for students. Krashen (1982:30-31) emphasizes in his affective filter hypothesis that motivated and self-confident learners have advantages learning a second language and that these positively influence the subconscious learning process. The findings indicate that teachers should work towards a low-anxiety classroom environment and encourage students to be motivated and self-confident in order to reduce language anxiety.

As for reasons for anxiety, the students believed their classmates were anxious about making mistakes and being ridiculed and laughed at, which Tsui (1996), Price (1991) and Young (1991) found to be one of the main reasons why learners develop language anxiety. The students believed their classmates did not have confidence when speaking, that they felt inferior to the others because others spoke well, and because they found English difficult to speak, which coincides with Tsui's (1996) study. She found that anxious students believed they had low proficiency in the second language and were concerned about others' negative evaluation.

The focus groups expressed different views concerning social media and development of language anxiety. The majority believed there was no connection between language anxiety and social media and argued that the exposure to English through social media was of great benefit. They believed it improved their vocabulary, intonation, and fluency. The students believed listening to native speakers did not increase pressure to speak English perfectly, but rather benefited them. The findings can be explained by Krashen's (1982:10) acquisition-learning hypothesis in that through social media, students were learning English subconsciously in a natural, meaningful context. The students voluntarily spent time being surrounded by the social media, and language acquisition happened unconsciously. However, some students believed they felt they had to perform better in English because they compared themselves to the native speakers.

The students believed there would be negative consequences of not dealing with language anxiety in the EFL classroom. Students believed anxious students would not get rid of anxiety if they avoided speaking the second language. If they were never made to speak in class or have presentations, the anxious students would be more anxious later in life. Similarly, MacIntyre and Gardner (1989) found that if learners struggled with a second language and repeatedly got negative associations with learning a language, anxiety could develop, and the learner could feel anxious in future learning situations. MacIntyre and Gardner's (1989) findings indicate that anxiety has a debilitating impact on the learners'

development. As MacIntyre and Noels (1994) argue, the anxious students will not only experience the debilitating effects on their performances in the classroom, but anxiety will also influence how they perceive themselves when performing. They will be more concerned about errors, expect themselves to fail and have difficulty overcoming anxiety, which support the students' beliefs that it is important to prevent anxiety in the classroom.

6.3.2.   Students' experiences with language anxiety

The focus group interviews revealed that the majority of the students had experienced language anxiety. In turn, the findings from the questionnaire indicated that few students believed they had language anxiety. Only 2 out of 49 students reported they had severe language anxiety. However, the majority reported they experienced physical anxiety reactions once every week. This indicates that many students experienced anxiety in EFL lessons, without classifying themselves as anxious. As Horwitz et al.'s (1986) study shows, mental anxiety reactions are to be anxious, nervous, stressed or have panic when learning a second language. Most students in the present study seldom felt so. Physical anxiety reactions described in Horwitz et al.'s (1986) and Woodrow's (2006) studies revealed reactions, such as the heart beating fast, sweating and blushing. In comparison with mental anxiety reactions, more students in the present study reported to experience physical anxiety reactions in EFL lessons. This indicates that the students' experiences coincided with the teachers' experiences in that language anxiety was an issue in Norwegian EFL classrooms and should be paid attention to.

In line with what the teachers stated, speaking activities were the most anxiety provoking activities in the EFL classroom. The students experienced presentations, answering teachers' spontaneous questions and reading aloud to be most anxiety provoking, because they were high self-exposing activities. Similarly, Woodrow (2006) found oral presentations and performances in front of the class as most anxiety increasing activities for learners. The students also experienced that discussions in big groups, doing group work or tasks in front of others, answering questions in front of the class, and writing sessions were anxiety provoking classroom activities. The findings are supported by Occhipinti's (2009) research, which showed that students were concerned about oral activities with high self-exposure and making speaking errors. It is also supported by Gregersen and Horwitz (2002), who found that students were anxious about the others' negative evaluation while being exposed in front of their class.

About half the respondents in the questionnaire and interviews reported to have been laughed at when they made errors in EFL lessons. As Price (1991) found, being ridiculed in front of their classmates was most anxiety increasing. Furthermore, Tsui (1996) argues that students tend to be reluctant because they are concerned about making oral mistakes in the classroom, being ridiculed and be perceived as stupid in front of their classmates. Being laughed at can be humiliating for students, and can thus make students develop language anxiety. Some students and all the teachers interviewed were aware that laughter influenced the students and their confidence in speaking activities. Confidence is important to reduce reluctance and anxiety among students, according to Young (1991), who names self-confidence, competitiveness and unrealistic learner beliefs as the main causes for language anxiety.

All students in the interviews agreed they learned best when they were relaxed. When the students were relaxed, they only thought about the content of the lesson and did not pay attention to being nervous. The students argued that with presentations they entirely concentrated on being nervous and anxious instead of paying attention to what other students presented. Woodrow's (2006:310) study supports this by claiming that worry has a debilitating effect on anxious students in that anxiety occupies students' cognitive capacity they should have used on learning language.

6.3.3. Students' attitudes to their teachers' approaches to dealing with language anxiety

In the questionnaire, the majority of the respondents believed their teachers worked hard to make them feel safe in the classroom. The students evaluated it anxiety reducing that their teachers encouraged them, believed in them and supported them in oral activities and tests. Most of the students argued that their teachers encouraged them to speak even if not everything they said was correct. Similarly, Tsui (1996) found that teachers focusing on students communicating, instead of focusing on them using the correct form, reduced language anxiety in students, and made them more active. Tsui (1996) argued that in order to reduce reluctance among students, teachers should work towards having a good relationship with the students and create a positive learning environment, which the teachers in the present study seemed to do. The findings can be interpreted as the students in general trusted their teachers, which contributed to decreased anxiety in the EFL classroom (Tsui 1996).

The students evaluated it anxiety reducing when the teachers made them volunteer to participate in oral activities and when they got positive experiences while learning. Similarly,

MacIntyre (1998) found that anxiety developed from negative experiences, which indicates that positive experiences reduce language anxiety.

The students appreciated it when their teachers used different games. For example, table games, such as Bingo and sentence relay race. Other activities were speed dating or speed talk, which most students found useful when reducing language anxiety. Furthermore, focus group B found a variety of activities in the EFL classroom to be anxiety reducing, which is advocated by Tishakov (2018:62), who argues that students should be given different tasks to be able to show their strengths and develop their skills in challenging tasks.

The students in focus group A found it anxiety reducing that their teacher used English as the main language in EFL lessons. They argued that it prevented language anxiety, due to the fact that they got used to speaking, listening and using the second language. This being said, some students in focus group C found it negative, because those who struggled to understand, could have problems.

The students found answering spontaneous questions, giving presentations and reading aloud as the most anxiety provoking activities in the classroom. Focus group C considered it positive when their teacher seated the students next to someone they felt safe with, which also coincided with what their teachers believed.

Finally, the students reported it was important for their teachers to be calm and patient in order to reduce language anxiety in the classroom. This is in line with Young's (1991) study, which found that teachers being friendly, relaxed and patient reduced students' anxiety.

7. Conclusion

7.1. Main findings

This thesis was a study of EFL teachers' and their students' beliefs, practices and experiences regarding language anxiety in Norwegian lower secondary school (grades 8 to 10). The study aimed to answer two main research questions, further divided into six subquestions. The first main question concerned the teachers' beliefs, experiences and approaches to dealing with language anxiety, while the second question focused on the students' beliefs, experiences and attitudes towards their teachers' approaches to dealing with language anxiety.

In order to answer the questions, mixed methods were used, namely three teacher interviews, three student focus group interviews, and student questionnaires filled out by 49 students.

The main findings revealed that all the teachers believed language anxiety to be due to a lack of self-confidence, as well as being connected to the personality type introversion. Previous experiences of being ridiculed in EFL lessons increased the students' language anxiety. Instead, the teachers believed social media benefited the students' EFL learning and thus reduced language anxiety.

As for the teachers' experiences, all the teachers had students who struggled with language anxiety, while none of them had learned much about language anxiety in their education. This indicates that language anxiety should be included in teachers' education. The teachers experienced that most anxious students were high-achieving students. Thus, the students' learning abilities were not the reason for anxiety, but rather a lack of self-confidence.

The teachers' approaches to reducing language anxiety included building academic confidence in the students, by for example giving them positive experiences the first time they had oral activities in the EFL classroom. Presentations and reading aloud in front of the entire class were found anxiety increasing by most students, because they were high self-exposing activities. Varieties of activities with a smaller number of participants were useful to reduce language anxiety. Table games, two-minute talk and speed dating activities, group work and group activities seemed to be low self-exposing activities, and were thus useful approaches to reducing anxiety in EFL lessons. Furthermore, classroom seating and lessons with predictable structures were approaches teachers used to reduce language anxiety in the students.

The main findings regarding the students' beliefs were that most students believed their teachers were aware that some struggled with language anxiety. They believed the main reasons for anxiety were that the students were concerned about being evaluated by others and being anxious about making mistakes and being ridiculed. The students believed that social media improved their language learning and did not provoke language anxiety. In addition, the students believed there would be negative consequences of not dealing with language anxiety in class.

As regards the students' experiences, many students experienced anxiety traits in EFL lessons without classifying themselves as anxious. The students experienced that high self-exposing activities, such as oral presentations, answering spontaneous questions and reading aloud, were most anxiety increasing. Furthermore, half of the students had experienced being laughed at when making errors in EFL lessons. However, the majority felt safe speaking English even though not everything they said was correct. The students experienced that they achieved the highest learning outcomes when they were relaxed in the EFL classroom.

As for the students' attitudes to their teachers' approaches to preventing language anxiety in the EFL classroom, most students found it positive when the teachers encouraged them, believed in them and supported them in oral activities and tests. Most students believed their teachers worked toward making them feel safe in the classroom. They found it positive that the teachers let them volunteer to participate in oral activities and made them have positive experiences in the activities. They found a variety of low self-exposing activities in small groups, such as table games, speed talk, and speed dating, contributing to reducing anxiety. The students also found it anxiety reducing when their teachers primarily used English in the EFL classroom, because it made them used to speaking and listening to English. Finally, the students believed their teachers being calm and patient reduced language anxiety in the students.

When comparing and summarizing the similarities and differences between the teachers' and students' answers regarding their beliefs about and experiences with language anxiety, they coincide on surprisingly many aspects. Both the teachers and the students believed that some students struggled with language anxiety and that it was an issue in Norwegian EFL classrooms, while social media seemed to benefit language learning.

In particular, the students and the teachers agreed that presentations and reading aloud were among the most anxiety provoking activities in EFL lessons. They also agreed that laughter when students made mistakes and the fear of being evaluated by others hugely influenced students' reluctance to speak. They believed that low self-exposing activities, such

as group and pair work and activities with a small number of participants, contributed to reducing language anxiety. The students believed that their teachers worked hard to make them feel safe in the classroom, which all the three teachers emphasized in the interviews as well.

As for differences in the teachers' and the students' perspectives on language anxiety, the teachers believed none of their students were deliberately laughed at if they made oral errors in the EFL lessons, while half the respondents reported to have experienced it. Another difference is that the students argued that the teachers' spontaneous questions were equally anxiety provoking as presentations and reading aloud. Contrastingly, only one teacher named spontaneous questions to be anxiety provoking. However, most students reported they were seldom asked spontaneous questions, which indicates that the teachers were aware of the issue.

7.2. Contribution, limitation and implications for further research and teaching

The present study contributes to research on language anxiety in the Norwegian context and supports the discourse of didactic studies on language anxiety in Scandinavian EFL classrooms. By focusing on both teachers' and students' beliefs about and experiences with language anxiety, the study provides EFL teachers with useful information regarding activities and methods that may reduce language anxiety in the EFL classroom. Furthermore, it draws teachers' attention to certain activities that increase language anxiety and make students more reluctant to speak. The study creates an awareness of the issue of language anxiety in the Norwegian school and is a steppingstone to further research focusing on language anxiety in Norwegian EFL classrooms.

The main limitation of the present study is that a small number of teachers and students participated. The study only comprised three teachers and 49 students, which means that the findings cannot be generalized to a larger population in the Norwegian context.

Because the sampling was small in the present study, further research could aim to investigate the scope of students struggling with language anxiety in a higher number of Norwegian schools. Further research could also aim to explore to a greater degree how teachers' and their students' beliefs and the learning environment affect students' language anxiety. In addition, future research can address Dörnyei's (2005:201) suggestion to investigate whether language anxiety may have some facilitating or positive effects on learning.

Finally, some implications for future teachers can be drawn from the findings. The main implication is that some students tend to show anxiety in oral activities with high self-exposure, such as oral presentations, reading aloud and answering the teachers' spontaneous questions in front of the entire class. This needs to be considered by teachers and can be prevented by using alternative low self-exposing activities with a smaller number of listeners, such as small group activities, games and pair discussions.

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Appendices

Appendix 1 Approval from NSD

OPPFØLGING AV PROSJEKTET
NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

Kontaktperson hos NSD: Lisa Lie Bjordal
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix 2: Teacher consent form

Samtykkeerklæring for lærere

Vil du delta i forskningsprosjektet "Language anxiety in oral activities in the Norwegian EFL classroom: Lower secondary teachers' and their students' beliefs, practices and experiences"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å redegjøre for språkangst 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

Formålet med studien er å lære om språkangst knyttet til muntlige aktiviteter i faget Engelsk ved norske skoler. Målgruppen for studiet er elever og lærere på ungdomsskolen. Lærere og elever sine forventninger, praksiser og erfaringer vil bli undersøkt. Studien er en del av en masteroppgave, og feltet for studien er engelsk didaktikk. Målet er å intervjue tre erfarne lærere om temaet, og ha en spørreundersøkelse i en av lærerne sine klasser. En gruppe elever vil også bli spurt om de kan tenke seg å delta i et fokusintervju om språkangst. I norsk skole og utdannelse opplever jeg at språkangst er noe som får lite oppmerksomhet, og derfor ønsker jeg å finne ut hvilket forhold du har til dette.

Opplysningene som du gir fra deg i undersøkelsen skal kun brukes til arbeidet med masteroppgaven. Oppgaven vil bli lagt ut på Universitetet i Stavanger sine nettsider og databaser. Masteroppgaven kan potensielt bli referert til av andre studenter, forskere og lærere, men det skal ikke være mulig å spore deg som deltar i undersøkelsen. Alle opplysninger om deg vil bli anonymisert. Du har taushetsplikt, og det er viktig at det ikke kommer frem opplysninger som kan identifisere enkelte personer eller avsløre annen taushetsbelagt informasjon. Det skal jeg som intervjuer ta hensyn til.

Ansvarlig for forskningsprosjektet

Masterstudent Elisabeth Gjerde ved Universitetet i Stavanger er ansvarlig for prosjektet. Masteroppgaven er siste del av Lektorutdanning for trinn 8-13 med fordypning i engelsk/literacy ved Institutt for kultur- og språkvitenskap.

Hvorfor får du spørsmål om å delta?

Du er blitt spurt om å delta fordi du er en erfaren lærer, og jobber med Engelsk på en ungdomsskole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du deltar i et intervju. Det vil ta deg ca. 60 minutter. Intervjuet kommer til å være delt inn i 4 deler. Del 1 inneholder korte spørsmål om din bakgrunn som lærer, din utdannelse og definisjon av språkangst. Del 2 vil handle om din forståelse og praksis når det gjelder språkangst i klasserommet. Del 3 vil handle om din erfaring i klasserommet med elever som har språkangst. Del 4 vil gå inn på om språkangst er noe din arbeidsplass legger vekt på. Dine svar fra intervjuet blir registrert ved lydopptak.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg er anonyme. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern

Jeg vil bare bruke opplysningene om deg til formålene jeg har fortalt om i dette skrivet. Jeg behandler opplysningene konfidensielt og i samsvar med personvernregelverket.
Student Elisabeth Gjerde og veileder Dina Lialikhova vil ha tilgang til opplysningene som blir samlet i studien. Vi vil sikre at ingen uvedkommende får tilgang til personopplysninger ved å anonymisere både navn på lærere, elever og skole.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 11.05.20. Ingen navn vil bli nevnt i oppgaven, bare opplysninger som tidligere er beskrevet. Lydopptakene til intervjuet vil bli slettet når masteroppgaven er levert og blitt godkjent.

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

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,

- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

Hva gir meg rett til å behandle personopplysninger om deg?

Jeg behandler opplysninger om deg basert på ditt samtykke.

Hvor kan du finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med Elisabeth Gjerde på mail: egjerde@stud.uis.no eller på telefon: 4548211 eller du kan kontakte min veileder Dina Lialikhova, dina.lialikhova@uis.no som er Universitetslektor ved UiS. Du kan også kontakte NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen
Masterstudent Elisabeth Gjerde

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Language anxiety in oral activities in the Norwegian EFL classroom: Lower secondary teachers' and their students' beliefs, practices and experiences», og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i *et intervju med masterstudent Elisabeth Gjerde.*

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca 11.05.20.

(Signert av prosjektdeltaker, dato)

Appendix 3: Student consent form

Samtykkeerklæring for elever

Vil du delta i forskningsprosjektet "Language anxiety in oral activities in the Norwegian EFL classroom: Lower secondary teachers' and their students' beliefs, practices and experiences."?
Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å redegjøre for språkangst 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
Formålet med studien er å lære om språkangst knyttet til muntlige aktiviteter i faget Engelsk ved norske skoler. Målgruppen for studiet er elever og lærere på ungdomsskolen. Lærere og elever sine forventninger, praksiser og erfaringer vil bli undersøkt. Studien er en del av en masteroppgave, og feltet for studien er engelsk didaktikk. Målet er å intervjue tre erfarne lærere om temaet, og ha en spørreundersøkelse i en av lærerne sine klasser. En gruppe elever vil også bli spurt om de kan tenke seg å delta i et fokusintervju om språkangst. I norsk skole og utdannelse opplever jeg at språkangst er noe som får lite oppmerksomhet, og derfor ønsker jeg å finne ut hvilket forhold du har til dette.

Opplysningene som du gir fra deg i undersøkelsen skal kun brukes til arbeidet med masteroppgaven. Oppgaven vil bli lagt ut på Universitetet i Stavanger sine nettsider og databaser. Masteroppgaven kan potensielt bli referert til av andre studenter, forskere og lærere, men det skal ikke være mulig å spore deg som deltar i undersøkelsen. Du kommer til å være helt anonym.

Ansvarlig for forskningsprosjektet:
Masterstudent Elisabeth Gjerde ved Universitetet i Stavanger er ansvarlig for prosjektet. Masteroppgaven er siste del av Lektorutdanning for trinn 8-13 med fordypning i engelsk/literacy ved Institutet for kultur- og språkvitenskap.

Hvorfor får du spørsmål om å delta?
Du får spørsmål om å delta fordi du er en elev på ungdomsskolen 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 vil ta deg ca. 45 minutter. I tillegg vil du få mulighet til å delta i et
fokusintervju om du er villig til det. Det vil også vare ca. 45 minutter. Spørreskjemaet
inneholder spørsmål om hva som gjør deg veldig redd eller nervøs når klassen din har
muntlige aktiviteter eller presentasjoner i Engelsk. Fokusintervjuet vil spørre mer om hva det
er som kan gjøre deg redd og nervøs ved muntlige aktiviteter eller tester, og gi deg
muligheten til å svare mer enn du gjorde på spørreundersøkelsen. Dine svar på spørreskjemaet
blir registrert elektronisk og blir utført av databehandleren SurveyXact som Universitetet i
Stavanger har en avtale med. Fokusintervjuet blir tatt opp.

Siden du er under 18 år må dine foresatte godkjenne at du delta i denne undersøkelsen. De må
gjerne ta kontakt med meg eller min veileder om de har spørsmål til undersøkelsen.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke
samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil være anonyme. Det
vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å
trekke deg. Hva du svarer vil ikke få konsekvenser for din karakter i engelsk eller ditt forhold
til læreren din.

Ditt personvern

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

Student Elisabeth Gjerde og veileder Dina Lialikhova vil ha tilgang til opplysningene som blir
samlet i undersøkelsen, men opplysningene vil bli lagret anonymt. Undersøkelsen er anonym
og ingen skal kunne spore svarene tilbake til deg.

Hva skjer med opplysningene dine når jeg avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 11.05.20. Ingen navn vil bli nevnt i oppgaven, bare
opplysninger som tidligere er beskrevet. Lydopptakene til intervjuet og filene til
spørreundersøkelsen vil bli slettet når masteroppgaven er levert og blitt godkjent.

Dine rettigheter

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

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

Hva gir meg rett til å behandle personopplysninger om deg?

Jeg behandler opplysninger om deg basert på ditt samtykke.

Hvor kan du finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med Elisabeth Gjerde på mail: egjerde@stud.uis.no eller på telefon: 4548211 eller du kan kontakte min veileder Dina Lialikhova, dina.lialikhova@uis.no som er Universitetslektor ved UiS. Du kan også kontakte NSD – Norsk senter for forskningsdata AS, på epost (personverntjenester@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen masterstudent Elisabeth Gjerde

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Language anxiety in oral activities in the Norwegian EFL classroom: Lower secondary teachers' and their students' beliefs, practices and experiences.", og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i spørreundersøkelsen om språkangst.
☐ å delta i et fokusintervju med Elisabeth Gjerde om språkangst.

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 11.05.20

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(Signert av prosjektdeltaker, dato)   (Signatur av foresatt, dato)

Appendix 4: Teacher interview guide

Part 1: Teacher background and definition of language anxiety

1. Please tell me about your background as a teacher.

   Vil du starte med å fortelle meg om din bakgrunn som lærer?

2. How many years have you been a teacher?

   Hvor mange år har du vært lærer?

3. How many years have you been teaching the subject English?

   Hvor mange år har du undervist i faget Engelsk?

4. What are your qualifications?

   Hva er utdannelsen din?

5. How has your teacher experience been?

   Hva er din opplevelse av å være lærer? (kort)

6. What sort of schools and age groups have you worked with?

   Hvilke typer skoler og alderstrinn har du jobbet på??

7. How would you define language anxiety?

   Hvordan vil du definere språkangst?

8. In what context(s) have you heard the term 'language anxiety' before?

   I hvilken kontekst har du hørt begrepet 'språkangst' før?

9. Do you have any experience with language anxiety from your schooldays as a student and as a EFL learner?

   Har du noen erfaring med språkangst fra da du gikk på skolen og lærte Engelsk som andrespråk?

10. When you studied to be a teacher and/or took pedagogy or English didactics, did you learn or hear about language anxiety? If yes, short summarize, what did you learn?

    Da du studerte til å bli lærer eller tok PPU, lærte du eller hørte du noe om språkangst? Hvis ja, kunne du kort oppsummert hva du lærte eller hørte?

Part 2: Teachers' experience with language anxiety

11. Have you had any experience with language anxiety in the classes you have now?

    Har du noen erfaring med språkangst i klassen du har nå?

12. When was the first time you thought a student might had language anxiety?

    Når var første gang du tenkte at en elev kanskje hadde språkangst?

13. In what settings do your students usually show language anxiety?

I hvilke settinger viser vanligvis elevene dine språkangst?

14. Do you think language anxiety is a serious issue in your classroom? Why or why not?

    Tror du språkangst er et problem som bør tas på alvor i klasserommet? Hvorfor eller hvorfor ikke?

15. Are there specific activities or methods you find useful to make students speak in class? Could you mention some examples?

    Er det spesielle aktiviteter eller metoder du finner hjelpsomme for å få elevene til å snakke engelsk i timene? Kan du nevne noen eksempler?

16. Do you think students easily can avoid speaking English in your lessons?

    Tror du elever enkelt kan unngå å snakke engelsk i timene dine?

17. Are there students you rarely hear speaking English in English lessons?

    Er det elever du sjelden hører snakke engelsk i timene dine?

18. Are there oral methods and activities you force your students to do that you think they might not see the value of now, but you think are useful for them? What are those?

    Er det muntlige metoder eller aktiviteter du tvinger studentene til å gjennomføre som du tror de ikke ser verdien av nå men som du tror er nyttige for dem?

19. Do you think your students feel safe in your English lessons? Why or why not?

    Tror du elevene dine føler seg trygge i engelsktimene dine? Hvorfor eller hvorfor ikke?

20. Do you think students are being bullied or laughed at if they say something wrong in English lessons?

    Tror du elever blir mobbet eller ledd av hvis de sier noe feil i Engelsktimene?

21. Have you had reluctant classes or reluctant students who you have worked with to make more active in oral English? Could you tell about the experience if it has happened?

    Har du hatt stille klasser eller stille elever du har jobbet med for å få mer aktive i muntlig engelsk? Vil du fortelle om opplevelsen om dette er tilfellet?

Part 3: Teachers' beliefs and practices with language anxiety

22. What effect do you think being afraid or nervous in English lessons have on students? Can you mention benefits and disadvantages with it?

    Hvilken effekt tror du det har på elever å være redde eller nervøse i Engelsktimer? Kan du nevne fordeler og ulemper med det?

23. Could you name three factors you believe will arose language anxiety in students?

Kan du nevne tre faktorer du tror fremmer sparkangst i elever?

