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MASTER'S THESIS

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Abstract

This research project is a mixed methods study exploring language anxiety and language identity in the L2 English classroom of Norwegian VG1 classes. The study aimed to investigate and compare the teachers' and students' beliefs about these aspects and explore how their beliefs reflected current research literature. The study placed particular emphasis on language anxiety in relation to the development of oral skills. It also sought to examine the possible relationships between language anxiety and language identity. In particular, the study aimed to answer four main research questions. Two research questions sought to explore the teachers' and students' beliefs and experiences regarding language anxiety in the English subject classroom. The third research question aimed to investigate the teachers' and students' beliefs about how language anxiety may influence language development. The final research question aimed to examine the teachers' and students' beliefs about language identity and its possible relationship to language anxiety.

In exploring this topic, the study employed a mixed methods research design, combining interviews and a questionnaire. Three English teachers in three different Norwegian upper secondary schools were interviewed to gain a perspective of the teachers' beliefs and experiences. Similarly, six of the students the teachers taught were interviewed to gain a perspective of the students' beliefs and experiences. Lastly, a student questionnaire was completed by 136 students in the respective schools.

First, the present study found that the teachers' and students' beliefs about language anxiety were fairly similar. Their beliefs also reflected previous research on language anxiety. The participants believed that various personality traits, previous experiences, fear of evaluation, and the increasing pressure to perform well contributed to language anxiety. However, the students added the fear of peer ridicule as a source of language anxiety. To alleviate language anxiety, the teachers and students believed engaging tasks, oral activities in groups, and a safe classroom environment to be essential factors.

Second, the participants reported various experiences with language anxiety. Neither of the teachers had learned about language anxiety during their education. However, numerous students reported having experienced language anxiety. The students explained that the most anxiety-provoking activities were oral presentations, group discussions, reading aloud, and answering the teachers' spontaneous questions. These experiences correlated with the teachers' beliefs, who believed that speaking was the most anxiety-provoking activity.

Nevertheless, some students reported having experienced peer ridicule after speaking English in class. The teachers reported never to have experienced this in their classes.

Third, the teachers and the students believed that language anxiety affected language development negatively. The teachers believed that it was essential for students to speak the language in order to learn it. The students generally believed that language anxiety would hinder them from demonstrating their oral skills.

Finally, the teachers' and students' beliefs were similar regarding language identity and the students' strong desire to learn English. They believed that students who were increasingly exposed to English experienced less language anxiety, whereas a few students believed that the increasing exposure to English enhanced the pressure to perform well. Altogether, they believed that the increasing exposure to English influenced their language development positively since it allowed for meaningful and natural communication. Their beliefs correlated with research on language identity, suggesting a correlation between language skills and a strong motivation, desire, and investment to learn the language.

The overall goal from these materials was to shed light on contributing factors and possible effects language anxiety may have on Norwegian students' development of oral skills. Besides, it gained a perspective on language identity and its possible relationship with language anxiety. Finally, it aimed to add valuable inquiry into the field of teacher and learner beliefs, to what extent their beliefs coincided, and to what extent their beliefs reflected research on teacher and learner beliefs.

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List of Abbreviations

LK20	Knowledge Promotion 2020
CEFR	Common European Framework of Reference for Languages: Learning, teaching, assessment
WTC	Willingness to Communicate
CA	Communication Apprehension
FNE	Fear of Negative Evaluation
L1	First language speakers
L2	Second or foreign language speakers
ESL	English as a Second Language
EFL –	English as a Foreign Language
ELF	English as a Lingua Franca
EE	Extramural English
SLA	Second Language Acquisition
ZPD	Zone of Proximal Development
NSD	Norwegian Centre for Research Data

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1. Introduction

1.1. The aims, research questions, and methods of the present study

This thesis is a mixed methods study of language anxiety and language identity in English language teaching in Norwegian VG1 classes. The overall aim of the study is to explore teachers' and students' beliefs about language anxiety and language identity and to what extent their beliefs reflect current research literature. It also aims to compare the teachers' and students' beliefs. More specifically, the study explores their beliefs about signs of language anxiety, contributing factors to language anxiety, and its possible influence on the students' language development. Their experiences regarding language anxiety are also addressed. Since speaking is considered the most threatening aspect of foreign or second language learning (Horwitz, Horwitz & Cope, 1986, p. 132), the current study investigates language anxiety in relation to oral skills.

Moreover, the teachers' and students' beliefs about language anxiety is the main aspect investigated. Furthermore, the study also seeks to examine the teachers' and students' beliefs about language identity in order to explore the possible relationship between these aspects. In order to gain a comprehensive insight into their beliefs regarding language identity, some reported practices are included. However, their reported practices related to language identity are solely implemented to contribute to a more comprehensive discussion about their beliefs. Thus, reported practices are not included as a separate research question. Ultimately, the thesis addresses the following research questions:

- What are the teachers' and students' beliefs about language anxiety in the English subject classroom?
- What are the teachers' and students' experiences with language anxiety in the English subject classroom?
- What are the teachers' and students' beliefs about how language anxiety may possibly influence the students' language development?
- What are the teachers' and students' beliefs about language identity and its possible relationship to language anxiety?

In order to discuss the research questions, mixed methods research was conducted. In particular, materials from three semi-structured interviews with teachers from three different

upper secondary schools in Norway were used to gain a perspective of the teachers' beliefs and experiences. Materials from six semi-structured interviews with students from three different upper secondary schools in Norway were analyzed to investigate their beliefs and experiences. In addition, a student questionnaire was completed by 136 students in the respective schools. All of the student participants were taught by the interviewed teachers.

1.2. Background and relevance of the thesis

The background for the thesis was inspired by previous research which has revealed that about 30 to 40% of language learners report moderate levels of *language anxiety* (Horwitz, 2016, p. 934). Language anxiety refers to a type of nervousness that occurs in foreign or second language learning exclusively (Horwitz et al., 1986, p. 128). Scholars within the field have argued that language anxiety affects the language learning process in a debilitating manner (Liu, 1996; Woodrow, 2006; Hewitt & Stephenson, 2012). However, certain scholars have suggested that language anxiety may, in some cases, facilitate the language learning process (MacIntyre, 1995; Dörnyei, 2005).

Previous research conducted on language anxiety in the Norwegian context is limited. Merely two master's theses conducted on language anxiety in the English subject classroom in Norway were found (Skogseid, 2019; Gjerde, 2020). Both studies found that the students' levels of language anxiety increased when they had to speak English in class. However, both studies investigated language anxiety in lower secondary schools. This explains the relevance of contributing to research on language anxiety in Norwegian upper secondary schools.

Further, studying beliefs about language identity was considered relevant due to the expanding role of English. English is no longer a foreign language to Norwegians but is considered a language that Norwegians naturally encounter daily (Rindal, 2020). The learners' identities are expressed in interactions (Norton, 1997; Gee, 2017; Bucholtz & Hall, 2018). Norton (1997) explains that language identity involves the students' desire and motivation to learn the language (p. 411). In addition, to what extent they feel entitled to use it, and to what extent they use it are also essential aspects of language identity (Norton, 1997).

Previous research which may be linked to language identity includes Jakobsson's (2018) master's thesis about Norwegian 10th graders' use of English outside of school. However, this study mainly focused on their reported practices. Kvalvik (2019), in his master's thesis, investigated how Norwegian students encountered or used English when playing video games. The findings indicated that gaming increased the students' proficiency

level in English. In a similar vein, Risnes (2020) explored the effect social media may have on the students' motivation for learning English in her master's thesis. She found that social media increased the Norwegian students' motivation for learning English. Both studies can be linked to research on language identity. However, neither of the studies included the aspect of language anxiety in their investigation of language identity. In turn, the present study might contribute to teachers' and learners' beliefs about the teaching of English oral skills in the Norwegian classroom with a particular emphasis on language anxiety. Finally, by combining language anxiety and language identity, the study might contribute to valuable insight about the relationship between the two.

1.3. Thesis outline

The thesis consists of seven chapters. Following the introduction, chapter 2 seeks to position the thesis within a contextual framework of the teaching of oral skills and how aspects related to language anxiety and language identity are considered in the Norwegian educational context. To achieve this, the chapter provides a brief historical overview of the teaching of the English subject in Norway. Subsequently, the thesis considers how oral skills and the expanding role of English are considered in various curricula and other official documents related to the Norwegian education system.

Chapter 3 provides the theoretical framework for the study. In particular, it provides and discusses definitions of central concepts, indicators, contributors, and effects of language anxiety. Subsequently, the chapter considers theory about language identity. Specifically, this section looks into English as a global language, Kachru's Circle Model, English in Norway, language ownership, and extramural English. Due to the thesis' investigation on beliefs, a separate section within the chapter considers theory about teacher and learner beliefs. In addition, theory about sociocultural learning and developing oral skills is included. Finally, a literature review that consists of both international and Norwegian research on language anxiety and language identity is included to identify a research gap and explain the contribution of the present thesis.

Chapter 4 presents the methodology chosen for the study. The reasons behind the methods selected for this study and their definitions and characteristics are provided. The chapter finally considers the validity, reliability, and research ethics of the study.

Chapter 5 reveals the findings of the study and is divided into three major parts: the teacher interviews, the student interviews, and the student questionnaire. For each major part, the findings are further categorized into sections based on the interview guide sections.

Chapter 6 discusses the findings in relation to the theoretical framework of the thesis. In addition, it compares the teachers' beliefs and the students' beliefs. The chapters' organization is inspired by the research questions. Finally, it presents teaching implications and the main limitations of the study.

Chapter 7 draws final conclusions and summarizes the main findings of the thesis. In addition, it describes contributions and implications for further research and teaching.

2. Context

2.1. Introduction

This chapter offers an overview of the teaching context in which the current research project is situated. Because the project was undertaken at Norwegian upper secondary schools, the first section explores how trends and methods related to the teaching of English have developed in Norway. Section 2.3. considers the role of English in the *Knowledge Promotion 2020* (LK20) which functions as a framework for the teaching in the maintained schools. Lastly, section 2.4. explores whether language anxiety or language identity are addressed in the *Common European Framework of Reference for Languages* (CEFR).

2.2. An historical overview of the teaching of the English subject in Norway

This section briefly describes the historical development of English as a school subject in Norway, with a particular emphasis on the teaching of oral skills. In the context of Norwegian education, *Bildung* is a fundamental aim. Through educational history, various theories of the term have influenced the content and methods of teaching, and the term has changed from involving the "development of the individual to the development of the individual personality in interaction with the outside world" (Fenner, 2018, p. 18).

Education changed radically at the beginning of the 20th century due to the Reform Movement[1]: listening and speaking became emphasized instead of reading and writing (Richards & Rodgers, 2014, p. 10). Through the 19th century, the idea of speaking became more prominent within the English subject (Fenner, 2018, p. 21). English became a school subject in Norway towards the end of the 19th century, and grammar teaching was the dominant teaching method in the first half of the 20th century (Rindal, 2014, p. 4). This period was dominated by the Direct Method[2] which mainly emphasized exploring grammar rules through reading constructed texts (Fenner, 2018, p. 25). After World War II, however, the introduction of the Audiolingual Method[3] in foreign language teaching resulted in a priority of everyday speech. Teachers were encouraged to teach learners to speak how the languages

[1] The Reform Movement was a movement at the end of the 19th century where several linguists in England, Germany and France provided reformist ideas about the sound systems of languages (Richards & Rodgers, 2014, p. 9).
[2] The Direct Method resulted from the German scholar Wilhelm Viëtor's work on the role of phonetics and oral language. This method influenced the teaching of foreign languages in the early 20th century because it combined grammar, vocabulary, and spoken language (Fenner, 2018, p. 25).
[3] The Audiolingual Method was an outcome of WW2 and American structuralism where the aim was to use the language automatically in communication (Fenner, 2018, p. 25).

were used by native speakers (Rindal, 2014, p. 4). Due to the Audiolingual Method, direct and spontaneous use of the foreign language eventually became the focus of language teaching rather than the focus on grammar rules (Richards & Rodgers, 2014, p. 11).

Various reforms towards the end of the 20th century and at the beginning of the 21st century have changed the teaching of the English subject in Norway (Fenner, 2018, p. 29). The term *communicative competence* was coined during the 1970s and has been the central aim of second or foreign language learning in Norway since (Skulstad, 2018a, p. 43). The central aspect of communicative competence is the incorporation of communication and culture and that language teaching should mainly focus on language as means of communication, irrespective of the learners' fluency and accuracy (Richards & Rodgers, 2014, p. 88).

Although a new curriculum that underlined the importance of communicative competence in the English subject for primary and lower secondary education was introduced in 1987 (*Mønsterplan*, 1987), it took a long time before the teaching practice changed (Fenner, 2018, p. 31). The curriculum of 1997 (*Læreplanverket for den 10-årige grunnskolen* (L97)) mainly focused on Communicative Language Teaching[4] and the use of authentic texts (Fenner, 2018, p. 32). *The Knowledge Promotion* 2006 (*Kunnskapsløftet* (LK06)) was the third set of curricula based on communicative approaches (Fenner, 2018, p. 34). Besides, English as a global language was stressed more clearly than before, and cultural competence was also emphasized (Fenner, 2018, p. 34). In short, the previous English subject curricula in Norway have mainly been influenced by communicative approaches and the aspect of developing Bildung.

2.3. Oral communication and the role of English in the Knowledge Promotion 2020

This section provides a brief outline of the current Core Curriculum and the English subject curriculum in the Knowledge Promotion 2020 (LK20, 2019). Since the student participants of the current study were enrolled in general studies[5] in VG1, there is a particular focus on this subject curriculum. The Core Curriculum is relevant since it contains the core values of

[4] Communicative Language Teaching is a movement and a language teaching approach that emerged in the 1960s, emphasizing meaningful expression, functional communication, and knowledge of how to use the language according to the setting (Richards & Rodgers, 2014, p. 83).

[5] In upper secondary school, students can apply for general studies or vocational studies. Both areas of study share an identical subject curriculum. However, general studies involve more theory and a focus on common core subjects. The majority of the lessons in vocational studies are program subjects, and the studies provide you with basic education in work processes (Hestetræet & Ørevik, 2018, p. 307).

education, the principles for education, and descriptions of the content and goals of the subjects within the respective country (Government, 2019). The education principles include five basic skills, which are reading, writing, numeracy, oral skills, and digital skills (*Core Curriculum*, 2017, p. 11). It also encompasses three interdisciplinary topics that should be implemented in all subjects and should encourage the students to see connections across subjects. These topics are health and life skills, democracy and citizenship, and sustainable development (*Core Curriculum*, 2017, p. 12).

While the Core Curriculum provides guidelines and principles for teaching in all subjects, the subject curriculum describes the subject goals and contents. The English subject curriculum in Norway stresses the importance of facilitating the students' communication skills with others globally and locally (LK20, 2019, p. 2). Further, it underlines that students should become confident English users and that they should experience that speaking another language is an asset (LK20, 2019, p. 2). Regarding oral skills specifically, the subject curriculum focuses mainly on how "oral skills in English refers to creating meaning through listening, talking, and engaging in conversation" (LK20, 2019, p. 4). Besides, interaction, communication, or oral discourse are employed in ten of seventeen competence aims after the VG1 program for general studies (LK20, 2019, p. 12). The focus on communicative approaches persists in the current curriculum since teachers are encouraged to continually facilitate dialogues in the classroom.

As well as highlighting oral skills, the curriculum emphasizes how the global role of English affects the teaching of English. Knowledge about culture and society is considered essential, and the teaching of English should allow students to build their identities and acknowledge others' identities from a multicultural context (LK20, 2019, p. 3). One of the current competence aims after the VG1 program states that students are supposed to "describe key features of the development of English as a global language" (LK20, 2019, p. 12). Furthermore, discussing cultural forms of expression from different media in the English-language world, such as music, film, and gaming, is also an integral part of the curriculum.

2.4. Language anxiety and language identity in the CEFR

The Common European Framework of Reference for Languages involves three publications that aim to present key aspects of language teaching. The current section seeks to explore to what extent language anxiety and language identity are considered in the three respective documents. Twenty years of research resulted in the CEFR, which is a "transparent, coherent and comprehensive basis for the elaboration of language syllabuses and curriculum

guidelines, the design of teaching and learning materials, and the assessment of foreign language proficiency" (Council of Europe, 2020a). The development of a communicative approach in learning, teaching, and assessment was the primary goal of theorists, researchers, and language professionals when producing the published framework in 2001 (Figueras, 2012, p. 477). The CEFR has contributed to a real-life oriented approach to language learning, and a proficiency scale of six main levels that functions as an approach for identifying language needs (Figueras, 2012, p. 478). Further, it carries values and intentions of what language learners have to learn to use a language for communication (Byram & Parmenter, 2012, p. 2). Two companion volumes have been published since the first CEFR publication. The companion volumes seek to broaden, update, and extend the scope of language education by reflecting academic and societal developments since the first publication (Council of Europe, 2020b).

Communicative language competence is an integrated section in the CEFR of 2001 and involves linguistic, sociolinguistic and pragmatic competence (Council of Europe, 2001, p. 13). Further, language activities that include interaction in oral and written form are emphasized (Council of Europe, 2001, p. 14). The qualitative aspects of language speech include measurements of range, accuracy, fluency, interaction, and coherence (Council of Europe, 2001, p. 28). Similar to LK20, the CEFR mentions that language learners should develop interculturality (Council of Europe, 2001, p. 43). Interculturality involves the set of relationships and interactions in the encounter of different cultures and identities (Dervin, 2016, p. 11). In addition, the number and familiarity of interlocutors, the relative status of participants, and the social relationships between the participants are discussed as social conditions that impose various constraints on communication (Council of Europe, 2001, p. 47).

Similar to the CEFR of 2001, the CEFR of 2018 emphasizes communicative language activities. New illustrative descriptors[6], such as online conversation and goal-oriented online transactions and collaboration, are introduced (Council of Europe, 2018, p. 51). Spoken interaction is stressed and is "considered to be the origin of language, with interpersonal, collaborative, and transactional functions" (Council of Europe, 2018, p. 81). Besides, the framework criticizes the previous framework for idealizing a native speaker as the target, with accent being regarded as a sign of poor phonological control. Focusing on accent and accuracy instead of intelligibility has been detrimental to the development of the teaching of

[6] Any CEFR descriptive illustrator defines what reasonably can be achieved when the learner has communicative language competence and general competences in the respective language (Council of Europe, 2018, p. 53).

pronunciation. Thus, the newer publication redeveloped the pronunciation scale from scratch with a more significant focus on context, sociolinguistic aspects, and learners' needs (Council of Europe, 2018, p. 134).

Finally, the most recent framework was published in 2020. Similar to the companion volume of 2018, it is an updated framework that aims to continue the work of the first CEFR publication (Council of Europe, 2020c, p. 21). Online interaction and mediation of communication are some of the new descriptors further developed in the final publication (Council of Europe, 2020c, p. 23). In addition to encouraging language learning as a means of communication, the CEFR promotes a new, empowering vision of the learner. The learner is presented as a "… "social agent", acting in the social world and exerting agency in the learning process" (Council of Europe, 2020c, p. 28). Overall, the descriptor scales for spoken language are similar to those of the 2018 publication, yet there is a larger focus on the learners' role and their relation to the social world.

3. Theoretical orientation

3.1. Introduction

This chapter offers an overview of theories concerning language anxiety, language identity, and language development relevant to this study. Firstly, section 3.2. provides an overview of language anxiety by exploring definitions of the term, investigating different theories of anxiety, discussing sources of language anxiety, and investigating effects and consequences of language anxiety. Subsequently, section 3.3. provides an outline of theory on language identity. It explores the role of English in the world and how the status of English in Norway has evolved. In addition, it explains Kachru's circle model, discusses what language ownership entails, and outlines theory on extramural English. Section 3.4. is concerned with teacher and learner beliefs and how their beliefs might influence classroom behavior. Next, section 3.5. considers theory related to language development with particular emphasis on sociocultural theory, second language acquisition theory, and the development of oral skills. Lastly, chapter 3.6. offers a literature review on language anxiety and language identity. This section outlines the contributions of the current study to this field of research.

3.2. Language anxiety

3.2.1. Defining and conceptualizing language anxiety

Anxiety is a central concept in nearly all current theories of personality. Previously, anxiety conceptions were mainly discussed as normal expressions of fear (Horwitz, 2013, p. 20). However, Freud made groundbreaking work in the field of anxiety in the early twentieth century. He identified different conditions of anxiety, such as general anxiety attacks, anxiety disorders, phobias, and obsessions (Horwitz, 2013, p. 78). Freud attempted to clarify the concept in his psychological theory which regarded anxiety as an uncomfortable affective condition or state (Freud in Spielberger, 1966, p. 9). Contemporary dictionaries explain the term in a similar vein, such as the *Oxford Online Dictionary* which defines anxiety as a "state of feeling nervous or worried that something bad is going to happen" ("Anxiety," 2020).

Theorists and researchers of second and foreign language learning have realized for some time that anxiety is often related to language learning (e.g., Horwitz et al., 1986; MacIntyre & Gardner, 1991; Dörnyei, 2005). Language anxiety is specific and must accordingly be separated from general anxiety measures (MacIntyre & Gardner, 1991, p. 297). Nervousness and heightened arousal in the context of learning a new language have

been termed as *foreign language anxiety* by Horwitz et al. (1986, p. 125). They define the term as "a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al., 1986, p. 128). MacIntyre & Gardner (1991) employ the term language anxiety and explain it as a negative response to something encountered in language class (p. 297). Richards & Schmidt (2010) define language anxiety as "subjective feelings of apprehension and fear associated with language learning and use" (p. 313). Although anxiety in the language classroom is emphasized, Woodrow (2006) considers language anxiety as two-dimensional, reflecting both communication within and outside the classroom (p. 309). In addition, she uses the term *second language anxiety* similarly to foreign language anxiety.