24. Do you think teachers should have different alternatives when assessing students orally because methods and activities used can increase language anxiety in students? What is your practice when your students are nervous or afraid before an oral assessment you have planned? Do they get to be assessed in another way? Is it normal to have alternative assessment methods when students get nervous with certain activities?

Hva er praksisen din når elever er nervøse og redde før en muntlig vurderingssituasjon? Får de muligheten til å bli vurdert på en annen måte? Er det vanlig å ha alternative vurderingsmetoder når du vet noen metoder fremprovosere mer nervøsitet enn andre?

25. What do you think are fruitful methods to avoid language anxiety?

Hva tror du er fruktbare metoder for å unngå språkangst blant studenter?

26. Do you focus on students feeling safe in the classroom? How and why?

Fokuserer du på at elevene skal oppleve trygghet i klasserommet? Hvordan og hvorfor?

27. Do you see any changes in students developing language anxiety today compared to one or two decades ago?

Tror du flere elever har utviklet språkangst i dag sammenlignet med en og to generasjoner siden? Hvorfor eller hvorfor ikke?

28. Do you think language anxiety is a rising issue in Norwegian schools or a trend among today's students?

Tror du språkangst er et økende problem i norske skoler eller en trend blant dagens elever?

29. What do you think about language anxiety and the 'snowflake generation' or the Norwegian term 'generasjon prestasjon'/'generation performance'? (Skaugen 2015)

Tror du språkangst kan ha sammenheng med 'the snowflake generation' eller 'generasjon prestasjon'? (Skaugen 2015)

30. What do you think about social media and the development of language anxiety?

Tror du sosiale medier kan ha sammenheng med utviklingen av språkangst?

31. Do you think there is a coherence between perfectionism and language anxiety among students? Tror du det kan være en sammenheng mellom elevers perfeksjonisme og språkangst?

32. Do you think there is a connection between students with language anxiety and other mental disorders?

Ser du noen sammenheng mellom elever som sliter med språkangst og andre mentale sykdommer?

33. Are there other issues you think might affect student's development of language anxiety?

Er det andre faktorer du ser for deg kan ha innvirkning på elevers utvikling av språkangst?

Part 4: Teacher education and courses

34. Has your school administration sent you on courses or had seminars or meetings about language anxiety? What were they?

Har skolen du jobber på sendt deg på kurs eller hatt seminarer eller møter om språkangst? Hva gikk de ut på?

35. Has language anxiety been discussed among your colleagues? What was the discussion(s) about?

Er språkangst blitt diskutert blant kollegene dine? Hva gikk diskusjonen ut på?

36. If a colleague asked you for help to prevent language anxiety in his/her class, what would you say?

Hvis en kollega spurte deg om hjelp til å forebygge språkangst I hans/hennes klasse, hva ville du sagt?

37. If a colleague asked you what he/she could do to help language anxious students in his/her class, what would you advice him/her to do?

Hvis en kollega spør deg hva han/hun kan gjøre for å hjelpe elever med språkangst i hans/hennes klasse, hva vil du råde ham til å gjøre?

38. Are there other ways of reducing language anxiety? Do you have something on your mind I have not yet asked about? Would you like to add something?

Er det andre måter du tenker språkangst kan bli forebygd på? Er det andre sider ved språkangst du tenker jeg ikke har belyst som du ville like å kommentere? Har du noe mer på hjertet?

Appendix 5: Student interview guide

Hi! My name is Elisabeth, and I am a university student. I am doing this interview in order to collect data for my MA thesis on language anxiety among Norwegian lower secondary students. Language anxiety is defined as 'the worry and negative emotional reaction aroused when learning or using a second language' MacIntyre (1998:27). Learners can experience mental and physical reactions like minds going blank, struggle with concentration, stress, fear, nervousness, procrastination of work, sweating, palpitation and shivering when experiencing language anxiety. All the data collected will be kept confidential, and your participation is anonymous, which means that I will not use your real names when presenting data. Thank you for participating in my research.

You can choose whether the questions should be asked in English and Norwegian, it is voluntarily what language you prefer.

Often in interviews participants want to answer what they think the interviewer wants to hear. That is not the case with this interview. What you tell me today is not going to affect you in any way. So please be honest and speak your mind.

Part 1: Students' perspective on language anxiety
1. Can you describe three situations in the English classroom that makes you anxious, nervous or stressed?
   Kan du beskrive tre situasjoner i engelsktimene som gjør deg redd, nervøs eller stressa?
2. Are there certain kinds of activities in the classroom which make you feel more nervous than others? What are those? What with them makes you nervous?
   Er det noen aktiviteter i klasserommet som gjør at du føler deg mer nervøs enn andre? Hva er det? Og hva er det med disse aktivitetene som gjør deg nervøse?
3. Are there situations where you feel more confident speaking English than others?
   o For example, do you feel more confident speaking English outside the classroom than in the classroom?
   o Are there situations for example on holiday, with friends or when you watch movies that you feel more confident speaking English?
   Er det noen situasjoner du føler deg mer selvsikker på å snakke engelsk enn andre?
   o Føler du deg mer selvsikker når du snakker engelsk utenfor klasserommet enn i klasserommet?

   o Er det situasjoner for eksempel på ferie, med venner eller når du ser på film der du føler deg mer sikker på å snakke engelsk?

4. Do you think you have experienced language anxiety?

  Tror du at du har opplevd språkangst?

5. How does being nervous or being afraid in class affect you and your learning?

  Hvordan tror du nervøsitet og frykt i klasserommet påvirker deg og læringen din?

6. Do you think you learn best if you are relaxed or a little nervous? Why?

  Tror du at du lærer best når du slapper av eller er litt nervøs? Hvorfor?

7. Do you see yourself as a perfectionist? Could there be a coherence between being a perfectionist and developing language anxiety? Why or why not?

  Oppfatter du deg selv som en perfeksjonist? Kan det være en sammenheng mellom å være perfeksjonist og å utvikle språkangst? Hvorfor eller hvorfor ikke?

8. What sort of pressure do you experience in your everyday? (Keywords: society, parents, school media) What do you think when I mention the term 'generation performance'? Do you think it can have a connection to the development of language anxiety?

  Hvilken type press opplever du i hverdagen? Hva tenker du når jeg sier 'generasjon prestasjon'? Tror du det kan være en sammenheng mellom det og utviklingen av språkangst?

Part 2: Student perspectives on other student's language anxiety

9. What do you think about language anxiety and your classroom? Is it relevant for you?

  Hva tenker du om språkangst og klasserommet ditt? Er det noe som gjelder dere?

10. Do you think there are students in your class who have language anxiety?

  Tror du det er elever i klassen din som har språkangst?

11. What are the speaking habits in your classroom? Are there students who you never have heard speak English in class?

  Hvordan er snakkevanene deres i klasserommet? Er det noen elever du aldri har hørt snakke engelsk i klasserommet?

12. What do you think makes students anxious in English lessons? Please give three examples.

  Hva tror du gjør at elever føler på språkangst i engelsktimer? Vær så snill å gi tre eksempler.

13. What effect do you think social media has on students with language anxiety or development of language anxiety?

Hvilken effekt tror du sosiale medier har på elever med språkangst eller utviklingen av språkangst?

14. Hypothesis/assertion: 'Media, movies, TV series, YouTube and Netflix makes students better in English but also creates a pressure to speak English well because the students compare themselves to fluent speakers. This increases the chances for development of language anxiety'. Why do you agree or disagree with the quote?

Påstand: 'Media, filmer, TV serier, YouTube og Netflix gjør elever flinkere i engelsk men øker også presset på å snakke engelsk godt fordi elevene sammenligner seg med mennesker som snakker flytende. Dette igjen øker sjansen for utvikling av språkangst'. Hvorfor er du enig eller uenig i denne påstanden?

Part 3: Students' perspectives on the teachers' approach to oral activities

15. What do you think your teacher does to make you feel safe when speaking English?

Hva tror du læreren din gjør for at du skal føle deg trygg når du snakker Engelsk?

16. Are there things you would like your teacher to do differently to make you feel safer in the classroom?

Er det noe du kunne ønske læreren din gjorde annerledes for at du kunne følt deg tryggere i klasserommet?

17. Do you think your teacher believe that some students have language anxiety?

Tror du at læreren din tenker at noen elever har språkangst?

18. Do you think your teacher pushes you to speak English in order to make you develop your language and confidence in speaking? Why or why not?

Tror du at læreren din presser deg til å snakke engelsk for at du skal utvikle språket ditt og selvtilliten til å snakke? Hvorfor eller hvorfor ikke?

19. Have you experienced that what your teacher encouraged you to do actually worked? Could you give one example?

Har du opplevd at det læreren din har oppfordret deg til å gjøre har fungert? Kan du gi et eksempel?

20. What do you think would happen if a teacher never told you to speak or have presentations in class?

Hva tror du hadde skjedd hvis læreren din aldri fikk deg til å snakke eller ha fremføringer i klassen?

21. What do you think a teacher should do to reduce language anxiety among students?

Hva synes du læreren din bør gjøre for å redusere språkangst blant elever?

22. Are there other aspects with language anxiety you would like to mention?

Er det andre ting ved språkangst du har lyst å snakke om?

Appendix 6: Student questionnaire

Definition of language anxiety: 'The worry and negative emotional reaction aroused when learning or using a second language' (MacIntyre 1998:27).

Definisjonen av språkangst: 'Bekymring og negative følelsesmessige reaksjoner som blir fremprovosert når man lærer eller bruker et fremmedspråk'.

Språkangst er å føle seg urolig, bekymra, nervøs og engstelig når du skal lære et nytt språk som ikke er morsmålet ditt. Det kan gjelde spesielle aktiviteter man gjør i engelsktimen, for eksempel lese, skrive, snakke eller lytte, eller alt man gjør i engelsktimer.

I denne undersøkelsen kommer det mange spørsmål. Undersøkelsen spør deg om oppfattelsen av språkangst blant dine klassekamerater. Ikke heng ut noen i ettertid fordi du tror de har språkangst. Dette er personlig og noe alle skal slippe å bli mobbet for.

Språkangst er noe alle kan oppleve litt eller mye. Det definerer uansett ikke hvem du er. Språkangst er ikke deg, det er noe du opplever. Det er også mulig at du bare har det før enkelte aktiviteter eller enkelte perioder i livet og det kan fint forsvinne.

Jeg vil oppfordre deg til å svare så ærlig du kan. Det er mulig å krysse av flere bokser på noen av spørsmålene. Det beste er likevel om du bare trykker på en. Ta den du tror er nærmest sannheten. Ingen ser hva du svarer, så bare svar ærlig. Da blir mine resultater best mulig.

Lykke til!

Examples of language anxiety:

1) Have you experienced that your brain 'freeze up' during a test or presentation? You know the answers, but your nervousness makes you forget everything? (MacIntyre 1998:36)

   Har du erfart at hjernen din fryser I løpet av en prøve eller en muntlig presentasjon? Du vet svaret, men nervøsiteten din gjør at du glemmer alt?

2) Have you started to sweat or shake because you were afraid to speak English in class?

   Har du begynt å svette eller skjelve fordi du var veldig nervøs for å snakke engelsk i klasserommet?

3) Have your heart started to race or have you started to breath very quickly because you were afraid in a English lesson? (MacIntyre 1998:39)

   Har hjertet ditt begynt å slå veldig fort, eller har du blitt andpusten fordi du er redd i engelsktimen?

4) Have you turned red or started to shiver because you had to speak up in class? (MacIntyre 1998:39)

Har du rødmet eller startet å skjelve fordi du er red for å snakke I timen?

5) Do you feel apprehension, worry or dread when thinking about the next English lesson? (Horwitz et al 1986:126)

Føler du deg engstelig, urolig eller redd når du tenker på neste engelsktime?

6) Do you struggle to concentrate or become forgetful because you are stressed because of your English lessons?

Får du problemer med å konsentrere deg eller blir glemsk fordi du er stressa før en engelsktime?

7) Are you so afraid of making errors, that you do not speak before you know your answer is correct?

Er du så redd for å gjøre feil at du ikke tørr å svare på noe I timen før du er helt sikker på at svaret er korrekt?

Gender:

Girl

Boy

Part 1: Students' perspective on language anxiety

1. Do you feel **anxious, nervous or stressed** in English lessons?

Føler du deg redd, nervøs eller stresset i engelsktimer?

Never

Once a year,

Once a month

Once a week

Every lesson

2. What **types of activities** in the classroom make you feel nervous?

Hvilke typer aktiviteter i klasserommet gjør deg nervøs?

Speaking

Listening

Reading and writing

Possible to answer more than one

3. Have you ever **panicked** in an English lesson at school?

    Har du fått panikk i en engelsktime på skolen?

    Never

    Once in a year

    Usually once in a month

    Once a week

    Every lesson

4. Do you get **nervous** before **oral presentations** in your class?

    Blir du nervøs før muntlige presentasjoner i klassen din?

    Never

    Once a year

    Once a month

    Once a week

    Every lesson

    Depends on the task

    Every time

5. Do you **experience** that your **heart starts beating fast** or that you start **sweating or blushing** because you are asked to speak English in class?

    Opplever at hjertet ditt slår fort, at du svetter eller rødmer fordi du blir spurt om å snakke engelsk i timen?

    Never

    Once a year

    Once a month

    Once a week

    Every lesson

6. Do you have **trouble sleeping** because you are nervous before an English lesson?

    Har du problemer med å sove fordi du er nervøs før en engelsktime?

Never

Once a year

Once a month

Once a week

Before every lesson

7. Do you **feel sick or have stomach pain** because you are nervous before an English lesson?

Føler du deg kvalm eller har du vondt i magen fordi du er nervøs før en engelsktime?

Never

Once a year

Once a month

Once a week

Before every lesson

8. Do you **forget a lot of words or information** you shall say in a presentation because you are **nervous or stressed**?

Glemmer du mange ord eller informasjon du skal si i en presentasjon fordi du er nervøs eller stresset?

Never

Once a year

Once a month

Once a week

Yes, in each lesson

With every presentation

With every oral activity

9. Do you like speaking English in English lessons?

Liker du å snakke engelsk i engelsktimene?

Yes

Sometimes

When I am prepared

Spontaneously yes

No

Never

Not spontaneously

10. Do you **feel safe speaking English** in English lessons?

    Føler du deg trygg når du snakker engelsk i engelsktimen?

    Yes

    Often

    Sometimes

    Seldom

    Never

11. Do you feel **safe speaking English outside the classroom**, for example on a holiday?

    Føler du deg trygg på å snakke engelsk utenfor klasserommet, for eksempel på ferie?

    Yes

    Often

    Sometimes

    Never

    Depends on the setting

12. Do you feel confident when **speaking English** even if not everything you say is **correct**?

    Føler du deg trygg på å snakke engelsk selv om ikke alt du sier er feilfritt?

    Yes

    Often

    Sometimes

    Never

    Depends on the topic

Part 2: Student perspectives on other student's language anxiety

13. **How many students** in your class do you think are **afraid to speak English** in English lessons?

Hvor mange elever i klassen din tror du er red for å snakke engelsk i engelsktimer?

None

1

2-3

Around 5

Maybe 10 – 15

Almost everyone

Everyone

14. Are there some **students in your class** who never have oral presentations in front of the rest of the class?

Er det noen elever I klassen din som aldri har muntlige presentasjoner fremfor klassen din?

0

1-2

2-5

5-10

I do not know

15. Are there some students in your class that gets "special treatment" by the teacher because they are nervous or afraid to speak English?

Er det elever I klassen din som får spesialbehandling av læreren fordi de er nervøse eller redde for å snakke engelsk?

0

1-2

2-5

5-10

I do not know

16. Do students in your class laugh if you pronounce a word wrong in English?

Ler elever I klassen din hvis du uttaler et ord feil i engelsk?

Yes

Often

Sometimes

Seldom

No

I do not know

17. Do you **laugh** when others make **mistakes** when they speak English?

Ler du når andre gjør feil når de snakker engelsk?

Yes

Often

Sometimes

Seldom

No

I do not know

18. Do you experience that students in your class **video record when you speak English** in class and share it on social media?

Opplever du at elever I klassen din filmer når du snakker engelsk i klassen og deler det på sosiale media?

Yes

Often

Sometimes

Seldom

No

I do not know

19. Are you afraid that **classmates will make fun of you on social media** because of something you say in English lessons or presentations?

Er du redd for at medelever vil gjøre narr av deg på sosiale medier på grunn av noe du sier i en engelsktime eller en presentasjon?

Yes

Often

Sometimes

Seldom

No

I do not know

Part 3: Student perspectives on the teachers' approach to language anxiety

20. Does **your teacher** encourage you to **speak English** even if you **cannot say everything correct**?

Oppmuntrer læreren din deg til å snakke engelsk selv om ikke alt du sier er rett?

Yes

Often

Sometimes

Seldom

No

I do not know

21. Does your teacher tell you to **be respectful** when others are speaking or presenting in English lessons?

Sier læreren at du må være respektfull når andre snakker eller presenterer noe i engelsktimen?

Yes

Often

Sometimes

Seldom

No

I do not know

22. Does your **teacher react** if classmates laugh when **a student makes mistakes** when speaking English?

Reagerer læreren din hvis medelever ler når en elev gjør en feil når han eller hun snakker engelsk?

Yes

Often

Sometimes

Seldom

No

I do not know

23. Do you think that **your teacher** in English does anything to make **you feel safe** in the English classroom?

Tror du læreren din gjør noe for at du skal føle deg trygg i klasserommet?

Yes

Often

Sometimes

Seldom

No

I do not know

24. **What** does your **teacher do** to make you feel **safe and confident** in the classroom?

Hva gjør læreren din for at du skal føle deg trygg og sikker i klasserommet? (Du kan svare på norsk.)

25. Does your **teacher give you time** to prepare yourself before you **speak English** in English lessons?

Gir læreren deg tid til å forberede deg før du snakker engelsk i engelsktimer?

Yes

Often

Sometimes

Seldom

No

I do not know

26. Does your teacher give you speaking and listening tasks that makes you nervous or afraid?

Gir læreren deg snakke- og lytte-oppgaver som gjør deg nervøs eller redd?

Yes

Often

Sometimes

Seldom

No

I do not know

27. What types of tasks makes you nervous?

Hvilke typer oppgaver gjør deg nervøs? (Du kan svare på norsk)

28. Have you had an oral presentation in front of the teacher only, and not in front of the rest of the class because you were nervous or afraid?

Har du hatt en muntlig presentasjon foran kun læreren din, og ikke foran resten av klassen fordi du var nervøs eller redd?

Never

Once this year

Once every month

Once every week,

Every presentation or oral activity

29. Do you think it is **easy or hard** to skip oral presentations by saying that you are nervous?

Er det lett eller vanskelig å få droppet muntlige presentasjoner ved å si at du er nervøs?

It is easy

I do not know

It is hard

It depends on the task

30. Do you sometimes claim to be afraid to talk English in class to avoid a presentation because you have not worked enough with it?

Bruker du noen ganger det å være redd som en unnskyldning for å slippe en fremføring du har jobbet for lite med?

Never

Seldom

Once or twice in a year

Once or twice in a month

Sometimes

Often

31. Does your **teacher use activities** to make you **confident speaking English** in class?

    Bruker læreren din aktiviteter i klasserommet for å gjøre deg mer trygg på å snakke engelsk?

    Yes, I think so

    Maybe

    No, I do not think so

    Depends on the topic

32. If yes, **what activities** does your teacher do to make you feel confident speaking English?

    Hvis ja, hvilke aktiviteter gjør læreren din for at du skal føle deg trygg når du snakker engelsk?

33. When you are having a **presentation** and are going to **get a grade**, is it possible to be **assessed in another way** if you do not want to present?

    Hvis du skal ha en presentasjon og skal få en karakter, er det mulig å bli vurdert på andre måter hvis du ikke ønsker å ha fremføringen?

    Yes, easy

    Sometimes there are alternatives

    No, not easy

    Seldom

Appendix 7: Interview Teacher A

Intervjuer: Har du lyst at vi skal ta det på norsk eller engelsk?

Lærer: Nei, jeg tar det gjerne på norsk jeg. Språkangsten tar meg her.

Intervjuer: Først lurte jeg på om du kunne fortelle meg om din bakgrunn som lærer? Hvor lenge du har jobbet, hvilken utdannelse du har tatt og sånn?

Lærer: Utdannelse, jeg begynte på lærerskolen i 97 i Halden og har hele veien likt språk. Så jeg hadde fransk på ungdomskolen og jeg hadde fransk og spansk og engelsk fordypning. Det het språklinjen i gamledager når jeg gjekk på Svithun. Så altså det å snakke det er gøy og min barriere er ikke at jeg ikke tørr. Barrieren er hvis de jeg snakke med er autoritetspersoner, da kommer min barriere inn. Hvis jeg går i butikker eller går ut og prater og spør etter veien, eller er turist eller noe gjør det meg ingen ting. Men når du komme i en setting sånn som det her da hadde jeg slitt. For da mangler jeg de faguttrykkene for å kunne snakke. Da må jeg ha lest meg opp på det, da må jeg ha forberedt meg sånn at jeg føler at ting sitter, for at jeg ikke skal føle meg ukomfortabel. Og da er det mye bedre å ta det på et språk jeg behersker, uten å tenke meg om. Når jeg tenker litt på det der språkangst så ligger det litte granne i det. Og når jeg begynte på Universitetet eller Høyskolen i Østfold i Halden og tok språklinja der som fordypning, jeg ønskte å ta det, så fikk jeg ikke bare ta engelsk. Jeg måtte ha et tredje, for de hadde ikke nok plass på grunnfag i Engelsk, og da sa jeg nei, nei. Da slår jeg sammen min egen jeg da. Så tar jeg litt fransk, litt spansk. Det går bra det. Så siste året på lærerutdanningen tok jeg i Australia. Da reiste jeg ned et helt år til Australia og tok, holdt på å si «el basico», for å fordype meg. Så jeg tok, det het, altså på ett år så tar du 60 studiepoeng eller 20 vekttall, så jeg tok 10 pluss 10. Så jeg tok 3,3 vekttall i engelsk, spansk og fransk. Så jeg hadde australsk litteratur og historie. Genialt - slippe å jobbe med grammatikk, bare det å prate, snakke om historien og kulturen og få det inn den veien der. Og de lærerne der borte tenkte på en helt annen måte enn vi gjør i Norge. Vi leser, pugger, skriver. Her sånn var det mye mer kommunikative vurderinger. Når jeg kom hjem da begynte jeg å jobbe på mellomtrinnet. Så jobba jeg der i to år og fant fort ut at jeg hadde mer lyst å være på ungdomskolen. Så begynte jeg her i 2003 på (gitt skole) og første læreren som hadde spansk på (gitt skole). Så jeg hadde ingen lærebøker, måtte finne på alt selv. Jeg drog fram det jeg hadde. Jeg drog jo med meg ting og tang hjem fra Australia så jeg brukte derifra. Og den tiden der hadde vi noe som het overhead, er du med? Sånn en lysgreie, jeg drog med meg rundt omkring i alle klasserom hvis det ikke var i de klasserommene. Ofte så var det i svart-hvitt. Jeg likte veldig godt overheaden, og fylte inn og skrev på tavla og hadde ting oppe.

Intervjuer: Så du har jobba på ungdomskolen nesten hele yrkeskarriæren din?

Lærer: Ja, ja det vil jeg si. Siden år 2003 begynte jeg her.

Intervjuer: Okay, nå går vi litt over på den språkangsten da, hvordan ville du definert språkangst ut fra din forståelse?

Lærer: Min forståelse ut fra, uten at jeg har lært noe, det er akkurat det jeg sa med at jeg er veldig laussluppen når jeg er uformell og kan på en måte snakke fritt. Da hiver jeg meg rundt både på fransk og på spansk og på engelsk. Og i Tyskland så er det «Ich weiß es nicht» og «that's it». Så du lærer deg et par fraser. Og jeg er veldig åpen som person, og veldig utadvendt og tenker at folk er ute etter å hjelpe meg. Uansett hva det er så må liksom vite at bare du prøver så er det bra nok liksom. Klapp deg selv på skulderen og si «go». Med en gang det kommer en formell situasjon der du enten skal holde foredrag eller snakke eller på en måte bli vurdert eller noen kritikere sitter i salen, da har ikke jeg sjans. Da hanker jeg inn en tolk istedenfor å bli misforstått, at jeg skal sitte der og føle meg ukomfortabel. Så jeg har aldri presset grensene mine selv, jeg bare sier nei. Ja. Og de redskapene jeg bruker for å liksom prøve å mestre det er, det kreve for mye av meg. Så jeg har funnet min strategi på at jeg sier bare nei. Og så i hvert fall hvis vi har foreldremøter eller utviklingssamtaler og sånn skal jeg alltid klare meg hvis jeg har forberedt meg godt. Hvis ikke så har jeg en tolk i hvert fall, hvis det er en person fra «upper class» eller folk innenfor militæret eller noe sånt som jeg har fått de avhandlingene i forkant på mailer om det de vil ha tilbake på status, tolk! Okey. Men hvis det er mennesker du føler deg på samme level, at du føle at du treffe der – ikke problem.

Intervjuer: Det ordet du brukte i sted, var det autoritetspersoner?