In the discussion of oral skills in second language teaching and learning, Nunan (1999) employs the term *reluctant speakers* to explain students who are reluctant about participating in oral activities. Reluctance for speaking is explained to be a result of prior learning experiences, the transfer of linguistic aspects from the first language, and psychological factors such as shyness, lack of motivation, or anxiety (Nunan, 1999, p. 231). Although the term is similar to language anxiety, Nunan's term refers to a lack of willingness in the speakers, whereas language anxiety is more of a quality that the speakers experience.

The terms foreign language anxiety, second language anxiety, language anxiety, and reluctant speakers are occasionally used interchangeably. Consequently, the current thesis will employ the term language anxiety to enclose all aspects of anxiety related to English language learning in the Norwegian classroom. A similar term is applied by Dörnyei (2005) and Horwitz (2016).

3.2.2. Theories of anxiety

There are various theories of anxiety, and this section seeks to discuss some of the theories found relevant in the discussion of language anxiety. Several scholars stress the importance of differentiating between *state anxiety* and *trait anxiety* (e.g., Spielberger, 1966; Gregersen, MacIntyre & Meza, 2014). The former may be classified as an experience of in-the-moment anxiety, whereas the latter involves a tendency to become anxious (Gregersen et al., 2014, p. 575). Trait anxiety is considered a fairly stable personality trait (Woodrow, 2006, pp. 309-310).

A third type of anxiety is further disclosed, namely, *situation-specific anxiety* (Woodrow, 2006; Hewitt & Stephenson, 2012). It involves that a trait recurs in particular

situations, and anxiety limited to the language learning situation can be classified as specific anxiety reactions (Horwitz et al., 1986, p. 125). This may be one of the types of anxiety that language teachers encounter in classrooms. However, it is essential to note that learners alternate between positive and negative emotions in their learning process, and both emotional states have important implications for the learning process (Gregersen et al., 2014, p. 576). Besides, these anxiety concepts are not clear-cut, and categorizing learners within these concepts is ambitious; a calm student may occasionally experience anxiety, and an anxious student may feel relaxed in certain situations (Gregersen et al., 2014, p. 575). Nevertheless, specific anxiety reactions are identified in language learning and may be separated from general anxiety in various other situations (Horwitz et al., 1986, p. 125).

A term closely related to language anxiety is *willingness to communicate* (WTC) which involves the probability of engaging in communication (MacIntyre, Dörnyei, Clément & Noels, 1998, p. 546). WTC has explicitly been conceptualized as a personality trait (MacIntyre et al., 1998, p. 546). Individuals' WTC may be influenced by variables such as the conversation topic, the formality of the situation, the interlocutors' relationship, the number of people present in the communication setting, and changing the language of discourse (MacIntyre et al., 1998, p. 546). MacIntyre, Babin, and Clément (1999) conducted a study investigating WTC at the trait-level and the state-level among 226 university students. At the trait-level, they discerned that extroverts felt more competent than anxious communicators about their communication skills (MacIntyre et al., 1999, p. 222). At the state-level, it was detected that students who chose to initiate a response for challenging speaking tasks had a higher level of WTC (MacIntyre et al., 1999, p. 227). Accordingly, these results correlate with the idea that an individual's level of WTC influences the probability of initiating communication when the individual is given a choice (MacIntyre et al., 1999, p. 226).

3.2.3. Contributing factors to language anxiety

The discussion of what causes language anxiety to occur has included several factors, and the current section aims to outline some of these factors. According to Horwitz et al. (1986), three types of performance anxiety may be related to language anxiety, and they may be described as a tripartite construct. First, *communication apprehension* (CA) involves a fear of speaking in groups or listening to spoken messages and is thus a feeling of anxiety about communicating with people (Horwitz et al., 1986, p. 127). Learners' awareness of the difficulty of understanding others and making themselves understood may cause even

talkative people to be silent in foreign language learning situations (Horwitz et al., 1986, p. 127).

Whereas Horwitz et al. (1986) discuss CA mainly in relation to situations, McCroskey offers a trait perspective of the term. McCroskey (1976 in McCroskey, Young & Richmond, 1977) define CA as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (p. 360). Yet, it is also suggested that there is a correlation between an individual's CA in their first language and the level of CA in their target language (Jung & McCroskey, 2004, p. 171). Although it has been argued that CA is a learned personality trait and that introverts presumably have learned to feel anxious, it has been indicated that CA may be amplified in language learning (Jung & McCroskey, 2004, p. 172). Therefore, there may be a relation between particular situations and the CA level suggested by Horwitz et al. (1986). In the language classroom, poor communication skills serve as CA contributors and may interfere with the communication processes (Babapoor, Seifoori & Chehreh, 2018, pp. 207-208).

Second, *test anxiety* refers to how a fear of failure combined with unrealistic demands may affect the learners' performance (Horwitz et al., 1986, p. 127). Test-anxious learners consider the slightest errors as failure, which may cause a considerable amount of difficulty in foreign language classrooms (Horwitz et al., 1986, p. 128). Young (1991) describes test anxiety as a fear of failing in test situations (p. 429). Zeidner (1998) defines the term as referring to "the set of cognitive, affective, and behavioral reactions that accompany concern over possible negative consequences contingent upon performance in a test or evaluative situation" (p. 26). He further explains that test-anxious students feel personally threatened and a high degree of vulnerability in evaluative situations but that it remains unclear why evaluative situations are more anxiety arousing for some students than for others (Zeidner, 1998, p. 18).

Finally, Horwitz et al. (1986) describe the *fear of negative evaluation* (FNE) as the third type of performance activity related to language anxiety. The term is defined as "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate one negatively" (Horwitz et al., 1986, p. 128). Test anxiety and FNE both involve the avoidance of evaluative situations. However, FNE is broader in scope because it relates to all social evaluative situations, such as speaking in a foreign classroom, and is not limited to test-taking restrictively (Horwitz et al., 1986, p. 128).

Other contributing factors to language anxiety involve minimal experience with speaking or listening to the target language (Gregersen, 2020, p. 71). Further, Young (1991)

has identified six other primary sources of language anxiety. First, personal and interpersonal issues such as low self-esteem and competitiveness are considered prominent. The second and third sources involve learner and teacher beliefs about language teaching. For instance, the learner may have unrealistic expectations, whereas the teacher may employ a corrective, error-seeking role. The fourth and fifth sources encompass teacher-learner interactions and classroom procedures. For example, learners' anxiety may be provoked by how they are corrected and by which situations in which they have to speak (Young, 1991, pp. 427-429). The potential of being ridiculed is a contributing factor to why students remain silent in the language learning classroom (Young, 1991; MacIntyre, Burns & Jessome, 2011). Learners with language anxiety tend to be more comfortable participating in oral activities in smaller groups (Young, 1991). Finally, language testing is considered to be the sixth source. Unfamiliar and complicated tests that do not correspond with class activities may promote language anxiety (Horwitz et al., 1986; Young, 1991; Joy, 2013).

Previous studies have revealed that individual learner characteristics may influence the individual's level of language anxiety. A strong correlation has been suggested between neuroticism and language anxiety (Dewaele, 2013), between self-perceived proficiency and language anxiety (Dewaele & Tsui, 2013), and between perfectionism and language anxiety (Gregersen & Horwitz, 2002). It has been detected that procedures that have been used to help individuals overcome perfectionism may also be applied in helping learners with language anxiety (Gregersen & Horwitz, 2002, p. 568). Individual learner characteristics, such as worrying about others' opinions and comparing themselves with classmates, have been cataloged as some of the features of anxious language learners (Gkonou, 2013 p. 53). Making mistakes in English class, being evaluated by others, and having less competence than others are also sources of language anxiety (Liu, 2006, p. 309).

3.2.4. Effects and consequences of language anxiety

Many scholars discuss numerous negative effects language anxiety may have on the language process, while others have suggested some positive effects. This section aims to outline some of the research on effects and consequences of language anxiety. Anxiety may be divided into facilitating anxiety or debilitating anxiety (Dörnyei, 2005, p. 198). Most scholars would agree that language anxiety affects the learners' development in a debilitating manner (e.g., Horwitz et al., 1986; MacIntyre & Gardner, 1991; Phillips, 1992; MacIntyre, 1995; Liu, 2006; Woodrow, 2006; Hewitt & Stephenson, 2012; Khan, 2015), In particular, Hewitt and

Stephenson (2012) argue that "the higher levels of language anxiety experienced by learners, the poorer their speaking skills tend to be" (p. 172).

However, Dörnyei (2005) reports that language anxiety may, in some cases, promote the learners' performance (p. 198). This argument is also discussed by scholars such as MacIntyre (1995) who suggests that learners' language anxiety may result in an increased effort (p. 92). Learners assess their abilities in the language learning process, and this self-assessment may be argued to facilitate the learning process since the learners may develop a variety of strategies and techniques to improve their linguistic competence (MacIntyre, Noels & Clément, 1997, p. 266). It has been suggested that a larger focus on positive experiences than negative experiences in language learning may reduce the debilitating effect of language anxiety (MacIntyre & Gardner, 1991; Aida, 1994).

Other consequences of language anxiety involve that the learners' level of participation in the language learning process is influenced. Learners may be highly motivated to learn a language; they may be good learners in other situations, yet they experience a mental block in language learning situations (Horwitz et al., 1986, p. 125). Anxious learners participate less in the language classroom than more relaxed learners, and language anxiety influences the learners' listening comprehension and word production, and it may be argued to influence communication negatively (MacIntyre & Gardner, 1991, p. 296). It may even increase the possibility of making mistakes, especially if the learner realizes that they make mistakes in these situations (Dörnyei, 2005, p. 198).

It has been necessary to distinguish between actual physiological reactions and personal perceptions of language anxiety reactions (Zeidner, 1998, p. 40). According to Liebert and Morris (1967), emerging anxiety reactions can be labeled as either *worry* or *emotionality*. Worry is defined as "the cognitive expression of concern about one's own performance" (Liebert & Morris, 1967, p. 975), and anxious individuals experience a significant degree of worry if poor performance is expected. Zeidner (1998) argues that worry may have a debilitating effect on performance because students may be distracted by their distressing and negative thoughts (p. 34). In a similar vein, apprehension and dread are also mentioned as cognitive reactions that learners with language anxiety may encounter (Horwitz et al., 1986, p. 126). While worry refers to cognitive reactions, emotionality refers to physiological responses and behavioral reactions, such as blushing, racing hearts, stammering, and fidgeting (Woodrow, 2006, p. 310). Horwitz et al. (1986) mention physiological responses such as concentration difficulties, sweat, heart palpitations, and forgetfulness (p. 126). Speaking difficulties is the most common challenge for learners with language anxiety.

This may be due to how numerous students believe that they are expected to be fluent before saying anything in class (Horwitz et al., 1986, p. 126).

3.3. Language identity

Language may express the speaker's identity, and language and identity are argued to be closely intertwined (Gee, 2017, p. 58). When a new language is layered over an older one, new identities find their form (Gregersen et al., 2014, p. 574). This section outlines how language and identity are connected, what language identity entails, and how identity may influence the language learning process. According to Norton (2016), "*language* is not only a linguistic system of words and sentences, but also a social practice in which identities and desires are negotiated in the context of complex and often unequal social relationships" (p. 476). The quote demonstrates how language involves a social practice and how identity can be constructed through social interaction. Language learners are engaged in identity constructions and negotiation every time they speak or exchange information with their interlocutors (Norton, 1997, p. 410).

Norton (2016) discusses that although identity can be conceptualized as diverse, changing, and challenging, teachers and learners can productively harness the multiplicity of identity (p. 476). First, Norton (2016) has defined *investment* as a sociological construct that affects the learners' commitment to learn a language, and this view holds that learners will invest in the language if they anticipate beneficial outcomes of the language learning (p. 476). Thus, teachers should be aware of this social construct and explore their learners' investment rather than assuming their learners to be unmotivated and disengaged (Norton, 2016, p. 476). Second, learners may imagine a desired community, and this social construct is defined as an *imagined community* (Norton, 2016, p. 477). Investment and imagined community are constructs that influence one another; the learners' expectations about the future and the learners' desired community will affect their desire to learn the language (Norton, 2016, p. 477). Similarly, Dörnyei (1994) mentions motivational components such as the learners' interest in learning and the extent to which the learner feels that the instruction is relevant (p. 277).

Language identity may be related to the learners' language anxiety. The learners' language identity is constructed through their desire to learn and practice language, and this desire may be ambivalent (Norton, 1997, p. 411). Stroud and Wee (2006) explain that anxiety in the classroom may be identity-based instead of merely competence-based and that this

involves a desire to maintain social relationships (p. 300). Identity-based anxiety includes a possible fear of being ridiculed by other peers and a desire to be perceived positively. Stroud and Wee (2006) further discuss how identity-based language anxiety may become an aspect of the classroom culture and that teachers need to conduct language teaching that does not threaten the learners' relationships with other peers (p. 303). Ushioda and Dörnyei (2009) explicate the idea that the learners' motivation and identity are greatly connected (p. 3). They suggest that learners' who desire to speak the target language proficiently may experience a strong motivation to master the language (Ushioda & Dörnyei, 2009, p. 4).

3.3.1. English as a global language

Crystal (1997; 2003; 2012) explains how English is defined as a global language since it is spoken worldwide. The current section aims to discuss the global role of English. A global language is a language that has achieved a reasonably distinctive role where it is recognized in every country (Crystal, 2012, p. 2). The abbreviation *L1* is frequently employed in applied linguistics to demonstrate first language speakers (Graddol, 2003, p. 158). In contrast, the abbreviation *L2* is utilized to describe second or foreign language speakers (Graddol, 2003, p. 158). Graddol (2003) argues that the number of native English speakers is gradually growing but that the proportion of the world's population of native English speakers has sharply declined (p. 157). However, the number of people using English as a second or foreign language has steadily increased. This may challenge the centrality of the native speaker, where US English and British English are considered world models (Graddol, 2003, p. 166).

The terms *first language, second language,* and *foreign language* are employed in the discussion of English as a global language and in the context of teaching English. First language is often used synonymously with native language, and it may be defined as the first language that a person has acquired (Richards & Schmidt, 2010, p. 221). Second language may be broadly explained as "any language learnt after one has learnt one's native language" (Richards & Schmidt, 2010, p. 514). Nevertheless, contrasted with foreign language, the term more narrowly relates to a language that has a function and plays a particular role in a country, although it may not be the first language for many people who employ it (Richards & Schmidt, 2010, p. 514). Similarly, Crystal (2012) explains that *English as a second language* (ESL) means that it is made an official language where the media, law courts, government, and the educational system utilize it (p. 4). Rindal emphasizes how ESL has mainly embodied postcolonial countries and immigrants of native-speaker countries (Rindal, 2020, p. 33).

Foreign language refers to "a language which is not the native language of large numbers of people in a particular country or region, is not used as a medium of instruction in schools, and is not widely used as a medium of communication in government, media, etc." (Richards & Schmidt, 2010, p. 224). In a similar vein, *English as a foreign language* (EFL) entails that English may not have an official status but that the language is prioritized to be taught in schools (Crystal, 2012, p. 4).

ESL and EFL are terms that have traditionally influenced English teaching, and the terms outline the status and function English has in a given community (Rindal, 2020, p. 33). ESL and EFL have numerous definitions, interpretations, and explanations which result in uncertainty about the terms' acquirement in the academic educational world (Polyudova, 2014, p. 7). According to the definitions provided by Richards & Schmidt (2010), it could be argued that ESL can be described as a basic term that covers both second and foreign languages, whereas EFL mainly entails a language learned in a classroom where it is unlikely that the learner will encounter English outside of the classroom (Richards & Schmidt, 2010, p. 196).

The vast number of people speaking English across the globe has accordingly resulted in an increasing number of varieties (Xiaoqiong & Xianxing, 2011, p. 220). Due to the development of English and the globalization processes, the traditional ESL and EFL perspectives are challenged by other teaching approaches, such as *English as a lingua franca* (ELF) (Rindal, 2020, p. 33). English is often referred to as ELF (Seidlhofer, 2005; Berns, 2008; Jenkins, 2006; 2012) which is generally explained as English communication between speakers with different first languages. However, ELF has resulted in a dispute and a paradoxical situation. While most English users are non-native speakers, native speakers have tended to be regarded as superior with special permission to decide the acceptable usage (Seidlhofer, 2005, p. 339). Although some have argued that the ELF paradigm encourages incorrect English use, ELF scholars claim that the target model is a fluent bilingual speaker rather than a fluent native speaker (Rindal & Iannuzzi, 2020, p. 126). Figure 1 demonstrates how English was the most spoken language in 2021 worldwide. English may be considered the leading global language since a quarter of the world's population in the early 2000s were competent in the language and since these numbers are continually growing (Crystal, 2012, p. 6).

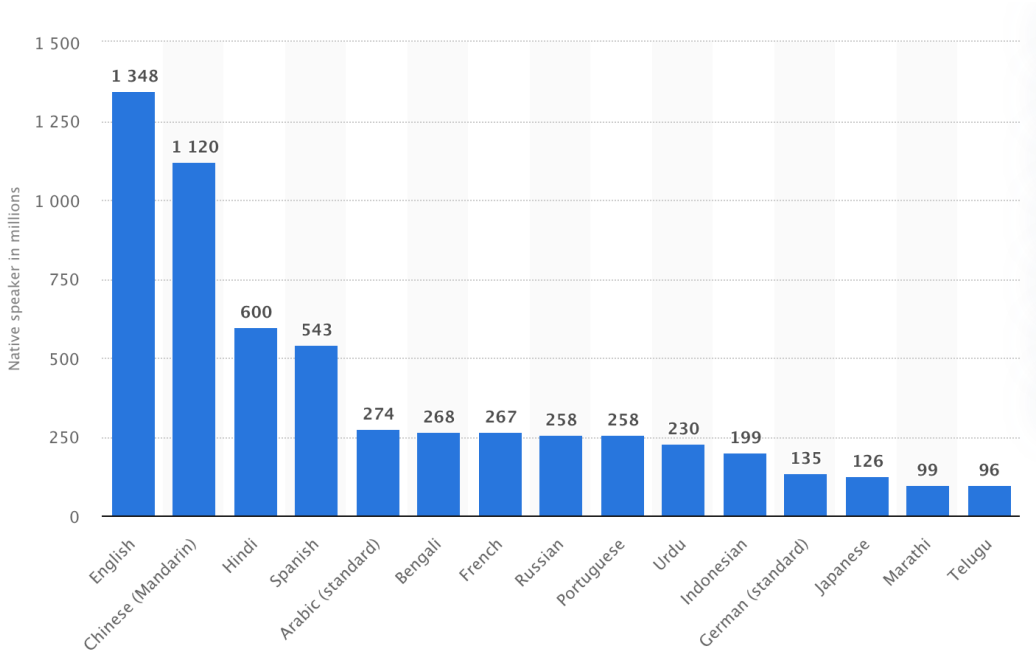

Figure 1

The Most Spoken Languages Worldwide in 2021 (Statista Research Department, 2021).

3.3.2. Kachru's circle model of world Englishes

Linguist Kachru presented the pioneering model of world Englishes in the early 1980s. The model captures the presence of English into three concentric circles that demonstrate how English spreads and how English is obtained (Kachru, 1992, p. 356). The inner circle embodies countries with a linguistic and a traditional English base where the people of these countries have learned English as a primary language. The outer circle represents institutionalized non-native varieties that have originated due to periods of colonization, and these are countries where English has acquired a high status (Kachru, 1992, p. 356). Finally, the largest circle is the expanding circle which encompasses countries where English varieties are essentially used in EFL contexts and where these varieties lack official status (Kachru, 1992, p. 357). Countries such as Norway, Japan, China, and Saudi Arabia are categorized in the expanding circle, and English is seen as the most important international language to master in these countries (Sundqvist & Sylvén, 2016, p. 23). Figure 2 illustrates some of the countries categorized in Kachru's circle model.

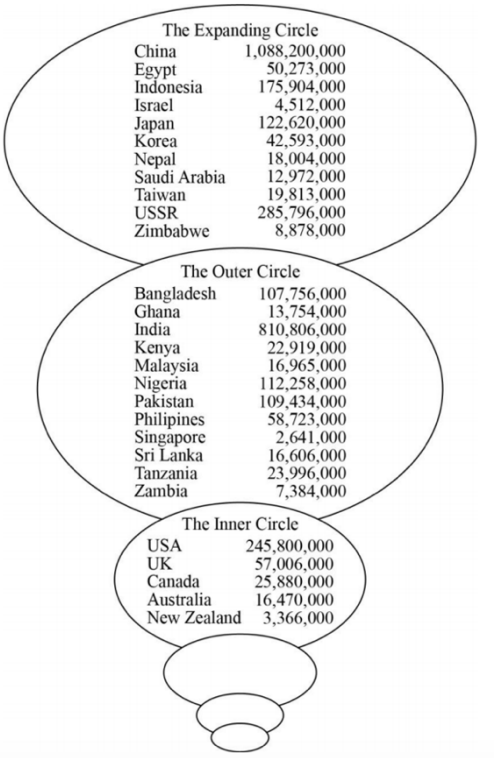

Figure 2

Three Circles Model of World Englishes (Kachru, 1992, p. 356).