Lærer: Ja, når det er enten, se at jeg skulle på et jobbintervju, da hadde jeg synes at det var ubehagelig. Hvis jeg skal holde et foredrag eller holde et foreldremøte på engelsk, og da er det jo ikke folk jeg skal snakke fritt med. Det er folk som skal være kritiske til hva jeg skal si. Vil innom lovverk, læreverk, læreplaner. Og ting, sånne ord innenfor det ligger ikke så lett for meg. Så selv om jeg har halvårsenheter i Australsk litteratur og historie, så det skulle jeg tatt. Og innenfor spansken kan vi snakka om mexicansk kultur og aztekerne på spansk. Da klarer vi oss fint. Men når du komme på litt vanskeligere nivå enn hva vil du ha å spise eller hvor veien er og sånn, og politiske diskusjoner og sånn, da har jeg store problemer.

Intervjuer: Jeg lurte på, første gang du hørte, når var første gang du hørte ordet språkangst?

Lærer: Når du sendte mail.

Intervjuer: Ja, det va det?

Lærer: Mhm

Intervjuer: Takk, ja, så da skjønner du hva som ligger i det?

Lærer: Ja, det er det jeg legge i det; at jeg kjente angst, angst for å slippe seg, angst for ikke ja. Jeg har en svigermor som ikke har hatt engelsk på skolen, sant. Hun er så gammal at de hadde ikke det da. I hvert fall ikke hadde de den læreren i det langt ute i skogen der hun kom fra liksom. Og hun har bare lært seg med å høre på TV og sånne ting og når vi hadde med henne til USA på ferie så «I have so much money can you tell them?». Og så kom hun der med alle småpengene til hun damen i kassen. Og hun, slipper du henne løs inne i en butikk så kjenner hun jo alle som jobbe der på null komma niks, fordi hun er så utadvendt og positive og, og liksom finner du noe du liker «can you find something you like?», «oh yes this was very fine» og så «do you have something annerledes?». Og da tenker jeg at akkurat henne er et godt eksempel på å tørre å slippe og så bare møte folk med et smil og så «jada det ordner seg det». Og det er jo noe vi ønsker å formidle i klasserommet og, at her er ikke kompetansemålene at du skal ha perfekt uttale, og den og den intonasjonen. Her skal du gjør deg forstått. Om du ikke har korrekt uttale, eller bruker litt forskjellig språk, og feil ord innimellom så – kluet er at du kommuniserer og vi forstår deg veldig godt. Du står ikke der og forventer at en spanjol skal komme her som turist og skal prøva seg på norsk liksom, så arrestere du ikke om han bruke feil artikkel. Nei, «grammar police» kan holde seg hjemme.

Intervjuer: Da tenkte jeg å gå over til din erfaring med språkangst og elever og sånn. Så lurte jeg på om du har noe erfaring med språkangst blant elever i klassen du har nå?

Lærer: Ja, masse, hvert år, hele veien. Og det kommer. I 8. er de mye mer frie. Og så kommer den der prestasjonsangsten mer og mer fram i 9. når de stiller kritiske ting til seg selv. Og det henger sammen med modenhet og hormoner at de blir litt mer kritiske til seg selv hele veien. Mens når de er på barnetrinnet er de jo sånn 'dette kan jeg', 'dette får jeg til', 'ja jeg er flink', og så kommer den der selvkritikken, veldig framtredende fra 8. og 9. til 10. Da er det mer og mer elever som vil gjøre det alene, og bare for meg, og i små grupper. Og jeg lar de få lov, og sier du skal ikke bare ha for meg. Plukk deg ut en venninne, eller tre og ha fremfor de. Og så lar jeg de stille spørsmål til hverandre, og så hvis de sier 'bare meg, bare meg' så sier jeg 'javel, greit, ta det bare for meg, så retter jeg på deg, og så prøver du deg. Ta det da for noen andre'. 'Da må du ikke stille spørsmål', 'nei spørsmålene får du i forkant, du kan øve på de, men jeg vil ikke du skal dra fram manuset. For kluet er at jeg må se at du kan lage egne setninger, du kan bygge setninger'. Ja, og så hjelpe jeg de med å formulere da.

Intervjuer: Hvilken setting er det typisk de viser språkangst? Er det sånn, nevner du presentasjoner?

Lærer: Høytlesning, ukjente tekster, hater det maks. Ja det gjør de, og spesielt hvis du sliter med lesing, dyslektikerne, kjempeproblem der, fordi de kjenner det ikke igjen. For det er ikke sånn, i hvert fall ikke på engelsk, så er det ikke sånn at du lese det sånn som det står. Og når du ikke leser det sånn som det står, så får du et kjempeproblem. Fordi du føler at du ikke kan. Får ikke til uttalen, men det er mye lettere når de er auditivt sterke, så kan de kopiere det jeg sier eller det de høre på TV-en eller på CD hvis vi spiller lyd. For da kan de repetere og høre så mange ganger de vil. Så det å bruke lydbøker mye, altså legge ut lydfilene til de i mp3-format og si lytt, les høyt tre ganger, og så er det en 'audio voice recorder' heter den ene Appen eller den nettsiden som jeg bruker. Og den laster ned, recorder, sånn som du gjør på telefon og så legger den seg rett inn i disk og så kan jeg sende inn. Så sier jeg 'velg 5 setninger som du sender inn til meg', og så lytter jeg for jeg har jo ikke tid til å høre på en hel tekst. Det tar jo kjempelang tid. Men spesielt de som sliter har veldig god nytte av at jeg går inn og gjentar, for da tar jeg 'audio voice recorder' tilbake igjen, og så leser jeg inn ordene korrekt. Og så bruker de meg som en kopi, en papegøye, til å øve. Det blir sånn gammeldags språklab. De får liksom toveiskommunikasjon selv om de sitter hjemme og øver. Helt i orden, for målet er liksom 'får jeg lov å levere inn hjemme?', ja for målet er jo det de ender opp da med er jo at de sitter hjemme og øver og øver og så kommer det, og da blir det jo perfekt, og da blir jo uttalen deretter og. For du tar og sier at det er i orden at de har manus til å begynne med og da slipper de seg opp. For det er jo repetisjon og da lærer de seg de samme oppbygningsmetodene.

Intervjuer: Tror du at språkangst er et problem som bør tas på alvor i skolen? Eller er det et økende problem?

Lærer: Jeg tror ikke det er et økende problem, nei, spesielt. Tenk på gaming, tenk på headset der de må slippe seg opp og spille mot alle slags elever. Alle elevene mine spesielt guttene da chatter og så det blir jo chatting det og det, når de gamer og så må du, har du gamet noen gang? Si battlefield for eksempel, sant? Så sitter de med headsetet og spiller med folk de ikke kjenner og engelsk er det språket som er felles for dem. Gjerne en eller annen fra Russland, en eller annen fra Slovenia, en eller annen fra Tyskland hiver seg på, og så okey vi er på lag, aldri møtt hverandre, aldri sett hverandre. Så må du beskrive hvor fienden gjemmer seg, hva er det de gjør? Du går på den siden, 'capture this one' and 'right behind the door' and 'oh you got the explosives, throw it', og så er du nødt til å slippe opp. Så da, jeg tror, for jeg merker jo at nivået er sykt mye høyere enn hva det var når jeg begynte her i 2003. Så de hører mye mer, de må slippe seg mer. Hvis du er interessert i å game så er det den barrieren du må trosse.

Intervjuer: Vi har hørt om 'snowflake generation' eller 'generasjon prestasjon'.

Lærer: Ja, de er så ømfintlige.

Intervjuer: Ja, hva tenker du om språkangst og dette? Hvis man sammenligner med en generasjon eller to tilbake? Prøver de seg mer nå når det er høyere nivå?

Lærer: Høyere nivå gjør jo at kompetansemålene stiger, for alle kan ikke få 6-er. I hvert fall er det det i hodet mitt, det sier at grensene for å oppnå den stiger. Ja, i forhold til før. Nå ser jeg jo at de kan, de diskuterer, de drøfter og kompetansemålene stiger jo i forhold til vanskelighetsgrad. Det er jo ikke bare, men heldigvis holder de seg fremdeles til ungdomsskolen, at de bare skal kommunisere. De må ikke ha den og den korrekte uttalen, du må ha rett th-lyd og ed-endinger og sånne ting men ellers så.

Intervjuer: Er forholdet med språkangst likt, eller går det ned eller opp? Eller er det vanskelig å si?

Lærer: Jeg føler det har vært stabilt jeg. Det er veldig personlighetsavhengig. Ja, veldig. Den føler jeg og spesielt når vi snakker om ting vi ikke er vant med.

Intervjuer: Tror du enkelte elever kan unngå å snakke engelsk i timene dine? Er det noen som forsvinner i mengden?

Lærer: Ja, men jeg lar de lese to og to veldig ofte, så alle må høre sin egen stemme. Og selv om de ikke lager sine egne setninger så må de i hvert fall lese det som står. De får ikke lov å bare lese inni seg.

Intervjuer: Er det muntlige metoder eller aktiviteter du tvinger elevene dine til å gjennomføre fordi du ser verdien av det, men kanskje de ikke tenker det, men du vet at det er bra for dem? Eller tvinger du sjelden elever til å stå fremfor?

Lærer: Ja jeg tvinger de aldri. Om de ikke rekker opp hånda, slipper de å snakke, da tar jeg de bare ut selv. Da går jeg ned til dem og stiller de spørsmål. Og setter de, istedenfor å tvinge de til å si så sier jeg 'hvem har lyst å lese?' og da får jeg de trygge. Og da er det spesielt med kjente tekster. Hvis det er kjente tekster så må de lese to og to og da går jeg rundt og sier 'why do you think he did that? Why do you think he shows this?' Så tar jeg spørsmål som har med teksten å gjøre. Som regel så er en tekst over 2-3 sider. Og det tar fort mellom 7 og 10 minutter at de leser og oversetter, så går jeg ned selv om de har kommet til den norske delen av oversettelsen så kommer jeg bort og stiller spørsmål til de jeg vet sniker seg unna. Og da merker jeg enten at de jobber med det eller at de ikke jobber med det. Og det og er jo helt innenfor, for det er jo modenhet det kommer an på. Det er ikke alle som har samme driven. Så selv om de sier de har lest tre ganger høyt, «yeah right». Ja, så det er veldig personavhengig. Noen, mesteparten av de som gjør leksene helt perfekt, det er jo jenter.

Intervjuer: Du nevner trygghet, du sier at du vil at de skal føle seg trygge, fokuserer du på trygghet, er det noe du tenke over i hverdagen og språktimer?

Lærer: Ja veldig, og i hvert fall når de skal lese to og to må de ha hatt det hjemme. De som er mest redde for å lese, de trenger å få vite hva det er vi skal lese først, hva er det jeg skal øve på. Jeg vil ikke dumme meg ut for de jeg sitter ved siden av.

Intervjuer: Hvis du skulle sagt tre ting du gjør for å få frem trygghet?

Lærer: Forutsigbarhet, hvilke personer de sitter ved siden av, og at jeg ser de ikke minst. At de føler at 'ja dette går bra', det betrygger de, gir de en støtte, 'ja dette går bra, øv på de tingene der', hvilke fokusområder de skal ha.

Intervjuer: Tror du noen elever blir mobbet eller ledd av hvis de sier, uttaler eller gjør noe feil?

Lærer: Nei, det skal være veldig, veldig. Da er det veldig læreravhengig altså. Da skal du bygge gode relasjoner, og hakke ned, ta tidlig de i 8. klasse de som trår på andre for å heve seg selv. Og ikke minst at jeg tørr å by på meg selv, at jeg tørr å gjøre feil. Da er det helt greit, da klarer vi liksom å senke skuldrene. Du må ikke ta deg selv høytidelig, da bommer jeg med en gang liksom. Og spesielt i spansken er det veldig tydelig for det er jo et språk jeg har lært meg uten å bo i landet. Jeg har lært det med bøker og CD-er. Hvem reiser til Australia for å lære spansk liksom? Så da liksom 'åh der har vi en som har bodd i Spania, du er jo min vandrende ordbok, yess. Hvordan sier jeg 'Zorro'? Og hva heter maske'? Åh 'enmascarar', 'åh perfekto'. Ta det for god fisk. Jeg må på en måte by på meg selv for å senke kravene for at de ikke skal tro at det er der lista ligger liksom.

Intervjuer: Har du noen gang hatt en veldig stille og tilbakeholden klasse som du måtte jobbe med for å få til å snakke?

Lærer: Mhm, og aldri fått det til.

Intervjuer: Ja, jeg lurte på måter og erfaringer, om du ville dele noe av det?

Lærer: Ja, så i klasser der du har mange som liker å prate så tar du klassediskusjoner helt klart. Det er så lett å få til. I klasser der du aldri får en hånd opp og alle sitter der med steinansikt og pokerfjes, så er det veldig mye les en tekst og her er diskusjonsoppgaver i grupper. Og da setter jeg dem sammen fire og fire, og alle må lese sin del og spørsmålene må gå på omgang, da må jeg lage tydelige regler. Da er det litt sånn tvinging som du sa i stad. Da tvinger jeg de til rett og slett snakke. Og den som har bursdag neste man for eksempel, det er de som skal presentere høyt i klassen. Så da tar vi på tavla, de fikk svar på det, 'hva sa din gruppe'? Så varierer det jo når de har bursdag, takk og lov for det. Den som har hvite sokker, den som har noe blått på seg.

Intervjuer: Hvilken effekt tror du det har på elevene å være redde og nervøse i klasserommet?

Lærer: Lar være å komme, det er ett. I går skulle vi ha presentasjon, så da var det to stykker som lot være å komme.

Intervjuer: De bare hindrer å møte opp?

Lærer: Ja de bare lar være. «Oj, sklei på isen. Kan ikke komme». Fant ikke laderen til Cromebooken, har ikke presentasjonen klar, utsettelse.

Intervjuer: Kunne du nevnt tre ting litt konkret som du tenker fremmer språkangst i elevene? Tre ting som aktiviteter eller situasjoner?

Lærer: Det er redsel for å dumme seg ut, tror jeg da. Spennende å se på det fokusintervjuet du tar der. Dumme seg ut, mangle ord, miste ansikt. Nei jeg kan ikke finne tre ting. Det går jo på det samme.

Intervjuer: Når du har vurderingssituasjoner du vet elevene blir veldig nervøse og redde av, pleier du å ha alternativer?

Lærer: Nei, det er enten for meg eller for klassen. Og hvis de ikke klarer å lage en presentasjon, altså de får tid til å jobbe med det i timen. Og når du lager en presentasjon, sånn som nå har vi hatt om 'freedom fighter' så har jeg laget hjelpespørsmål til alle, og de er jo så åpne. Altså 'hva kjempet de for'? Og da kan de jo diskutere apartheid, de kan ta 'segregation', de kan ta miljø, klima. Jeg husker ikke. Diana er det noen som har om, ikke sant. Hvilke konflikter var det hun hadde? Det var jo helst klasseskille. Da legger du lista der de er. For spørsmålene er såpass åpne at det du evner å fortelle, det kommer frem. Og hva måte du jobbet på, hva metoder, hva resultat det eventuelt ble, sånne ting som det legger seg litt på lista selv. Og så har de hatt nesten tre uker i klassen å jobbe med det. Så går jeg jo rundt og veileder sånn at det blir et bra innhold. Og de måtte sende inn to uker før de skulle presentere så jeg kunne se igjennom. Har du klart å få med det, har du husket å ha med begrunnelse, du må ha med ditt og datt. Det krever jo mye av meg, men hvis dette skal brukes til en eventuell muntlig eksamen, det er jo det jeg har i hodet, så må det være en kvalitetssikring på det.

Intervjuer: Tror du at det kan ha en sammenheng med utviklingen av språkangst og perfeksjonisme?

Lærer: De blir mer kritiske til seg selv ettersom puberteten kommer i gang. Det er helt grusomt å se. De er uredde når de komme i 8. og så er det det der prestasjonspresset, angsten for ikke å få det til. Bli misfornøyd med karakterer 4 liksom, seriøst, ja, tårer og tenners gnissel liksom.

Intervjuer: Tror du sosiale medier kan ha noe med utviklingen av sosial angst å gjøre?

Lærer: Ja, heilt klart. 'Fake news' det er jo det, det er prestasjonspress over alt. Har urealistiske forventninger til dem. Så presser de de på hjemmebane sånn og sånn. Du skal se sånn og sånn ut. Det er jo så mange kalendere som går rundt omkring nå, bare wow, okey. Kjenner jo på det som foreldre til og med. Du blir påvirka av alt det alle andre gjør og 'do it yourself' ditt og datt. Og se hvor fint mitt hus er og se hvor bra resultater jeg får, se på ditten og datten. Selvfølgelig, det er mye mer eksponert. Og det synes jeg at blir urealistiske krav fordi du har prestasjon på skolen, prestasjon hjemme, prestasjon på trening og konkurranse. Du har lyst å gå på de og de skolene, du har forventning til deg selv, foreldrene dine, vennene har forventninger. Ja jeg tror at det helt klart har en stor påvirkning. Og det hakker veldig ned på de når sånn som de som ikke mestre det da, ser at andre begynner å hyle og skrike når de får en 4 liksom, og de andre raver ned på en 2-er, så gjør det veldig vondt. Så det jeg gjør, eller det vi gjør her på skolen, er veldig ofte så skriver vi karakterene i 'classroom' en dag før på ettermiddagen. Så får de karakteren når de kommer hjem, og så har de hele dagen og kvelden på seg til å snappe den eller kommentere hvis du har veldig behov for å si 'hva fikk du, hva fikk du, hva fikk du?' så skjer ikke det i klasserommet i hvert fall. Jeg har sagt at 'det får dere ikke lov å stille spørsmål om'. Dette er en konkurranse bare du har mot deg selv. Jeg kan ikke sammenligne meg selv med Northug samme hvor mye jeg hadde jobbet hadde jeg aldri blitt så rask som han på ski. Nei, det har noe med det å gjøre at jeg er den jeg er. Sett Northug på en hest så skulle vi sett hvor mange timer han måtte hatt i salen før han hadde klart seg, for det har jeg god trening i. Vi må realitets-orientere de om at dette er en kamp du har mot deg. Det er ikke en individuell kamp mot andre i samme situasjon. Det er bare deg selv og hver gang du forbedrer deg selv er det du som vinner. Tenk om alle bare skulle konkurrere med hverandre? Da hadde vi bare fått en vinner hver gang. Nei, klapp deg selv på skulderen og vær din egen vinner. De må ikke selv-mobbe seg sånn. De snakker seg selv ned, og hver gang de sier 'å nei, jeg får det ikke til', 'jeg kommer aldri til å klare det', 'jeg kommer til å få toer'. 'Ja, sier du det til venninna di? Pleier du å gjøre det, sier du det?' 'Ja, du kommer aldri til å klare det, du kommer til å få en toer' sier du det til venninnen din? 'Nei, jeg sier jo ikke det'. 'Nei, hva sier du da'? 'Dette går bra', 'du gjør det så godt og du er flink'. 'Hvorfor sier du ikke det til deg selv'? 'Slutt med den der selv-mobbingen, kutt ut. Vær din egen venn. Slem du er mot deg selv. Så frekke du er. Jeg gir anmerkning jeg når du sier stygge ting til deg selv'. Og det gjelder oss også, slutte å ha sånne krav over alt. Vi må det.

Intervjuer: Tror du det kan være sammenheng mellom språkangst og andre mentale lidelser?

Lærer: Ja, selvfølgelig, ja, ja, ja. Og det er ikke bare den angsten. Som regel er det angst for andre ting også. Sånn som har med prestasjoner, så for å vise ting. Noen er sånn som tenker

før de snakker og ikke liker å bare, hva skal jeg si, ta ting på strak arm. Ja, noen er bilselgere og noen er forskere.

Intervjuer: Hva tror du er den beste måten å unngå språkangst i et klasserom – hvis du skulle sagt to ting, eller hvis en kollega kom for å spørre om hjelp?

Lærer: Nei, hva ville jeg ha gjort? Først og fremst begynn med små grupper. Pass på at de de sitter sammen med er trygge på hverandre. Derfor lar jeg de få lov å sitte til å begynne med i spansken, så lar jeg de få lov, jeg kjenner jo ikke elevene til å begynne med, så jeg sier 'sett deg sammen med noen du er trygg med, trygg på'. Ja, jeg vil at du skal sitte sammen med noen du er trygg på, som du kjenner fra før, som du på en måte ikke har en sperre for å snakke med. For her kommer det til å være mye snakking, så dere må tørre å gjøre feil og dere må tørre å vise det til den du sitter med. Og mange liksom 'du må lage klassekart og være streng med det', 'de må lære seg å samarbeide'. Jeg kjenne for meg selv at jeg hadde synes det var ubehagelig å sitte med noen jeg ikke kjenner til å begynne med og som jeg må snakke med. Om jeg kommer inn på et kurs eller en konferanse så sier de 'nå skal du diskutere læreplanen med den du sitter ved siden av'. Er ikke mye jeg hadde sagt da hvis jeg ikke var komfortabel med den personen jeg satt ved siden av. I hvert fall ikke på engelsk. Og da hadde jeg, nei, så min metode er la de få lov til det, og når de er varme i trøya og begynner å sende ut papirfly, så deler jeg de opp. Da er det jeg som begynner å bestemme hvor du skal sitte og hvem du fungerer sammen med. 'Jammen jeg lover jeg skal ta meg sammen', 'jeg skal sitte med han altså', 'jeg skal lese, jeg rekker opp hånda hele veien nå, ser du det'? Så de er veldig glad i å få lov å sitte med dem de trives med. Og hvis de skal få lov til det så er de nødt til å gjøre det. Og hvis de ikke gjør det er det ikke verre enn at jeg plasserer de da sier jeg okay, da splitter jeg dere, se her. Og det ja, lager pratekort, dialogkort, små samtaler, trenger ikke å være mer en tre setninger liksom. Spør hva du skal gjøre i helga, ikke sant, fortell om tre ting du skal gjøre i helga, så stiller jeg de opp i rekker, har du gjort det? Når du står på en rekke.

Intervjuer: Sånn 'speed dating'?

Lærer: Ja, ikke sant. Så hopper du frem en, ikke sant nå? Nå har dere ett minutt eller 30 sekund på å fortelle hva dere skal gjøre i helga. Har du fått gjort det 15 ganger så har du pugget det ganske godt, ikke sant? Så du får liksom den delen der. Du har kort, sånne spill, trille terning for eksempel med verb eller beskrivelser av personer, du skal si hvordan de ser ut. Ja det finnes mange sånne lette dialog-spill, kaller det for Alias, Kortskalle, ja.

Intervjuer: Dere har ikke jobbet med begrepet språkangst med kolleger eller på kurs?

Lærer: Nei. Dette er ikke noe vi snakker om. Men vi vet jo at det er sånn, altså vi kaller det jo ikke for språkangst, men vi sier at de som ikke liker å presentere fremfor andre. De som ikke liker å snakke høyt, de som ikke, ja.

Intervjuer: Det blir kanskje snakket om, men at man ikke bruker dette uttrykket?

Lærer: Ja, og det er ikke alltid at de ikke er flinke. Det er ikke i det hele tatt, det har ikke noe sammenheng det. Det er personlighet. Det er like mange av de som er usikre på å fremføre for seg selv som egentlig presterer på topp og vel så det. Men de liker ikke å by på seg selv. Nei, det er ubehagelig for dem.

Appendix 8: Interview Teacher B

Interviewer: Kunne du ha starta med å fortelle meg litt om bakgrunnen din som lærer, slik som din utdannelse, hvilke typer trinn du har hatt og hvilke fag du har hatt?