Nevertheless, it is suggested that Kachru's circle model as either a first, foreign, or second language in several countries are indefinite and impossible to apply (Sundqvist & Sylvén, 2016, p. 23). Employing models to divide up the world may be argued to be an oversimplification, and Kachru's model may suggest that native speakers function as an authority of their language (Schmitz, 2014, p. 377). Scholars argue that Kachru's model represents a hierarchical language system where first speakers possess more privilege than ESL speakers who consecutively possess more privilege than EFL speakers (Graddol, 2006; Jenkins, 2006). Rindal (2020) also problematizes the model's views by demonstrating the numerous varieties of English speakers and how they extend across the model's edges (p. 27). Kachru has also disclosed several fallacies with his circle model (Kachru, 1992, p. 357). In particular, he argued that the model may suggest that the learning and teaching of English should desire to adopt the native models of English. (Kachru, 1992, p. 358).

Schmitz (2014) criticizes how language studies have tended to give Kachru's model too much of an emphasis on the categorization of various countries. Schmitz concludes that the circles are increasingly becoming more and more blurred due to diasporas and the people's movement which result in progressively more similar circles where languages and

cultures are mixed (Schmitz, 2014, p. 403). Xiaoqiong and Xianxing (2011) suggest, due to the role of English as an international language, the idea that the teaching of English in the outer and expanding circles should abandon the inner circle's norms and standards (p. 227). Instead, teachers should embrace their own varieties and unique cultures (Xiaoqiong & Xianxing, 2011, p. 227).

3.3.3. The status of English in Norway

The expanding use of English in Norway has caused ambiguity regarding how the language's role should be categorized, and this section aims to discuss the current status of English in Norway. Although numerous scholars employ the terms second language and foreign language in the discussion of language learning (e.g., Horwitz et al., 1986; Nunan, 1999, Graddol, 2003; Drew & Sørheim, 2016), several scholars discuss the challenges of categorizing learners with these terms due to the expanding role of English (e.g., Graddol, 2006; Crystal, 2012; Rindal, 2020; Schmitz, 2014). Rindal (2020) argues that Norwegian learners do not fit into either category (p. 27). ESL countries have traditionally been postcolonial countries who associate English with certain functions or domains, whereas EFL countries have considered English as important for tourism, education, and business (Rindal, 2020, p. 26). Norway has been included in the latter category, but Rindal (2020) claims that this categorization is not applicable today due to how English is continually being used to a greater extent (p. 26).

Norwegian students are sometimes referred to as learners of a second language and sometimes as learners of a foreign language (Rindal, 2020, p. 24). English is neither an official language nor a second language in Norway which may result in what Rindal and Brevik (2019) define as *hybridity of English* (p. 435). This term entails the inconsistent terminology regarding the teaching of English in Norway. Therefore, Rindal (2020) finds it reasonable to conclude that the global development of English has led to a status where the term *L2 English* is more suitable in the discussion of English employed in Norway (p. 32). L2 English refers to all non-native English users (Rindal, 2020, p. 32). Sundqvist and Sylvén (2016) explain how L2 English users are increasingly considered as assets and that they should be considered as successful (p. 29). Accordingly, the current thesis will adopt the term L2 English in order to embrace all aspects of the teaching of English in Norwegian classrooms.

3.3.4. Language ownership

Language, identity, and language ownership are closely intertwined (Norton, 1997, p. 422), and the current section outlines language ownership and how it relates to language learning. One predictable consequence of English becoming a global language is that the sense of language ownership decreases (Crystal, 2012, p. 2). On the other hand, it may be argued that everyone who has learned the language develops a sense of ownership (Crystal, 2012, p. 2). Studies have demonstrated a tendency where native ESL teachers are perceived as superior and as the real "owners" of English who know how the language should be spoken (Norton, 1997, p. 423). However, Norton (1997) claims that the English language belongs to everyone who speaks it, regardless of if they are first language speakers, whether they speak a standard form or a non-standard form, or whether they live in ESL or EFL countries (p. 427). Crystal (2012) explains how motivation, pride, and communicative purposes serve as significant language ownership contributors (p. 3). Students may feel motivated to learn the language if they know that this will facilitate the communication process with people and that progress in language learning may lead to a sense of achievement and pride (Crystal, 2012, p. 3).

Although Norton (1997) argues that everyone is entitled to the English language, Widdowson (1994) discusses how standard English has been considered as means of clear communication while the dispersion of different forms results in the lack of stable, international communication (p. 379). Standard English essentially refers to a written variety mainly intended for institutional purposes, whereas the spoken version is considered secondary (Widdowson, 1994, p. 380). Hence, deviations in writing may be seen as a sign of social instability for those maintaining these institutional values (Widdowson, 1994, p. 380). However, Widdowson (1994) argues that these claims are suspect. Instead, it is logical that English, a language that serves as a means of communication in numerous different communities, must be diverse (p. 385).

3.3.5. Extramural English

Identity is constructed through language, and it must be understood in relation to larger social practices (Norton, 1997, p. 419). The current section aims to describe how larger social practices may involve the language learners are exposed to outside of school, often referred to as *extramural English* (EE). The term was first introduced in 2009, and it "refers to the English that learners come in contact with or are involved in outside the walls of the classroom" (Sundqvist, 2009, p. 24). Extramural English may be defined as "English learned

outside of school" (Sundqvist & Sylvén, 2016, p. 3) and may be categorized as a social practice. Learners may engage in extramural activities due to a genuine interest in learning English outside of school, whereas other learners may feel pressured to do so (Sundqvist & Sylvén, 2016, p. 6). In addition, learners may engage in EE activities without the intention of learning the language. Whereas activities that are initiated by others than the learner itself tends to be intentional, learner-initiated activities tend to be examples of incidental learning where the learner engages in these activities for the purpose of entertainment (Sundqvist & Sylven, 2016, p. 12).

The majority of Kachru's expanding circle countries have gone through a transition where technological developments have facilitated informal, incidental out-of-school English learning (Sundqvist & Sylvén, 2016, p. 25). Sundqvist and Sylvén (2016) explain that learners who engage in EE may develop a genuine interest in learning English outside of school (p. 6). They mention several EE activities, such as watching films and TV series, reading blogs, reading written materials, browsing websites on the Internet, engaging and interacting in social media, and playing video games (Sunqvist & Sylvén, 2016, p. 7). The continuous development of technology corresponds with the endless opportunities for EE activities. The external sources of the English language provide a great opportunity for teachers to take advantage of these inputs to foster their students' development of oral skills (Tishakov, 2018, p. 51). Most secondary school students in Norway are exposed to a considerable amount of English at a daily basis (Rindal, 2020, p. 29). Research has demonstrated that English is related to the Norwegian learners' identity and that it is natural for Norwegian learners to use English outside of school (Rindal, 2020, p. 30). However, the learners' varying experiences with EE activities result in diverse classrooms with various learner differences which may challenge teachers in performing their job. The teacher is no longer the learners' main source of English (Sundqvist & Sylvén, 2016, p. 31).

3.4. Teacher and learner beliefs

3.4.1. Teacher beliefs

Language anxiety and language identity are classroom concepts that may be challenging to observe. Therefore, the current section aims to investigate what teachers' and learners' beliefs are and why they may be relevant in the discussion of language anxiety and language identity. Teaching cognition encompasses aspects such as beliefs, knowledge, theories, assumptions, and attitudes that affect the decisions teachers make in their teaching (Borg, 1999, p. 22).

Establishing clear definitions between these terms linked to teacher beliefs is challenging (Pajares, 1992, p. 309). This is also beyond the scope of the current study, which primarily investigates teacher beliefs. Teachers' beliefs may be defined as an understanding of what "teachers think, know, and believe" (Borg, 2009, p. 163). In particular, Pajares (1992) stresses that research on teachers' beliefs mainly involves teachers' educational beliefs. How teachers believe they can affect their students' performance and their beliefs about the causes of students' performance, such as attributions, motivation, and apprehensions, are part of their educational beliefs (Pajares, 1992, p. 316).

Teachers' mental work, such as planning, evaluating, reacting, and deciding, are unobservable classroom aspects (Burns, Freeman & Edwards, 2015, p. 585). It is crucial to understand the teachers' mental dimension of the learning process to understand classroom behavior (Borg, 2009, p. 166). Several scholars define language anxiety by referring to beliefs and feelings (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Richards & Schmidt, 2010), and language identity have been discussed concerning unobservable aspects such as motivation (Ushioda & Dörnyei, 2009), the learners' commitment (Norton, 2016), and their desire to be perceived positively (Stroud & Wee, 2006). Since these beliefs are unobservable, the current study aims at making them explicit.

Teachers' belief systems consist of both subjective and objective dimensions and are built up gradually over time (Richards & Lockharts, 1996, p. 30). Teachers may be influenced by several factors, such as the methods their teachers used when they were in school, the theories and approaches they have studied, the materials employed at their schools, who their students are, and what they appear to like or need (Harmer, 2015, p. 213). Teachers' adaption of methods will "reflect both the teacher's personal understandings, beliefs and teaching style but also adjustments due to local factors such as class size, classroom resources, learners' proficiency level, age, backgrounds, needs, learning styles, goals, and so on" (Richards & Rodgers, 2014, p. 351).

One reason why studying teacher beliefs is essential is because of the reciprocal relationship between teachers' beliefs and experiences; teachers' beliefs shape behaviors, but experiences also shape beliefs (Borg, 2018, p. 86). However, it is essential to note that this relationship is complex, and that teachers' actions are not necessarily a direct result of their knowledge and beliefs (Borg, 2009, p. 166). Although research has found that a consistent relationship between beliefs and practices will result in more effective teaching, teachers' beliefs and practices are not always aligned (Borg, 2018, p. 79). This inconsistency may be caused by limited knowledge or external factors that limit the teachers' from enacting their

beliefs (Borg, 2018, p. 86). Although what teachers do may be incongruent with a particular belief, there may be an alternative, more powerful belief that shapes classroom practice (Borg, 2009, p. 167).

Investigating teachers' beliefs may highlight which teaching aspects teachers may avoid or have limited knowledge about (Borg, 2018, p. 78). Teacher change may be altered by helping teachers recognize gaps between their beliefs and practices. It may also propose the need for professional development in this topic and call attention to the extent to which their beliefs reflect the practices literature defines (Borg, 2018, p. 78). However, there are several challenges with investigating teacher beliefs. Teachers may have limited knowledge about the topic they are asked about, and they may not be aware of their beliefs or know how to articulate them (Borg, 2018, p. 88). Further, researchers may have to rely on reported practices rather than actual observations. Depending on merely one interview to gather enough insight into their beliefs may not be sufficient (Borg, 2018, p. 88).

3.4.2. Learner beliefs

In a similar vein to teacher beliefs, learner beliefs involve the learners' cognitive factors (Kartchava & Ammar, 2013, p. 88). Learner beliefs include what the learners think about the learning situation, themselves, and the other participants in the learning situation (Wesely, 2012, p. 100). However, research has suggested that beliefs are much more complex than thought before because of their interplay with numerous factors (Kajala, Barcelo & Aro, 2018, p. 232). As Nunan (1995) points out, learners "come into the classroom with different mind sets, different points of focus … different agendas" (p. 140). Regarding language learning, research has suggested that language students have opinions and preconceptions about language learning influenced by factors such as their background, age, and interests (Green, 1993, p. 2).

Studying learner beliefs can enrich our understanding of language development, especially if related to the learners' beliefs about L2 attainment (Dörnyei, 2005, p. 217). Recent research on L2 beliefs has acknowledged beliefs to be more complex than before (Kajala et al., 2018, p. 235). In the 1990s, research on L2 learner beliefs suggested that identity and beliefs are closely intertwined, and that the mind of an L2 learner's mind is discursively affected by their previous experiences with learning an L2 outside of school and in school contexts (Kajala et al., 2018, p. 227). Subsequently, the learners' sense of agency has been investigated. Research has suggested that, over several years, learners increasingly

become more confident about their language learning skills since they comprehend their best ways to learn (Kajala et al., 2018, p. 229).

In the early 2000s, emotions were detected to influence the students' beliefs (Kajala et al., 2018, p. 229). Beliefs and emotions interact in complex ways. Emotions may make learners aware of certain beliefs, and beliefs may give rise to emotions such as fear, despair, or joy. (Kajala et al., 2018, p. 230). Research also found that students who were allowed to reflect on their language learning experiences reduced the discomfort they had previously experienced in class and thus helped them change their beliefs and emotions over time (Kajala et al., 2019, p. 230). Finally, beliefs are influenced by learner-internal factors, such as motivation, affect, attitudes, and personal history. In addition, it is related to learner-external factors, such as learning contexts and the others present in the learning process (Kajala et al., 2018, p. 230).

Dörnyei (2005) claims that learner beliefs undoubtedly affect learner behavior (p. 214). It has also been argued that the learners' beliefs may influence the learners' approaches to language learning and that learners who believe they will succeed have a better potential of doing so (Mercer & Ryan 2009, p. 441). However, this may only be effective when the learner is equipped with appropriate learning strategies, activities, and approaches (Mercer & Ryan, 2009, p. 442). As suggested by Kajala et al. (2018), one of the teachers' responsibilities is to help learners become aware of their beliefs (p. 232). Both teachers and students need to reflect upon how and why the learning of the L2 is done the way it is. This reflection may allow for awareness about beliefs and whether these beliefs should be reconsidered (Kajala et al., 2018, p. 233).

The link between learner and teacher beliefs is addressed by Peacock (1998) who revealed a discrepancy between learner and teacher beliefs and also suggested this gap to impact the learners' language progress negatively. A similar gap between instruction and learning has been underlined by Nunan (1995). To minimize this gap, Nunan (1995) suggests that learners should identify their preferred learning styles and strategies (p. 142). The next step involves that learners should be involved in making choices among various options (Nunan, 1995, p. 144). Similar approaches have been emphasized by Green (1993), who argues that students who are allowed to rate language teaching techniques and practices experience fewer discrepancies between their expectations and their teachers' learning styles (p. 8).

Studying the teachers' and learners' beliefs about language anxiety and language identity may provide insight and awareness about the complexity of their current beliefs in the

L2 English classroom in Norway. Awareness of their beliefs might inspire a reconsideration of current practices. Finally, it might also highlight new insight into the possible incongruencies and similarities between the teachers' and learners' beliefs.

3.5. Language development

3.5.1. Sociocultural learning and second language acquisition

One of the most prominent names concerning sociocultural theory and second language acquisition (SLA) is Lev Vygotsky (Newman, 2018). Vygotsky's (1978) sociocultural learning theory explores how learners' cognitive functions develop and how learning is essentially a social process affected by cultural beliefs and attitudes. He argues *internalization* to be a crucial aspect of social development. This involves that learners are exposed to external influences which eventually become part of inner processes (Vygotsky, 1978, p. 57). In particular, Vygotsky claims that speech strongly influences children's thoughts and actions and that external speech eventually transforms into inner speech (Newman, 2018, p. 355).

Vygotsky mainly distinguishes between two developmental levels in the learning process. The first is the *actual developmental level*, which refers to what learners can do without assistance or guidance (Vygotsky, 1978, p. 85). The second is the *zone of proximal development* (ZPD) which encompasses the distance between the actual developmental level and the problem solving that can be solved under adult guidance or in collaboration with more capable peers (Vygotsky, 1978, p. 86). Vygotsky (1978) argues that learning should be oriented towards the learners' ZPD and that learners will gradually develop and internalize new skills in this zone (Vygotsky, 1978, p. 90). Vygotsky explains that, through *scaffolding* in the ZPD, learning occurs through meaningful interaction with others and in collaboration with a skilled instructor or more advanced peers (Kurt, 2020).

Although Vygotsky's sociocultural theory is prominent within research on the cognitive functions of learning, his theory has been criticized for the lack of information about the teacher's role in determining the learner's ZPD (Gredler, 2012, p. 118). Further, the concept of scaffolding has been criticized for encouraging that learners are continually guided or supported when advanced performances would be possible without guidance or support (Pea, 2004, p. 446). Besides, Vygotsky's claims about scaffolding have been criticized for not explaining how the learner engages with skills beyond their current developmental reach (Luntley, 2017, p. 962).

Further, Stephen Krashen has been one of the most influential scholars in the field of

SLA (Krahnke, 1983, p. 300). His Monitor Model introduces several steps of how a second language is acquired and how various factors may influence the success or failure to acquire second languages. Therefore, his model may be relevant in the discussion of how language anxiety may influence the language learning process. Krashen's model consists of five hypotheses. First, the acquisition-learning hypothesis is presented as the most essential one. According to Krashen (1982), second language competence can be acquired through two distinct ways, namely by language acquisition or language learning. The former refers to acquiring language competence subconsciously and is similar to the way children develop first language competence (Krashen, 1982, p. 10). The latter involves the conscious learning and knowledge of a second language and the ability to talk about it, such as grammar rules (Krashen, 1982, p. 10). Krashen argues that error correction has little effect on subconscious acquisition but that it can occasionally be helpful for conscious learning (Krashen, 1982, p. 11).

Second, the natural order hypothesis suggests that second language acquisition follows a natural, predictable order (Krashen, 1982, p. 12). This order specifically refers to grammatical structures, and Krashen claims that many learners make the same kind of grammatical errors in the language learning process (Krashen 1982, p. 14). There might be a typical learning curve when acquiring a first language, and then there can be completely different stages and patterns when acquiring a second language (Krashen, 1982, p. 13).

Third, the monitor hypothesis involves that learning has a function and is used in specific ways (Krashen, 1982, p. 15). Krashen utilizes this hypothesis to explain that subconscious language learning promotes fluency, whereas conscious language learning plays a limited role in second language performance. He claims that learning has a monitoring function that corrects language errors but that this monitor requires for the learner to have sufficient time, focus on form, and knowledge about rules (Krashen, 1982, p. 16). Further, he suggests that the monitor is used variously among language learners. First, *monitor over-users* are overly concerned about correctness and tend to speak hesitantly. Their concern about grammar and correctness may be linked to personality traits or their previous experiences with the language (Krashen, 1982, p. 19). Second, *monitor under-users* use their conscious knowledge to a limited extent and tend to speak incorrectly (Krashen, 1982, p. 19). Finally, *optimal monitor users* are the goal of language learning. These learners use the monitor when it is appropriate, and they use their learned competence as a supplement to their acquired competence (Krashen, 1982, p. 20).

In turn, the input hypothesis relates to how second language is acquired (Krashen,

1982, p. 20). The main point of the hypothesis argues that learners move from one stage to another, namely that i+1 represents the learner's current competence level and the next level (Krashen, 1982, p. 21). Language is acquired when learners understand language that is beyond current level of competence (Krashen, 1982, p. 21). Further, the hypothesis claims that the input must combine current competence level and the next level in order to be useful for language acquisition (Krashen, 1982, p. 21. It also states that speaking fluency cannot be taught directly and that it emerges over time (Krashen, 1982, p. 22). Krahnke (1983) points out the hypothesis' lack of focus on the instructional processes and acquisition-fostering activities (p. 304). In a similar vein, Payne (2011) underlines that the competence levels are ambiguous and that it is unclear whether they refer to an individual or an entire class (p. 427).

Finally, the affective filter hypothesis argues that affective factors relate to the second language acquisition (Krashen, 1982, p. 30). Krashen (1982) argues that the process of SLA is affected by the learners' affective filters and that the main affective variables are motivation, self-confidence, and anxiety (p. 31). Learners with high motivation, self-confidence, and low levels of anxiety tend to perform better in SLA (Krashen, 1982, p. 31). Language teachers should create situations that encourage a low filter, which means that the learners' affective filters should not be raised by the affective variables since it may impede language acquisition (Krashen, 1982, p. 31).

3.5.2. Developing oral skills in the L2 English classroom

The curriculum defines oral skills as one of the five basic skills, and learners should be provided with numerous opportunities to speak the language (Skulstad, 2018b, p. 117). The current section aims to comment on the teaching and development of English oral skills. Until the beginning of the 20th century, the main focus was on reading and writing at the expense of speaking (Skulstad, 2018b, p. 118). However, during the 20th century, the aim of the L2 English classroom developed from primarily focusing on reading and writing to emphasizing speaking instead (Skulstad, 2018b, p. 119). With the communicative approaches introduced in the 1970s, the central idea of speaking the language to learn it, and using the language to express meaning, was introduced, and this idea has persisted in the L2 English classroom since (Richards & Rodgers, 2014, p. 89).

Since learners of a foreign or second language need more time to plan their speaking, teachers need to allow their students to prepare before speaking in class (Nunan, 1999; Skulstad, 2018b; Tishakov, 2018). In particular, Tishakov (2018) explains that speaking can

be overwhelming for students, especially if the speaking is done in front of several people or if they are given little or no preparation time (p. 59). Yet, students have to be encouraged to actively participate in speaking to develop their oral skills (Nunan, 1999, p. 232) In order to teach oral skills in a positive classroom environment, teachers should create differentiated tasks suited to the learners' proficiency levels and personalities (Tishakov, 2018, p. 63). The use of low-stress, low-risk speaking activities, pre-speaking preparation, and supportive feedback is essential for creating a safe classroom environment that builds confidence in speaking the language (Tishakov, 2018, p. 60). However, it is practically challenging for teachers to ensure that students actually speak English and not their L1 while speaking in groups or pairs (Skulstad, 2018b, p. 134). Nunan (1999) has suggested that changing the classroom dynamics by making the students move around tends to allow for more conversations (p. 232).