Teacher: Ja, i utgangspunktet så var ikke jeg engelsklærer. Jeg er jo førskolelærer i bunn, og så har jeg tatt videreutdanning allerede når jeg var ped. lærer i barnehagen sånn at jeg kunne jobbe i skolen. Men jeg trivdes så godt som ped. leder i barnehagen at jeg søkte meg ikke inn i skolen i den forstand, men jeg tenkte at når jeg gifter meg og får barn da vil jeg ha mulighet til å jobbe i skolen for å følge feriene til ungene mine. Og da ble det sånn at veien ble veldig annerledes, for etter jeg fikk barn ble jeg på en måte spurt inn i å undervise voksne. Så jeg begynte med å undervise voksne. De spurte meg, de tok kontakt med meg, og spurte om jeg kunne undervise voksne. Og da jobbet jeg i voksenopplæring deltid bare litt for hoved-beskjeftigeten jeg hadde var å ta meg av familien og ungene. Og da underviste jeg norsk som andrespråk og samfunnskunnskap, og så tok jeg videreutdanning i norsk som andrespråk prisme. Og mens jeg gjorde det så trengte jeg en jobb og trengte å tjene litt penger, og da fikk jeg en åpen dør her. De spurte meg om å søke, og da gjorde jeg det, og da ble jeg engelsklærer. Og da opplevde jeg at det å være engelsklærer det er jo å lære bort et fremmedspråk og det er jo likt som å undervise norsk som andrespråk. Så det ble jo likt for meg, bare at det ble engelsk. Og nå er jo jeg opprinnelig fra USA, jeg er fra New York, og det er morsmålet mitt. Så jeg trivdes jo med å undervise engelsk og så likheter med det og å undervise norsk som andre språk; det er et fremmedspråk som man underviser. Og da trivdes jeg med det, men da sa jeg til rektor at hvis jeg skulle være engelsklærer her da ønsket jeg å ta videreutdanning i og med at det var nye kompetansekrav til lærerne. Så da fikk jeg lov av rektor og skolen å søke kompetanse for kvalitet og da fikk jeg det dekket. Og da var jeg i Bergen og tok 60 studiepoeng i engelsk. Og jeg følte at hvis jeg først skal være lærer i engelsk da vil jeg vite hva det går i og hvordan de vil det skal være. Selv om jeg opplevde selv at jeg hadde kompetanse til å undervise i engelsk så lå det ikke der, men det lå mer i hvordan er kompetansemålene? Hvordan er det de vil jeg skal legge opp engelskundervisningen? Og det første året så var jo ikke jeg klar over veldig mange ting i forhold til hva de forventet at elevene skal lære. Og jeg opplevde heller ikke at videreutdanningen la noe vekt på hva kompetansemålene er og hvordan du skal legge opp undervisningen og hva du skal ha med i løpet av en årsplan. Sånn at de underviste på en måte bare i å heve kompetansen på alle lærerne. Så det var jo veldig annerledes, men likevel opplevde jeg at den videreutdanningen var matnyttig. Så det er helst her på skolen at jeg har vært engelsklærer og dette er det 4. året

mitt og da er det 8., 9., og 10., som jeg har erfaring med å undervise. Og så har jeg i tillegg erfaring med å være spes. ped. lærer i engelsk og på lavere trinn da, siden denne skolen er 1.-10. Da har jeg vært på 5. trinnet. Og så har jeg vært privatlærer i engelsk tidligere, men det har jo vært i en en til en situasjon, og på en måte helt privat der foreldrene har spurt meg 'kan du undervise barnet mitt i engelsk?' Så det har vært helt annerledes enn å ha ansvaret for en hel klasse da.

Interviewer: Hvis du er komfortabel med å ta intervjuet på engelsk, så kan vi gjøre det? Siden det er førstespråket ditt?

Teacher: Ja, vi kan ta det på engelsk, og hvis det er ord jeg på en måte ikke kommer på der og da så sier jeg det på norsk.

Interviewer: Ja, tidligere har andre foretrukket å ha det på norsk, men hvis…

Teacher: Samme for meg.

Interviewer: Ja, det er samme for deg?

Teacher: Ja.

Interviewer: Perfect! Thanks for your answers. If you should define language anxiety, how would you do that? Not what I said in the classroom, but what is your understanding? And have you heard about language anxiety before?

Teacher: Well, of course I have had about the anxiety that a student can experience, but we did not learn a lot about it when I had my studies now. But what I mostly think about is just the fact that they close down or they shut down. And I see two sides of it, one is what you said about that students can have anxiety just to learn, and they will close down without even trying to learn, without even making an attempt to try to learn something. And then, on the other hand, we have the type of anxiety: they know the answer, maybe they want to answer, and something inside of them is stopping them. So that is mostly what I have seen and what my experience is and of course I do not know if they are struggling with like a stomach-ache or a headache or if their heart is racing. I do not know that because they have not shared it with me. And I do not have any students who have shared these things with me. What I have been surprised about is when I have students who are poor in English and yet they show a confidence and they speak English and that surprises me a lot. And I am impressed when I have maybe even a special needs student that show confidence and has faith in him or herself and wants to talk, when they are the ones who maybe should have been reluctant to speak. And then you have other ones that are better in English and yet they hold back. So, then I feel that a lot of it has to do with self-confidence, and having faith in yourself, and also being secure in who you are in other areas in life. And I feel that that is sad, because we want to

build up our students and we want them to have faith in themselves and not to talk themselves down. And it seems like their inner speech, the way they talk to themselves, that something is going on inside there. So that is one way of looking at it, and otherwise it has a lot to do with if they are exposed to the language. I do not know if you have a question about that or if you want me to talk about that.

Interviewer: Yeah, I am asking about it later.

Teacher: Yes, maybe we should follow your schedule.

Interviewer: Yeah, thank you, but it is no problem, it is nice when you are talking. How did you hear about language anxiety earlier on? Like, in what context, or is it a new word to you?

Teacher: As an expression?

Interviewee: Yes.

Teacher: I think that it is something that is new as a concept.

Interviewer: Because you did not hear about it in your education or?

Teacher: No, I went to the University of Stavanger, and I was educated 23 years ago, and I have not heard it mentioned. And there is a lot of concepts that are floating around now that I did not experience or heard mentioned of when I went to university, Lærerhøyskolen in Stavanger, when I did my teacher's degree there. There are many new concepts, a lot of new concepts, that are spoken of now, that was not spoken of then.

Interviewer: I did not hear about it either.

Teacher: I understand.

Interviewer: Do have any experience with language anxiety from your school days? Or as a student?

Teacher: Personally, within myself?

Interviewer: Yeah, or with your classmates?

Teacher: No, not in that way, personally I had to learn a new language. Personally, I had to learn Norwegian when I moved here. And for me I did not experience any language anxiety and I needed the language to survive in this country so to speak. And I had support and I was eager to speak the language and I was eager to use it. So of course, that is a different setting then our students living in Norway speaking a language that is not spoken here. But at the same time all theory says that for Norwegians to learn English in Norway is almost close to a second language, because we have the English language so much around us in Norway. So, at the same time it cannot completely be called a foreign language or learning a foreign language in Norway, because if they are part of society, they are so much exposed to it. (…)

And then we have boys who do a lot of online gaming, and their English is better. They have a larger vocabulary they have learned from the gaming world that I know nothing about, and when I ask them in surprise 'how do you know that word?' they have learned it through gaming. And they will tell me that specifically. So, when I started here, one of my first assignments was to create an oral English group that is called, that we called 'Booster English', so then I only worked with 6 students at a time, and they got a course of ten hours. And then I created a teaching program for those ten hours that was only based on oral English. And the principal did it in a way that he had the students apply to get this course, just so they themselves would be motivated. And then those that applied got it approved and then that is how we worked. During school, they were taken out of social studies class and then they had English with me for ten hours. Like two hours a week and then a total of ten hours. And that was because he felt he wanted to increase their level of oral English. And also because of what you were saying, that he felt that they were having anxiety to speak English and to use English. So, he was the one who was conscious of this. And he was the one who hired me to do this because this was the first year I was working here. So, he knew that they are afraid to speak English, that they have anxiety to speak English, that they do not dare to put themselves out there. And he felt that if we focused on only our oral English then we would lay down the barriers to take the step forward. And when I was with them they did not show any language anxiety and he was very surprised with the different students who participated and did not show any language anxiety because he thought that they would have not partaken and he thought that they would not have put themselves out there. But because I use a lot of drama, and other techniques and other methods, they were comfortable in the group, and they were comfortable with me. And they put themselves out there, all of them. So, I did not have any students like fall back and be reluctant. So, he was very surprised, because he had not expected it of them, because very many of them were weak in English. But they partook and they did well and that was just the point, just to get them to speak English.

Interviewer: You mention that you use a lot of role play?

Teacher: Not normally in my class.

Interviewer: No, okay.

Teacher: But for that course I did. But I like drama a lot, and I like role playing a lot, but I feel that I cannot use it as much when I only have two and a half pedagogical lessons each week. And these curriculum aims are so high, and the workload is so demanding that I sneak in drama when I can. But I feel, when they are 10th graders and they are going to have an

exam I work consciously towards the goal that you need to know this for the exam, you need to do this on your exam, either it is oral or written. And in 10th grade I have not spent a lot time like fooling around and playing. But I can do that more in 8th grade and I can do that also in 9th grade. I feel in 8th grade I up it, so that they know the difference between 7th grade, and now you are in lower secondary, and I give them a tough time in a way that you have to up your game. This is what I expect of you. And when I have them in 9th I calm down, and I give them an easy ride, and let them relax a little bit because in 10th again we have to up our game again and start working towards our goal which is the exam and the exams. And then I need to really go through things and have my checklist so to speak. But I do believe that role playing and drama is a very important method, but I feel that 'de estetiske fagene', that they are not like, in the English classroom according to the curriculum, that there are no space for it, and that it is not my fault, that this is something the politicians have decided and I have to follow through on that. So, there is not like enough time and I need to focus on things that are like, more important. At the same time, like the first year I taught, I did not know enough about the curriculum aims. So, the class that had me that year they spoke very well English. And when they had the oral exam the sensor, the external examiner he said their level of speaking English is very high and very good, but I had not taught them about the civil rights movement and all these like history things, because I did not realize that I was supposed to in a way. So, I taught them on themes to a certain extent, but I focused a lot more on teaching them to speak English, and to write English and to like do argumentative texts and to do five paragraph essay. Things like that, but not the part, there was a lot of knowledge they needed to know that I was not aware of. All of these facts that they were supposed to know, because I thought that I could be more independent. And you have the liberty through the curriculum aims, but at the same time I see that in schools were there are like nine English teachers, they agree on what they are going to teach. And then if I had to do it at that school, on a larger school, they would have said that 'oh you have to speak about the black rights movement or black life's matter, and you have to teach about the civil rights movement and American history' and all of these things, and it was just a lack of knowledge. So, I used a lot more drama as a method with that class. Yeah, because then when we did Romeo and Juliet I had them also write their own like play in a group of four. And then they acted it out, for example. So, you know, you can use drama as a method in many ways and of course with roleplay as you say. I feel you have more time to do that from first grade until 7th grade.

Interviewer: Comparing like the 10th grade and this ten-hours-course you had with this?

Teacher: That was for all grades, not first to seventh, maybe I had some seventh graders, but yeah, I had like many grades.

Interviewer: Could you explain to me what methods you used for those struggling, to make them feel safe and confident, because you said you used a lot of different methods?

Teacher: Well it was basically drama methods, but what happened is that it was the principal who had identified this issue. And he had also come up with a solution that this is how he wanted to use me, and that this is what we could do. So, all honour to him! And he knew that if I only had a group of six that this would create security in the group. So, first of all, they knew that they would not be graded in this. They knew and saw that they were only six people and just those outer 'rammer', you know, created less expectations to them. What I did was that I had 'call and report', which means that I say something out loud and they repeat back to me. So therefore, you know they are not, they do not have to say it by themselves. They do not have to say it for the first time. I am saying it first and then they call back. So that it is call and report, that is back and forth. And it is like a game, so I mean, everything I did with them was like a game. And they liked it and they enjoyed it and it was, you know, like we had fun together. So, I do not know if that answers your questions.

Interviewer: Yeah, I am interested in methods and what works, and what makes the students feel confident.

Teacher: Yeah, I feel that everything I did with that course worked. I did not have any experience where I had planned something and felt that this is not working. So, I feel that everything that I used was based on the knowledge of drama. Because I had drama at Lærerhøgskolen so everything that I did in that English course was based on theories of drama. Yeah, det var dramateorier og dramametoder alt. Det var det jo. And I have been drama leader in church, so I worked with drama previously so for me you know that is all it was based on. And I do not feel that having 60 study points in English would have helped me at all, because the 60 study points in English did not give me any of those tools that I used for that course. So, they expect that you have those tools from your teacher education. But a person that does not have teacher education, that does not have allmenn lærerutdanning does not have those tools. Because the only tools they have is the 60 study points from English and that is not going to get them there. This is my experience, because if you only have a university degree and you do not have the teacher education then you do not have the tools. And this is what the politicians want for lower secondary, and that is why I do not personally agree with them.

Interviewer: We are now moving over to your classes and your experience. Do you think that, have you experienced language anxiety in the classes you have now? You said a little bit about it, but would you tell some more?

Teacher: The language anxiety that I have experienced is more when I am not their teacher and I am put in a position where I am a substitute teacher. And even though they know me here from school they do not know me as their English teacher and then I would come into the class and I always speak English as much as I can. And I will do it like, let us say I will push on it in 8th grade. And then when I need to explain something in Norwegian I will just like you did. We have to do that when we need to secure that they need to understand what we are saying. We have to switch to Norwegian. But besides that, then I would have students who do not know me as their English teacher, and they will say to me in Norwegian 'I do not understand what you are saying', 'jeg forstår ikke hva du sier'. And that is where I feel that they are blocking themselves, and they are locking themselves, because they hear that I have an American accent. And they automatically close down and think she is babbling on. 'She is talking a lot. I cannot catch what she is saying or understand'. Whereas I think that is not true, because I am not using a hard vocabulary. I am not speaking with words that they have, you know, never heard. So, I am thinking that they are just shutting down, closing down, not even trying to hear what I am saying. Not even trying to understand what I am saying. While with my students, they are used to me and they are used to me speaking English. And they just sit back, and they listen. And you know, I tell them that you only need to understand 70% of what I am saying. You do not need to understand everything that I am saying. If there is one word that is stopping you from understanding the substance of what I am saying, ask me what is that word, what did you say. And also, what I have done in those situations is that I will say something in English and then I will ask somebody, can somebody say in Norwegian what I did say. And then they will do that. And then those who have understood it, they are able to say it in Norwegian. And then the others will have a confirmation that 'oh okay, I did understand what she said'. So, with time they learn to relax and to see that they actually do understand what I am saying. But I feel that when it is my class and they know me, then they sit back and relax. Because they will never say to me 'stop speaking English I do not understand what you are saying' like in Norwegian. But if they do not know me, and I am not their teacher then they will put up this wall automatically and they will be scared, because I feel it is an insecurity when they say that. That they feel insecure, that they are not going to manage. But those who understand English well, they are very glad to hear me speak English the whole time or to even start. And then they feel proud that they understand what I am

saying, and they make sure to let the whole class know that they know. That they are understanding what I am saying and, that they, you know, they want the others to know, that I am understanding everything. And I can tell you in Norwegian what she said. And do not get her to start speaking in Norwegian. They will be very strict on that. They do not want the others to ruin it for themselves, because they want me to speak English. And this is when I am a substitute teacher that these things have happened. But I have not experienced any of this when I am their teacher. And not even when it is the first day and they are going to have me for the first time. I have never experienced that. And I find it very strange. And for me, I do not like it. For me it is very uncomfortable. I do not like it at all. Because to me it provokes me, it provokes me when a student just stands up in a way and says 'slutt å snakk engelsk, jeg forstår ikke hva du sier'. And they want to in a way dominate me and want to tell me what to do. And also, I have had one parent who wrote an e-mail to me and said that I spoke to much English in class. And her daughter did not understand what I was saying, and it was destroying her motivation to learn English. So, she sent it to me, and she also sent it to my boss, the principal. And of course, the principal supports me and knows that I am doing a good job. And he wants me to speak as much English as possible. And I had to just explain to her that I translate to Norwegian. I have others who translate to Norwegian, and I will absolutely get in touch with your daughter and your child and check 'have you understood?' And I feel with her she may be shut down, because I cannot believe that she could not understand what I was saying. But of course, you know, it could be true. But I feel it is not because she does not have the capacity to understand me, but it has more to do with her anxiety and her shutting down. And also, for like a PowerPoint presentation, she could not do it in front of a whole class, she needed to do it alone. So that is a sign of language anxiety. So, I have had a few in those situations when it comes to PowerPoint presentations that they have had to have it alone. And for them it has been real. Because the one girl who the mother wrote an e-mail, she had previously passed out giving a PowerPoint presentation, not in English, but in Norwegian. So, she had this anxiety, not just for English, but just speaking in front of people. And our classes are small, we only have like 12 students. And even for her to speak in front of 12 students, that was too difficult. That is not made up, she had real language anxiety. So, I do have experience with it in that situation, but the other girl who have asked to have the PowerPoint presentation alone, she did not have language anxiety, but she was just, of course at a lower level, because she was nervous. But she was at the same time able to speak English in class. But when you have a PowerPoint presentation, that is too demanding for very many. And I think in the Norwegian school today there is too much focus on these presentations

where they want everyone to be bold and be able to stand in front of many people and give a speech. And I think it is too much of that now. Because they say that they go from den ene grøften til den andre, and the extremes are so far apart. Instead of going down den gylne middelvei. So many students today have skolevegring. And I think part of it is because they are expected to give so many presentations all the time in all subjects. I have to have an oral vurderingsgrunnlag. So for me, one way or another, they have to do something with an oral presentation. But to me this is something that the politicians has decided, because I would not have to do it in that matter, if it was not because they wanted me to assess them. How are they able to present something? And not just speak English? But also, to give me facts like in an oral exam. They have to know; it is expected of them to know facts. It is not just expected of them to be able to express themselves in English and have a conversation, because this is what the extern sensor said. It is also expected that they have this knowledge, to a certain degree. It says so.

Interviewer: Do you think language anxiety is a serious issue in your classroom, why or why not?

Teacher: I would take any student who experience language anxiety, I would take that very seriously. Because I do not want anybody to have those reactions because that is not something that is constructive for anybody. And most of all it is not constructive for them, and it is going to hinder learning. So of course, I have to take it seriously. But I have to also see it, acknowledge it, and try to find solutions to help that student.

Interviewer: Are there specific activities and methods that you use in class to make for example reluctant speakers speak up or in general the entire class? Methods and activities you would recommend?

Teacher: Methods that I use are most likely just regular methods that all teachers use. And that is to make them feel confident in speaking in English. And that will always be helpful if they first just speak two and two together, or in a group of four and four together. Because that will make it less scary for them to only speak to a few. So, if they are able to practice in the group first, either two and two, or have a lot of two and two together, first of all. Because then they get to speak most. If you are in a group of four of course each person gets less time to speak. But it depends on if they are expressing different views. Then they need to be more than two. So, it all depends on what the group assignment is, so to speak. And then at the end we will all speak together, in plenum. And then it is usually those who feel most confident who answers. Those who are more confident does not mean those who are the best speakers, not at all. So, I will have confident students raise their hands and give a response, and their

reply or summary from the group. But that does not mean that that is the person who is most equivalent. So, what I see is that all of this has a lot to do with confidence, and self-confidence, and having faith in yourself. And I find that so strange. But what I have to do in this class that you have met is that I have to ask them, because I will have the girls, they do not raise their hands. So, for me I see a big difference between girls and boys. And I feel that is so sad because studies show that if you have an all-girls class the girls will be much more active in class in all subjects. So, they feel indirectly dominated by the boys, even though the boys are not trying to dominate anybody. It is just a feeling the girls have, that they do not want to raise their hands, and put themselves out there. They feel more vulnerable. So, in this class I have to encourage the girls to become more active orally in class. And they really have not, even though I have tried to encourage them. So, I have to say directly, call their name, call on them, as it is called, and ask for their reply, their response, their summary and then they will answer me. But they would not do it on their own accord. Whereas I have boys who would not even raise their hands, they will just shout out their reply, their answer. And they have a self confidence that what they have to say is important. Whereas the girls they do not have that self-confidence, or they do not have the need to be the one to speak up. Because you know students and children are different. I have a son who is very vocal and then I have one daughter. All the teachers have said that even though she knows the answers she would not raise her hand, and she would not, because she does not feel the need to raise her hand and be the one. But the thing is that teachers expect that of you. And if you are going to get a top score in English you have to partake and show that you are an active participant in class. Because it is expected of you, and I cannot read their minds. So, I need to hear from them, you know what I am saying. And of course, I will always observe what are they saying amongst themselves when they are speaking English and everything. So, they know that I am grading them on their total competency, they know that. But at the same time, I also need to hear from them. Of course, I hear from them when it is a PowerPoint presentation. But at the same time, I also need them to participate in discussions and things like that, and they are a bit of a timid class. But the first class I had, which I was telling you about, they were only girls. They were only girls until 10th grade. I had them in 8th grade and 9th grade and they were only girls, and they were very talkative, and they participated, and they gave their views and they discussed. And for me as a teacher that was more enjoyable because I like to have that energy and those dynamics in the class. And I am a talkative person myself and with this class they are very timid. And I like being with them, and I enjoy being with them, but I would have appreciated more if the girls partook more, and gave their opinions. And that is a pity,

because they need to use it, they need to practice, and they need to give themselves you know that chance. But you know they are shy. They are shy and they are timid, and of course indirectly that is a type of language anxiety, but that is also a personality trait.

Interviewer: Now I am going to ask some yes/no questions. Do you think students easily can avoid speaking English in your class? If they want to?

Teacher: Yes, they can easily avoid it, if that is their choice.

Interviewer: Are there students you rarely hear speaking English in class?

Teacher: Yes, absolutely.

Interviewer: Are there oral methods and activities you force your students to do that you think they might not see the value of now, but will prove useful for them later?

Teacher: Yes.

Interviewer: Would you give examples?

Teacher: Well that is when I make them speak English, when they have to be either two and two or in a group of four. And I am close by and I tell them 'now you are not allowed to speak in Norwegian. Say it in English'. And always when we have, you know, these activities I say to them 'say it in English. If there is a word you do not know in English, just say that word in Norwegian'. I never correct them while they are speaking English. And I can rather say afterwards, for example they struggle a lot with saying father and mother, and especially here at (name of place) they have a special edition 'fatheer' and 'motheer' and I have never heard it before, and it sounds awful. And it really breaks my heart hearing it. So then, instead of saying to one student 'repeat after me', I make the whole class repeat after me. And we do this all the time, where I say that everyone has to repeat after me. One class that I had, not the one with the girls, but another class that I had, I had them in 8th grade, and then I had them in 10th grade. And throughout the whole school year they had to say 'birthday', 'mother', 'father', any th-word. The whole year I made them repeat it over again, over again and over again, like as often as we met, I would make them say it out loud and repeat. And I have also done that with the girls' class, especially with the th-sound. So, all of this has to do with oral competency, and these are things that I have done all the time that they have to repeat after me and then we will do it, not one by one, but always the whole class. So those are methods that I use, and these are the methods that I force them to do. And then I will say '(girls name), I do not hear you, all have to do it over again'. And I get at them, I get at them 'I do not hear all of you'. I know, it is really weird, because you can have the whole class, I do not know if you have experienced it yourself, but I have a whole class, and I clearly hear whose voice do I not hear. They can even move their lips, and I will know I do not hear your voice. So even if

everyone is saying it at the same time, I hear their individual voices. And I did not even know that that was possible. But I experience this over and over again, I do not know if it is because they are only 12, but I hear their individual voices. I know who is not saying it and I hear who is not saying it correctly, when they all say it at the same time.

Interviewer: You do?

Teacher: Yes, I hear it.

Interviewer: That is impressive.

Teacher: Yeah, I did not know I would, but I do, because this method I use all the time. And I am at them. I never make them read out loud to me. I read out load to them. And that is because of language anxiety. I never make them read out loud, never. They have never done that in my class. Never, never. I read out load to them, so they hear me and my pronunciation. They hear my intonation, and then I make them repeat after me and then we go through new words, difficult words, glossary words and things like that. And that has to do with language anxiety. I am not putting them in that situation, not at all, because it is not necessary, it is not necessary at all. It is not necessary, there is absolutely no reason at all. Why should they read out loud to me and to the class? I do not see that as necessary. What I need is for them to speak on their own accord. They have to construct their own sentences; they have to be able to express themselves. That is what they need. They do not need to read out load in an English class. To me that is totally unnecessary. I do not see the value of it at all, I do not see the value of that at all. Yeah.

Interviewer: They will not be graded in that.

Teacher: No, no.

Interviewer: Do you think, or have you experienced that students are being bullied or laughed at if they say something wrong in English?

Teacher: Not at this school.

Interviewer: Never experienced that?

Teacher: Not at this school, but maybe they have more that attitude at the lower grades and also yeah. Not in my classes, I have never seen that, never experienced it and, not at all. But I think maybe in the lower classes at this school, were the children are younger and less mature, that maybe they would laugh at each other, and make the students themselves feel 'I am afraid of being laughed at'.

Interviewer: Yeah, like it is not a reasoned fear? It is just like maybe they do or?

Teacher: Yeah, yeah, I do not know. I think that in the lower grades maybe there would be someone in the class that would laugh at a child. But I do not feel that I have ever seen or experienced that with the lower secondary.

Interviewer: Have you worked with that, is it just development? What do you think might be the reason for why they are not laughing?

Teacher: I would never allowed anybody to make fun of anybody. And I would have never allowed any laughing and I would have 'slått ned på det' very, very quickly. And I am pretty sure that all my students know that. Because they see me as 'streng'. Yeah so, I know that it would never be accepted in any of my classes. And also, I feel that since I speak so much English to them all the time, I feel that that just creates an environment of that 'okey vi kan prøve oss ut'. And I feel that by the time they come to lower secondary they have been in class with each other for so many years, that they are more and more secure of each other in class. Were as if they are in 5th grade they have not been together as long as they have here. So, I mean they grow together as a group. And I feel that it is both that they are secure of each other, they have good relationships amongst themselves, and also that it would not be acceptable if it was done in any of my classes. And it is not just my class because (name of a teacher) would never have accepted it in his class, (name of other teacher) would never have accepted it if she had the same class. So, I also feel that it has a lot to do with that all of us teachers who work at lower secondary, we are very coordinated. And I do not know how coordinated they are in primary school and how many teachers there are in one class if you see what I mean. And like, do they have like different ways of thinking. But I know that me and (the two mentioned teachers) we are like in the class, say most maybe, that we are all very coordinated. We use the same profile and philosophy. And I think that those kind of things are really important, yeah, it lies there.