Further, motivation is considered essential for developing L2 oral skills (Dörnyei, 1994; MacIntyre et al., 1998; Nunan, 1999; Dörnyei, 2005; Ushioda & Dörnyei, 2009; Tishakov, 2018). The learners' motivation for using oral language refers to the effort and desire to achieve the goal of learning the language (Nunan, 1999; Liu & Huang, 2011; Skulstad, 2018b). Learners may be unmotivated due to uninspiring teaching, lack of feedback, boredom, or if they seldom experience success. They can become motivated when their instructional goals are made explicit, when their goals are achievable, and when the learning is linked to their interests (Nunan, 1999, p. 233).

3.6. Literature review

The current section presents several studies and research conducted on language anxiety and language identity. First, section 3.6.1. presents international research conducted on contributing factors to language anxiety and how it may affect language learning. Second, section 3.6.2. explores international research conducted on language identity, with a particular emphasis on extramural activities. Lastly, section 3.6.3. seeks to outline previous Norwegian research on language anxiety and language identity.

3.6.1. Research on language anxiety

The current section outlines some of the previous international research on language anxiety. Horwitz et al. (1986) made significant contributions to the research on language anxiety with their study which aimed at discovering contributing factors to language anxiety. To identify

language anxiety, 225 students were interviewed in groups, and a scale was employed to measure their most anxiety-provoking situations in language class. The results indicated that language anxiety was provoked by listening and speaking activities in the foreign language classroom (Horwitz et al., 1986, p. 126). Further, they concluded that learners may experience language anxiety since their identities and self-conceptions were challenged when they were speaking another language than their first language (Horwitz et al., 1986, p. 128). The rise of language anxiety can be linked to the increasing focus on spontaneous speaking in the foreign language class (Horwitz et al., 1986, p. 132).

MacIntyre and Gardner (1991) examined various types of anxiety in language learning by asking students from five college classes to report their classroom experiences. They aimed to investigate whether the students' thoughts about language anxiety could be manipulated. The study employed several methods. One main method involved that half of the participants had to write a relaxed essay about their positive experiences, whereas the other half had to write about their anxious experiences in language learning. In addition, a questionnaire with different anxiety scales, where the students had to report their experience levels with different anxiety types, were employed (MacIntyre & Gardner, 1991, p. 298). Then, the goal was to detect whether the students had been influenced by the type of essay they had written prior to the questionnaire by comparing their questionnaire responses with their essays. Their findings revealed that the students who wrote a relaxed essay expressed more confidence and rated their speaking proficiency higher than those who wrote an anxious essay (MacIntyre & Gardner, 1991, p. 303). Overall, the questionnaire findings revealed that the most anxiety-provoking experience in foreign language class was speaking. Finally, it was suggested that language teachers experienced challenges since half of the reported confidence-building experiences involved the use of speaking skills (MacIntyre & Gardner, 1991, p. 303).

Various findings have been detected about possible consequences language anxiety may have on language learning and language development. Woodrow (2006) investigated the relationship between language anxiety and oral performance in English. The participants of the study were 275 university English learners in Australia (Woodrow, 2006, p. 313). The research design was mixed methods and included a questionnaire that aimed to reflect the communicative settings that the students would encounter during lessons and their performance regarding fluency, language usage, and pronunciation (Woodrow, 2006, p. 314). In addition, several participants took part in an interview with the researcher about the situations in which they felt anxious during lessons. The findings suggested that language

anxiety and oral skills had a significant negative relationship (Woodrow, 2006, p. 314). The main contributing factor to language anxiety was when the students had to interact with native speakers (Woodrow, 2006, p. 314)

Occhipinti (2009) investigated 100 Italian and Spanish university students' level of speaking anxiety and how living in the L2 country affected their level of language anxiety in the L2 English classroom. This study was merely quantitative, and a questionnaire was employed (Occhipinti, 2009, p. 50). The main findings suggested language anxiety to have a debilitating effect on language learning (Occhipinti, 2009, p. 81). The most anxiety-provoking activity involved speaking in class, either by oral presentations or spontaneous speaking in front of classmates. The possibility of making mistakes or being intensely corrected by the teacher were the main fears associated with these activities. However, students felt more comfortable speaking English when working in small groups (Occhipinti, 2009, p. 79). To decrease language anxiety, teachers should aim towards a relaxed classroom atmosphere, avoid competitive activities, and use gentle approaches for error correction (Occhipinti, 2009, p. 81).

Kruk (2018) aimed to investigate the changes in the levels of language anxiety over the course of one semester. The participants of the study were 52 Polish high school students who were relatively weak in their command of English (Kruk, 2018, pp. 34-35). The research design was mixed methods and combined a questionnaire, individual interviews, and lesson plans (Kruk, 2018, p. 36). The findings revealed that language anxiety changed over the semester but also during a single class and from one lesson to another. The findings also suggested that the students tended to be the most anxious at the beginning of a school semester and at the beginning of a lesson (Kruk, 2018, p. 43). Therefore, Kruk (2018) argues that, at the beginning of the semester, teachers should provide detailed descriptions of what the students are expected to complete during the semester. This may reduce the students' perceptions of doing something unfamiliar (Kruk, 2018, p. 43).

Sparks and Ganschow (2007) conducted a longitudinal study where the aim was to investigate students' levels of language anxiety and language proficiency in a foreign language. Fifty-four students were followed for ten years and were chosen for the study because they represented good, average, and below average readers (Sparks & Ganschow, 2007, p. 264). The study employed a quantitative research design where a language anxiety scale was employed to measure the students' levels of language anxiety. The main findings were that the less anxious students when learning an L2 scored significantly higher on

language proficiency than anxious students. Less anxious students also achieved higher language course grades (Sparks & Ganschow, 2007, p. 260).

3.6.2. Research on language identity

The English language is spreading globally (Ushioda & Dörnyei, 2009), and it is reasonable to investigate if learners' motivation for learning English is affected by this global change and how it relates to notions of self and identity. Limited research has been conducted about language identity in the foreign or second language learning classroom. Yet, extramural English may be linked to language identity. Studies about extramural activities have revealed that the use of digital games may facilitate L2 acquisition and that it offers language input, output, and authentic interaction which may motivate learners (Sylvén & Sundqvist, 2012, p. 308). Sundqvist (2015) aimed at exploring the relationship between gaming and learning an L2 language. The research design of the study was mixed methods, and it was a small-scale study since the only participant was one boy (Sundqvist, 2015, p. 357). A semi-structured interview was conducted with the participant, and various vocabulary tests were administered. The findings revealed a strong correlation between an extensive use of gaming and proficient language skills in the target language (Sunqvist, 2015, p. 362). Elements of gaming contributed positively to the participant's learning process and made him less reluctant in language class (Sundqvist, 2015, p. 362).

Sundqvist and Olin-Scheller (2013) investigated the use of extramural activities in the L2 English classroom in a Swedish context. The study was merely quantitative, and the participants were fourteen teachers who taught English in Swedish upper secondary schools. The participants responded to a questionnaire, and the findings revealed that the teachers found it difficult to bridge the gap between the English used in school and outside of school (Sundqvist & Olin-Scheller, 2013, p. 329). However, they reported that teachers could reduce this gap by teaching in line with the learners' zone of proximal development and by bringing the web into the classroom to encourage language learning that is centered around the learners' interests (Sundqvist & Olin-Scheller, 2013, pp. 335-336).

A study performed by Shahri (2018) aimed to explore the intersection of language learner identity and foreign language engagement by investigating the investment of two EFL learners in Iran. The research design of the study was mixed methods, and the data were collected from eight students enrolled in an advanced English course (Shahri, 2018, p. 90). The data collection involved class observation, informal participant chats, and interviews

about the participants' relationship to the English language and their motivation to learn the language. The findings revealed that the participants' English use and learning were affected by how they perceived themselves in relation to English (Shahri, 2018, p. 104). Their investment in language learning derived from their strong desire to learn English and the identities they were vigorously pursuing (Shahri, 2018, p. 105).

3.6.3. Norwegian research on language anxiety and language identity

Research into language anxiety in the Norwegian L2 classroom has been studied mainly in relation to lower secondary schools. Two Norwegian theses have been identified to write about a similar topic (Skogseid, 2019; Gjerde, 2020). Skogseid (2019) mainly investigated the educators' perspective on language anxiety and suggested future studies to include learners' perspectives. Her study was a mixed methods study, and six English teachers were interviewed while 83 English teachers responded to a survey (Skogseid, 2019, p. 28). All questions were related to the teachers' perspective on their students' oral activity in class. The findings demonstrated that Norwegian teachers considered speaking to be the most anxiety-provoking activity and that teachers should organize small groups for oral activities to alleviate language anxiety (Skogseid, 2019, p. 66).

Similarly, Gjerde (2020) conducted a mixed methods study about language anxiety in lower secondary school. However, the participants were both teachers and students, and the aim was to investigate their beliefs, practices, and experiences regarding language anxiety. The methods employed were interviews with three teachers, focus group interviews with three groups of students, and one questionnaire answered by 49 students. The findings demonstrated that the teachers of the study believed language anxiety to be connected to a lack of self-confidence and introversion (Gjerde, 2020, p. 80). In addition, both teachers and students believed that language anxiety could be reduced if speaking activities were conducted with a smaller number of participants (Gjerde, 2020, p. 81).

Research on language identity in the Norwegian L2 classroom is limited. However, the high proficiency level and the comprehensive adoption of English have challenged the categorization of English as a foreign language in Norway. In their review of 19 doctoral studies about English didactics in Norway, Rindal and Brevik (2019) mainly analyze Norwegian students' reading proficiency, writing proficiency, oral proficiency, digital competence, and the role of culture and literature. The doctoral research includes analyses of teachers, students, and documents in the Norwegian context of teaching (Rindal & Brevik,

2019, p. 418). The analyses suggest that Norwegians use a considerable amount of English when reading, listening, interacting, and using digital media (Rindal & Brevik, 2019, p. 435). English is no longer a foreign language to Norwegians; instead, more and more Norwegians use English in their local environments (Rindal, 2020, p. 32). Norwegians have a relatively high proficiency level in English, they use it for non-educational purposes, and they may have personal feelings attached to the language (Rindal, 2020, p. 31).

Jakobsson (2018) conducted a study about Norwegian students' EE activities. The research design was mixed methods and employed both focus-group interviews and a questionnaire. The participants consisted of 105 10th graders who answered the questionnaire and four focus-group interviews (Jakobsson, 2018, p. 16). The findings demonstrated a strong correlation between the participants' grades, attitudes towards the subject, and the number of EE activities they employed. Further, the findings revealed that the 10th graders believed that teachers should employ new methods and materials that align with the increasing EE activities (Jakobsson, 2018, p. 67). Also, the findings indicated that the English activity with the most effect on L2 English learning was computer games (Jakobsson, 2018, p. 66).

Risnes (2020) investigated how Norwegian students' motivation for learning English was affected by their engagement in social media. The study employed mixed methods, and combined an online survey and interviews (Risnes, 2020, p. 18). Sixty students participated in the online survey, and four students participated in the interviews. All participants were enrolled in an upper secondary school. The findings suggested that social media affected the students positively and that the students generally desired social media to be implemented during English lessons (Risnes, 2020, p. 67).

Due to the limited role of research on language anxiety in Norwegian upper secondary schools, the contribution of this thesis will be to provide insight into the teaching and learning of English in relation to this aspect. In addition, it seeks to contribute to the limited, although expanding, research on language identity and what the relationship is between language anxiety and language identity. Previous research on language identity has mainly focused on extramural English without exploring its possible relationship to other aspects, such as language anxiety. Besides, Norwegian studies concerning language identity have mainly investigated the learners' beliefs and practices. The current study aims to combine the beliefs of both teachers and learners. Moreover, due to the relationship between oral skills and language anxiety, the present study contributes to research about the teaching of oral skills in the English subject classroom. The investigation of teachers' and students' beliefs and experiences with language anxiety may allow for insight into useful perspectives and

approaches to how language anxiety may be alleviated. It may also provide insight into the extent to which the teachers' and students' beliefs are similar and whether their beliefs reflect current research regarding language anxiety and language identity.

4. Methodology

4.1. Introduction

This chapter introduces and discusses the methodological approach and research design chosen to examine the research questions presented in chapter 1. A mixed methods design, which is explained in section 4.2., is proposed to investigate the research questions. The research questions aimed to explore the teachers' and students' beliefs and experiences with language anxiety, their beliefs about the possible effects language anxiety may have on language development, and their beliefs concerning language identity and the possible relationship between language identity and language anxiety. To explore these questions, three teachers who taught English in a Norwegian upper secondary school were interviewed. In addition, a total of six students were interviewed, and 136 students completed a digital questionnaire. All of the student participants were taught by the interviewed teachers.

Section 4.3. explains how the teacher and student interviews were planned and conducted, whereas section 4.4. discusses how the findings were processed and analyzed. Subsequently, section 4.5. outlines how the student questionnaire was designed, conducted, and analyzed. Section 4.6. explains aspects that may have threatened the validity and reliability of the study and outlines the measures taken to reduce these threats. Lastly, section 4.7. considers the research ethics of the project.

4.2. Research design

The present study adopted a mixed methods research design to gather adequate data and strengthen the research design. Mixed methods research can be described as "some sort of a combination of qualitative and quantitative methods within a single research project" (Dörnyei, 2007, p. 44). Several scholars advocate for using mixed methods in research (Yin, 2006; Dörnyei, 2007; Hashemi & Babaii, 2013). First, an advantage is that the qualitative and quantitative methods may complement each other by being employed in the same research project. Second, it allows for complex data that encompass a broader societal context. Third, mixed methods research may improve validity in addition to the possibility of reaching a larger audience (Dörnyei, 2007, pp. 45-46).

The key issue with this research design is the integration of both quantitative and qualitative research. Quantitative research aims to primarily collect numeral data that can be analyzed by statistical methods, whereas qualitative research concerns non-numerical, open-

ended data that can be analyzed by non-statistical methods (Dörnyei, 2007, p. 24). For the present study, the quantitative data collection involved a questionnaire, while the qualitative data were gathered by conducting interviews. Mixed methods research was chosen as an appropriate design for the present study because the quantitative method allowed for efficient, rich, and comprehensive data material about the students' beliefs and experiences. The qualitative method made it possible to explore the teachers' and students' beliefs and allowed for the complexity of individual cases. Besides, conducting interviews has been the major way to explore individuals' beliefs and experiences (Seidman, 2013, p. 8). In addition, mixed methods research was considered as an appropriate design for the present study because the practicable and time manageable methods allowed the researcher to explore language anxiety and language identity from both the teachers' and students' perspectives.

4.3. Planning and conducting the interviews

4.3.1. Teacher interviews

For qualitative research, it is common to use *purposive sampling* which involves that researchers rely on their own judgment to choose participants for their studies (Dörnyei, 2007, p. 127). The researcher used her personal network to e-mail several teachers, who also helped the researcher get in contact with other teachers. The COVID-19[7] situation challenged the sampling process because the teachers contacted were already work overloaded, and the national guidelines provided by the Norwegian government advised against social visits. The current situation resulted in a time-consuming sampling process. Nevertheless, three teachers eventually agreed to participate, and their experiences were relevant concerning the research focus. All teachers taught English at an upper secondary school. The sampling may accordingly be defined as *criterion sampling* which involves selecting participants who meet some specified criteria (Dörnyei, 2007; Creswell & Guetterman, 2019). Table 1 presents the teachers' profiles. Their names and the names of the schools where they were employed were anonymized due to ethical and privacy considerations. Henceforth, the teacher participants will be referred to as "Teacher 1" – "Teacher 3".

[7] COVID-19 – a potentially deadly virus first identified in December 2019. The virus has caused a worldwide pandemic of respiratory illness.
Sauer, L. M. (2021, 9. April). What Is Coronavirus? Retrieved March 03, 2021, from https://www.hopkinsmedicine.org/health/conditions-and-diseases/coronavirus

Table 1

The teachers' profiles

Participants	Age	Educational degree	Teaching experience	Taught
Teacher 1	56 years old	Master's degree in English didactics	31 years	Student 1 Student 2
Teacher 2	49 years old	Master's degree in English literature	19 years	Student 3 Student 4
Teacher 3	24 years old	2 months from completing a master's degree in English didactics	1 year	Student 5 Student 6

Several preparations were made before the interviews were conducted. First, an interview guide was created (see Appendix A). An interview guide ensures that the basic lines of inquiry are pursued with all of the interviewees (Patton, 2015, p. 439). Feedback about the interview guide resulted in revisions before the interview guide was considered finalized. Although the interview guide provided a certain structure, the format was open-ended and allowed for follow-up questions from the researcher, and the interviewee was encouraged to elaborate on particular issues. Therefore, the interviews can be categorized as *semi-structured* (Dörnyei, 2007, p. 136). Semi-structured interviews mainly consist of open-ended questions, with other questions emerging from the dialogue (DiCicco-Bloom & Crabtree, 2006, p. 315). These interview types are the most common in applied linguistic research, mainly because of the combination of structure and flexibility (Dörnyei, 2007, p. 136).

Second, the interview guide was employed in a 45-minute pilot interview with an English teacher. Piloting when conducting qualitative research is encouraged by several scholars (e.g., Dörnyei, 2007; Seidman, 2013; Patton, 2015; Derrick, 2016; Malmqvist, Hellberg, Möllås, Rose & Shevlin, 2019) because it may increase the validity of the data collection and notify future researchers about potential challenges when using the same instrument. Further, it may alert the researcher about practicalities, their interviewing skills, and provide reflection about whether the questions align with the objectives of the study (Seidman, 2013, p. 42).

The pilot interview provided the researcher with helpful information about the questions' level of clarity and necessity. Some questions required reformulation, and a couple of questions were removed because they were considered repetitive. For instance, question 14 in the second section (see Appendix A) was reformulated since the previous draft contained two separate questions about the teachers' suspicion and experiences regarding peer ridicule. Instead, one question that covered both aspects was employed. Further, the piloting helped the

researcher estimate the time the interviews would take, and it helped practice the researcher's interviewing skills.

The interviews were efficiently conducted due to the preparations made in advance, such as preparing the interview guide, conducting a pilot interview, providing the participants with information, and testing the data collection tools. The participants had been contacted beforehand via e-mail, and they were provided with general information about the study, consent forms, and details about the estimated interview duration. Further, it was estimated that the teacher interviews would last between 45 and 60 minutes sine the pilot interview required approximately 45 minutes to conduct. Qualitative research interviews generally last between 30 minutes and an hour (DiCicco-Bloom & Crabtree, 2006, p. 315). The location of the interviews was in an empty room at the respective schools, allowing for a calm and comfortable environment without interruptions. Bailey (2007) explains that the researcher is responsible for thinking about convenience, distractions, and noise levels when deciding on a location for conducting the interview (p. 104).

The pilot interview and the actual interviews were sound recorded with an audio recorder. Recordings allowed for accurate and original data which then were transcribed and analyzed. Besides, it made the communication efficient because the researcher was not busy taking notes during the interview. According to Dörnyei (2007), it is convenient to record semi-structured interviews because it captures all details and nuances, and it does not interrupt the interviewing process, such as note-taking interviews would (p. 139). However, this requires that the technical aspects are tested and quality checked. The technical aspects were ensured due to the pilot interview where the audio recorder was utilized. The recording of the pilot interview was deleted as soon as the interview guide was revised based on the findings provided by the piloting.

The interviews were conducted in Norwegian and consisted of four main sections. The teachers were asked to choose their preferred language for the interview. The aim was to make the setting comfortable, thus ensuring elaborative answers without the teachers feeling restricted by the language utilized. Besides, research has demonstrated that the use of L1 is beneficial for expressing ideas (Ellis, 2012, p. 170). The first section of the interview consisted of questions about the teachers' background, qualifications, and education. These questions were chosen to be straightforward and factual because they make the interviewee feel competent and help them relax (Dörnyei, 2007, p.137). Some of the questions included were: "Can you tell me a bit about your teaching background?" and "What is your educational background?". Subsequently, the second section continued with questions concerning their

beliefs and experiences with language anxiety, what they considered to be the leading causes of language anxiety, and what they believed to be indicators of language anxiety. This section included questions such as: “What type of signs do you think can demonstrate that a student experiences language anxiety?” and “What underlying factors do you believe contribute to a student’s language anxiety?”

The third section encompassed their beliefs regarding students’ language identity and a possible relationship between language anxiety and language identity. Examples of questions in this section were: “To what extent, do you believe, is English a part of the students’ identity?” and “What are your thoughts on whether language anxiety may be affected by how strongly the students identify with the English language?”. Finally, the fourth section referred to language development and to what extent they believed that language anxiety might influence the learners’ language development. For instance, this section included questions such as: “In what situations do students with language anxiety perform more confidently?” and “What are your thoughts on the possible influence language anxiety may have on the students’ language development?”. In addition, the final question requested the teacher to make further comments if desirable. Simple closing questions are encouraged because it permits the interviewee to have the final say (Dörnyei, 2007, p. 138).

While interviewing, the researcher focused on listening and demonstrating interest in what the interviewees were saying. The researcher aimed to be neutral, without expressing personal bias about language anxiety and language identity. This was done by avoiding interruptions and rather employing open-ended questions subject to follow-up questions. Asking open-ended questions, avoiding interruptions, and allowing for silence are essential interviewing skills (Dörnyei, 2007; Kvale, 2007; Seidman, 2013). Interviews involve a co-construction where the interviewer and the interviewee act in relation to each other and how meaning is constructed in the interaction between them (Brinkmann & Kvale, 2015, p. 35). The interviewer should step in purely to assure a natural flow between the various parts of the interview and follow up on interesting aspects (Dörnyei, 2007, p. 140).

4.3.2. Student interviews

The teacher participants encouraged two students from their English class to participate in an interview with the researcher, resulting in six student interviews. All of the student participants were enrolled in their first year at a Norwegian upper secondary school in general studies. Thus, the students were either 16 or 17 years old when the data collection took place.

The teachers considered the research questions that the teacher already had been informed about and tried accordingly to encourage students they considered to show signs of language anxiety. The sampling for the student interviews was based on three criteria, namely that one of the interviewed teachers was their teacher, that they were enrolled in a Norwegian upper secondary school, and that they gave their consent to taking part in the interview. Consequently, the participant selection may be categorized as *criterion sampling*, which involves the participants meeting some specified criteria (Dörnyei, 2007, p. 128). Similar to when carrying out the teacher interviews, semi-structured interviews were utilized. The preparation process included creating an interview guide, mainly with open-ended questions subject to follow-up questions (see Appendix B).

The initial plan was to conduct focus group interviews with the students. Focus group interviews involve several participants sharing their knowledge about a certain topic in groups (DiCicco-Bloom & Crabtree, 2006, p. 315). This was considered convenient because Dörnyei (2007) explains that the collective experience where groups can brainstorm, think, inspire, and talk together may yield rich data material (p. 144). Focus group interviews were regarded as less intimidating, especially considering that most of the questions aimed to examine the students' personal beliefs about language anxiety. However, it was detected that a couple of students found it intimidating to participate in group interviews. The students' requests for individual interviews resulted in one-on-one interviews. Brinkmann and Kvale (2015) explain that exploring sensitive taboo topics may not be accessible in focus group interviews (p. 176).

Similar to the teacher interviews, the student interviews were conducted in Norwegian and consisted of three main sections. Conducting the interviews in Norwegian could allow for more comprehensive answers. As explained by Ellis (2012), it is easier to express ideas when using the L1. On average, the interviews required approximately 30 minutes to conduct. The researcher briefly introduced the subject and explained the purpose of the study. This is essential to establish good contact and set the interview stage (Brinkmann & Kvale, 2015, p. 154). The first section consisted of questions about the students' beliefs on language anxiety and their feelings and emotions in classroom situations. Examples of questions in this section were: "How do you feel about speaking English in front of the class?" and "In what situations would you be more comfortable about speaking English?". The second section involved their beliefs on language identity, the degree to which they identified with the English language, how much they used it, and to what degree they desired to learn it. Some examples of questions in this section were: "How often do you use English outside of school?" and "What do you think about the English that you are exposed to outside of school?".

The third section aimed to discuss the students' beliefs on how language anxiety may affect language development. This included questions such as: "What kind of effect do you believe that language anxiety may have on the students' development of oral skills in English?" and "What type of positive effects do you believe that language anxiety may have on language development?". Finally, the students were given an additional opportunity to comment on issues they had been thinking about during the interview. The question was also included to signal the approaching end of the interview: "Do you have anything else on your mind that you want to add about language anxiety or language identity?".

Throughout the interview, the interviewer focused on being clear, asking open-ended questions, listening, probing when appropriate, and being neutral. These are crucial interviewing principles to obtain high-quality information from the interviewees (Patton, 2015, p. 428). In the same way as with the teacher interviews, the student interviews were also recorded. Recordings offer several benefits, such as obtaining the original data, increasing the reliability of the transcriptions, and offering the participants assurance about how responsibly their words will be treated (Seidman, 2013, p. 117).

4.4. Processing and analyzing the interview findings

The audio recordings were transcribed manually in Word while listening to the interviews to process the recordings. The data material was organized into file folders that were stored in a password-protected electronic device to maintain participant confidentiality. All interview statements were transcribed to ensure that any essential findings were not excluded from the transcription process. In order to cover all aspects of the interview that might turn out to be important in the analysis, it was considered crucial not to make any editing of the content at this stage (Dörnyei, 2007, p. 247). However, the participants' use of filler words, pauses, and intonation was omitted. As Brinkmann and Kvale (2015) explain, this is not necessary when the intended use of the transcript is to report the subjects' accounts in a coherent and reader-friendly manner (p. 208). These transcripts are not included in the appendix to ensure confidentiality.

An analysis of interview transcripts should involve a coding process (Bailey, 2007; Dörnyei, 2007; Johnson & Christensen, 2017; Creswell & Guetterman, 2019). Coding is the process of organizing large amounts of data into smaller segments to make it more manageable (Bailey, 2007, p. 127). To code the material, initial and second coding were employed (Dörnyei, 2007, pp. 251-252). First, the transcripts were read through several times

to obtain a general sense of the material. Second, different colors were employed to highlight relevant passages. The different colors represented different categories that were generated while examining the data. Third, the category names were revised to further reduce the data into larger categories (Bailey, 2007, p. 129). The process was iterated several times to reduce the passages to a small number of categories which then could be employed to write a qualitative report of the findings.

Quotations from the transcribed interviews were included to provide specific examples in the Findings chapter. The quotations were translated from Norwegian to English by the researcher, and they were included in the findings based on relevance or frequency. They either represented answers that contributed to interesting findings or demonstrated typical responses.

4.5. Designing and conducting the questionnaire survey

In total, 136 students attending their first year at a Norwegian upper secondary school were asked to answer a digital questionnaire (see Appendix C). The present sampling of the study was chosen because they were students in the three interviewed teachers' classes. Since the teacher participants were asked to find student participants for the questionnaire, the sampling may be categorized as *snowball sampling* (Dörnyei, 2007, p. 98) This sampling approach is advantageous for recruiting large number of appropriate participants where the possibility of identifying the individuals is minimized (Creswell & Guetterman, 2019, p. 173).

Collecting quantitative data is frequently done by adopting questionnaires, which is the most employed data collection instrument in applied linguistics (Dörnyei, 2007, p. 95). Questionnaires aim at describing the characteristics of a population by presenting them with questions or statements to which they are to answer (Dörnyei, 2007, p. 101). The beneficial aspects of questionnaires include efficiency, the ability to collect a considerable amount of information quickly, and that the data process generally can be managed easily (Dörnyei, 2007, p. 115). However, the challenges of adopting questionnaires include the need for simple, accurate questions (Dörnyei, 2007, p. 115). The questions were revised several times for accuracy before the students answered them.

The researcher visited the participating classes to introduce the study and its aims, the terms language anxiety and language identity, and some guidelines about how the questionnaire was constructed. The initial plan was to have the questionnaire in a paper format, but the researcher considered that a digital format would be more justifiable

considering the COVID-19 situation. *SurveyXact*[8] was employed to create a digital questionnaire and access was provided by the University of Stavanger. The researcher was present while the students answered the questionnaire to clarify if there were any ambiguities. The participants were informed about the anonymity of the questionnaire to increase the chance of the respondents answering honestly.

It took the students between 15 and 20 minutes to complete the questionnaire. Dörnyei and Taguchi (2010) explain that a questionnaire that requires more than half an hour to complete can become counterproductive (p. 12). The first section aimed to discover the students' beliefs about language anxiety and how they felt during English lessons. This section included statements such as: "I enjoy speaking English in front of the class" and "I feel more comfortable about speaking English in groups". The second section explored their beliefs about language identity, how much they used English outside of school, how much they would like to learn English, and the extent to which language anxiety may be affected by the student's language identity. For instance, the following statements were included: "English is an important part of my life" and "I believe that students feel less anxious in English class if they use English a lot outside of the classroom".

The third section focused on language development and the degree to which they considered a correlation between language anxiety and language development. For example, the following statements were included: "I believe that students who participate a lot in oral activities receive good grades" and "My English skills are better than what I am able to show because of my nervousness. A couple of open-ended questions were also included in this section. For instance, the students were asked about how they believed stress and nervousness could affect their English language development. Finally, the fourth section asked more personal questions, such as the students' gender and their first language. Encountering personal questions at the beginning of a questionnaire may be considered unexciting and are thus encouraged to be left at the end of the questionnaire (Dörnyei & Taguchi, 2010, p. 48).

Questionnaires can yield different types of data about the respondent, and the questionnaire mainly consisted of *attitudinal questions* because the aim was to explore the participants' beliefs (Dörnyei & Taguchi, 2010, p. 5). The questionnaire consisted of 42 closed-ended questions and six open-ended questions. The format of the closed-ended questions employed can be categorized as *Likert scales*, which consisted of statements where the respondents were asked to indicate the extent to which they agreed or disagreed (Dörnyei,

[8] SurveyXact is a digital tool for conducting questionnaire-based surveys online.

2007, p. 105). This is the most commonly used scaling technique due to its simplicity, reliability, and versatility (Dörnyei & Taguchi, 2010, p. 27). Likert scales were also combined with *multiple-choice items* where the respondents were given statements and were allowed to answer by selecting several options.

The open-ended questions were included to allow for qualitative and explorative results in addition to the quantitative results from the closed-ended questions (Dörnyei, 2007, p. 101). The strengths of open-ended questions are that they may add depth, detail, and meaning at a more personal level (Patton, 2015, p. 24). The open-ended questions fall into what Dörnyei and Taguchi (2010) categorize as *short-answer questions* because they allowed the students to elaborate on the concept of language anxiety (p. 38). An example of such a question is "How do you think that stress and nervousness may affect the students' development of English skills?". The questionnaire also stated that the students could answer in Norwegian if they preferred. This was done to make the students feel less restricted by having to answer in English and in an attempt to collect detailed answers. Finally, the final section of the questionnaire included what Dörnyei & Taguchi (2010) explain as *specific open questions* because they asked about concrete pieces of information (p. 37). For instance, one of the questions was "What is your first language?".

4.5.1. Analyzing the questionnaire data

To prepare the questionnaire data for analysis, the questionnaire was designed digitally. This was done to simplify the data collection process since the material was automatically collected and sorted in SurveyXact. Online digital data collection methods are practical since the administration is self-running and it provides easy access to large populations (Dörnyei & Taguchi, 2010, p. 70).

First, for the closed-ended questions, a percentage analysis was considered to provide a general overview of the results. All of the questionnaire responses were automatically organized into bar graphs by SurveyXact that illustrated the distribution of responses for each statement in numbers and percentages. Second, the general trends and tendencies were investigated through the employment of the mode and mean score. The mode is used to measure the score that appears most frequently in a list of scores, whereas the mean is the total scores divided by the number of scores (Creswell & Guetterman, 2019, p. 214). The latter gives an average for all of the scores (Creswell & Guetterman, 2019, p. 215). The process of cleaning the data is essential when analyzing data material (Dörnyei, 2007;

Creswell & Guetterman, 2019). Data cleaning involves "spotting and correcting as many of these errors and inaccuracies as possible before starting the actual analysis" (Dörnyei, 2007, p. 202). When investigating mode and mean scores, the current data cleaning was carried out in accordance with Dörnyei's (2007) suggestions of correcting impossible data, correcting incorrectly entered values, and correcting contradicting values (p. 202).

To prepare the questionnaire data for analysis, each response category was assigned a numeric score. These are demonstrated in table 4. Assigning numeric scores when collecting quantitative data allows for organized data material (Creswell & Guetterman, 2019, p. 205). The numeric scores were used to calculate the mean and mode scores for the responses. The findings were organized into four main sections that corresponded with the structure of the questionnaire. Each section included tables where the statements were listed in descending order based on their mean scores. The number of participants who answered each question was indicated by referring to the letter N above each table in the findings section. This is common in quantitative research to explain the sample size (Johnson & Christensen, 2017, p. 254). Although questionnaire data were collected from three different classes, the findings were combined and presented as a whole. This is because the aim was to investigate main tendencies instead of dissimilarities and similarities between the classes.

Table 2

Response options and numeric scores for the closed-ended questions

Response options	**Numeric score**
Strongly agree	1
Agree	2
Neutral	3
Disagree	4
Strongly disagree	5
Response options	**Numeric score**
Always	1
Often	2
Sometimes	3
Rarely	4
Never	5

However, the analysis process with the open-ended questions involved more subjective elements than with the closed-ended questions. Since the respondents were given no response options or pre-set categories, the researcher had to take each student's response and highlight the main ideas and concepts emerging from their answers. Subsequently, these ideas and concepts were placed into broader categories, allowing for an outline of the most prevalent

answers. This method is suggested by Dörnyei and Taguchi (2010), who explain this to be sufficient to reduce the harmful effects of rater subjectivity by the researcher (p. 99). The categories were generated while examining the data and had to be adjusted and reformulated several times to enclose all responses. However, several respondents mentioned various ideas that were placed within more than one category. Consequently, the number of answers was larger than the number of respondents.

Some of the findings were not analyzed due to due to limitations concerning the size of the thesis. In particular, the choice was made not to explore potential discrepancies and similarities between the beliefs of males and females. Findings regarding the students' grades were not investigated or compared with their reported levels of language anxiety. Finally, due to the scope of the study, the choice was made not to analyze the teachers' and students' beliefs regarding written skills.

4.6. Validity and reliability

The *validity* and *reliability* should always be addressed in research, and the current section aims to discuss how these elements were taken into account in the data collection of the present study. Validity entails conducting and accurately presenting the research, thus explaining how the researchers arrived at the conclusion they made (Bailey, 2007, p. 181). Dörnyei (2007) claims that there is "a general consensus amongst researchers that they must continually strive to assess and document the legitimacy of their findings" (p. 48). Valid research can be described as justifiable, strong, well-grounded, sound, and convincing (Kvale, 2007, p. 122).

Research validity is often divided into *internal validity* and *external validity* (Bailey, 2007; Dörnyei, 2007). The findings of a study are internally valid if they have not been affected by factors other than those intended to have caused them (Dörnyei, 2007, p. 52). External validity is when findings may be generalized to a larger group, different times, or other contexts (Dörnyei, 2007, p. 52). Further, a challenge with qualitative data collection is that the sample size may be too small to generalize the findings to a larger group (Dörnyei, 2007, p. 55). The external validity of the present study is challenged since it aimed to investigate particularistic findings of the teachers' and students' beliefs in Norwegian upper secondary schools instead of generalizable findings. The sampling for the questionnaire and the interviews may be categorized as *non-probability sampling*. As explained by Johnson and Christensen (2017), external validity is a weakness of qualitative study since this type of

research mainly consists of non-probability sampling (p. 304). Non-probability sampling is a sampling technique where the researcher selects the participants, and this type of sampling is rarely adequate for generalizing findings to larger groups (Dörnyei, 2007, p. 99). Nevertheless, a sample size of three teachers and six students is insufficient to generalize the findings to a larger group.

Reliability implies consistency and concerns whether the findings remain consistent when examined several times or by different researchers (Bailey, 2007, p. 184). In qualitative research, reliable findings mean that different researchers should be able to achieve the same findings if the research was conducted again (Dörnyei, 2007, p. 57).

Several measures were considered to ensure valid findings from the teacher interviews. The teachers were not provided with the questions in advance but were only given general information about the study and a consent form. This was done to avoid that the teachers investigated, researched, or conducted any theory about the topic before the interviews that could have influenced their answers. Further, the researcher tried avoiding asking leading questions or expressing personal beliefs during the interviews, which is considered essential to validate interview findings (Brinkmann & Kvale, 2015, p. 199). This included how the questions were formulated and how the researcher attempted to remain neutral during the interviews. The teachers were not paid to participate, and their participation was anonymous. This means that they participated for other reasons than personal gain or recognition. All of the participants were suitable for the study since they were teachers with adequate education and had a considerable amount of experience teaching English in Norwegian upper secondary schools. The teacher interviews were recorded and transcribed to guarantee that the researcher did not misunderstand or forget what the participants said during the interviews.

However, the validity of the teacher interviews was challenged by several factors. A validity error might be that transcriptions do not portray the interviewer and the interviewees' physical presence or how pauses, intonation, and facial expressions may convey meaning (Brinkmann & Kvale, 2015, p. 204). The transcription process involves several challenges, such as the loss of information through the process and that it never will capture the reality of the actual interview (Dörnyei, 2007, p. 246). It also includes the possibility of mishearing and misinterpreting audible passages (Brinkmann & Kvale, 2015, p. 211). In other words, there are no true objective transformation from the oral to the written mode.

Another possible validity threat of the teacher interview findings was the participants' potential desire to meet with the anticipated results of the study (Dörnyei, 2007, p. 54). The

study's findings are invalid if the participants answer what they believe is expected of them or what they believe to be socially acceptable. In addition, an interview will always be based on the craftsmanship and the experience of the interviewer (Brinkmann & Kvale, 2015, p. 218). Interviews depend on subjective impressions, and validity is a challenging aspect that requires the researcher's ability to continually check, question, and theoretically interpret the findings (Brinkmann & Kvale, 2015, p. 199).

Further, the validity may have been challenged because the researcher explained the aim of the study by questioning whether language anxiety and language identity may be related. This may have resulted in the interviewees feeling expected to claim a correlation between the two aspects. However, the questions proved to be relatively neutral due to how the teachers came up with varying answers.

The same validity and reliability considerations were applied to the student interviews. Similar to the teacher interviews, the students were not paid to participate, they were not presented with the questions in advance, and the researcher avoided asking leading questions during the interview. All of the student interviews were conducted in Norwegian. This may have strengthened the validity of the data since using the L1 is beneficial for expressing ideas. All of the student interviewees were appropriate for the study since they were enrolled in a Norwegian upper secondary school. The interviews were also transcribed into a literary style to ensure that the participants' statements were accurately presented.

However, validity and reliability threats may have been that the students answered the questionnaire prior to participating in the interview. On the one hand, the cues provided by the questionnaire may have resulted in what Dörnyei (2007) explains as the participants' desire to meet expectations (p. 54). Their answers may have been affected by the questions and the information already provided in the questionnaire. On the other hand, Brinkmann and Kvale (2015) argue that foreknowledge allows for the interviewee to have an improved understanding of the topic investigated (p. 35).

A further validity threat was that the students had been encouraged to participate in interviews due to their personal experiences with language anxiety. This may have resulted in shy respondents and the possibility of brief answers. Shy interviewees may be too inarticulate to produce sufficient data (Dörnyei, 2007, p. 144). Nevertheless, the interviewees generally elaborated on various topics, and all of the interviews took approximately the estimated time. The researcher attempted to avoid demonstrating personal beliefs by primarily being a listener who followed up on interesting aspects. However, achieving an entirely objective interview is unachievable due to how interviews are dependent on personal interrelationships. Further,

transcribing the interviews may not have covered the meaning that may have been conveyed through tone of voice, pauses, and facial expressions (Brinkmann & Kvale, 2015, p. 213). Losing these nonverbal cues is also a theoretical issue of recording the interviews (Dörnyei, 2007, p. 139).

The researcher attempted to increase the validity and reliability of the research project by way of *triangulation*. Triangulation strengthens a study because it combines qualitative and quantitative approaches (Patton, 2015, p. 316). The combination of qualitative and quantitative approaches is sufficient because it may yield somewhat different results. The convergence of different data collection offers strong validity evidence (Dörnyei, 2007, p. 61). However, more types of triangulation could have been employed to ensure the quality of the findings. As Bailey (2007) suggests, conducting several interviews with the same participants over a period of time is also a type of triangulation (p. 77). The participants of the current study could not have been interviewed several times since the Norwegian government advised against social visits due to the COVID-19 situation, Besides, the time restrictions of the research project allowed for merely one interview with each participant.

In quantitative research, validity refers to the correctness or truthfulness made from the results of the research (Johnson & Christensen, 2017, p. 283). Reliability involves "the extent to which our measurement instruments and procedures produce consistent results in a given population in different circumstances" (Dörnyei, 2007, p. 50). Several measures were taken to increase the validity and reliability of the questionnaire data. All participants were suitable for the study since they were enrolled in their first year at a Norwegian upper secondary school. The students were not paid to participate, and they were guaranteed that their participation was anonymous. The participants were provided with general information about language anxiety and language identity before they answered the questionnaire. This was done to ensure that the participants would understand the questions and answer as truthfully as possible. Further, respondents are prone to misread or misinterpret questions, which strengthens the need for precise, understandable, and clear questions (Dörnyei & Taguchi, 2010, p. 7). The questionnaire questions were sufficiently simple and straightforward to ensure that the participants would understand them. The layout of the questionnaire should also be carefully designed to eliminate threats of invalidity (Mackey & Gass, 2005, p. 109). Therefore, the researcher attempted to achieve an orderly layout by dividing the questionnaire into separate sections for each category.

Although several measures were taken to increase the validity and reliability, various threats were detected. Although 136 students started answering the questionnaire, 134

students completed the entire questionnaire. This might suggest that some of the questions were not sufficiently simple to understand, that the questionnaire was too long, or that the respondents were unmotivated (Dörnyei & Taguchi, 2010, pp. 7-12). Further, the questions and response options were in English, and the researcher expected the students to understand those. However, several students asked the researcher to explain what was meant by "average grade" (See Appendix C, section 3, question 7). This might indicate that several students were confused with these categorizations which may have resulted in misleading results. Another challenge with the questionnaire was that the students might have answered what they believed was expected of them to answer (Dörnyei & Taguchi, 2010, p. 8). Finally, the open-ended questions in the questionnaire may have threatened the validity since the researcher had to interpret and categorize the responses.