Interviewer: Very interesting. What effect do you think being afraid or nervous in English lessons have on your students?

Teacher: What effect? That can, you know, really ruin their day and of course it is going to ruin their learning process because then they are closing off to learning. And they would not progress.

Interviewer: Okay, so there would only be challenges, no benefits, or do you think?

Teacher: By having the anxiety?

Interviewer: No, by being a little nervous or a little stressed before?

Teacher: Oh, being a little nervous? I do not see that as a positive at all. But of course to, if we look at theory for all of us, no matter what age, I mean being a little nervous before a

presentation can pomp the adrenaline in a positive way. And all your senses are, you know, sharpened and that is fine enough. But I really do not want my students to experience even that. I would prefer that they feel so relaxed and comfortable that it is more of a training ground and that it is not 'this is the show' but everything is a training ground. And those are things that I say to them. 'This is a training ground; here we are practicing. This is a secure environment', and I say that to them a lot. That this is a safe spot, this is a secure place. Here you are not supposed to be afraid for something, and it does not matter. So, I do a lot to say things that have to do with 'here we lower the bar' you know. I do not expect anything to be correct or perfect. And I do, I have the same philosophy in writing, like when they write a log I say to them 'I do not want you to think of the grammar, I do not want you to think of spelling, I just want you to put it out there, just put it out there'. And that is the same philosophy and technique I want them to know, to use when speaking. Just put it out there, and it does not matter. Yeah it does not matter, just say it.

Interviewer: Very well reflected answers, very good. Thank you so much. Could you name three factors you believe would arise language anxiety in students

Teacher: That would?

Interviewer: Yeah, three factors.

Teacher: That would, even though that is not something I want?

Interviewer: Yeah.

Teacher: Yeah, something that I would say to a young teacher do not do that?

Interviewer: Yeah, never do this.

Teacher: Three no-no's.

Interviewer: Yeah, I am a new teacher. Tell it to me.

Teacher: Okay. Three no-no's. Well as we know, when it comes to language learning, we are never supposed to say to a child 'nei, det heter ikke det'. So, I mean, number one is you never say to a child or a student, call them out 'no that is wrong'. Because that is like scolding them and that is like hitting them verbally, saying no this is wrong. What we are supposed to do in that situation is that we only repeat it in a correct way. If they, let us say in Norwegian 'Jeg ikke like cola' then I would just stress 'jeg liker *ikke* cola', I would not say 'det heter ikke jeg ikke like cola, ikke må komme etterpå'. You just repeat it in a correct way, and just stress what is the correct way of saying it. So you can never say to a student 'nei det heter ikke det', 'nei det er feil'. So that is number one no-no. Then they never want to talk. You make them feel bad. So, I mean anything that has with scolding them is a no-no. And I would say do not expect too much of them. And I know that I am a teacher that expects a lot of my students in a

way that I also, jeg krever mye av dem. De vet at jeg krever mye av dem. De kjenner på at jeg krever mye av de, og at jeg legger listen høyt i forhold til hvordan jeg underviser, samtidig som det er tilrettelagt undervisning. Og når det er levels. Men jeg legger opp til level 3 og så er det, så ser du om du får til level 2, eller om du får til level 1. Men jeg legger lista her, og så må de strekke seg etter det. Men samtidig så blir det på en måte at that they need to feel relaxed. But if I only, you know, expected them like to be perfect, and if I like only you know, gave them in a way feedback that the only thing that is good enough is perfection. Then I would say do not favour the good students in class. Because then the ones that are reluctant are not going to feel good about themselves. And they are not going to feel valued and let us say a teacher would or could you know, favour the best students. So, do not favour the best students. Okay three, I really do not know. I feel that those two no-no's are enough.

Interviewer: Yes, they are very important, very good. Do you see any changes in development of language anxiety now compared to one or two decades ago?

Teacher: That there has been changes?

Interviewer: In the culture, in the schools?

Teacher: I do not know, like when I went to school myself and my classmates were learning English, I really did not see that they had any language anxiety in that way. They had me in the class, and I was not really participating because in the beginning their level was too low for me. So, I just read a book and did something like that. But when I came to upper secondary then the level of English was very high and the level of English with my classmates their level of English were very, very high at upper secondary. And they were very fluent in English, they were very fluent in English, and I did not see that any of them had any language anxiety. And they were very confident in speaking English and they were very fluent. So, I do not know, but what they say is that now there are so many expectations to the students today. Both because of society as you said, and also because of all of these curriculum aims, and trying to get the school to be more as if it is a profesjons-institutt. Then it seems like this is not working for the students because we are human beings and not robots. And I do not really think it is working for the students to have all these expectations upon them. And I think it is too much for them. And if they in any case are experiencing more language anxiety today than before, then it has to be because of that. Because these students are much more exposed to English than back in the day when I went to school. They are much more exposed to English now. So therefore, in logic and in theory they should be experiencing less language anxiety. So, it does not make sense, it does not make sense. But I am not an expert on this subject so I cannot, you know, I cannot say anything about it other than like my own

reflection and my own inner thoughts. But I feel really bad for the students, you know what I am saying? I feel really bad for them.

Interviewer: You mention 'generasjon prestasjon' or 'generation performance', you said something about it, but what do you think about social media, pressure from every angle and development of language anxiety?

Teacher: Do you mean specifically with language?

Interviewer: Yeah, English or Spanish?

Teacher: I would rather believe and think that it was the opposite, that through social media they are learning English and using the internet because that is their connection to the rest of the world. And the thing is that we are no longer talking about our teenagers being in touch with English speaking languages. It is because English is a world language. So, if you come from Poland, or you come from Eastern Europe, or you come from Asia, the common language would be to communicate in English. So, I would think that it would be the opposite, even though I know, and I understand that it is maybe craving a language anxiety within them. But at the same time, this is the open door for them to become better in English. And I see big differences between my students with who, like which of them, who of them, are more on internet in one way or another because their English is better.

Interviewer: Do you think there could be a connection between development of language anxiety and those who possesses other mental disabilities like other anxieties?

Teacher: Of course, they go together. If a person has anxiety and is diagnosed then it could, but I have one specific student who is the total opposite. I have a had a student who had anxiety and depression, but her English is very good, and she speaks English very well. And she therefore is very confident to speak in class. So, for her it is the opposite, or it has not affected her where one would have thought it did. But for her it does not matter because she has a self-confidence and identity in that she speaks English very well, which she does. And I mean, it is just not her. She does speak really well English, so for her it does not go together.

(A short break)

Angående min utdanning så har ikke jeg mastergrad. Men jeg har jo mer enn to mastergrader bare sidelengs. Jeg har mer en åtte-års utdanning fulltid. Jeg har jo førskoleutdanning, og så har jeg et år ekstra for det som ble allmennlærerutdanning. Så har jeg psykologi grunnfag. Så har jeg organisasjon og ledelse et år, og så nå dette med 60 studiepoeng engelsk. Og så har jeg norsk som andrespråk. Så alt det til sammen er jo mer enn åtte år fulltid. Men hadde jeg visst den gang at det var kun mastergrad som gav mer lønn så hadde jeg jo heller tatt det for lenge siden. Men det var ikke sånn på min tid. Det er jo sånn som har kommet nå. Så jeg er adjunkt

med opprykk. Men alt annet er jo sidelengs så det får jo ikke jeg økonomisk uttelling for. Men nok om det siden du spurte om min utdanning så vil jeg bare presisere dette.

Interviewer: Ja, det har jo litt å si for tyngden i det du forteller. Men din erfaring er jo tyngde mer enn nok i seg selv. Om du tror det kan ha en sammenheng mellom å ha språkangst og være litt perfeksjonistisk?

Teacher: Absolutt. Det er helt klart.

Interviewer: Hvordan tenker du at det er?

Teacher: Det tenker jeg ut fra altså, generelt med det jeg har lest gjennom all min utdanning, og i forhold til språklæring med barn. I og med at jeg er førskolelærer i bunn, så lærer jo vi veldig mye om språkutvikling. Og jeg opplevde jo at når jeg skulle undervise norsk som andrespråk hos voksne så kunne jeg dra av alt det jeg kunne om dette med språklæring hos barn når de skal lære å snakke. Fordi det ble jo veldig likt når innvandrere skulle lære norsk. Og det vil jo og være delvis likt med engelsk. Men jeg føler ikke det er helt likt i og med at her lærer de det allerede fra første klasse. Så det blir jo på en helt annen måte enn når voksne kommer til Norge. Men jeg har jo også undervist barn som kommer til Norge. Men det går på det som du sier med at hvis en person har personlighetstrekk med å være perfeksjonist, så blir det ofte sånn at det enkeltindividet skal ha alt perfekt i hodet, med setningsoppbygging, grammatikk og så sier de det. Og jeg har snakket med mange voksne som og forteller dette selv, altså det er deres eget vitnesbyrd. Oh, do you want me to speak English?

Interviewer: Oh, yeah.

Teacher: They give them their own testimony, saying that this is how they think, and this is how they react. And that is because they are perfectionists. And they do not want to say anything that is incorrect. And that holds them back, that holds them back. And that is, in that case, that is not a good trait at that time. Because the thing is that what I would stress is that communication is the most important thing. And when I teach English the most important thing is communication. Not if something is perfect, not if something is correct grammatically. But that the person can express themselves. And as long as the other person understands, I mean that is what we have to aim for. It is correct communication, of course if something is so off that it hinders communication, then of course that is not good. But now I am talking about you know, not a lot of mistakes, so to speak. So, I mean the person who dares wins more. Because they dare to try and they dare to give it a go, and that will help them in the process of learning a new language. And being a perfectionist in that situation will only hold them back. Because who cares if you are saying a sentence perfect or not as long as it is being understood. But of course, in other situations things need to be more correct. I

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mean, if you are having an exam in English it is expected of you. If you want a good grade, and you want to do master's degree, or you want a PhD you have to have a good grade. Then I mean, of course it is an advantage to be a perfectionist. And then you have learned your grammar, and you have learned how to create a text, and you have learned what is needed for the written part. But orally as long as it is not hindering communication, then it is not really going to help you that much. But of course, if you are going to be a PR boss that is a different situation. But in a classroom setting you know, then it is different, unfortunately, unfortunately for those who are perfectionists.

Interviewer: Thank you for well-argued answer. Have you been discussing language anxiety with you colleagues, maybe you have not called it that, but?

Teacher: When I did English 60 study points in Bergen it was often mentioned I feel. And what happened in those discussions with, because they were all colleagues in an indirect way. Because when I took English 60 study points, we were only teachers with experience who were together because it was kompetanse for kvalitet. So, we were not mixed up with those students who were 20 years old, right after upper secondary who were studying English. We were not even together with teacher students. We were totally alone. And we had a lot of things to discuss, being professionals. And what they said is that they felt if an English teacher spoke English to well, then the students got scared off. And they had a completely different experience than me. I said that me being American, and me having it as my mother tongue, I did not experience language reluctancy amongst my students. But for them they felt, or I do not know if it was an excuse, but many of them were poor at, not many, but some, I do not know a percentage, they were poor in English. They spook with incorrect grammar, they spoke with incorrect pronunciation, they spoke with incorrect intonation, and they were English teachers. And for me that was shocking. And for me, I then felt that I understood why the politicians are making these teachers take this subject with English 30 study points for primary school and 60 for lower secondary. Then I felt I understood why, the level amongst English teachers in Norway is so low, that it is really needed. So, they maybe used it as an excuse that when their English was so bad, then their students they definitely gave it a chance, and they did not care about anything, because then they felt that the bar was so low. But if they had a teacher who spoke fluently then they felt scared, that is what they were saying. And it was more than one teacher who said this in class. More than one teacher. It was not just one, many of them said that. Many of them agreed with that, yeah many. But of course, there were also others who did not experience this and did not feel the same way. But when I am saying that it was spoken of it was not just one. It was many who felt that it was an

advantage. Whereas let us say parents, they would prefer to have an English teacher for their child who spoke fluent English, and who spoke English well. A parent would rather have a proper English teacher and not one that did not know in a way what they were doing. But one thing that of course I must stress is that all these teachers who I were with, even though they had, let us say, not high skills in English when they started, I heard that they were excellent teachers in English, you understand? Because they were excellent teachers. They knew the curriculum aims, they knew what to do. They knew how to do it, they knew what methods. So, it had nothing to do with that. I know that they were, I heard from what they told me, they were excellent teachers. And that they were running an excellent English class. The only thing is, I believe that in many ways they had like enough skills to teach. But at the same time, they did not have enough skills if it came to like grammar, pronunciation, intonation, and that is because they did not have it themselves. It all depends, you know, certain things it is not necessary. I mean, they do not need to speak with a British accent, they do not need to speak with an American accent. They can speak with a Norwegian accent, that is totally fine. Nobody is expecting that of them, but I would have hoped that when they spoke English that their grammar was more correct.

Interviewer: If a colleague asked you what he or she could do to help language anxious students in his/her class what would you advise him or her to do?

Teacher: Colleague? I would focus on role playing or drama. To use that a lot. And what I have done a lot when I have felt that I have time, is like a drama method, is that we walk around. And in the walking around they have to talk in different kind of like exercises. And the fact that you do not have your books, you are not at your desk, we are walking around, and we are talking, and we are role playing, in one way or another with different assignments. I feel that is a good way to get them going and to get them started. So that is something that I would stress to a new colleague. To try those kinds of methods that I feel would have a lot to do with methods and connect it with drama.

Interviewer: Is there something else you would like to mention about language anxiety? Or other ways of reducing anxiety you would mention? Or is there something you feel we have not talked about?

Teacher: No, I feel we have covered it all, but one thing I did want to say is what my other colleague said in Bergen. I felt that was quite interesting and something that I maybe never had, would have thought of myself, if it was not that they drew the attention to it. Because I felt that like I cannot say I do not agree because this is an experience they have had. I cannot go against their experience. And this is what they have experienced that if a teacher is too

good at something the students get anxiety. And I almost felt that that was a theory they had that it could be like within anything. Like if a teacher comes and know something too well then that can create anxiety in the student. As if you are not building a relationship, whereas that is something I never would have thought of unless they said that. And many times, if I said something in class, then teachers would raise their hand and say I could never have done that in my class because of bla, bla, bla. And you know these are things I have reflected on also after it. I have reflected on it when they said it, and then also I have thought about it afterwards many times. Because it is as if I used it, so like one person would say like 'in my class, the level of English is so low I could never do that'. And then maybe I would have asked 'so what did you do instead?' And then of course, that helps me to have those tools at a later point if I come to that situation where I okay, now I cannot do it that way. So, you know, it also has a lot to do with sharing tools with each other. Like what do we do in a situation if that does not work. Because you know when we have students, something can work very well with one class, and then you get a class that is totally different, and the response is different, and that does not work. And then you have to always find new ways, and new techniques, and new tools, and that is what makes it interesting.

Appendix 9: Interview Teacher C

Interviewer: Could you please start by telling me about your background as a teacher?

Teacher: Well, I have been a teacher for around, well I started teaching in 2008. And then I had two years when I was working as a consular in Johannes Læringssenter. I was working with adult refugees, and then in 2014 I came back again at (name of the school) and been teaching here since. So, I have, I do not know if you want to know education and so also?

Interviewer: Yeah, a little bit if you want to tell me.

Teacher: I have been like a, we can say a bohemian type of student, never finishing. So, I did my first bachelor's degree in History, with one year of English in it. And then later on I did a master's degree inn Migration and Intercultural Relations. And after that I did some more, I did a bachelor's degree in Norwegian, where I also did some more English as a part of it. And then I did school management at BI and mostly the first year of literacy, master in Literacy and Norwegian at the University.

Interviewer: The topic is language anxiety, and I was wondering could you define language anxiety out of your perception and your understanding of the concept?

Teacher: I would say that it has a lot to do with confusion, confidence and also a lot of ignorance, I think. Because we can have different perspectives. I remember myself being very uncertain particularly in Norwegian at school. And always having a feeling that everybody else knows a lot more than you, and therefore that is the kind of the ignorance part, you think everyone is much better than they are. So, you do not really understand that everyone is kind of going through a lot of the same issues with new words and terms and new types of sentences and so on. But you start to doubt yourself and therefore you might lose some confidence. And you can also have kind of like a confusion part where you misunderstand certain terms, because you say one word in one language that resembles a word in another language, and you might confuse them for meaning the same thing. And therefore, you might, if you're expressing yourself, then you can get into situations where the people laugh at you and so on. And then it becomes sort of a spiral were you, in the worst case I think, some people get more quiet. They do not speak very much, they do not really want to be very sociable and this is just my own speculation, but this is how I experienced it a lot when I was growing up. And I think I can see the same thing in my children who are trilingual, and also in many students who are struggling with a new language. So, I have a lot of examples of that. I remember one of the earliest ones I can very clearly remember is when I used to tell my friends 'I sommer skal jeg gå til England'. And they would start laughing, and I would not

understand 'why are you laughing?' Right, and then one of them said 'so you are going to walk across the ocean?' And that kind of thing, I mean, children do not really mean, they do not want to be mean to you. It is just that they find something, like that kind of thing, funny. But for someone who is struggling with language, that kind of thing can really impact your confidence. And I remember some little sort of psychological things that I used to do, like I used to practice words. I used to, sort of, my lips would move without saying the words. And I would tend to repeat a word after I had said it just to practice it just one more time to make sure that I was getting it right. And I remember actually I had a friend once that asked 'why do you tend to repeat the words with no sound after you have said them?' Right, because he noticed that. And I think, I do not think that is very common to do just that. But I think very many people who struggle with language, they will have some sort of like, some sort of way to try to compensate for that they feel they are not adequate in the language.

Interviewer: So, you feel they would do unreasonable things?

Teacher: Not necessarily, but I might think they would do a lot of things that they are not quite aware about. Probably.

Interviewer: In what context have you heard the term 'language anxiety'? Have you heard it before? Before I sent the mail?

Teacher: I think I have heard it before, but I mean I am very well familiar with different types of anxiety. And I mean, you cannot really separate language from social activities. So, any kind of social anxiety would also kind of have something to do with language skills also. My understanding of it is that it is, it is a form of anxiety, but maybe kind of like an anxiety that is related to certain contexts, so I think.

Interviewer: Very good. Because I did not hear it before my fifth year at the university, so it was very new to me.

Teacher: And I think a lot of teachers they kind of, they are very aware about it without being specific about what it is. Very many teachers, if you ask, I think 9 out of 10 teachers, if you ask them, English teachers, what do you most focuse on when the students start with you, they will say building confidence, right. Because they know sitting in a group of 30 students, you can very easily get very anxious but speaking in a foreign language. So, I think this is kind of implicit in what a lot of teachers do, but they are not quite aware about it.

Interviewer: You said a little bit about it, but did you experience any language anxiety in your schooldays or as a student?

Teacher: Yes, very, very often, very often. And I think it was not until I was in 10th grade that I felt that I was kind of like, had equal language skills in Norwegian particularly with my

friends. And I used to often think that they knew so many other words than I did. It was particularly glossaries I was focused on then. And because I remember visiting friends that had parents who spoke a different dialect, I used to feel like I did not understand anything. And then I used to think that, well those that grew up in Norway will of course understand this, so I used to, that is the way you were thinking when you do not really know. And I remember I had a discussion with a close friend of mine when I was in tenth grade. And I remember I used to say 'you are way better than me in Norwegian, you say all these things', and then he told me 'well, you are the only one I know that constantly comes up with a word I have never even heard before'. So, it was only in my mind, right. And as a child you do not really know. But I remember it a lot both in writing, and both in grammar, and particularly with glossary. I remember I used to feel like I did not know enough to communicate properly.

Interviewer: You sort of answered it, but did you hear the term language anxiety when you studied yourself?

Teacher: I think no, I do not really think so, I really do not think there were any focus on that. There was always a great focus on creating kind of a good learning environment where nobody feels nervous about sharing anything. But not specifically related to learning a new language.

Interviewer: Have you experienced any language anxiety in the classes you have now, among your students?

Teacher: This one or previous classes?

Interviewer: You can tell me about everything if you want to.

Teacher: I have had very many students who have struggled a lot with anxiety. Many students do not want to read aloud, do not want to have presentations, do not want to have group discussions and so on. And all of them are related to anxiety. I do not think there is any other reasons to not joining in on activities in English class then that. Because I have yet to meet any student who just do not want to do anything for no reason. It is usually because they have a very good reason for why they do not want to join. And typically, they are very nervous about what the others in the class are going to think. They feel inadequate, and generally a lot of fear. They are very, very afraid of the setting, and typically those students, they have told me that they have had a very bad experience at one point, were they feel like they have been humiliated in front of other people. That does not mean teachers in elementary school have failed or not been good. But maybe they have not been aware of that something has happened at one point and therefore the students build up a kind of anxiety for that kind of situation again. And quite often those who are most anxious are actually quite skilled in English, not

necessarily those who struggle a lot with English. But it is often those who are quite good at English and want to be really good at English. And then when they have made a mistake once and they feel humiliated then they get it. It impacts them a lot I think, because they put in a lot effort into learning it. So, one of my kind of goals when I get a new class is to always from the very first moment try to get everyone speaking English, everyone reading English and so on. And trying to figure out if someone does not want to. It is always two, three, four, five students who do not want to read aloud in the beginning or speak English in class. Then I always try to immediately start a conversation with them about 'why do you not want to do this?' 'Is there anything we can do to make it easier for you to do this?' Because you do not want a situation where one or two students never read or never speak or so on, because then you make kind of a habit that is very hard to break. And you cannot really get anywhere if you cannot sort of, students they would not develop their English skills if they do not get to practice in class. So, you have to be kind of creative. You have to find ways where it is sort of all right for that student to participate. And I always think kind of like small steps at the time. I try to think, in the beginning you have two and two pairs that are sitting talking and reading aloud. Then you can move up to group level five and then up to half the class, 15. And then finally when you move towards the end in 10th grade then you can have presentations for the whole class and so on. So, it is trying to build confidence slowly over time.

Interviewer: When was the first time you thought a student might had language anxiety?

Teacher: I remember the first time I was very aware of it was in 2014, when I came back to the school again after being at Johannes Læringssenter. Then there was one girl who was, I was trying to figure out why she did not want to speak in class and why she did not want to read aloud. And so, during one lesson I sat down next to her and tried to ask her 'why do you really not want to do this?' She did not even want to answer that question in front of the others. So, I said 'would it be easier for you to answer that if we were going to the hall?' And then when we came to the hall she immediately started crying, and then she said 'I suck at English' she said. 'I am terrible at English, so I do not want to show the class that'. And then I started immediately just speaking English to her just to check that she understood what I was saying. And then she was nodding that she understood. And then I asked her a couple of questions which I knew she might be able to answer. And then I realized, because you realize very quickly if someone can speak English or not, she was actually really good at English. So, then I did not really have any solution at that time. So, I started asking a lot of the other teachers how do you get them to start talking. And I also called, I cannot remember what she was called actually, but it is one of the lecturers on Lesesenteret which I had one course with

previously, just to ask for some tips to how you can get someone to talk in class if they are feeling nervous. And she told me you should try to make a deal with the student. You can, for instance, if you are reading aloud, that you read the first and the last sentence. So that that student can practice that sentence quite a few times and will know that it is that one I am going to read aloud. And then that student thought that that could be a good idea, because it was predictable what she was going to do. And we started doing that, and the class was quite surprised when this one student I asked her 'could you start?' And she did it. The class was quite surprised, because for a whole year before that student had not spoken English. So that was quite interesting. And then we started with when we had group conversations, I asked her 'which students would you feel comfortable speaking around?' And she had two close friends in the class. And then we asked those two if they could join for a conversation group, and we did that two or three times before we started with other students also. So, you kind of have to be a bit creative. Try to figure out how you can solve this issue. The same thing you do, just that typical thing with reading the first and last one is really recommended with students with dyslexia to make that kind of agreement. But I think it works well for anxiety also.

Interviewer: In what settings do your students usually show language anxiety?

Teacher: Presentations, that is definitely where they are most anxious. They are anxious for many reasons; one thing is the social side of it, that they have to stand in front of a crowd. Then there is the whole cultural side of it, some students feel that they do not fit in culturally. They do not have the right clothes, they do not have the right hairdo and so on. And having a presentation then then you are kind of putting them on the spot and so that is one side of it. Then there is the academic side of it, that they might feel nervous that it is not good enough the content. And then you have the language side of it. They might be nervous, they might stumble in words, they might be very, they might have a little mistake in the PowerPoint presentation. They might feel, especially if they notice that while they are presenting. There are very many sides with it, but definitely presentations make the students most nervous yeah. But then again it is quite important to learn to present something to a group of people, but then again you can think, does it have to be with the whole class? Does it have to be more than 5-6- students? Do you have to do this very often? And does it have to be one and one? Could there be a group presenting something? So, there are a lot of ways you can do this that is not so scary for the students.

Interviewer: Yeah, because you feel a lot of the curriculum, in least for the past few years, that you have to have oral assessment?