4.7. Ethical considerations

All aspects of research processes should be ethically considered, and this section aims to describe several ethical considerations during the current research. Educational research concerns people's lives and thus inevitably involves ethical issues (Dörnyei, 2007, p. 63). Bailey (2007) presents three major ethical concerns that researchers must consider: informed consent, deception, and confidentiality (p. 15).

In Norway, researchers have to submit a detailed research plan for approval to the Norwegian Centre for Research Data[9] (NSD) to conduct classroom research. NSD concluded that the present research project was in accordance with ethical and legal guidelines, and an approval letter was received which permitted the researcher to start collecting the data material (See Appendix D). Several ethical concerns were considered in order to gain this approval. First, informed consent is essential when conducting ethical research (Bailey, 2007; Dörnyei, 2007; Seidman, 2013; Brinkmann & Kvale, 2015; Patton, 2015). The participants of the study must know enough about the research to know whether they want to proceed (Seidman, 2013, p. 64). The researcher wrote information letters to the teachers and students after first having the letters approved by NSD. The participants of the present study were informed that the purpose of the study was to investigate their beliefs and experiences with language anxiety, their beliefs concerning how language anxiety may affect language development, and their beliefs about language identity. Further, they were informed about the

[9] NSD is a Norwegian national institution that ensures that data about people and society can be collected, stored, and shared safely. NSD must approve the research before it is conducted, and they make sure that the research conducted is ethical.

procedures used to protect the confidentiality, how the responses would be handled, and the voluntary nature of the study (See Appendices E, F, and G).

Second, another important ethical issue that researchers should consider is deception. Deception is when the participants are not fully informed or provided with misinformation about the study (Bailey, 2007, p. 20). Therefore, the researcher gave as correct information as possible when submitting the detailed research plan to NSD. The written consent forms were also carefully constructed. However, it may be that some of the participants did not understand the written consent form or did not read it. Therefore, the researcher verbally presented the information that was significant to them. Adequate information about a study counteracts deception (Brinkmann & Kvale, 2015, p. 94).

Third, confidentiality is an ethical issue which implies that the participants' identity should not be disclosed (Brinkmann & Kvale, 2015, p. 94). Several measures were made to ensure confidentiality. The identity of the participants was coded from the beginning with "Teacher 1" – "Teacher 3" and "Student 1" – "Student 6". This was done to avoid that a casual observer could observe the transcripts and identify the participant (Seidman, 2013, p. 72). The school names or any other personal information were not published. Audio recordings, transcriptions, and signed consent letters were kept in a secure place to which only the researcher had access. The recordings were deleted after being transcribed, and the transcriptions were deleted after being analyzed, presented, and discussed in the current study. Measures were also taken to ensure participant confidentiality for the questionnaire. The findings were stored in a password-protected account in SurveyXact to which only the researcher had access. In addition, SurveyXact anonymized all survey responses.

5. Findings

5.1. Introduction

This chapter presents findings from the present study conducted on language anxiety and language identity in three Norwegian upper secondary schools. The chapter thus presents the qualitative findings from the teacher interviews and the student interviews. Further, it provides the quantitative and qualitative findings from the student questionnaire. For each case, the findings are organized by way of categories developed in accordance with the main categories of the interview guides. However, these categories overlap and function more as structural tools rather than set categorizations. First, in section 5.2., the three teacher interviews are summarized. Second, the data obtained from the six student interviews are outlined in section 5.3. Finally, section 5.4. describes the results from the student questionnaire.

5.2. Teacher interviews

5.2.1. Educational background, teaching experience, and experiences with language anxiety

At the time of the interview, all of the teachers were employed at different upper secondary schools. Teacher 1 had 31 years of teaching experience and had been teaching English in all of her teaching years. She had a master's degree in English didactics. Teacher 2 had been teaching English in all of her 19 teaching years. She had a master's degree in English literature. Teacher 3 had approximately one year of teaching experience. However, she had gained experience from teaching practices during her education. At the time of the interview, she was currently working on her master's thesis in English didactics, which was her last stage of becoming a qualified "lektor"[10].

The teachers explained that they had limited knowledge about the term language anxiety, and that they did not have any lectures or seminars devoted to the topic during their education. Yet, they were familiar with similar terms and topics. During their education, they had learned about communicative skills, school refusal, and various methods they could employ to encourage students to speak English. Teacher 1 and Teacher 2 explained that

[10] Dictionaries translate the Norwegian word "lektor" to the English word "lector", yet the latter mainly refers to a lecturer and does not cover the term's meaning. The title refers to a teaching occupation that requires at least five years of education that includes pedagogy courses and a master's degree.
Norsk Lektorlag (2020, 10. June). Hva er en lektor? Retrieved March 11, 2021, from https://www.norsklektorlag.no/info/hva-er-en-lektor/

language anxiety was addressed at their school, although the term was not employed. Teacher 3 stated that language anxiety was not something they discussed at her school.

All teachers reported that they had experienced language anxiety themselves to a certain degree. At the time of the interview, Teacher 1 reported that she still could feel discomfort when speaking another language than her first language:

> As a philologist, it is really important that I am able to express thoughts and opinions, and knowledge by using words. When the words may fail, it is embarrassing. Embarrassing, painful, and difficult [11](Teacher 1).

5.2.2. Teachers' beliefs and experiences with language anxiety in teaching situations

The teachers believed that specific feelings and certain body language were important indicators of language anxiety. They also attempted to define the term. Teacher 1 stated that language anxiety might be defined as nervousness or fear of expressing oneself in a language that is not one's first language. She mentioned several indicators of language anxiety, such as avoiding class participation, verbally expressing discomfort, and providing particularly brief answers in class. Feeling uncomfortable to the extent that it hinders communication was the definition of language anxiety provided by Teacher 2. She claimed to recognize signs of language anxiety if her students started blushing or avoided looking at her when she asked questions. Teacher 3 defined language anxiety as the fear of speaking out loud in the classroom in another language than one's first language. She believed that indicators of language anxiety involved increasing heart rates and sweating. Further, she concluded that students who sat quietly and primarily stared at their desks throughout the lessons experienced language anxiety.

To approach students with language anxiety, the teachers argued that facilitating a safe classroom environment was essential. Particularly, Teacher 1 believed that engaging and meaningful discussion tasks that required reflection contributed to English conversations in the classroom whereas factual tasks led to the opposite. She further encouraged realistic time frames, collaborative learning, and a variety of oral activities. To establish a safe classroom environment, she tried to prevent pressure of unrealistic expectations by telling the students that making mistakes is fine, and that she makes mistakes herself:

[11] All quotes presented have been translated from Norwegian to English by the researcher. Reasons for conducting the interviews are presented in chapter 4.3.

> Be super obvious about that it is totally okay to make mistakes. Make mistakes! As teachers, we have to make mistakes, we have to embarrass ourselves, and we have to face it. We have to signal to the students that this is safe (Teacher 1).

All of the teachers reported that their students would easily speak Norwegian instead of English during group discussions. They explained that the type of task was the main determiner of whether the students initiated English conversations or not. Teacher 3 did not believe that her students would start speaking English with each other unless she regularly reminded them. Similar to Teacher 1, she believed that engaging, interesting, and motivating tasks resulted in English conversations. She argued that the key element when encountering students with language anxiety was to strive for good relationships.

All of the teachers named specific methods and activities they believed to be valuable for students struggling with language anxiety. Teacher 1 made students participate in various starter activities at the beginning of each school year. She used this method to detect language anxiety among students. Another activity she employed was "think, pair, share" activities. She was hopeful that pair discussions would foster their enjoyment of oral activities to a greater extent. To her, her primary role as a teacher was less concerned with pressuring students to participate than with ensuring them a safe environment: "I would never put them on the spot where I would force them to speak English in class". She pointed out that, during their oral activities, the students were given an adequate amount of preparation time before plenary discussions. For example, she would state that: "Students who were wearing something blue that day would be asked a couple of questions by the end of the class".

Comparable methods and activities were employed by Teacher 2 and Teacher 3. They expressed their confidence about "warm-up exercises" at the beginning of the school year. They believed that the emphasis on social activities would result in a secure classroom atmosphere. In addition, Teacher 3 focused on seating students next to classmates they felt safe to be with. She claimed that this made it less challenging for the students to speak English. On the other hand, she pointed out, this occasionally resulted in the opposite desire; the students ended up speaking Norwegian which ensued from being exceedingly comfortable.

All of the teachers stated that they continually spoke English to encourage their students to speak English in class. This was done, according to Teacher 1, to clarify the importance of speaking the language in order to learn it. Yet, neither of the teachers forced their students to speak English in class. Teacher 1 and Teacher 2 stressed the challenging

balance between encouragement and facilitation. They also believed that students need to be challenged to develop their English skills, and Teacher 1 explained how the teacher is responsible for establishing an environment where the students are safely challenged. Despite her focus on encouragement, Teacher 3 repeatedly experienced that her students who struggled with language anxiety spoke Norwegian in her class. In turn, she was hopeful that listening to her speaking English would inspire the students to foster their oral skills, particularly as she believed it would be beneficial for them in the future:

> I try to encourage my students to speak English with each other or in groups. Talking English to each other does not even have to be about the task itself. It is merely about practicing speaking the language. This is what they will need in the future. I experience that my students agree about this (Teacher 3).

Optional evaluation methods for students with language anxiety were encouraged by all of the teachers. In particular, Teacher 1 and Teacher 2 explained how they provided their students options regarding topics, evaluation methods, and whether to work in groups or individually. The students could choose among evaluation methods such as podcasts, movies, presentations, and conversations with the teacher. Teacher 1 elaborated that rather than being rigid, she focused on how everyone had the opportunity to choose: "The goal has to be that they get to show what they know". The national curriculum[12], she added, "says nothing about the students being obligated to have an oral presentation in front of the entire class". Despite her positive experiences with optional evaluation methods, she claimed it to be a problem if her students' language anxiety was so dominant that it disrupted their ability to speak the English. This said, she had never experienced that her most anxious students had been unable to engage in evaluation when supported with options.

Additionally, to promote a comfortable classroom environment, the teachers reported that they attempted to portray an attitude that accepted mistakes. For instance, Teacher 1 explained that she attempted to foster a positive classroom environment by placing her students in a circle before asking them to pass a ball around. This task requires for the students to answer elementary questions, and she explained that it usually engaged all of the students. She clarified: "It is better involving the entire class in your attempt of improving the

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[12] The Knowledge Promotion 2020 was the current national subject curriculum at the time of the interviews. *National Curriculum for Knowledge Promotion 2020. (2019). English Subject Curriculum* (ENG01-04). Oslo: Kunnskapsdepartementet. Retrieved March 04, 2021, from https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv4

classroom than concentrating on a portion of the class". Teacher 2 frequently attempted to foster a safe speaking environment by displaying videos of Jens Stoltenberg's[13] English speeches. She explained her students how his prominent accent is something Norwegians find discomfiting, yet American and British webpages merely comment on the content of his speeches:

> They focus on what he actually says and how he speaks about friendship, cooperation, and all of these pleasant things. But we are constantly comparing each other. Now, speak with the type of English you have, whether it is "Tasta English"[14], Scottish English or the Queen's English (Teacher 2).

5.2.3. Teachers' beliefs about contributing factors to language anxiety

Overall, the teachers believed that previous classroom experiences affected the students' language anxiety. For instance, they elaborated, students may have been corrected or laughed at in classrooms where teachers have failed at conveying how mistakes are essential when endeavoring a foreign or second language. Teacher 1 reported that her students were generally least confident about speaking English during oral presentations, and she reported how she never forced them to have oral presentations. Besides, she described how limited preparation time decreased student participation in the classroom. Accordingly, she focused on group discussions before having plenary discussions. This allowed for the students to discuss and prepare their answers. Teacher 2 reported that the students were frequently taken aback by their English grades in their first year of upper secondary school and that they had unrealistic expectations from lower secondary school.

When asked about additional contributing factors to language anxiety, all teachers reported factors outside the classroom, such as expectations from friends and family. In particular, Teacher 2 affirmed that social media might contribute to language anxiety because they are constantly exposed to the idea of having to be perfect in every arena of life. Although she claimed that students are under much pressure, she also explained how parents constantly have applauded their children and how this may have led to a lack of resilience:

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[13] Jens Stoltenberg is the former Prime Minister of Norway, and he became NATO Secretary General in 2014. North Atlantic Treaty Organization. (2020, 15. April). Jens Stoltenberg. Retrieved March 03, 2021, from https://www.nato.int/cps/en/natohq/who_is_who_49999.htm

[14] «Tasta English» is a Norwegian expression, particularly established in Rogaland county. It is used for explaining Norwegians who translate words and phrases literally to English while applying a notable Norwegian accent. Stavanger Aftenblad. (2007, 20. September) Mother Tongue – Tasta English. Retrieved March 03, 2021, from https://www.aftenbladet.no/lokalt/i/5lwAX/mother-tongue-tasta-english

> We have cheered them on, and they have been praised for mediocrity. A lot of us are, after all, just mediocre. They may then notice that they are surrounded by people who perform better than them and that they cannot handle it. They may then choose to stay quiet instead (Teacher 2).

Self-consciousness, personality traits, and fear of evaluation were also believed to be important language anxiety contributors. Teacher 1 stressed that students tended to remain silent due to a fear of being evaluated. She thus emphasized the importance of clarifying expectations and the assessment criteria. Teacher 2 believed that evaluation settings reinforced the students' language anxiety, and that it occasionally resulted in students not being able to complete an assessment. Further, all teachers experienced that several students were vulnerable and self-conscious, and that their fear of ridicule was an important contributor. The teachers believed that personality traits were important to examine because perfectionism and introversion may be difficult to distinguish from language anxiety. In particular, Teacher 3 perceived students with language anxiety to have experienced anxiety within other areas.

5.2.4. Teachers' beliefs about effects and consequences of language anxiety

The teachers reported several effects and consequences of language anxiety. Neither of the teachers believed there to be signs of bullying or ridicule due to oral activities in their classrooms. However, Teacher 2 mentioned that the boys in her class frequently applied an additional accent when speaking, and she believed that this was done to conceal embarrassment or insecurities. Similar beliefs were mentioned by Teacher 3, who explained that her students would laugh if other students said something intentionally humorous. Both teachers stressed that it was challenging to determine whether this could be classified as ridicule since all students appeared to be involved in the laugh.

All teachers reported that they did not consider language anxiety to have positive effects on language development. Teacher 1 was confident that language anxiety solely affects negatively. Teacher 2 had similar beliefs, yet she questioned whether awareness, consideration, and facilitation for students with language anxiety could ultimately result in increasing confidence. Teacher 3 suggested that anxious students may concentrate more on written skills to compensate for their oral skills. However, she believed that this was uncommon.

When asked about negative effects of language anxiety, all of the teachers could name numerous effects. Teacher 1 emphasized disengagement, fear, and neglect of the subject as

essential consequences of language anxiety. She further elaborated on how it is human to withdraw from difficult situations, yet that this is a negative avoidance strategy. Teacher 2 described how silence can be transmitted from one student to another. She explained the transmitted attitude by asking the following question: "When you do not show what you know, why should anyone else?". Similarly, Teacher 3 claimed that in order to learn a language, it must be utilized. She described how her anxious students who did not participate in oral activities lacked an essential element needed to master the language.

5.2.5. Teachers' beliefs about students' language identity

All of the teachers believed that their students had a natural relationship to the English language and that the majority had a significant desire to learn English. They perceived their students to be exposed to the English language daily, mainly by gaming, watching TV, and listening to music. However, Teacher 2 was surprised at the discrepancy between their desire to learn the language and the limited number of students who chose English as an elective subject for Vg2 and Vg3[15]: "This is unfortunate for us teachers, and maybe even for the world. Who knows?". Teacher 3 emphasized that students who did not prefer to speak English also valued and considered English to be an important part of their lives. She believed these attitudes to persist due to the expanding role of English. Despite her positive attitude towards students being broadly exposed to the English language, she stressed how the English subject fosters academic writing and knowledge of current news-related elements.

The teachers had varied opinions about to what extent there may be a possible correlation between language anxiety and language identity. The beliefs of Teacher 1 were divided. On the one hand, she believed that students who identify with the English language experience less language anxiety. On the other hand, she questioned whether some students who may strongly identify with the English language still experience language anxiety. Teacher 2 was more confident that students with language anxiety have had less authentic encounters with English speakers, and she claimed that their "identity correlates less with the English language". These ideas were affirmed by Teacher 3, who claimed that students who identify with the language feel more comfortable speaking it. However, she had experienced

[15] The English subject is merely a common core subject the first year of upper secondary school in Norway. This applies to both vocational studies and general studies. Thenceforth, it is an elective subject.
The Directorate of Education. (2020, 01. August). Curriculum in English. Retrieved March 04, 2021, from https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv6?lang=eng

students who demonstrated evident indicators of language anxiety while being devoted to the language. As a result, she questioned whether her initial claim was valid:

> A desire to be competent in the language can certainly be possible. That they genuinely want to be proficient, but that they remain silent since they are not. You would generally believe that students with language anxiety resent the language, but that does not have to be the case (Teacher 3).

Altogether, the teachers reported that the students' desire to learn English had increased in the last couple of decades. Teacher 1 believed her students to recognize the relevance of the subject to a larger extent today than previously. Whether this was altered by the change in time or by reformations in the school system, she could not say. Still, she was surprised by the prevalence of language anxiety since she considered English a considerable part of her students' daily lives. Teacher 2 underlined the teachers' increasing ability to demonstrate the relevance of the subject as an explanation for the students' elevated desire to learn English. Due to her limited teaching experience, Teacher 3 had less knowledge of how the students' desire to learn English had developed. Nevertheless, she had observed how previous generations had poor English skills and had concluded that this was a result of the limited role of English during their childhoods. She summarized her beliefs about the strengthened position of English today: "I believe that the desire to learn English has been reinforced as a consequence of acquiring numerous technological devices, Internet, and all of that".

Two of the teachers mentioned the Knowledge Promotion 2020 as a positive contributor to how English should be taught and understood. Teacher 1 appreciated how the curriculum facilitated the global role of English by including graphic novels, video games, movies, and TV shows as a specified part of the curriculum. Similarly, Teacher 2 claimed that the curriculum's focus on interdisciplinary topics and core elements demonstrated the importance of the subject. Although they both appreciated its emphasis on the global role of English, Teacher 1 worried that this would eventually result in a lack of interest for the subject. She explained: "The danger of integrating these aspects as a part of teaching is that it becomes awkward and uninteresting for our students".

All teachers reported that the increasing exposure to English influences the students' language development positively. Teacher 1 mentioned extramural English studies, and how these studies have disclosed that extramural English improves vocabulary and oral skills. She pointed out that the majority of the students' learning occurred outside of school. However, she emphasized her role as a facilitator of these positive inputs towards various school tasks.

Teacher 2 also valued extramural English, and she believed it to enhance their understanding of the language: “They have been unconsciously and consciously exposed to English from an early age”. On the other hand, she said she had ambivalent feelings regarding the impact of social media. Although she could name beneficial aspects of social media, such as fostering informal dialogues, she explained how her students could not speak and write formally and academically. She found this particularly challenging since her students tended to be overly confident about their English skills. Finally, Teacher 3 emphasized how her students had to engage in the language to maintain their part of social media and other network platforms.

5.3. Student interviews

In the following section, the results obtained from the student interviews will be summarized. At the beginning of the interview, the students were provided with definitions of language anxiety and language identity employed in the current thesis. The term explanations and the interview itself were conducted in Norwegian. The reasons for this choice are given in chapter 4.3. Language anxiety was defined as “nervousness and heightened arousal when learning a new language” (Horwitz et al., 1986, p. 125). Besides, they were explained that language anxiety encompasses feelings of apprehension and fear associated with language learning and use (Richards & Schmidt, 2010, p. 313). Dread, worry, concentration difficulties, sweat, heart palpitations, and forgetfulness when learning a language are common reactions of language anxiety (Horwitz et al., 1986, p. 126). The explanation of language identity provided involved how learners who engage in conversations “also engage in an identity construction where they are making sense of the social world and how they relate to it” (Norton, 1997, p. 410). Thus, the explanation of language identity involved how much they use the language, how much they desire to learn it, and to what degree they consider it beneficial for their future.

5.3.1. Students’ beliefs and experiences with language anxiety in the English subject classroom

The students argued that classroom activities that provoked language anxiety were oral presentations, discussions in groups, reading aloud, and answering the teachers’ spontaneous questions:

Table 3

Class activities considered to be the most uncomfortable

Student 1	Spontaneous questions and plenary discussions
Student 2	Oral presentations
Student 3	Spontaneous questions and oral presentations
Student 4	Oral presentations
Student 5	Reading aloud and oral presentations
Student 6	Spontaneous questions and oral presentations

All of the students interviewed, except one, claimed to have experienced language anxiety. They stated that these feelings of nervousness occurred in English lessons exclusively. One of the students described it as uncomfortable speaking English in front of the class, but that it was less frightening when she was provided with preparation time. She would withdraw from plenary discussions while discussions in smaller groups were safer. Another student claimed to be comfortable speaking English in class, yet she mentioned that she was the most confident during conversations with her teacher. Another student believed that students experience language anxiety due to poor English skills, and she explained how she never spoke in class. She found it humiliating to speak because she perceived her English skills to be inadequate:

> I try my best to participate, but I never speak in class. And I believe it is because I am not that good which again makes it incredibly embarrassing. I try to avoid speaking in front of others because I am embarrassed by my poor English skills (Student 3).

The students were divided on whether they initiated speaking English during group discussions. Two of the students attempted to speak English because they hoped their desire to speak English would transmit to the entire group. The other students would easily speak Norwegian instead. However, one student added that she would initiate English conversations if she was grouped with peers who were competent in English. She expanded on this point, mentioning that she did not want to impede these students' learning by speaking Norwegian.

The students believed facilitation to be crucial for students with language anxiety. One student wished for fewer plenary discussions, and all of the students desired more group activities. Another student was satisfied with the present class activities, yet she underlined the value of teachers who clarified the importance of trial and error. One student, who despised speaking English in class, stated that teachers never should spontaneously ask students to answer but should allow them to volunteer. Another student claimed that teachers in lower secondary school should encourage their students further to speak English during

lessons. This, he explained, would allow for more confident English speakers in upper secondary school. Besides, alternative evaluation methods were advocated by all students. The students suggested several ways for oral assessments, such as creating podcasts, movies, or audio recordings. In addition, they argued that conversations could be arranged in smaller groups or solely with the teacher, depending on the student's preferences. Although one student was confident about all types of evaluation, she regarded alternative evaluation methods to benefit all students. Further, she acknowledged and encouraged that students with language anxiety should be additionally facilitated:

> Some may think: "They are so lucky to have their oral presentations alone with the teacher". But you could turn it around and say: "Well, you have the confidence to stand in front of the entire class, and that makes you luckier" (Student 2).

5.3.2. Students' beliefs about contributing factors to language anxiety

All students claimed that the primary contributor to language anxiety is a person's level of self-consciousness. They disclosed that they avoided raising their hand in class when uncertain about pronunciation, and they argued that it was consistently the same students who spoke in class. One student avoided raising her hand because she discerned herself as less competent, and she worried about how her peers and teacher would perceive her. Besides, she explained the fear of evaluation to be prevalent in her class: "I have heard that people do not speak because they do not want to mispronounce words and consequently receive bad grades". One student pointed out that everyone desires to be perceived positively and that there is an increasing pressure to be perfect in every arena of life. She explained: "I should not have to care about what people think of me, but that is what it is like today. You have to be perfect, and that applies to the English language as well". Similar beliefs were expressed by another student, who explained that he rather spoke Norwegian when he was uncertain about talking correctly. He was convinced that this was common for students his age: "You do not want to seem like a fool who does not know how to speak English adequately when you are sixteen or seventeen years old".

The students reported various contributing factors to language anxiety, and a repeated factor was the classroom environment. Two students reported their classroom environment to be positive. Neither of them had experienced negative comments or other indicators of ridicule from their peers if they made mistakes during English lessons. In contrast, four students had experienced laughter and ridicule after speaking English in class. Two of these

students described how negative comments from their peers had resulted in discouragement and apprehension for speaking in class. Another student also perceived laughter to be a contributor to language anxiety. In contrast, one student claimed that the laughter did not affect her, albeit she admitted a fear of mispronouncing words.

One of the students had become more comfortable about speaking English in class. She believed this confidence to be altered by how she had become more acquainted with her peers during the current school year. This said, her self-consciousness about her pronunciation and syntactic knowledge persisted which often led her to remain silent. Another student claimed that her fear of speaking English derived from pressure altered by evaluation settings and previous unfortunate classroom experiences. Previous classroom experiences were also mentioned by another student, who claimed that students who were more exposed to English during lower secondary school would be more confident in upper secondary school. He appreciated how his current teacher always spoke English in class and explained how his lower secondary school experiences had induced his present language anxiety. He felt relaxed about speaking English when alone with his teacher, while he feared being asked questions without being provided with preparation time. Although he felt more comfortable about speaking English with his teacher, he feared that he was being evaluated.

Personality traits were mentioned by all of the students when asked about language anxiety contributors. They believed that students who experience language anxiety in the English subject presumably encounter similar feelings in other subjects. One student described her shyness as a contributing factor. Another student claimed that students who do not experience language anxiety are more confident and have higher aspirations about grades and education. Popularity was mentioned by another student, who stated that students with numerous friends are more confident and thus experience less language anxiety. Although one of the students described himself as a confident person who aimed at entertaining and bringing humor into the classroom, he felt less sure about his role in the English subject. He elaborated: “I like to contribute to a cheerful atmosphere in class. It is easier to speak Norwegian to be certain that everyone understands my jokes. I am not confident enough to tell a joke in English”.

5.3.3. Students’ beliefs about effects and consequences of language anxiety

All students reported that language anxiety affects language development negatively. Three students stated that students with language anxiety are deprived of the opportunity to

demonstrate what they know. Further, they explained how disengagement from discussions and conversations might falsely represent a lack of skills. Two students asserted that language anxiety hinders language development due to the lack of practice. One student explained: "You have to practice speaking the language to become good at it". Additional stress was emphasized by Student 6 who claimed that language anxiety results in less concentration:

> It makes you a lot more stressed. You may concentrate less since you are constantly worrying about pronunciation and avoiding errors. You are constantly feeling like you are lacking control. This anxiety may affect your performance during evaluation settings and thus your grades (Student 6).

When asked about possible positive effects of language anxiety, the students were divided. They were confident that language anxiety mainly affects negatively, yet they questioned whether any positive effects may be detected. They proposed that language anxiety may foster an attitude that seeks to accomplish challenges. Besides, one student suggested that it may increase the focus on written skills. Another student implied that language anxiety might enhance English language exposure due to aspirations to master the language.

5.3.4. Students' beliefs about language identity

On the whole, the students reported that English was an essential part of their lives. Four of the students appreciated the English subject, whereas the others disliked it. They generally believed that it would be beneficial for them to be competent in English, and everyone reported a strong desire to learn the language. For instance, one student considered English as fundamental when traveling. Later education and professions were also regarded to prompt a desire for English language learning. Four of the students explained that social media, movies, TV shows, and music require English competence. Accordingly, they believed this to motivate class participation and a positive feeling towards English among students their age.

The students' daily lives encompassed numerous English activities, and they considered English to be an integrated part of their lives. One student claimed that English was not a foreign language due to its significant role. She clarified: "It is, and it is not a foreign language simultaneously. By that, I mean that I have not been speaking it since I learned to speak, but I still use it every single day". The most prevalent English activities were employing social media, watching TV-series, and listening to music. The average estimation of time spent on English activities daily was approximately 3-4 hours. When asked about speaking English with their friends, all of the students reported that they never engaged

in English conversations. Yet, they utilized phrases, abbreviations, and expressions such as "Oh my god", and they claimed this to feel natural. The students' usage of English activities is outlined in table 4:

Table 4

The students daily reported English activities

	The most employed English activities	**Estimated time spent on English activities daily**
Student 1	TV series	2 hours
Student 2	Music and TV series	2-4 hours
Student 3	Social media and TV series	3-4 hours
Student 4	Music and work	3-4 hours
Student 5	Social media and TV series	4-5 hours
Student 6	Surfing the Internet	3-4 hours

Regarding a possible relationship between language identity and language anxiety, the students had differing conclusions. Four of the students assumed that the increasing exposure and desire to learn English resulted in less language anxiety. Two students mentioned how they believed that students become more confident in the English language today and assumed this development to persist. Nevertheless, two of the students questioned whether the expanding role of English could contribute to more language anxiety. One of the students believed that "students might feel obliged to master English perfectly since they are continually surrounded by it". On the other hand, she reasoned that it also could contribute to more confident speakers. Student 6 claimed there to be more language anxiety as a result of the English exposure combined with the pressure to be successful in every aspect of life:

> I believe that students experience language anxiety to a more significant extent today than before. There is much pressure at school, everyone is striving for good grades, and everyone has to perform well. We are continually being reminded of how English should be spoken (Student 6).

All of the students agreed that the increased exposure to the English language contributed positively to their language development. One student explained how her exposure to the English language outside of school facilitated her language learning. Learning to communicate in everyday conversations was valued by another student, and she claimed that the English she encountered outside of school allowed for this to a larger extent. Although one of the students believed that the large exposure to English strengthened her vocabulary, she worried that this could eventually result in language confusion: "We mix English and

Norwegian words all the time, and we may potentially damage our own language". Another student questioned whether the extensive use of slang, abbreviations, or dialects could negatively impact language development.

5.4. Student questionnaire

The current section presents the data material gathered from the student questionnaire. The presentation includes numbers and percentages and tables with mean and mode scores. The tables represent the most frequent and average response options for each statement. All statements are sorted in descending orders by their mean scores. The response alternatives are based on the Likert scale, and reasons for this choice can be found in section 4.5. Several bar charts illustrating relevant findings have also been included. The findings are organized by way of categories that correspond to the questionnaire: beliefs about language anxiety, language development, and language identity. As aforementioned, the questionnaire data is presented in its entirety instead of class by class. This is because the aim was to investigate main tendencies instead of dissimilarities and similarities between the classes.

5.4.1. Students' beliefs about language anxiety

Table 5

Classroom experiences related to language anxiety and oral activities (N=136)

5 = strongly agree, 1 = strongly disagree

	Statements	Mean score	Mode score
10	I feel more comfortable about speaking English in class with someone in class who I know well	4.3	5
8	I feel more comfortable about speaking English during group work than in front of the whole class	4.1	5
6	The teacher encourages me to become comfortable about speaking English in the classroom	3.7	4
3	I am comfortable about speaking English in the classroom	3.6	4
9	I feel more comfortable about speaking English during pair work than group work	3.5	3
4	I get nervous before and/or during English class	3.1	2
11	Language anxiety sometimes hinders me from showing my English skills	3.0	4
7	All students in my class participate in oral activities during English lessons	3.0	3
1	I enjoy speaking English in front of the class	2.9	3
5	I believe that I have experienced language anxiety during English lessons	2.8	4
2	I enjoy reading English out loud while the class is listening	2.8	3

Table 5 illustrates the students' responses about classroom experiences related to language anxiety and oral activities. For these statements, the options are strongly agree, agree, neutral, disagree, and strongly disagree. Statement 10 is given an average score of 4.5, which indicates

that the students' beliefs about feeling more comfortable speaking English in class with someone they know well were between the alternatives "strongly agree" and "agree". A mode score of 5 indicates that the answer "strongly agree" occured the most often among the respondents. Similar results are detected in statement 8, which refers to whether the students felt more comfortable speaking English in groups than in front of the entire class.

Statements 6, 3, and 9 are given slightly lower mean scores (3.7, 3.6, and 3.5). They refer to the students' level of comfort about speaking in the classroom, and their mean scores indicate that the majority felt comfortable about speaking English in class. Their mode scores indicate that most informants had chosen the response option "agree" to the statement about being comfortable about speaking English in the classroom. The response option "neutral" was the most chosen among the students when asked if they were more comfortable about speaking English during pair work than group work. Statement 11, which involved whether language anxiety hindered them from showing their English skills, is given a mean score of 3.0. The mode score indicates that the majority of the students claimed that language anxiety hindered them from demonstrating their English skills.

Statements 2 and 5 have the lowest mean scores (2.8). The statements referred to whether the students believed to have experienced language anxiety, and if they enjoyed reading English out loud. These mean scores indicate that there are quite spread results about whether the students believed to have experienced language anxiety, and if they enjoyed reading English out loud. Statement 4 was the only statement with a mode score of 2, which illustrates that most students have chosen the response option "disagree" about feeling nervous before or during English lessons.

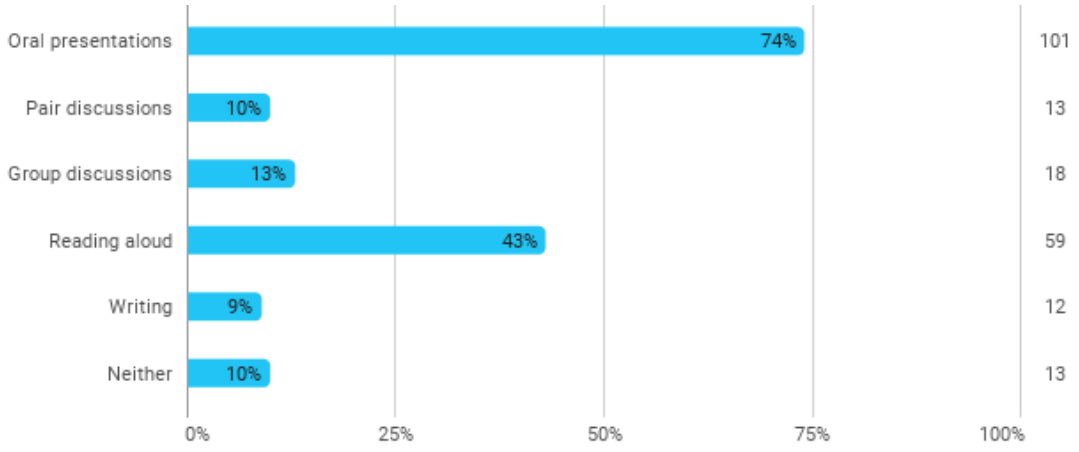

Figure 3

Students' beliefs about activities that contribute the most to language anxiety

The students were asked which activities they considered to prompt the most language anxiety and could select multiple options. As indicated in figure 3, oral presentations were considered, by 74% of the students, as the most language anxiety-provoking activity. Besides, reading aloud was considered uncomfortable by 43% of the students.

Table 6

Students' willingness to speak English and experiences with being laughed at in class (N=136)

5 = always, 1 = never

	Statements	Mean score	Mode score
16	I start the English conversation with my classmates when I participate in pair work during English lessons	3.5	4
15	I start the English conversation with my classmates when I participate in group work during English lessons	3.4	4
14	I speak English during lessons if I am given the opportunity	3.4	3
17	I choose to speak English when saying something in front of the class	3.4	3
13	I have experienced to be laughed at if I said something wrong in English	2.0	2

Table 6 is organized similarly to table 5. However, the response options include always, often, sometimes, rarely, and never. From this table, it is detected that most students often started the English conversation with their classmates when participating in pair work or group work during English lessons. The mode score of statements 14 and 17 (3) indicates that the students sometimes chose to speak English in class. Statement 13 have the lowest mean score (2.0). This indicates that many informants had rarely been laughed at after saying something incorrect during English lessons. The findings for the latter statement are presented in further detail in the figure below:

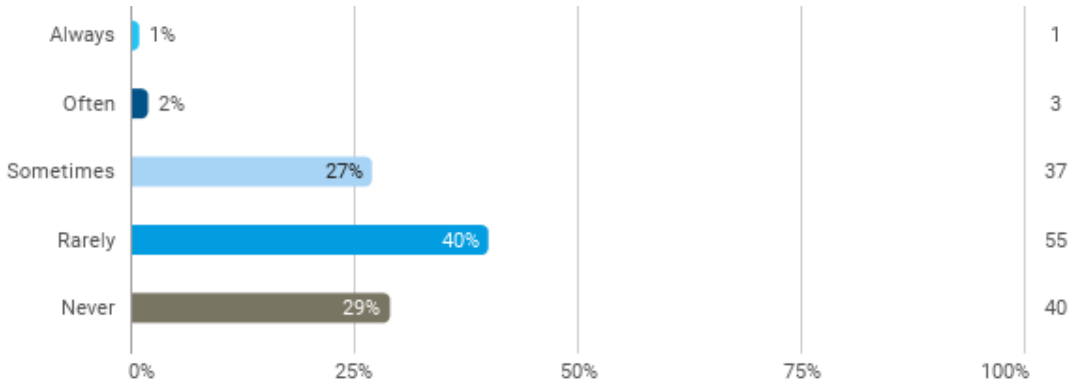

Figure 4

Students' experiences with being laughed at after speaking English in class

Figure 4 illustrates the number of students who had experienced that their peers had laughed at them after speaking English in class. One student reported to always experience laugher after speaking English, and three students disclosed that their peers would often laugh at them. 27% of the students chose “sometimes”, 40% of the students chose “rarely”, and 29% reported to have never been laughed at after speaking English in class.

5.4.2. Students’ beliefs about language anxiety and language development

Table 7

Students’ beliefs about a possible relationship between language anxiety and language development (N=134)

5 = strongly agree, 1 = strongly disagree

	Statements	**Mean score**	**Mode score**
3	I believe that students who participate a lot in oral activities in my class probably receive good grades	4.1	4
6	My English skills are better than what I am able to show because of my nervousness	3.5	4
4	I sometimes skip saying something because I fear it is not grammatically correct	3.3	4
1	The teacher will think that I have poor oral skills in English if I do not participate in oral activities	3.3	4
5	I sometimes skip writing something because I fear it is not grammatically correct	2.8	2
2	The teacher will think that I have poor writing skills in English if I do not participate in oral activities	2.6	2

Table 7 presents the informants’ responses to the statements regarding a possible relationship between language anxiety and language development. Statement 3 involved whether the informants believed there to be a correlation between a considerable amount of participation in oral activities and good grades. It is given a mean score of 4.1, which indicates that most students believed that participation during oral activities in class would result in good grades. Besides, statement 6 is given a mean score of 3.5, which suggests that the majority believed that their nervousness during English lessons prevented them from demonstrating their English skills.

Statements 4 and 1 are given a mean score of 3.3 and a mode score of 4. Statement 4 involved whether the students avoided speaking in class due to a fear of speaking grammatically incorrect, and statement 1 involved whether the teacher would assume that the students had poor oral skills if they did not participate in oral activities. The mode scores of these statements indicate that the most chosen response alternative was “agree”, and the mean scores suggest that the majority agreed. Yet, a significant number of students were neutral or disagreed.

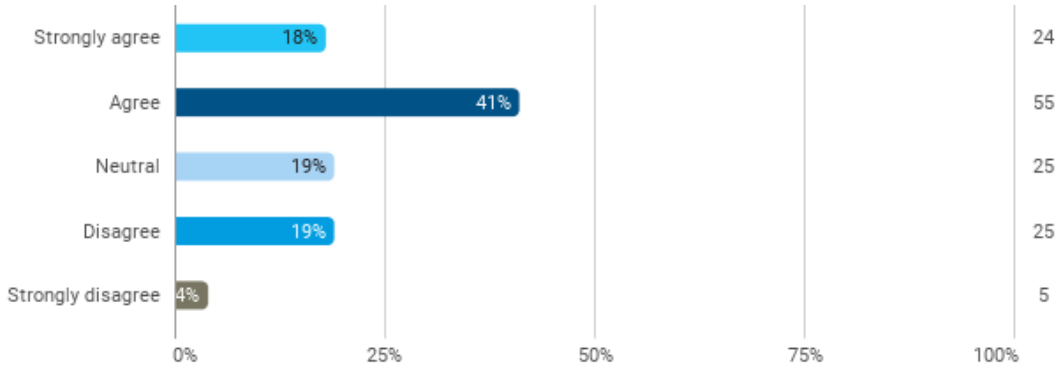

Figure 5

Students' beliefs about whether their nervousness prevented them from showing their English skills

Figure 5 allows for more detailed findings from statement 6 as previously presented in table 7. Most students, with 41%, reported that their nervousness during English lessons prevented them from portraying their English skills. 18% strongly agreed, 19% disagreed, and 4% strongly disagreed. 19% were neutral.

5.4.3. Students' beliefs about language identity

Table 8

Students' use of English and their desire to learn it (N=134)

5 = strongly agree, 1 = strongly disagree

	Statements	Mean score	Mode score
4	I want to be good at the English language	4.8	5
5	I believe that I will need English for my future	4.7	5
9	It is natural for me to listen to English outside of school	4.7	5
1	English is an important part of my life	4.2	4
14	I believe that students feel less anxious in their class if they use English a lot outside of the classroom	4.0	4
8	It is natural for me to read English outside of school	4.0	5
3	I feel more comfortable about speaking English when I am not at school	3.9	4
15	I believe that students avoid speaking English in class because they are afraid to be perceived negatively by other classmates	3.8	4
10	It is natural for me to speak English outside of school when taking part in conversation with friends who do not speak the same first language as me	3.7	4
7	It is natural for me to speak English when talking with my classmates in our English class	3.3	4
11	It is natural for me to speak English outside of school when taking part in conversation with friends who speak the same language as me	2.3	2
16	I believe that students who do not speak in class do not want to be good at the English language	1.7	1

Table 8 illustrates the students' beliefs about the importance of English for their future, their desire to learn English, and to what extent they used English in school and outside of school. The mean scores of the three first statements (4, 5, and 9) indicate that most students agreed about wanting to be good at the English language, that they believed English to be important for their future, and that it was natural for them to listen to English outside of school. Besides, they all have a mode score of 5, which means that the majority chose the alternative option "strongly agree" to all of the respective statements.

Statement 14 involved whether the students felt less anxious during English lessons if they used English a lot outside of the classroom This statement has a mean score of 4.0, which suggests that the students generally believed that those who significantly encounter English outside of school experience less language anxiety. The mode score of 4 indicates that the majority agreed to the statement. Statement 3 encompassed whether the students felt comfortable about speaking English outside of school. The statement has a mean score of 3.9, which indicates that most students felt more comfortable speaking English outside of school than at school. Similarly, statement 15 has a mean score of 3.8, which suggests that the informants believed that students avoid speaking English because they are afraid to be perceived negatively by their peers. Statements 10 and 7 involved whether it was natural for students to speak English outside of the classroom, either with friends with a different first language, or with friends who have the same first language. Both statements have a mode score of 4, which indicates that the response alternative "agree" was mostly chosen. Yet, their mean scores of 3.7 and 3.3 illustrate how a significant portion of the respondents disagreed.

The lowest scoring item is statement 16, which involved whether they believed that students who do not speak in class do not want to be good at the English language. This is given an average score of 1.7 and a modal score of 1. These results indicate that most informants have chosen the response alternative "strongly disagree".