Teacher: You do have to have it. But actually, the curriculum does not say that it has to be a presentation. The curriculum is actually quite, that is one of the things I always liked about the English curriculum from the LK06 plan, is that it only says conversations. It does not say presentations. So, conversations are a lot less scary for the students, because they know it is not a monologue, there would be to sides to this, right? So, and a conversation can always develop into different directions than what is the main topic. And if they have trust in you as a teacher, that you will guide them into something they are confident with, then the conversations are not really that scary for these students. But again, the first couple of times you do this is quite risky. If they do not go well then you risk that the student does not want to do this again. So, you have to kind of like help them along if they are stumbling or struggling with anything. Then you have to try to help them out with anything from pronunciation to topics and so on. Try to help them have a good experience the first couple of times you do it.

Interviewer: Really interesting. So, you use the first couple of times as a practice and help them more than you should?

Teacher: Yeah, I do that. I help them a lot and it is, you can say it is quite a manipulated conversation because it always ends up with something they know something about. I will always try sort of to understand the students first a little bit, what their interests are and try to choose a topic which is very relevant for them. So, it is not a lot of effort with the content really, like the very first topic we always start with in 8th grade is teenage culture, right. It is very easy for the students to think of things to talk about. Like anything from what clothes they are interested in, to games they play, to what they do in their spare time and so on. That is what I mean by that it is kind of rigged, yes. Actually, one thing that is interesting about that, the English teachers has been doing this kind of thing for a long time, but now also the math teachers in school are starting to do the same thing in 8th grade. They kind of rig the tests a little bit so the students feel they are very good at what they are doing, so that it does not seem like math is super hard when they get to secondary school. So, they have a little confidence when they start going into new things afterwards. I think it is a good idea to do that in general, try to build academic confidence, so that they are not nervous about trying something new.

Interviewer: Do you think language anxiety is a serious issue in your classroom?

Teacher: Well, in my classroom I do not think it is a serious issue because I am very well aware of it and try quite a lot to count direct it. But I think it is more to do with in written form. I think in written language you will find it is harder to do something about it than it is with spoken language. To build confidence in your writing skills is, it can be quite difficult

really because there are always quite a few students in every class who has always struggled a lot with writing all the way back to when they learned to write they have struggled with it. It can be that they struggled physically with writing understandable letters, or it could be grammar that they struggled a bit with having a correct grammatical sentence, and then there are a lot of formalities which a lot of students do not understand. If you correct them in the wrong way that could sort of start kind of a barrier for writing quite a lot. You have to be a little selective when you are correcting someone's written language like, I remember when I was new to teaching, I would correct everything in a text, absolutely every little mistake. And I remember the class who got those texts back, that must have been a shock for them. Because they see these pieces of paper completely red, full of red ball point pen, and that is probably the worst thing you can do. It is a huge mistake, because those students they felt that they were terrible at writing you know. Not even one paragraph correct, not a single sentence without a mistake, right, because that is how teenagers write. It is a process, they are not flawless writers, nobody is a flawless writer. So, it is, that is the wrong way of doing it, it is, so like now, I am much more focused now on focusing on one thing at the time. To make it seem like it is not a crisis, because it is not a crisis. Because they have many more years to practice and learn, but also so that the student feels like this is something I can actually do something about. If you have a hundred different types of things to work on it is just so much that the student just gives up. But if you have one think they need to work on, then there is a much bigger chance that next time they will actually remember that 'oh yeah, I was supposed to remember to have a full stop at the end of the sentence, to have a capital letter or that we need to have a subject in the sentence' or things, simple things like that. But if you have very many of them then it seems like a lot.

Interviewer: You mentioned a little bit about it, but here you get the chance to say something again or add something. Are there specific activities or methods you find useful to make students speak in class?

Teacher: Well, it is always choosing a topic that they are familiar with. That always makes it easier. And then again you also have to be a bit creative with what kind of questions you ask them. Because it should be very sort of understandable and clear. And you have to kind of think through what terms you use as a teacher. Because a lot of terms that we think are very common, might be completely new to the students, so they might not understand what you are asking about. And also, to sort of think, do not let them be uncomfortable for a long time, right. If you can see that they are struggling with saying something, and they are spending many seconds looking for a word, you can see that they are blushing and then you kind of

have to help them immediately, like 'is that the word you are looking for, is this what you mean?' Try to rephrase the question. Try to sort of help them out quite quickly so they do not feel like they are stuck for a long time. Because the worst kind of thing, what I usually think is the worst thing that can happen is a student who is trying to communicate something, and they are struggling, and they are ending up not communicating it, just saying 'oh never mind'. That is the thing I do not want to happen, because then they close down and they really, that could make it more difficult the next time they are going to speak. So, you have to have sort of your social antennas out, kind of like see when somebody is feeling uncomfortable in the setting. And try to avoid that and help them get through it. I think it is very hard to see that kind of thing when you are new as a teacher. But after a while you start to see these quite like tell tales signs that someone is struggling with something or someone is feeling uncomfortable with the setting.

Interviewer: Do you think students easily can avoid speaking English in your lessons? Like on an everyday basis or during a week?

Teacher: They can, they can. And I think it is quite important that they actually can avoid that. Because again one problem with somebody, if someone does not want to speak English in class, and if they kind of shut out of the learning activity, then they do not have any progress in the subject. So, they should be able to sort of like observe what the others are doing, and sort of participate in the conversation, but speak in Norwegian while the others are speaking English. But at the same time as a teacher you have to be quite active and notice that kind of thing. Go down and try to continuously remind them 'try to do this in English', 'do you need any help saying that in English?' Because if you see someone speaking Norwegian in English class it is not necessarily anxiety. It could be that they just do not know how to say that in English. But if you as a teacher are very active and actually go around helping them saying things in English, the others who might be anxious they might realize that I am not the only one that does not know how to say things in English. Because I think that is the biggest fear the students have. Feeling they are the only ones who do not know something. I think the students, the thing that most teenagers want more than anything else, is to sort of being seen as normal or like everyone else. They do not want to stick out in a crowd. And if they see you helping the others, and even students who are great at English need help now and again, then they might feel more confident.

So yeah, in my opinion psychology is a very big part of teaching English.

Interviewer: So, there are students who you rarely hear speaking English?

Teacher: Yeah, there are, but you kind of have to be active and try to ask them.

Interviewer: Are there oral methods or activities you sometimes force you students to do that you think they might not see the value of now, but you think will prove useful for them later?

Teacher: Well, presentations is one of them. They are, I mean if you ask my students 'do you guys want to present?' they will say no. But if I say 'we are going to have presentations' then they will do it. But it is not something that they really want to do. And I think that is the same in every subject. Of course, you can have more like 'show and tell' kind of thing when they have something that is really cool that they want to show the others. Then you can get them to actually want to do it. But academic presentations are not something that most teenagers feel like doing. They do not really want to do it if they have options of not doing it. So that is one thing which I am kind of like, you could say that I am forcing them to do. I do not think they see the point of it. I do not think they really understand when they are going to need it. I do not think they see the link between being comfortable presenting and speaking up in a crowd in kindergarten when their kids are growing up, or any kind of work-related activity which is similar to presentation. So, I do not think they see the point of that when they go to secondary school. I think they see it as 'you want me to present because you are going to check if I know this'. I think that is the rational they think it is. I do not think that they see that, because you always have to remind them why we are doing this. You have to have some quite good answers to that question also. It is not good enough with that 'oh because you are going to get a grade' or 'you have to do this because you might need it when you go to high school or something like that'. That is not really a good response. You have to have, 'if you go to a meeting you have to be comfortable actually speaking up when there is a crowd around you if there is something important. Say the city is going to expropriate your garden. How are you going to speak up in a crowd if you do not feel comfortable talking in front of a group of people?' I usually try to show them that skills in presenting things can actually empower you. Can actually make you more likely to actually take control of your own life, and what goes on in your own life. And that is one of the ways I will explain that to them. But other activities can be hard to explain. I think the one that is hardest to explain to them is writing fiction. But it is interesting though, because they will never ask about that because they generally like doing that. But I think it is hard if a student asked me why we are writing fiction in class in English. That is quite a hard question to answer, because of course, you have this standard answer: they would be practicing writing skills, and help you with creativity and so on. But very few students will actually be writing fiction later in life. So that one is quite hard to explain. Then again not many students ask 'why are we doing this?' I think generally the other things we do in English class they will see a clear point in doing, like reading. They will

understand why they need to practice reading English. They will understand why they need to practice pronunciation. They will understand why they need to learn grammar. I do not think there are any students who do not agree in that it is important to learn English in general. So, it is not very hard to explain those things, but presentations and fiction can be a challenge to explain why we are doing.

Interviewer: Do you think your students feel safe in your English lessons, and why or why not?

Teacher: That is very hard to say. I think they feel safe with me, but not necessarily in a given class. It depends a lot on the class what it is like. In my own class when I have them in many subjects, and they get to know me very well, and I get to influence how the learning environment is, then I think they feel safe. But if I am an English teacher in another class where I do not see them that often, and perhaps if they have some social issues in class, if there is any bullying going on or there is a history of bullying, then I think that it is very likely that some students feel unsafe in class.

Interviewer: Do you think students are being bullied or laughed at if they say something wrong in your English lessons?

Teacher: I do not think they are deliberately bullied for it. But I think that some students can feel like they are being ridiculed, I think so, yeah.

Interviewer: Because students are laughing or?

Teacher: Yeah, I remember it very clearly myself because I spoke British English. Everyone used to make fun of that when I went to secondary school. I used to try to, actually for several years, I used to actually speak English like a Norwegian. You know what I mean that is like 'I went to talk like this' (with Norwegian intonation) and I would do that deliberately just not to stick out in the crowd.

Interviewer: Because you wanted to blend in or?

Teacher: Yeah, and it was a little period where I tried to speak American English to sound more like the other students in class and so on. But I realized that that was damaging my grades, so I stopped doing that. But I think that one thing is the variant of English you have, I mean students are very sensitive to laughing, very, very sensitive to that.

Interviewer: Do you feel there is a balance between wanting a good grade and to be a part of the crowd?

Teacher: Yeah, it is always like that. You will always see that. You will always see those students who are very good academically, but also want to be part of the sort of like cool kids at school. And they can see, they are really trying to do their best to keeping a balance.

Keeping good grades, keeping good relation to the teacher, at the same time not be seen as sucking up to the teacher, or sort of outshining the other cool kids right. I think you will see that a lot in classes.

Interviewer: Have you had reluctant classes or reluctant students who you have worked with to make more oral active in class?

Teacher: Yeah.

Interviewer: And how did it go?

Teacher: I have had quite a few students who were reluctant. Quite a few who, when you asked them, some of them you would not actually succeed with. There are quite a few students who I have ended up with that they do not really get very much practice in class. And it is a bit of a shame, because a part of the issue is that they do not see what they are missing. And also, sometimes when you need help from parents you do not get it, and it can be very hard to do something about a problem. And you could have certain students with certain specific learning difficulties which make it very challenging to actually get anywhere with the student. And then you have to just try to make the best of it and try to adapt and focus on some other things instead that you can work on. I think that you are not a good teacher unless you can admit that you do not always succeed, because you do not always succeed. There are always certain things that, it could be your own fault as a teacher that you do not realize certain things, or that you tried to solve the problem too late. Because once you come to 10th grade it is very hard to turn things around then. And you might not really understand the problem before it is too late. So unfortunately, that is how it is; there are quite a few students who you do not succeed with. But you have to keep trying new things all the time until you find what works. (…) I think that is what really can make a lot of teachers feel sort of guilty or feel bad, is when they are trying a lot of different things, and they do not succeed, and they feel like they are inadequate.

Interviewer: What effect do you think being nervous or afraid in English class or English lessons have on students?

Teacher: Well, it prevents them from learning, and it also prevents them personally. I think if they were to travel to English speaking countries, I think it can be a barrier for them to actually get new experiences. So not dealing with any anxiety you have with a language can be quite damaging to your personal life, I think. It is also unpleasant feeling bad about an activity you really need to actually navigate through life, is probably very unpleasant for people.

Interviewer: Do you think, have you heard about 'snowflake generation' or 'generation performance' or 'generasjon prestasjon'?

Teacher: Yeah.

Interviewer: Do you think that can have a connection to language anxiety?

Teacher: I do not know. Sociologists would probably say yes, but I do not know really if it really affects it very much. I think the biggest difference is not really in the students, I think it is in the teachers. I think the teachers are more different today than they were 30-40 years ago.

Interviewer: In what way are they different?

Teacher: In the way that they do not blame the students. Like one of my strong ideas, I do it now and again myself. It is hard to avoid it because it is a natural thing to do, like if something is not working out you try to blame it on something else than yourself, right? I think perhaps that is sort of a big paradigm change from previous periods is that we do not automatically blame the students for something not working right. Like I think that is a big difference now. So, I think that we are more open to trying things in different ways, to be creative and to try to understand why would not the student try to do this, right? I think 50 years ago there were a bigger trend to thinking that that student does not want to do that because that is a bad student. I think the explanation were a lot simpler on that kind of thing before, or that they considered the students stupid. Like they would not really yeah. I mean that is typically how, I think that is the big difference in how teachers have changed. I think teachers today have a completely different way of thinking about their students than teachers had 50 years ago, I think so. It does not mean that teachers were terrible before or bad people. I just think that they, they tended to think differently on causality, like what is the cause for a problem. I think before the focus used to be it is something wrong with the student, whilst I think the focus is 'is there something wrong with the way I am doing this?' or 'is there something wrong with how I am organizing this activity?' and so on. And I also think there is a bigger will to help students, sort of struggling now, then previously. So then again there are always a lot of teachers who are thinking 'oh we are not teaching them to be, we are not teaching them any resilience'. I think there are some teachers who think like that, that we should be tougher, and teach students more resilience. But I kind of think that being, kind of being hard does not really help anything. It does not, you are not really having an impact on you students if you do that. I think building resilience is much more about recognizing that you have a problem here with your confidence, and we can help you academically and we can also help you socially into achieving that. And if you then manage, if you had a big issue

which you managed, I think there is nothing that would build resilience like having that experience. You can draw a metaphor to anything. I mean, you can think in society if you, this is kind of a far-fetched analogy, if you treat people badly then they will act badly. If you try to help people and try to build good, positive relationships then they would act positively and constructively. Generally, people are like that. And I think you can say the same about students and I do not really think students are more fragile today than they were before. I do not think so. But I think perhaps we have higher expectations of the students today with regards to sort of acting less sort of like extremely than they would before. I think like a lot of people expect teenagers to be very difficult and wild and loud, and sort of reluctant to do things. But I do not really see them as that. I do not really see that, but I think that has to do with the parents. I think that they are priming them more for all kinds of social skills than they did before. I think parents talk a lot more with their children today than parents did 50 years ago I think so. So, I think that, yeah therefore I think that students, they maybe seem more like adults than they are today.

Interviewer: What do you think about social media and the development of language anxiety?

Teacher: I do not really know how that affects them in English. I think it has a bit to do with that they are too young. When the students are with me, I think that they do not really use English that much on social media. I think they share a lot of things; they share a lot of memes, they share a lot of videos and so on, but I do not think they actively write or speak or do things in English themselves on social media. I think that is a little bit later they start doing that.

Interviewer: Like upper secondary?

Teacher: Yeah, I think so. I think perhaps not even then. Maybe it is more a thing they start with when they start on university. When they meet people who speak English exclusively and so on. One thing that I have noticed is that in general I think social media makes them more used to informal English, than formal English. It is hard for me to say, because I mean, I have only been teaching English for 10 years now. And we have had the internet revolution long before that. So, I think that if you ask some of the older teachers, they would probably say that generally we have to work more now with counter acting informal language than what they did before.

Interviewer: Is it a lot of slang?

Teacher: A lot of slang, and a lot of contracted word forms. A lot of abbreviations and a lot of, yeah generally a lot of Southern American vernacular I think; 'gonna', 'wonna', 'shoula', 'woulda', anything.

Interviewer: In written language?

Teacher: In written language yeah. Students are writing 'ain't' and things like that. It is quite funny really to see someone writing like you have grown up in a context of the other side of the world, it is quite interesting. So, I think that is the biggest influence from social media really, is informal language.

Interviewer: Do you think there could be a coherence between perfectionism and development of language anxiety?

Teacher: I think so, yeah. I think it is the students who are actually quite good in English who tend to be nervous about presentations or group conversations and so on. It might also be because those students tend to not be the socially strongest in class, and therefore they are also nervous because of that. But yeah, I think there is, that does have a lot to do with it, I think. And for many of the really academically good students getting even one thing wrong can be a big issue, it could be yeah. I have had a lot of students who has been crying because they did not get an A, they got a B+ right.

Interviewer: Crying?

Teacher: Yes, quite typical, yeah. I have never had a student who was crying because they got an E. That has never happened, but I have had a lot of students who have been crying because they got a B+ when they wanted an A.

Interviewer: Is that in 10th grade or?

Teacher: No, it is in all grades. So, some students have extremely high expectations to themselves.

Interviewer: Do you usually have different alternatives when you are assessing students and you know you have activities they might get anxiety from?

Teacher: Yeah, I try to vary them, I try to have different types. It is quite important really to do that because everyone has things they are good at and things they are less good at. And it does not necessary, I mean, having a presentation that is not the only way to show English skills right? And having conversations is also a way of showing English skills. So, I think that you have to have quite a bit of variation in order to, because the point is not to see what they do not know. The point is to get them to show what they do know. And quite often it can be the setting that they are not comfortable with. And then you have to think 'I should have some variations' so there are settings during the school year where they can actually show what they know.

Interviewer: You said, you talked a little bit about when you had problems with reluctant students when you first started working. You contacted someone else outside the school?

Teacher: Yes, Lesesenteret.

Interviewer: Yeah. But have you been on seminars or have you talked with your colleagues?

Teacher: Yes, I have learned a lot about this since then. And that is one of the reasons I did start the master's in literacy. (…) And I knew that she knew a lot about this kind of thing. And she was also very creative with how you can work on particularly persuasive language skills and altså argumenterende samtale eller tekst. And I have also discussed it quite a lot with her how can you get particularly students with dyslexia to feel more comfortable writing and also speaking in class. And I think that group is probably the group that is most anxious of all students, the students with dyslexia. Basically, everything you do with those students is about building confidence. So that was very useful, learning about that. And also getting a perspective on literacy in general. What is adequate speed of reading, what should students be able to read per minute, and what parts of language do people generally struggle with, and so on. You get a little more information about what is common and what is not. So yeah, I have learned quite a lot in the past couple of years about this.

Interviewer: So, it is mainly because you have focused on it, but also that your school or administration has?

Teacher: Not really the school administration. Generally, if I see something going on in class that I do not really know how to do something about, then I try to either find research on the topic or try to talk to someone who I know knows a lot about it and yeah. I think that is also a big difference, one of those differences between teachers now and teachers in previous times is that teachers now will actively try to find a solution to something. I also think that, previously I think it has been more common that teachers think that is just how it is.

Appendix 10: Focus group interview A

Participating students: A1, A2, A3, A4, A5, A6, A7, A8

Intervjuer: Kan dere beskrive tre situasjoner i engelsktimene som gjør dere redde, nervøse eller stressa?

A1: Ikke tre men jeg kan si presentasjoner.

A8: Ja.

A4: Ja.

A3: Ja.

A1: Bare det egentlig, ikke noe annet tenker jeg.

Intervjuer: Nei så bra, da har vi en, kan vi si tre ting sammen her inne?

A3: Når læreren plutselig bare spør deg om noe.

A2: Ja.

A4: Ja.

A5: Ja.

A3: Bare plutselig sier noe.

Intervjuer: Har dere hatt om et tema da og så spør han om det, eller bare spør han sånn uten videre?

A1: Hvis vi for eksempel har sett film, kan han godt spør.

Intervjuer: Er det litt fordi da er du uforberedt, eller hva er det som gjør at det er skummelt?

A5: Det er så spontant, og så får du ikke noe tid til å liksom tenke på hva du skal si.

Intervjuer: Det var to ting, så bra, kan dere tenke på en situasjon til? Har det vært noen ganger der det har vært sånn åh, det var ubehagelig. Det gikk fint, men det var ikke gøy?

A5: Skriveøkt kanskje.

Intervjuer: Skriveøkt, hvordan er det?

A5: Du sitter hele dagen og så er det A-del og B-del og hvis du ikke kan så mye eller har så godt ordforråd så er det veldig vanskelig å finne noe å skrive da.

Intervjuer: Tentamen og sånne ting typisk?

A5: Ja.

Intervjuer: Er det noen situasjoner hvor du føler deg veldig komfortabel med å snakke engelsk?

A3: Når jeg omgås de som jeg ofte er med.

Intervjuer: Venner og sånn typisk?

A3: Ja.

Intervjuer: Hvordan er det for eksempel på ferie da?

A6: Det går fint.

Intervjuer: Det går fint?

A6: Da er det jo med familien.

Intervjuer: Hvorfor tror du det? Er det ikke skummelt å snakke med dem fordi?

A7: De kommer til å le av deg hvis du gjør feil, men du vet det ikke er alvorlig.

A5: De kjenner deg jo.

A3: Ofte på ferie er du i utlandet, og da møter du aldri de personene du snakker med igjen.

A6: Ja.

A7: De på ferien kjenner deg ikke.

Intervjuer: Er det mer komfortabelt å snakke på ferie enn i klasserommet for eksempel?

A4: Ja.

A6: Ja.

A2: Ja.

A1: Ja.

A8: Ja, det er det samme.

A7: Det har egentlig ikke så mye å si.

Intervjuer: Er dere like trygge i begge situasjonene?

A8: Ja.

A7: Ja.

Intervjuer: Tror du at du har opplevd språkangst?

A5: Ja.

A6: Ja.

A1: Ja.

A7: Ja, kanskje.

A4: Ja.

A2: Ja.

Intervjuer: For det er ikke noe du alltid har, det er noe du opplever. Lærer du best når du er nervøs eller helt trygg?

A5: Helt trygg.

A1: Helt trygg.

A3: Helt trygg.

A8: Helt trygg.

A7: Helt trygg.

Intervjuer: Der var dere enstemmig. Tenker du av og til at du er litt perfeksjonist? Og tenker du at det er en sammenheng mellom å være litt perfeksjonist og å utvikle språkangst?

A4: Nei.

A3: Ja.

Intervjuer: Kan du være mer nervøs hvis alt må være helt perfekt før du sier noe?

A4: Ja.

A2: Mhm.

A7: Ja.

A5: Hvis alt skal være helt perfekt, da er det ikke lett at alt skal være perfekt heller, så da blir du nervøs.

Intervjuer: Hvis noen sier noe feil i en time, hvem tenker du tar det mest ille opp?

A1: Du selv.

A5: Ja.

Intervjuer: Du tenker ikke på læreren eller klassekameraten, det er deg selv?

A6: Ja, mhm.

A7: Ja.

A4: Ja.

Intervjuer: Jeg ser for meg at dere opplever en del press i hverdagen, hvilken type press er det du tror du opplever hver dag? Eller er det noe du ofte tenker på, at dette er stress?

A2: Prestasjonspress, med at en må gjøre det bra på alle vurderinger og sånn.

Intervjuer: Hva tenker dere om sosiale medier og språkangst og sånn? Føler dere at det har en sammenheng?

A1: Det kan ha men, tror ikke, jeg føler i hvert fall ikke at det er noe, men det kan sikkert ha en sammenheng.

Intervjuer: Har dere opplevd at folk har ledd av dere hvis dere sier noe feil i en time?

A1: Ja.

A2: Ja.

A3: Ja.

A4: Ja.

A5: Ja.

A6: Ja.

A7: Ja.

A8: Ja.

Intervjuer: Alle sammen?

A3: Ja.

A6: Ja.

A2: Ja.

A2: Men jeg ler jo som regel selv da.

Intervjuer: Så dere er sammen om å le?

A2: Ja.

Intervjuer: Du føler ikke at du blir latterliggjort?

A4: Nei.

A6: Nei.

A3: Nei.

A2: Av og til.

Intervjuer: Av og til? Er det hvis du sier noe feil, eller hvilken type feil gjør du når du føler du blir ledd av?

A2: Sånn uttalelsesfeil eller sier noe feil i forhold til det jeg har skrevet.

Intervjuer: Ja.

A3: Eller lest.

A2: Ja.

Intervjuer: Har dere noen gang opplevd at noen har filma dere når dere har hatt presentasjon eller lest og lagt ut på sosiale medier?

A3: Nei.

A1: Nei.

A5: Nei.

A6: Nei.

A3: Det er ikke lov å ha mobilen oppe.

A1: Det er ikke lov å ha mobilen i timen.

A6: Du kan filme med Cromebooken.

A7: Ja, men du filmer jo ikke med Cromebooken i timen.

A3: Du har ikke lov å ha cromebooken oppe under presentasjoner heller.

Intervjuer: Oppfordrer læreren, sier læreren ofte at dere må ha respekt for de som presenterer?

A5: Ja.

A6: Mhm.

A7: Ja.

A4: Ja.

Intervjuer: Hva innebærer det å ha respekt, hvordan viser dere respekt?

A2: Være stille.

A3: Og følge med.

Intervjuer: Hva tenker dere om språkangst og klasserommet deres, føler dere at det er noe som gjelder dere?

A3: Ja, jeg føler i vårt klasserom er alle litt sånn nervøse for å snakke fordi de er redd for å si feil.

Intervjuer: Ja. Så da tenker dere at det er en del elever, kanskje alle har det litt, eller at noen har det, eller hva tenker dere?

A3: Ja veldig mange.

A2: Ja, det er liksom mange som får lov å ha bare for læreren hvis de vil.

Intervjuer: En presentasjon for eksempel?

A2: Ja.

A3: Ja.

Intervjuer: Er det noen som slipper å svare på spørsmål foran klassen eller?

A2: Ja, eller hvis noen ikke vil svare så hjelper læreren de med å svare.

Intervjuer: Så hvordan er snakkevanene deres i klasserommet engelsktimer eller spansktimer, er det masse prating?

A1: Det spørs.

A4: Nei, pleier å være norsk. Vi snakker jo bare hvis vi leser, men vi pleier som regel bare å snakke norsk hvis vi stiller spørsmål.

Intervjuer: Så dere svarer på norsk i engelsktimene?

A4: Ja.

A2: Ja.

Intervjuer: Hvis dere tenker på de i klassen, hva tror dere gjør dem mest nervøse av ting dere gjør i løpet av en dag eller en engelsktime? Kan vi nevne tre ting?

A6: Høytlesning.

A1: Ja.

A2: Ja.

A4: Ja.

A5: Ja.

A7: Presentasjoner.

A3: Når vi skal sitte i store grupper og snakke om oppgaver eller noe sånn.

Intervjuer: Nå skal jeg lese en påstand for dere og så skal dere si om dere er uenige eller enige i den og hvorfor dere er det, okay? Det står 'Media, filmer, TV-serier, YouTube og Netflix gjør elever flinkere i engelsk, men det øker også presset på å snakke engelsk godt fordi elevene sammenligner seg med mennesker som snakker flytende. Dette igjen øker sjansen for utvikling av språkangst.' Hvorfor er du enig eller uenig i denne påstanden?

A3: Enig.

A8: Uenig.

A7: Jeg også.

A4: Enig.

A2: Uenig.

Intervjuer: Okay, skal vi høre de som er enig først? Dere som er enig, hvorfor er dere det?

A3: Jeg tror ikke at det utvikler at du føler presset på at du må snakke bedre engelsk, men du får jo bedre ordforråd.

A4: Jeg tror det lager litt press, men ikke så sykt mye, men du vil jo snakke engelsk såpass mye og da sammenligner du deg på en måte med de som snakker det som har det som morsmål.

Intervjuer: Skal vi høre med de som er uenig?

A8: Jeg synes at det, ja du blir jo bedre i engelsk, men du tenke jo ikke over at nå snakker jeg jo ikke sånn som de snakker i filmen, du tenker ikke over det, så du blir jo på en måte bedre uten å tenke 'jeg må snakke like greit som de'.

Intervjuer: Føler du det er en avslappa situasjon å lære på?

A8: Ja.

Intervjuer: Er det noen flere som vil si hvorfor de er enig eller uenig? Nei, da går vi videre. Er det noen ting dere kunne ønske læreren deres gjorde annerledes i språk for at dere skal føle dere mer trygge i klasserommet?

A4: Snakke engelsk istedenfor norsk.

Intervjuer: Kunne du ønske at læreren tvang dere for eksempel? Eller sånn at nå må dere?

A4: Ja, for det hjelper jo.

A5: Ja.

Intervjuer: Er det flere ting dere tenker at læreren kunne gjort annerledes? Det kan gjelde lærere før også? Det må ikke være den læreren dere har nå.

A3: De kunne startet med litt sånn annerledes aktiviteter for å få de til å bli mer trygg på det, liksom ikke starte med en gang med å tvinge alle til å snakke høyt på en måte, men gjøre sånne andre aktiviteter som ikke er så normalt.

A6: Få mer engasjement i timene.

Intervjuer: Tror dere at læreren deres tenker at noen har språkangst?

A5: Jeg tror nok tanken har slått de, men jeg tror ikke det er noe de tenke på hele tiden.

A1: De prøver hele tiden å utfordre oss til å bli bedre, og derfor tror jeg de vil at vi skal gå utenfor komfortsonen.

Intervjuer: Tror du av og til de tvinger dere til å gjøre aktiviteter som dere ikke synes er så gøy, men så tenker de at dere lærer av det?

A5: Ja.

A2: Ja.

Intervjuer: Har du opplevd at du har grua deg veldig til noe og så har læreren deres oppfordret, kom igjen dette klarer du, og så gikk det bra?

A2: Ja.

A5: Ja.

A4: Ja.

Intervjuer: I hvilke situasjoner da?

A2: Presentasjoner og prøver.

Intervjuer: Kan du fortelle hvordan det skjedde?

A2: Ehm, nei, det er bare at jeg har tenkt at det kom til å gå skikkelig dårlig på en prøve, og så bare sa læreren at jeg måtte øve litt, og så gikk det bra.

Intervjuer: Hva tror du hadde skjedd hvis læreren aldri fikk deg til å snakke eller ha fremføringer i klassen?

A3: Da hadde vi blitt litt sånn uforberedt på de tingene som vi må si resten av livet siden du må jo alltid snakke engelsk og vise ting på engelsk og sånn.

Intervjuer: Har dere hørt det ordet/uttrykket å gjøre en bjørnetjeneste?

A3: Ja.

Intervjuer: Eller sy puter under armene på folk?

A2: Ja, mhm.

Intervjuer: Hva synes du læreren din bør gjøre for å redusere språkangst blant elever?

A4: Å normalisere mer engelsk snakking i timene.

Intervjuer: At det blir en vanlig ting å gjøre i timene?

A4: Ja.

Intervjuer: Andre ting dere tenker på?

A1: Å bli skikkelig kjent med klassen, for da er det ikke så flaut å gjøre feil fremfor de.

Intervjuer: Sånn at læreren hadde hatt for eksempel bli kjent aktiviteter? Å bli skikkelig kjent og normalisere å snakke engelsk i timene. Kommer vi på en ting til?

A2: Å ha sånn samtaler på engelsk om temaet.

Intervjuer: To og to eller i grupper, eller hva tenker du?

A2: Ja, to og to og i grupper.

Intervjuer: Ja, begge deler.

Appendix 11: Focus group interview B

Students participating: B1, B2, B3

Intervjuer: Vil dere ha intervjuet på norsk eller engelsk?

B2: Norsk.

Intervjuer: Kan dere beskrive noen situasjoner i engelsktimene som kan gjøre dere redde, nervøse eller stressa?

B2: Power pointer.

Intervjuer: Okay?

B2: Ja.

Intervjuer: Hvordan det?

B2: Når vi skal fremføre.

Intervjuer: Ja, hvor lenge pleier de å vare, for eksempel?

B2: 10-15 minutter.

B1: Ja, eller 5-15 minutter.

Intervjuer: Hva er det som er skummelt med powerpointer?

B1: Å på en måte si noe feil.

Intervjuer: Ja, jeg forstår. Er det noen andre ting dere tenker på? Er alle enige i PowerPointer?

B1: Ja.

B2: Ja.

B3: Ja.

Intervjuer: Er det noen som har noen andre ting? Kommer dere på noe annet?

B3: Jeg tenkte på når vi hadde sånn tale i Engelsk.

Intervjuer: Hadde dere tale?

B3: Ja, eller vi skulle. Vi hadde den først på norsk, og så skulle vi oversette til engelsk, og så skulle vi fremføre.

Intervjuer: Å, konfirmasjonstale, bryllupstale?

B1: Ja.

B3: Ja, for eksempel.

B2: Ja.

Intervjuer: Var det de to?

B3: Ja, det var det. De skrev konfirmasjonstale og jeg skrev bryllupstale.

Intervjuer: Å, så først på norsk, og så oversatte du og hadde på Engelsk?

B3: Mhm.

Intervjuer: Du verden for en kreativ oppgave. Den har jeg ikke hørt om før. Okay, så typisk muntlige aktiviteter da?

B1: Ja.

B2: Ja.

B3: Ja.

Intervjuer: Jeg vet ikke om læreren deres gjør det, men jeg bare spørre om et eksempel. Kan for eksempel læreren deres spørre et spørsmål uten at dere har forberedt dere og så bare peke på en som må svare?

B2: Å ja.

B1: Det er veldig fælt.

Intervjuer: Hva tenker dere om det?

B2: Det er veldig ille.

Intervjuer: Det er veldig ille? Så det er typisk muntlige aktiviteter? Dere blir ikke så stressa av skriveoppgaver eller tentamen eller?

B1: Ja, men der kan vi ofte ha hjelpemiddel med.

Intervjuer: Ja, og da er det ikke så skummelt?

B2: Da er det sånn at hvis du ikke kommer på et ord da kan du bare søke det opp.

B3: På ordbok.

Intervjuer: Ja. Dette er et litt likt spørsmål, men er det noen aktiviteter som gjør dere mer nervøse enn andre?

B1: Powerpointer er nummer en, fremføringer, generelt.

Intervjuer: Det er egentlig bare powerpointer?

B1: Og fremføringer.

Intervjuer: Har dere typisk sånn two-minute talk?

B1: Vi har ofte det med sånn to og to elever, og det er ikke så ille egentlig.

Intervjuer: Hvordan foregår det? Bak i klasserommet eller på grupperom?

B1: På grupperom.

B2: Eller så pleier vi å ha sånne rulleringer, så sitter vi et sted.

B1: Sånn speedtalk.

Intervjuer: Sånn speedtalk, speedating? Ja?

B1: Da snakker vi på en måte med alle, så da er det ikke sånn verdens undergang.

Intervjuer: Så det er ikke så ille?

B2: Nei.

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Intervjuer: Nei, hva er det som ikke gjør det ille?

B1: Vi kjenner jo hverandre veldig godt.

B2: Hele klassen kjenner hverandre veldig godt siden vi har gått sammen siden første klasse.

Intervjuer: Ja, så det gjør det tryggere?

B1: Ja.

B2: Ja.

Intervjuer: Akkurat. Er det noen situasjoner der du føler deg skikkelig trygg når du skal snakke engelsk?

B2: Når du sitter alene inne på rommet og skriver til en person.

Intervjuer: Okay?

B3: Eller når du bare snakker til venner og sånn. Og du føler du får det skikkelig bra til, sånn yeah liksom. Og så når du først skal ha fremføring så er det sånn 'eh'.

B1: Når du øver på fremføringen.

B3: Da går det skikkelig bra og så 'eh'.

Intervjuer: Føler dere at dere er flinke når dere øver?

B3: Ja.

B2: Ja, og så når du har fremføringen så er det bare skikkelig fælt.

Intervjuer: Hva er det som gjør at fremfor speilet er du som en engelsk kjendis som snakker flytende, og så kommer du til klasserommet og så er det skummelt? Hva er det som endrer seg? For du kunne det jo foran speilet?

B2: Alle ser deg jo.

Intervjuer: Ja.

B2: Og du ser reaksjonene deres, noe sånt.

Intervjuer: Har dere vært på ferie og snakket engelsk da?

B1: Ja.

Intervjuer: Hvordan er det i forhold til å snakke i klasserommet for eksempel?

B1: Det er litt rarere, for da er det noen som svarer deg, som ikke kan svare på det andre språket. For hvis du sier det i klasserommet og noen ikke forstår det, kan du si det på norsk. Mens der skal du liksom ikke forklare det hver gang.

B2: Hvis du er i utlandet møter du de nesten aldri igjen, så det har ikke så mye å si.

Intervjuer: Du har ikke frykten for å bli latterliggjort? Har det noe med at i klasserommet er det tillagt, eller at det ikke er ekte? Men på en ferietur?

B1: Da er det ekte.

Intervjuer: Da har du ikke så mange valg kanskje? Kan det ha noe å si eller føler dere at det er likt? Eller er det det at du ikke ser de igjen? Eller er det litt rart uansett?

B1: Det er litt rart uansett.

Intervjuer: Tror dere at dere har opplevd språkangst?

B2: Ja.

Intervjuer: Når tror dere var første gang?

B3: Har ikke peiling.

B1: Jeg tror ikke jeg har opplevd det.

B2: Kanskje når vi var i Tyskland?

Intervjuer: Kan det ha vært at dere opplevde det første gang dere hadde Engelsk, eller er det noe som har kommet?

B2: Ja, men jeg er jo nervøs før alle fremføringer liksom.

B1: Det er ikke jeg. Jeg tror jeg var mer nervøs før, for å si det sånn.

Intervjuer: Og så har du blitt tryggere?

B3: Ja, det tror egentlig jeg også. At jeg var mer nervøs før og så.

B2: Ja, for før kunne ikke jeg gå inn i et rom og være sånn 'heei'! Nå kan jeg tørre å være sånn 'hei'.

Intervjuer: Tørre å være der?

B2: Ja, å ikke være sånn, ikke nysgjerrig men.

Intervjuer: Frempå?

B2: Nei.

Intervjuer: Ikke sjenert liksom?

B1: Ja.

Intervjuer: Frimodig, er det ordet vi leter etter?

B1: Ja.

Intervjuer: Hvis dere er litt nervøse og litt stressa for ting, hvordan tror dere det påvirker dere når dere er i klasserommet? Kan det ha noen effekt at du er nervøs eller stressa?

B2: Ja, jeg får mange kviser når jeg er nervøs.

B3: Jeg snakker fort når jeg blir stressa.

B1: Jeg begynner å le mye.

B2: Ja.

B3: Det er sånn når jeg øver på PowerPointen så tar det sånn 10 minutt. Men når jeg egentlig har den fremfor alle så tar det sånn 5 minutt, og det er sånn hmm.

Intervjuer: Tror du at du lærer best når du er litt nervøs eller når du er helt avslappa?

B1: Avslappa.

B2: Ja.

B3: Helt avslappa.

Intervjuer: Å være nervøs, kan det ha noen gode effekter eller har det bare negative?

B2: Ja, det har noen gode.

B1: Du husker det jo hvis du er nervøs og av og til. Du husker at du var veldig nervøs for den tingen liksom. Du tenker mye mer over det.

B3: Ja, det er helt sant.

B2: Det har jeg ikke tenkt over.

Intervjuer: Er det sånn at du blir skjerpa eller hva er det som skjer?

B1: Jeg vet ikke.

B2: Når jeg blir nervøs blir jeg helt sånn fnisete og bare 'aaaa'.

Intervjuer: Vi reagerer forskjellig på nervøsitet. Hvordan føler du?

B3: Nei sånn, jeg kan jo lære ting på begge måter.

Intervjuer: Er det litt det samme, eller?

B3: Ja, men jeg tror nok jeg lærer mest når jeg er avslappet.

B2: Jeg føler når man har presentasjoner.

B1: Man må jo bli skjerpa for at en skal lære en ting.

B2: Jeg føler at når jeg har presentasjon så er det liksom etter at du har lært det, da skal du liksom kunne det.

Intervjuer: Oppfatter du deg som perfeksjonist? Og tenker du at det kan ha en sammenheng mellom å være perfeksjonist og å utvikle språkangst?

B2: Jeg er ikke en perfeksjonist, langt i fra.

B1: Jeg er kanskje litt?

B2: Du er litt der.

Intervjuer: Og du da?

B3: Jeg kan være sånn bitte litt, sånn at den må ligge der og, men.

B2: Jeg kan være sånn, jeg ser på det og bare, den kunne vært enda mer skeivere. Altså, jeg bryr meg ikke så mye.

Intervjuer: Kan det være en sammenheng mellom å være perfeksjonist og å ha språkangst?

B1: Det tror jeg kanskje.

B2: Det tror jeg at du kan vær redd for, at du er så perfeksjonist at alt må være perfekt.

B1: Og hvis det ikke blir det.

B2: Så kan du få språkangst.

Intervjuer: Hvilken type press opplever dere i hverdagen? Hvis dere tenker en vanlig dag. Hvilket press opplever dere?

B2: Hmm?

Intervjuer: Og har dere hørt uttrykket generasjon prestasjon?

B3: Nei.

B1: Nei.

B2: Nei.

Intervjuer: Skal jeg forklare det?

B3: Ja.

B1: Ja.

B2: Ja.

Intervjuer: Det er gjerne deres generasjon eller litt over, jeg tror det gjelder for dere også, der mange føler at det er mange krav, til fritiden. Du skal være med på de og de aktivitetene, du skal være på sosiale medier, du skal kle deg fint, du skal være kul. Du skal gjøre det bra på skolen, få toppkarakter på alt, alt skal være strøkent. Og det blir så mye press fra alle kanter at man opplever at det blir for mye. Mange lider litt under dette.

B2: Jeg tror det meste av presset mitt er at jeg takler det sånn at jeg ikke merker presset.

Intervjuer: Det bare glir av, preller av?

B2: Jeg skal ikke ha noe press.

Intervjuer: Så bra at dere ikke kjenner dere igjen i dette da. Føler dere at livet er generelt avslappet og er greit?

B2: Ikke alltid.

B1: Nei, ikke alltid.

B2: Det er jo litt sånn triste tider nå på vinteren, der du føler deg trist. Men jeg føler ikke noe press.

Intervjuer: Hva tenker dere?

B3: Det er jo sånn at jeg har lyst å gjøre det bra på skolen.

B1: Ja.

B3: Jeg vil på en måte ikke skuffe foreldrene mine. Det er ikke akkurat press-press, men litt press.

Intervjuer: Er det press du legger på deg selv eller er det press som kommer utenfra?

B3: Litt sånn jeg legger på meg selv på en måte.

B2: Forventninger til deg selv?

B3: Ja.

Intervjuer: Er det en videregående du har lyst inn på, eller er det bare at du vil gjøre så godt du kan, eller hva er det?

B2: Det er litt for videregående?

B3: Nei.

B1: Du tenker sikkert ikke over det nå, men det er egentlig videregående? Du bare tenker ikke over det?

B1: Nei.

B2: Nei, så du har ikke tenkt det.

Intervjuer: For dere går i 9. klasse?

B3: Ja.

B2: Ja.

B1: Så det har ingenting å si.

Intervjuer: Nei, så det har ingenting å si enda?

B3: Men det er sånn når jeg får en prøve, for eksempel, så forventer jeg at en karakter skal være over i hvert fall. Jeg prøver å få høyest liksom.

Intervjuer: Så hvis jeg skal summere opp her, er det karakterpress dere kjenner mest på i hverdagen?

B3: Nei.

Intervjuer: Nei, ikke det heller? Egentlig ingenting? Det går egentlig ganske greit?

B2: Ja.

B3: Ja.

Intervjuer: Det er jo fint. Hva tenker dere om språkangst og klassen deres? Er det noe dere tror gjelder klassen deres? Tror dere noen har det?

B3: Jeg tror egentlig i klassen vår at vi har mindre språkangst enn mange andre klasser. For vi har så bra klassemiljø, så jeg tror egentlig ikke vi tenker så mye over det selv om vi snakker litt feil og sånn.

B1: Ja, jeg har aldri hørt om det før.

Intervjuer: Språkangst?

B1: Ja.

B3: Nei, ikke jeg heller.

Intervjuer: Det er flere lærere som heller ikke har hørt om det.

B2: Jeg har.

Intervjuer: Du har?

B2: Men det er fordi (navn på en hun kjenner) har snakket om det.

Intervjuer: Tror dere noen i klassen deres har språkangst?

B2: Ja.

B3: Ja.

B1: Ja, kanskje.

Intervjuer: Hvor mange vil dere si?

B2: Jeg tror nok alle har det til tider.

B1: To eller tre.

B2: Det er litt vanskelig, for noen har det da og noen har det da.

B3: Ja.

Intervjuer: Så litt forskjellig?

B2: Ja.

B3: Ja, det spørs litt hva vi skal gjøre også.

B1: I norsk er det kanskje noen andre enn i engelsk og spansk.

Intervjuer: Hvordan er snakkevanene i klassen deres? Er alle aktive? Er det noen dere aldri hører snakke? Hvis læreren stiller spørsmål, er det ti hender opp?

B3: Nei.

B2: Nei, vi er ikke akkurat veldig gira på å svare på spørsmål, selv om vi kan det.

B1: Det spørs om det er mandag morgen eller.

B2: Ja.

B3: Det spørs litt på hvem lærer vi har også.

B2: Og hvilket humør vi er i, i generelt hele klassen. For noen ganger er hele klassen helt slappe.

B3: Og gidder ikke noe.

B2: Og noen ganger er vi helt oppe i der, hele klassen.

Intervjuer: Og da er alle veldig pratsomme?

B2: Ja.

Intervjuer: Er det jevnt fordelt, eller er det noen som snakker mye og andre som snakker lite?

B2: Det er noen som snakker mer enn andre, men de snakker ikke mye.

B3: Det er de folka som rekker opp hånda, det er.

B2: Det er tre, fire stykker som har kappløp om å svare først.

B3: Som alltid rekker opp hånda.

Intervjuer: Og så er det noen som nesten aldri prater? Eller bare prater litt?

B2: Ja.

B3: Ja.

Intervjuer: Tror dere at sosiale medier kan ha noen effekt på språkangst, eller at folk kan få språkangst?

B2: Ja.

Intervjuer: Hvorfor tenker du ja?

B2: Fordi mesteparten av sosiale medier er jo på engelsk og andre språk enn norsk, fordi norsk er jo ikke egentlig så stort enn andre. Og da kan du jo føle hvis du skal snakke med noen i en gruppe, skal snakke engelsk, så må du liksom gå inn på oversetter eller ordbok for å svare de, og så blir det sånn, jeg kan egentlig ikke svare de selv.

B3: Svarte jeg rett nå? Og så må du se igjennom det sånn hundre ganger.

Intervjuer: Dette er en påstand, så nå skal jeg lese påstanden, og så skal dere si om dere er enige eller uenige og hvorfor. 'Media, filmer, TV-serier, YouTube og Netflix gjør elever flinkere i engelsk, men øker også presset på å snakke engelsk godt, fordi elevene sammenligner seg selv med mennesker som snakker flytende. Dette igjen øker sjansen for utvikling av språkangst'. Skal jeg lese den en gang til? 'Media, filmer, TV-serier, YouTube og Netflix gjør elever flinkere i engelsk, men øker også presset på å snakke engelsk godt, fordi elevene sammenligner seg selv med mennesker som snakker flytende'.

B2: Jeg vil si rett og galt på en måte. Rett på grunn av at det er en fordel at du hører ordet, og hvordan det blir sagt, og du lærer jo det også hvis du ser film. Men jeg vil, noen ganger kan det vel forebygge, men ikke alltid. For noen vil tenke at det bare er på film, bare på film de snakker sånn.

Intervjuer: Ja, at det er innafor å snakke annerledes?

B2: Mhm.

Intervjuer: Er dere enige eller uenige?

B3: Jeg er enig.

Intervjuer: Av samme grunn, eller?

B3: Nei, jeg synes jo, jeg har jo lært mye av å sett på engelske filmer og sånn. Og det gjør det jo bedre å snakke engelsk. Men da føler jeg jo at jeg må snakke akkurat sånn og ja.

Intervjuer: Har du noen tanker?

B1: Jeg har i hvert fall ikke opplevd å få noe språkangst ut ifra det, men det kan jo være folk som får det.

Intervjuer: Hva tror du læreren din gjør for at du skal føle deg trygg når du snakker engelsk?

B2: Hun snakker mye med oss da, hun har mye samtaler og sånn med hele klassen.

B1: Ja.

B2: Hun på en måte bygger en samtale, og ikke sånn nå skal du svare på det og nå skal du svare på det.

Intervjuer: Og det gjør at du føler deg trygg fordi? Blir det normalt å gjøre? Gjør det at alle må delta, eller hva er det som gjør det?

B2: Kanskje det at ikke en og en må svare, og at du ikke blir stilt ut til å svare på det spørsmålet.

B1: De som er interessert i det svarer liksom. De svarer fordi de er trygge på det temaet.

Intervjuer: Er det litt sånn at alle snakker i munnen på hverandre, eller er det?

B2: Det gjør vi uansett.

Intervjuer: Tror dere at læreren deres tenker at noen har språkangst?

B2: Ja, men jeg tror ikke hun tenker over ordet språkangst. Tror mer hun mener at det er noe sånn prestasjonsangst og sånn. At det er at vi er redde for å si feil og så prøver hun å fikse det.

Intervjuer: Har hun snakket noe om det eller bare føler dere at dere har opplevd det?

B2: Hun har ikke sagt noe om det.

B3: Hun har i hvert fall ikke sagt noe om det direkte.

B2: (Navn på tidligere lærer) sa noe om det for to år siden.

B1: Har vel sagt noe om noe som er nærme.

Intervjuer: Hvordan var det de sa det?

B2: Jeg husker ikke, husker bare at hun sa det.

Intervjuer: Helt i orden, det er jo lenge siden. Tror dere at læreren deres presser dere til å snakke engelsk for at dere skal utvikle språket og selvtilliten til å snakke?

B2: Ja, litt.

B1: Ja, litt, men det er jo bra da.

B3: Eller sånn når hun spør spørsmål og sånn for at vi skal svare, så vil hun helst hvis vi begynner å snakke på norsk så sier hun sånn 'kan du prøve å si det på engelsk?' Men da er det jo av og til at folk ikke vet hvilket ord de skal bruke og sånn, men da.

B1: Da sier vi det bare på norsk.

B3: Ja.

B2: Og hun passer på at vi ikke har det vondt mens vi skal svare.

Intervjuer: Har dere opplevd at læreren deres har oppfordret dere til å gjøre noe og så har det funket. At du ikke har villet gjøre noe, og så har læreren sagt kom igjen, og så har det gått bra?

B2: Ja, men ikke i engelsk.

Intervjuer: Ikke i engelsk?

B2: For vi har ikke gjort det da.

Intervjuer: Dere har ikke blitt tvunget til noe?

B2: Nei.

Intervjuer: Dette er et tankeeksperiment som dere må se for dere. Det er ikke virkeligheten. Hva tror dere hadde skjedd hvis læreren aldri fikk deg til å snakke eller ha fremføringer i klassen?

B2: Da hadde vi sikkert blitt veldig dårlige til å snakke.

B1: Da kommer vi i hvert fall til å bli dårlige på videregående.

B2: Og så hadde vi blitt dårligere til å snakke sammen tror jeg. For vi hadde ikke kjent hverandre så godt. Når vi fremfører, for folk kan være annerledes da.

B1: Da hadde vi sikkert vært ekstra nervøs for å ha fremføringer senere.

Intervjuer: Hva synes dere læreren deres burde gjøre for å redusere språkangst blant elever?

B3: Jeg vet ikke.

Intervjuer: Jeg tror læreren deres gjør det veldig bra når dere ikke har noe hun kunne gjort annerledes. Det er ingenting hun kunne gjort annerledes?

B2: Nei.

Intervjuer: Er det andre ting med språkangst dere har lyst at vi skal snakke om? Nei. Tusen takk for deres bidrag.

Appendix 12: Focus group interview C

Students participating: C1, C2, C3, C4.

Intervjuer: Har dere lyst å ha det på engelsk eller norsk?

C1: Norsk.

C2: Ja.

C4: Ja.

Intervjuer: Ja, vi har om språkangst, og da er det litt ironisk å ha intervjuet på engelsk. Kan dere fortelle meg, eller kan vi prøve sammen å finne tre situasjoner i engelsktimen som kan gjøre dere stressa, eller nervøs eller litt redd?

C4: Kanskje når vi skal presentere noe på engelsk og vi må snakke høyt fremfor alle sammen.

C2: Eller lese høyt fra en side.

Intervjuer: Ja. Har dere noe dere vil tilføye?

C1: Jeg er enig med det å presentere noe når du må snakke om noe som ikke står en plass.

Intervjuer: Ja, at du må finne opp svare selv?

C1: Ja.

Intervjuer: Hva er det som gjør at det er skummelt å snakke fremfor andre, har dere tenkt over det?

C2: Det er jo det at hvis du sier noe feil så høres det rart ut. Når jeg snakker engelsk så er jeg redd for hva andre synes.

Intervjuer: Ja. Er du redd at de skal le og sånn eller?

C2: Det er jo det at folk skal le eller etterligne hvordan jeg sa noe på engelsk.

Intervjuer: Ja. Har dere mange presentasjoner?

C1: Nei.

C4: Vi har ikke startet med det enda.

Intervjuer: Ja, for dere går i 8., sant?

C2: Ja.

Intervjuer: Kommer det etter hvert?

C2: Jeg tror det.

C1: Ja.

Intervjuer: Er det presentasjoner som gjør dere mer stressa enn andre aktiviteter? Hvordan er en prøve i forhold til en presentasjon?

C1: Da kan du liksom øve helt sikkert til en prøve, men til en presentasjon så kan du ikke øve helt sikkert hvis det plutselig kommer opp noe som må svares på for eksempel.

Intervjuer: Kan det skje at læreren stiller et spørsmål og spør spontant om noen kan svare?

C3: Nei.

C2: Nei, vi pleier å ha sånn rekk opp hånda og så, liksom ja. Det er ingen som blir tvunget til å svare liksom.

Intervjuer: Okay. Hadde dere blitt stressa hvis noen bare hadde pekt?

C3: Ja, jeg hadde blitt veldig stressa.

Intervjuer: Er det noen ganger dere er veldig komfortable med å snakke engelsk?

C4: Når man kan snakke fritt.

Intervjuer: Ja. Når da for eksempel? Når kan du snakke fritt?

C4: På speed dating.

Intervjuer: Ja. Er det andre ganger? Har dere for eksempel gruppeoppgaver?

C2: Ja, vi sitter på de bordene og snakker, det er ikke så skummelt, det går fint.

Intervjuer: Både med gruppeoppgaver og speed dating, hva er det som gjør at det ikke er så skummelt?

C4: Det er ikke så mange folk som hører. Det er bare de som sitter rundt deg.

Intervjuer: Er du trygg på dem, eller kjenner du de godt?

C4: Jeg kjenner de ikke så godt, men jeg er mer trygg på de tror jeg.

Intervjuer: Blir dere litt mer kjent med de dere sitter på gruppe med?

C3: Ja.

C4: Ja.

Intervjuer: For dere prater kanskje og samarbeider litt mer med dem?

C4: Ja.

C1: Og også hvis du vet at den personen du snakker med er dårligere enn deg. Sånn som hvis du snakker med en franskmann, som egentlig ikke kan si et kvekk engelsk så er det jo, da vet du jo at den personen ikke kan synes at du snakker dårlig engelsk.

Intervjuer: Godt poeng. Har dere vært på ferie noen gang, og måtte ha snakket på engelsk? Alle nikker. Hvordan var det da? Hvordan var det å snakke engelsk i forhold til klasserommet?

C4: Det er kanskje det at hvis du er på ferie kjenner du ikke like mange og du skal uansett dra så det går fint hvis du snakker litt sånn annerledes.

Intervjuer: Er det flere som har vært på ferie og har snakket engelsk?

C2: Ja, sånn vi var i Spania men da var det noen som var inne i en butikk og de kunne ikke engelsk og vi skulle kjøpe smør så vi måtte late som. Vi måtte prøve å mime etter smør. Så det ble litt merkelig, men vi greide det til slutt.

Intervjuer: Dere greide det til slutt? Og det var ikke flaut?

C2: Det var litt flaut.

Intervjuer: Ja, jeg forstår. Er det at du ikke hadde ord?

C2: Ja, du må være litt sånn som unger, som prøver å vise liksom. Det er litt sånn rart.

Intervjuer: Jeg ser den. Tror dere at dere noen gang har opplevd å ha språkangst?

C3: Nei.

Intervjuer: Nei aldri?

C3: Nei, egentlig ikke.

C2: Jeg tror jeg hadde det i fransktimen når jeg skulle si noe, og det var skikkelig vanskelig så jeg sa det helt feil da, og da er det litt skummelt.

Intervjuer: Ja.

C4: Jeg tror kanskje jeg hadde det litt på barneskolen og når vi har tysk. De første timene så var det litt skummelt når vi måtte si det etter hverandre så var jeg alltid sist men jeg sa alltid feil. Det var litt sånn skummelt.

Intervjuer: Ja.

C1: Jeg tror jeg bare har litt sånn generell motvilje mot å lære tysk. Så nei, jeg liker det bare ikke.

Intervjuer: Fordi det er noe helt nytt som dere ikke har hatt før? Hva er det dere kan velge mellom her?

C1: Tysk, fransk og spansk.

C2: Og sånn arbeidslivsfag for de som ikke vil ha opprykk?

Intervjuer: Ja, men da har vi litt ulike erfaringer. Det er veldig interessant når du sier at du har sånn generell motvilje. Vet du hvorfor?

C1: Nei.

Intervjuer: Nei, du bare kjenner det, og det er helt greit. Hvordan tror dere, i en time hvis du er veldig nervøs og stressa, hvordan tror dere at det kan påvirke dere?

C4: Du lærer kanskje ikke like mye fordi du sitter og tenker på bare det.

C3: Og hvis man skal ha en presentasjon, liksom, og man er veldig redd og de andre for eksempel også skal ha presentasjoner så følger man ikke med på deres. Da er man bare veldig redd for å si feil selv, så man får ikke med seg så mye på en måte.

C1: Og så skal det jo være litt dumt å gå rundt å være redd eller at du går sånn en uke før og det eneste du tenker på er den timen du skal ha den presentasjonen. Det er litt dumt.

Intervjuer: Veldig reflekterte svar. Tror dere at dere lærer best når dere er helt avslappa eller når dere er litt nervøse?

C4: Kanskje når du er helt avslappa. For når du er litt nervøs så tenker du kanskje ikke på det du lærer.

Intervjuer: Har dere hørt order perfeksjonist? At alt skal være helt perfekt før det er godt nok? Tror dere at dere er litt perfeksjonister?

C1: Ja.

C2: Ja.

Intervjuer: Tror dere det kan være litt sammenheng med det og å være litt redd eller nervøs for å si noe eller snakke? Eller har det ingen sammenheng?

C4: Jo, det er jo det at du er jo redd for å si feil, og det er jo ikke perfekt, sånn perfeksjon.

Intervjuer: Ja, at det er vanskelig å si noe når det må være perfekt, eller? Hvordan er det i tysk og fransk?

C3: Vi har ikke kommet så veldig langt enda at det er så vanskelig. Så det er liksom, hvis vi bare skal si to ord så er ikke det så vanskelig å si det. Men av og til hvis vi blir veldig nervøse så er det lett å ta feil da.

Intervjuer: I engelsk da, er dere perfeksjonister der? Må det være helt perfekt før dere sier det?

C2: Nei, egentlig ikke. Jeg er ikke så redd for å snakke i engelsktimen. Det er gøy synes jeg.

C4: Jeg også synes det er veldig gøy.

Intervjuer: Tenker dere at dere opplever en del press i hverdagen? Opplever dere at det er mange krav og forventinger eller er det greit?

C3: Jeg synes egentlig ikke det er så mye, egentlig. Eller sånn hvis jeg har fått feil på en prøve, så av og til blir jeg sånn veldig sur på meg selv. Men foreldrene mine er sånn at det er greit at du får litt feil, for da lærer du av det og sånn. Så de vil nesten at jeg skal få litt feil for å lære av det liksom. Hvis jeg får en feil blir jeg veldig sur på meg selv, altså.

C1: Det er litt sånn med meg og.

Intervjuer: Sier foreldrene dine og ja, ja?

C1: Ja, de har aldri sagt at på en prøve så var det dårlig det jeg fikk.

C4: Jeg har liksom aldri fått helt rett på noen prøver, og da er det sånn at det er helt greit hvis jeg får 3-er, 4-er, og så blir jeg veldig glad hvis jeg får 5-ere.

Intervjuer: Tusen takk. Nå skal vi tenke på klasserommet deres, så nå trenger dere ikke snakke for dere selv, men på vegne av klassen. Hva tenker dere om språkangst og klasserommet deres? Tror dere det er noen som har språkangst i deres klasse? Føler dere at språkangst er noe som skjer det hos dere?

C3: Kanskje litt.

C2: Det er ganske mange gutter spesielt som bråker og sånn. Og det er veldig lett at de ler av folk og sånn. Så det er kanskje noen som er litt redd for at de skal le. Men jeg tviler på de kommer til å gjøre det om man gjør noe feil.

Intervjuer: Hva tenker dere andre?

C3: På barneskolen så var vi ganske mange som nektet å snakke engelsk, fordi de ikke likte det og var redd for å si noe feil.

Intervjuer: Har det endret seg? For her kommer det vel elever fra mange forskjellige steder? Har det endret seg når du har fått en ny klasse eller er det litt det samme?

C3: Det er litt sånn, men ikke så mye som det var på barneskolen.

Intervjuer: Akkurat. Tror dere det er elever i klassen deres som har språkangst? Hvis dere skulle sagt et tall?

C4: Jeg tror kanskje to. Jeg vet ikke hvem, men jeg føler det at to kan være et sannsynlig tall for de som har det. For det er jo ikke alle som vil si det. Det er ikke så mange som vet at de har språkangst heller.

Intervjuer: Ja, sant.

C3: Det er ofte noen gutter liksom, hvis læreren prøver å få de til å snakke i en diskusjon så vil de ikke snakke på engelsk og sånn. Så det kan være at de liksom, ikke at de har språkangst, men at de ikke klarer å snakke på engelsk hvert fall.

C1: Men jeg tenker at det alltid kommer til å være noen som ikke liker å snakke, akkurat som det alltid kommer til å være noen som ikke liker å gjøre matematikk eller hva som helst.

C2: Jeg tror det er ganske mange, jeg tror kanskje det er sånn 1/3 av klassen, for det er jo veldig mange som ikke er komfortable med å snakke et annet språk.

Intervjuer: Hvordan er snakkevanene i klasserommet deres? Dere sa litt om gruppeoppgaver. I løpet av en vanlig engelsktime, hvor mye prater dere da?

C4: Læreren snakker jo veldig mye på engelsk og vil jo at vi skal svare på engelsk vi også. Men veldig ofte så svarer mer enn halvparten på norsk.

C1: Det er mye lettere å svare på norsk.

C2: Men det er jo litt dumt hvis du egentlig ikke forstår noen ting på engelsk og så snakker læreren så mye engelsk, hele engelsktimen. Og hvis du ikke forstår det en gang så faller du jo i hvert fall av.

C3: Men han pleier jo å forklare etterpå.

C2: Ja, men det er en del som går på engelsk likevel.

C2: Og så har vi en del sånne diskusjonsoppgaver der liksom, for eksempel hvis vi har om et tema, så diskuterer vi var det rettferdig det de gjorde på den tiden? Og da skal vi liksom sitte og diskutere på engelsk, men som regel så hopper vi over på norsk likevel.

Intervjuer: Jeg forstår. Hvis dere ikke tenker på dere selv, men de andre, hva tenker dere at 1/3, hva gjør at de føler på språkangst?

C4: Det kan jo være hvis de synes at de ikke er så flinke, og så hører de at de andre er flinkere enn de, eller noe sånt.

C1: At det er vanskelig. Det er mye letter å snakke norsk enn engelsk.

C2: Og så har vi fått et annet språk nå, sånn for eksempel tysk og fransk eller spansk liksom. Og da er det jo noe helt nytt igjen, og hvis man på en måte ikke har fått med seg engelsk helt heller så er det jo veldig vanskelig å få med seg et helt nytt språk også.

C4: Ja, hvis for eksempel noen har tysk da, så er det sånn at vi starta i førsteklasse når vi skulle lære oss norsk, så startet vi med lyder og sånn først, og så startet vi på ord. Men nå starter vi rett på ord og sånn og det er litt vanskelig.

Intervjuer: At det blir fort et høyt nivå?

C4: Ja.

Intervjuer: Tror dere at sosiale medier kan ha noe med at elever utvikler språkangst?

C3: Jeg tror det, for hvis de hører på sånne skikkelig flinke folk som snakker engelsk og så hører de på seg selv og så synes de ikke det høres sånn ut.

C2: Og hvis noen har sagt noe feil og så legger noen det ut på sosiale medier og prøver å herme etter den personen og sånn så vil den i hvert fall ikke snakke engelsk.

Intervjuer: Har dere opplevd det? Sorry, skulle du si noe?

C1: Men egentlig, jeg tror ikke så mye, fordi jeg tror at mange ting som at vi ser mer på film og sånn, det gjør at vi hører mer engelsk, og det gjør at vi blir flinkere, kanskje ikke i å snakke engelsk, men med tonefall og sånne ting.

C2: Og på barneskolen og sånn kanskje 3., 4., og 5. klasse så var jeg drittdårlig i engelsk. Sånn hver gloseprøve så hadde jeg veldig mye feil og sånn. Så begynte jeg å se masse filmer og serier og sånn på Netflix, og etter det føler jeg det er ikke så vanskelig og ekkelt å snakke engelsk. Ja, det går litt mer flytende liksom.

Intervjuer: Nå skal jeg lese en påstand. 'Media, filmer, Tv-serier, YouTube og Netflix gjør elever flinkere i engelsk, men det øker også presset på å snakke engelsk godt, fordi elevene sammenligner seg med mennesker som snakker flytende. Dette øker sjansen for utvikling av språkangst'.

C4: Det kan være fordi det er liksom sånn at du prøver jo å være like god som folk som snakker amerikansk, britisk, sånne ting, og da er du redd for, at hvis du drar til de landene da er du ikke god nok.

C2: Sånn som jeg, jeg har jo sett ganske mye på sånne serier og sånn. Og før snakket jeg litt sånn britisk, men nå snakker jeg mer amerikansk fordi jeg har sett på mange sånne amerikanske serier og jeg har aldri tenkt etter en serie at jeg kunne ønske jeg også var så god. Det er liksom mest det at okay jeg fikk med meg filmen, det var ikke noe mer.

C4: Jeg tror ikke jeg har hatt det sånn.

Intervjuer: Så fint at vi får frem litt ulik erfaring.

C3: Jeg har ikke fått språkangst av å liksom høre på andre som snakker engelsk, men jeg tror det er mange folk som får det.

Intervjuer: At folk er veldig forskjellig?

C3: Mhm.

C4: Mhm.

Intervjuer: Veldig interessant. Hva tror dere at læreren deres gjør for at dere skal føle dere trygge i timene? Tror dere de gjør noe?

C2: Ja, kanskje sånn for eksempel på barneskolen så hadde vi presentasjoner ganske tidlig liksom. Når vi begynte så begynte vi ganske tidlig og vi hadde liksom mange presentasjoner etter hverandre og sånn. Men nå har vi hatt sånn en eller to stykker, og så snakker vi mest i grupper og sånn. Så det er ingen som blir tvunget til å snakke og sånn. Så de prøver liksom å gjøre det tryggest mulig egentlig sånn at folk ikke skal bli redde for å snakke.

C4: Og hvis man ikke helt vet hva det betyr så er det, du skal ikke være redd for å spørre, fordi ingen spørsmål er dumme.

C3: Og så er det jo det at hvis du ikke klarer å si noe på engelsk så kan du jo si det på norsk.

C1: Vi har ikke hatt noen presentasjoner på engelsk enda, ikke på tysk heller. Men jeg tror vi kommer til å få fortere presentasjoner i tysk enn vi kommer til å få i engelsk fordi læreren i tysk går litt fort frem. Så at hun sier at ja vi skal snart begynne med presentasjoner på tysk, men det tror jeg at jeg også kommer til å synes er litt skummelt siden vi kan liksom si hva du heter omtrent. Så det er sånn okay skal ha en presentasjon på tysk og så kan jeg ikke si noen ting.

Intervjuer: Ja. Er det noe dere kunne ønske i tysk og engelsk, noe dere kunne ønske at læreren deres gjorde annerledes sånn at dere følte dere enda mer trygge?

C4: Kanskje å starte litt rolig og ikke gå så fort frem, fordi det går veldig fort, og jeg har bare fått med meg noe, og så er jeg usikker på hva det egentlig betyr eller om jeg sier riktig. Siden vi gikk så fort igjennom det. Og så nå enda så øver jeg på å telle til 20 selv om vi lærte det for veldig lenge siden.

C3: Ja, vi går kanskje litt fort frem i tysken, men det er jo veldig forskjellig fra person til person, fordi noen er liksom sånn bare de hører noe så har de fått det inn med en gang, mens noen andre må liksom repetere det litt mer. Det er litt sånn vanskelig å si hva man skal gjøre med det.

Intervjuer: Er det andre ting, for eksempel i timen eller når dere har oppgaver, når dere gjør ting. Er det noe dere kunne ønske skjedde annerledes?

C4: Vi kunne hatt sånn at når vi skal presentere så kunne vi hatt det for litt av klassen og ikke hele først.

Intervjuer: Tror dere at læreren deres tenker at noen har språkangst?

C1: Ja.

C4: Ja.

Intervjuer: Hvorfor tenker dere det?

C2: Jeg tror kanskje de prøver liksom å få folk til ikke å måtte snakke og sånn, fordi de vet jo at hvis folk ikke har det så er det ikke veldig kjekt å bli tvunget til å snakke. Jeg tror de tenker litt på det.

C4: Ja, det er på en måte sånn at de bare er bekymret at du er veldig redd for å ta presentasjonen og så slipper du å ta den. Da fremfører du den gjerne bare for læreren eller en gruppe. Men det er ikke alle som tørr det heller.

C1: Men jeg tror at læreren vår i engelsk tenker mer på det enn læreren i tysk.

Intervjuer: Tror dere at læreren deres av og til presser dere til å gjøre noe for at dere skal få mer selvtillit til å snakke eller skrive, selv om dere ikke liker det?

C1: På barneskolen skjedde det mer tror jeg.

C2: Jeg husker en gang vi hadde engelsktime og vi hadde aldri blitt tvunget til å snakke høyt liksom, og da var det sånn at de som ville kunne rekke opp hånde og lese. Og så plutselig sa hun læreren at alle skal lese teksten sin og da var det noen som nesten begynte å grine liksom fordi de hadde ikke lyst. Så de vil jo bare at vi skal bli vant med å lese høyt og sånn, men det er kanskje feil måte å gå frem på.

Intervjuer: Har dere opplevd at læreren deres har hatt mer troen å dere enn dere har hatt selv, og sagt 'dette klarer du, prøv,' og så har de funket?

C3: Jeg har ikke opplevd det egentlig på grunn av at jeg har liksom aldri vært sånn at jeg absolutt ikke vil si noe på et annet språk.

Intervjuer: Er du sånn som gjerne rekker opp hånda hvis det er et spørsmål og sånn?

C3: Ikke så ofte egentlig, men litt. Noen ganger vet jeg ikke svaret.

C4: Jeg tror de egentlig ikke hadde så mye, altså, de hadde ikke så høye forventninger for meg, for når de så karakterkortet mitt så var de veldig overrasket på at jeg hadde fått veldig gode karakterer.

C2: Det var litt sånn det samme, fordi vi hadde sånn speed dating, og da tenkte jeg liksom at det gikk helt greit liksom, og så fikk jeg veldig god karakter på det, og så sa han at jeg kunne få enda bedre og sånn. Og jeg ble sånn, what? Men jeg har jo jobba litt ekstra mye da for å få det. Så det er litt motiverende.

C1: I engelsk så har jo jeg også fått litt bedre karakter enn det jeg egentlig hadde trodd siden vi skal veldig ofte vurdere oss selv først etter speed dating, og så vurdere ofte jeg meg selv litt lavere enn det læreren gjøre.

C2: Jeg fikk sånn, eller det var i samfunn og naturfag, at da sa læreren at du kan gjøre det mye bedre enn det, jeg vet du klarer det og sånn. Men det var jo samfunn og naturfag.

Intervjuer: Hva tror dere hadde skjedd hvis lærerne aldri hadde fått dere til å snakke eller ha fremføringer i klassen?

C4: Jeg tror ikke vi hadde lært like mye eller vært like, fordi da hadde vi liksom ikke øvd på det før og da er det liksom, hvis det var på barneskolen da og så kom vi på ungdomskolen og læreren vår visste ikke at vi aldri hadde hatt det og bare kom igjen, gå opp og fremfør, så tror jeg de hadde fått veldig mye angst.

C2: Og så er det og sånn at hvis vi har en lærer som er for snill liksom, som sier nei dere trenger ikke ha noen ting, presentasjoner eller leseøkt eller noe, og så hvis vi plutselig har vikar en gang og vi må lese eller gjøre noe eller vi skifter lærer eller noe så blir det jo veldig hardt for veldig mange. Ja, må gjøre det av og til, men ikke direkte tvunget til det.

C3: Jeg tror de fleste hadde hatt veldig mye språkangst og så hadde de ikke vært like flinke i det språket.

Intervjuer: Blant de som har språkangst, hva tenker du at læreren din bør gjøre for å redusere språkangst blant elever?

C1: Hjelpe de kanskje, sånn at hvis det er noe de ikke får til og ikke forstår noen ting av så bør de kanskje hjelpe. Siden hvis du forstår det så er det jo kanskje litt lettere.

Intervjuer: Hva hadde hjelpen vært da typisk?

C1: Hvis du ikke vet hvordan du skal si en lyd for eksempel, at du får hjelp til å gjøre det. Siden de, jeg føler læreren hjelper deg egentlig ikke så mye. De hjelper veldig mye med hvordan du skal skrive ting og sånn, men ikke hvordan du sier ting så mye.

C2: Hvis noen har litt sånn språkangst, så er det jo, så blir du jo ikke kvitt den liksom hvis de bare slutter å snakke så bare at de heller prøvde å lære seg det de synes var vanskelig, det de ikke ville for å måtte bli bedre, sånn at de i hvert fall turte å si litt.

C3: Jeg tror kanskje at læreren kunne ha gjort sånn at den personen som blir litt mer trygg på klassen, så tørr den å presentere eller snakke språket sånn først litt og litt og så hele klassen til slutt.

Intervjuer: Interessant. Siste spørsmål, er det andre ting dere tenker på med språkangst dere føler vi ikke har snakket om enda?

C4: Man får jo gjerne språkangst av å ha hatt en presentasjon og noen har ledd av deg, så blir du veldig lei deg, og så blir du redd for å gjøre det igjen, for da har du følt på det.

Intervjuer: Dette var supert, dere er så gode. Tusen takk.