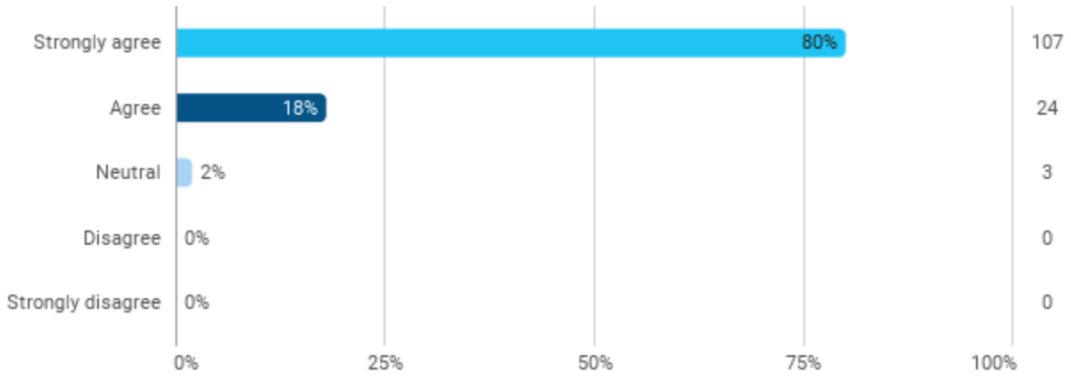

Figure 6

Students' desire to master the English language

Figure 6 illustrates numbers and percentages of the highest-scoring statement previously presented in table 8. 80% of the students strongly agreed to the statement of desiring to master the English language. Zero respondents disagreed or strongly disagreed.

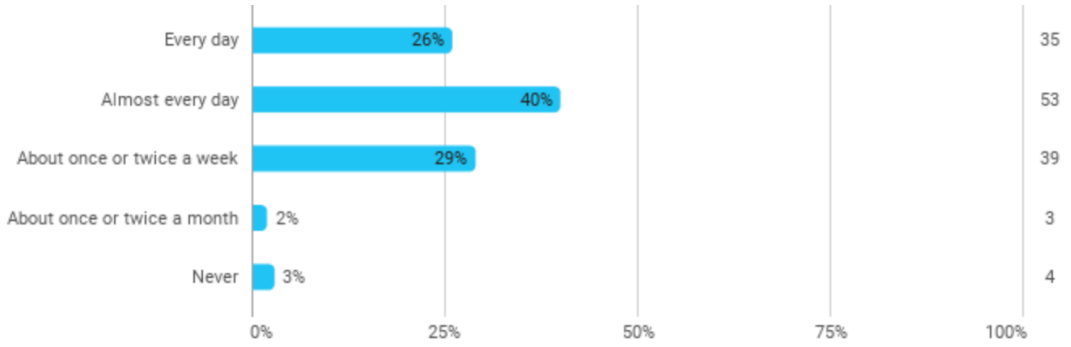

Figure 7

Students' reported practices about how regularly they spoke English

Figure 7 illustrates how often the students reported to speak English. The majority of the students spoke English almost every day, with 40% of the respondents answering this. 26% of the students spoke English every day, and 29% of the students spoke English about once or twice a week. Seven students stated that they spoke English about once or twice or month or never.

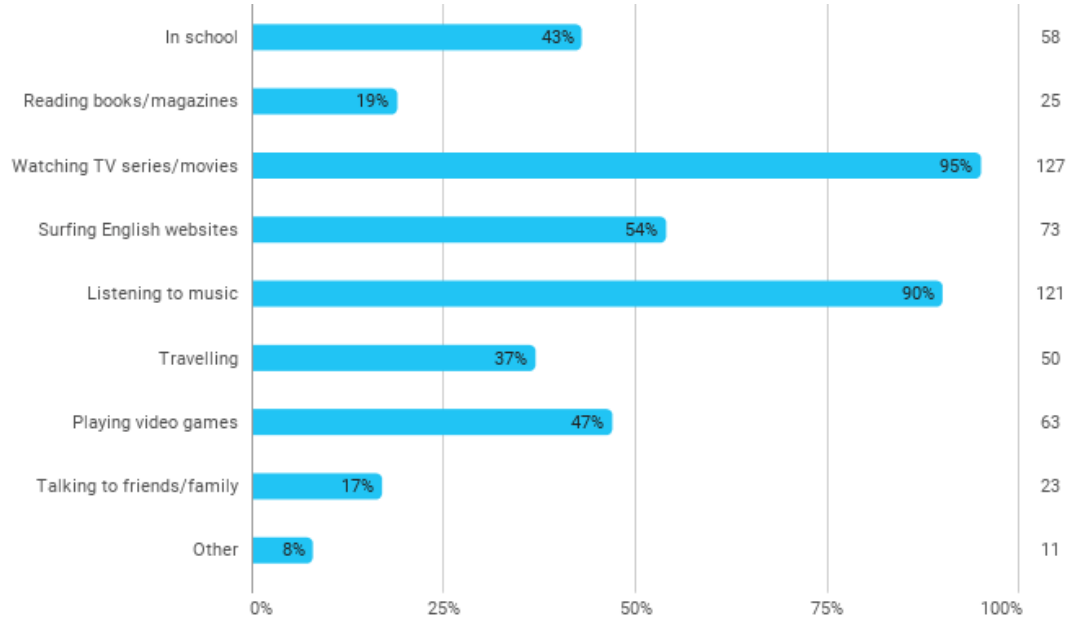

Figure 8

Students' most employed English activities in a day

Figure 8 outlines the students' most employed English activities in a day, and the respondents were allowed to choose several options. The majority of the students reported that watching TV series or movies was one of their most employed English activities, with 95% of the respondents answering this. The second most chosen alternative was listening to music, with 90% of the respondents answering this. Surfing English websites and playing video games received around 50%. Attending English lessons at school and traveling received a bit less. Talking to friends or family, reading books and magazines or other activities were the least selected alternatives.

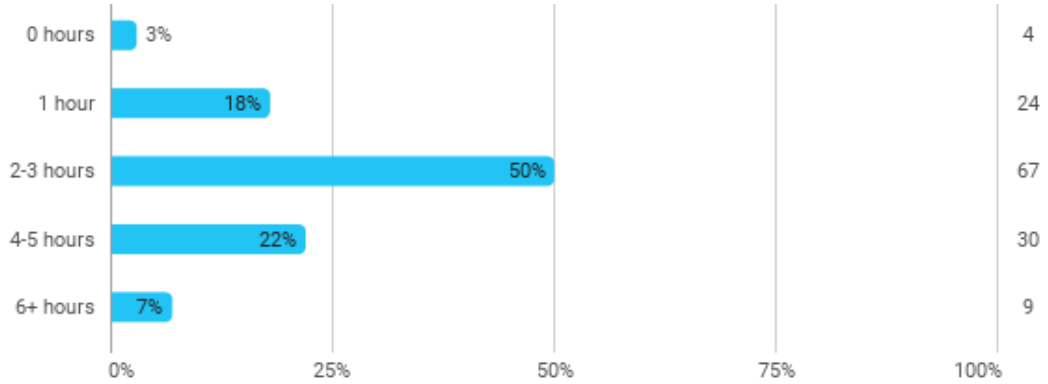

Figure 9

Students' reported hours spent speaking, reading, or listening to English in a day

Figure 9 illustrates the number of hours the students believed they spent speaking, reading, or listening to the English language in a day. 50% of the respondents reported spending two to three hours daily on the English language. 3% of the students answered zero hours, 18% said one hour, 22% reported four to five hours, and 7% answered six hours or more.

5.4.4. Open-ended questions

In order to present the results of the open-ended questions, an interpretation had to be made where the responses were organized into categories. Since there were no response options or pre-set categories, all respondents had to formulate sentences to respond. Numbers and percentages within various categories were utilized to simplify the readability. The number of answers were larger than the number of respondents since they mentioned several reasons. Thus, several of the responses were placed within several categories.

Table 9

Students' beliefs about language anxiety contributors (N=134)

	Why do you think that it may be intimidating and stressful for students to participate orally in English class?	**Distribution of responses**	
1	Fear of speaking incorrectly	58	43%
2	Fear of being ridiculed by peers or corrected by teachers	27	20%
3	Self-consciousness	24	18%
4	Personality traits	15	11%
5	That it is a foreign language	13	10%
6	Poor English skills	11	8%
7	Do not know	8	6%
8	Pressure of doing well in many arenas of life	6	4%

Table 9 presents the eight categories made to cover the responses from the open-ended question about why students may find it intimidating and stressful speak English in class. The categories are presented in numbers and percentages in a descending order. The contributing factor that was referred to the most was the fear of speaking incorrectly, with 43% of the respondents stating this. An example of a response within this category was: "People are scared of saying something wrong". The second most mentioned contributing factor was the fear of being ridiculed by peers or corrected by teachers. Examples of responses within this category were: "Students are afraid of being laughed at by others" and "They are afraid that the teacher will correct them in front of everyone".

The third most occurring response is self-consciousness. An example of a response within this category was: "You might be feeling that everyone around you is doing better than you". Within category 4, there were responses such as: "They are scared of speaking English,

but they are equally scared of speaking Norwegian", "They are shy and just do not like speaking in front of others", and "They lack confidence, and they may have social anxiety[16]".

Category 5 includes how respondents believed that speaking a language that is not one's first language is intimidating, and an example of a response was: "It is just because it is not our first language". 8% of the responses included that it may be caused by poor English skills, as shown in category 6. An example of a response was: "They do not like speaking the language because they are not good at it". 6% of the students answered that they were unsure, and 4% believed language anxiety was induced by the pressure of doing well in all arenas of life.

Table 10

Students' beliefs about effects and consequences of language anxiety (N=134)

	How do you think that stress and nervousness may affect the students' development of English oral skills?	**Distribution of responses**	
1	Poor development of English skills and less practice speaking it	71	53%
2	Loss of the opportunity to demonstrate English skills	27	20%
3	Less comfortable speaking English	13	9%
4	Lack of confidence, concentration, or motivation	11	8%
5	Do not know	8	6%
6	More concentration and practice	3	2%
7	No effects	2	1%

Table 10 illustrates the main categories of responses from the open-ended question about how the students believed language anxiety would affect language development. 53% of the respondents claimed language anxiety to result in poor development of English skills. Within this category, the following responses were found: "The teacher cannot help them develop their language skills if they do not show their skills" and "To become fluent, you have to surround yourself with the language, and use it. When you are too nervous and scared to do that, that can affect how long it takes you to learn the language". Several respondents claimed that "Practice makes perfect", and that students with language anxiety practice less. Responses within category 2 may be exemplified by quotes such as: "They do not get to show what they actually can because their nerves are taking over" and "It makes it more difficult to show your skills".

[16] Social Anxiety Disorder is a mental health condition that involves a persistent, intense fear of being watched or judged by others.
National Institute of Mental Health. (2016). Social Anxiety Disorder: More Than Just Shyness. Retrieved March 14, 2021, from https://www.nimh.nih.gov/health/publications/social-anxiety-disorder-more-than-just-shyness/index.shtml

9% of the respondents believed language anxiety to result in students becoming less comfortable about speaking English. For instance, one of the respondents said: “I think that it will lead students to avoid speaking the language in the future”. Category 4, which includes lack of confidence, concentration, or motivation, was mentioned by 8% of the respondents. Responses within this category include: “It becomes a subject that the student has bad associations to” and “They become less confident about their skills, and they may lose motivation to learn the language”.

6% of the students responded that they were unsure about the possible effects of language anxiety, whereas 2% claimed it to affect positively. Responses within category 6 can be exemplified by the quote: “Some students may actually concentrate more and work even harder to become better”. 1% claimed there to be no effect.

6. Discussion

6.1. Introduction

This chapter offers a discussion of the main findings of the study which were outlined in chapter 5. The chapter is organized categorically, and these categories are based on the research questions of this study. Section 6.2. discusses the teachers' beliefs and experiences with language anxiety. Similarly, section 6.3. considers the students' beliefs and experiences with language anxiety. Section 6.4. and section 6.5. discusses the teachers' and students' beliefs about language identity and how it may relate to language anxiety. Finally, section 6.6. outlines implications for teaching, whereas section 6.7. addresses the limitations of the study.

6.2. Teachers' beliefs and experiences with language anxiety and language development

In order to understand the behaviors in the classroom, it is, according to Borg (2009), crucial to understand what teachers think, know, and believe. The first research question in this study investigated the teachers' beliefs about students' language anxiety in Norwegian upper secondary schools. The second research question aimed at investigating the teachers' experiences with language anxiety, whereas the third research question explored the teachers' beliefs about the possible consequences and effects language anxiety may have on language development. The current section combines the findings related to the first, second, and third research question. It was considered beneficial to integrate the findings related to these questions in one section since research has demonstrated a reciprocal relationship between teachers' beliefs and experiences; teachers' beliefs shape behaviors, but experiences also shape beliefs (Borg, 2018). Nevertheless, the relationship between beliefs and practices is complex.

The results indicate that the teachers explained language anxiety mainly by referring to nervousness, fear, and discomfort about expressing oneself in a language that is not one's first language. The teachers' definitions are in line what Horwitz et al. (1986) define as language anxiety, who reported nervousness and heightened arousal in the context of learning a new language as language anxiety. When asked about indicators of language anxiety, the teachers mainly emphasized sweating, blushing, or minimal participation during English lessons. These responses correlate with the cognitive reactions such as blushing and racing hearts mentioned by Woodrow (2006), and physiological responses, such as sweat and concentration difficulties explained by Horwitz et al. (1986). It is worth noting that neither of the teachers

had learned about language anxiety during their education. As suggested by Borg (2018), limited knowledge about certain topics may result in an inconsistent relationship between teacher beliefs and practices. On the other hand, the teachers had learned about similar topics which they believed to encompass the same aspects as language anxiety.

As for contributing factors to language anxiety, the teachers suggested previous classroom experiences, such as being corrected or laughed at in the classroom. These findings are in line with research on contributing factors to language anxiety which suggests that language anxiety may be provoked by how students are corrected by teachers (Young, 1991). Worrying about others' opinions has also been categorized as a language anxiety feature (Gkonou, 2013). The teachers emphasized fear of evaluation, which is supported by the existing research on fear of negative evaluation. This involves that language anxiety may be caused by an apprehension about others' evaluation (Horwitz et al., 1986). All teachers reported that increasing pressure and expectations outside of school may contribute to language anxiety. One of the teachers emphasized how parents continually applaud their children for mediocrity, and that this could possibly result in a lack of resilience which thus increases the possibility of developing language anxiety. These findings are incongruent with previous research which mainly emphasizes how factors within the classroom affect the students' levels of language anxiety (Horwitz et al., 1987; MacIntyre & Gardner, 1991). However, these findings may agree with Woodrow's (2006) suggestion that language anxiety reflects experiences within and outside the classroom.

It is worth noting, however, that all of the teachers suggested that language anxiety could be caused by the students' personality traits. In particular, they mentioned vulnerability, self-consciousness and lack of confidence. These arguments are supported by Young (1991) who claims that low self-esteem could contribute to language anxiety. Research has also demonstrated a strong correlation between neuroticism and language anxiety (Dewaele, 2013), and a connection between perfectionism and language anxiety (Gregersen & Horwitz, 2002). In a similar vein, Jung and McCroskey (2004) explain that genetic factors might cause communication apprehension which involves the feeling of anxiety about communicating with people. However, the teachers' suggestion that language anxiety could be prompted by factors outside the classroom, such as increasing pressure and expectations, may be in line with certain research on language anxiety which underlines that foreign or second language learning situations can cause extroverts to be silent (Horwitz et al., 1986).

In addition, the teachers believed perfectionism, introversion, and self-consciousness to be challenging to distinguish from language anxiety. The findings from the current study

appear to reflect, then, language anxiety research which suggests the importance of differentiating between state, trait, and situational anxiety (Spielberger, 1966; Woodrow, 2006; Gregersen et al., 2014). Further, these findings are in line with previous research which states challenges of studying language anxiety due to the relationship between general anxiety to more specific kinds of anxiety related to speaking (Richards & Schmidt, 2010). This belief is supported by one of the teacher's reported challenges of differentiating between language anxiety and other kinds of anxiety.

A common belief among all teacher informants was that oral presentations and speaking English in front of the class were the most anxiety-provoking activities. These findings are in line with previous research about activities claimed to increase language anxiety (Occhipinti, 2009; Skogseid, 2019; Gjerde, 2020). Skogseid (2019) found that teachers in Norwegian lower secondary schools employed strategies such as having fewer students per oral activity. The teachers in the present study used similar approaches, and they provided options for evaluation methods. These findings appear to reflect research on teacher beliefs which suggests that the teachers' practices in class will be influenced by how they perceive their students and what they believe that their students like or need (Harmer, 2015).

Besides, one of the teachers referred to the Knowledge Promotion 2020 when explaining her beliefs about why she never encouraged her students to have oral presentations in front of the class. The current English subject curriculum (LK20, 2019) and the CEFR volumes (Council of Europe 2001; 2018; 2020) do not contain any competence aims or guidelines that require the students to have oral presentations. It is worth noting, however, that the English subject curriculum largely emphasizes communicative approaches and states that students are expected to become confident English users (LK20, 2019). This might suggest that the teachers of the present study did not consider confidence to be reflected in the students' willingness to have oral presentations. The English subject curriculum does not specify what confident users implied, and the findings may suggest that the teachers interpreted this as the ability to communicate in English outside of school and in smaller groups at school. These findings also appear to reflect, then, that the teachers valued the central teaching aspect of communicative competence. This has been the aim of second or foreign language learning in Norway since the 1970s (Skulstad, 2018a).

Along with reporting contributing factors to language anxiety, the teacher informants held beliefs about how they could reduce language anxiety. For instance, all of the teachers continually spoke English during lessons, yet they experienced that their students with language anxiety mainly spoke Norwegian. These findings are consistent with research which

has found that learners with language anxiety tend to participate less in the language learning process (Horwitz et al. 1986; MacIntyre & Gardner, 1991). Similarly, research on language anxiety suggests that students who believe that they are expected to be fluent in the target language remain silent when failing to meet that expectation (Horwitz et al., 1986).

The data suggest that the interviewed teachers reflected upon how they could facilitate and support students with language anxiety. In turn, the findings are in line with research on teacher beliefs which suggests that teachers believe they can affect their students' performance (Pajares, 1992). Specifically, Teacher 1 provided a lot of preparation time before plenary discussions, and she believed that pair discussions would foster the students' enjoyment of oral activities. These findings might reflect previous research on developing oral skills in the L2 English classroom, emphasizing the importance of adequate preparation time (Nunan, 1999; Skulstad, 2018b; Tishakov, 2018). Group discussions before plenary discussions were emphasized by all of the reported teachers. This belief is reflected in research which has found that learners with language anxiety tend to be more comfortable participating in oral activities in smaller groups (Young, 1991).

All teachers of the current study encouraged differentiated tasks suited to the students' proficiency levels and stressed that they continually strived towards employing activities that would make their students comfortable. Such activities are supported by Tishakov (2018) who states that teachers must utilize differentiated tasks to teach oral skills (p. 63). Teacher 1 explained how she regularly placed her students in a circle and asked them simple questions in English while passing a ball around. These findings may imply that changing the classroom dynamics, as suggested by Nunan (1999), allows for more conversations and a positive classroom environment. The English subject curriculum and the CEFR volumes do not provide specific guidelines of how language anxiety should be addressed. Yet, they include guidelines about the teaching of oral skills, and one of the CEFR volumes (2018) criticizes the previous volume for idealizing a native speaker. This may be reflected in the teachers' beliefs about the importance of demonstrating that all English spoken varieties should be accepted. Similar arguments are detected in research on language ownership which underlines that the English language is diverse and that it should belong to everyone who speaks it (Widdowson, 1994; Norton, 1997).

Lastly, in discussing their methods and activities in the L2 English classroom, the reported teachers employed social activities and various "warm-up" exercises, particularly at the beginning of the school year. These findings may correlate with Kruk's (2018) study which revealed that the students' levels of language anxiety changed over time and that the

highest levels of language anxiety were detected at the beginning of the school semester. This may suggest that the teachers' significant emphasis on social activities at the beginning of the semester aimed at reducing the students' levels of language anxiety over time. Teacher 1 explicitly emphasized the importance of teacher enthusiasm in creating positive attitudes toward making mistakes during English lessons, reflecting research that stresses the importance of the teacher avoiding an error-seeking role (Young, 1991). Lastly, they believed that their students would easily speak Norwegian instead of English in group discussions but that it depended on the assigned task. This finding reflects previous research which highlights the challenges with ensuring English conversations in groups (Skulstad, 2018b). Besides, it adds to research on the development of oral skills in the L2 English classroom which emphasizes the importance of engaging, meaningful, and purposeful tasks (Tishakov, 2018).

Two of the teachers reported the challenges with finding the balance between encouraging their students to speak English and allowing for disengagement when uncomfortable. This finding may be linked to Vygotsky's (1978) sociocultural theory which underlines how learning occurs when learners are in their zone of proximal development. In line with Gredler's (2012) critique of Vygotsky, the teachers' tension regarding participation versus disengagement may be linked to the lack of information about the teachers' role in determining the learners' ZPD. As explained by Pea (2004), Vygotsky's emphasis on scaffolding has been criticized for encouraging continual guidance and support when advanced performances would be possible without guidance or support. In turn, the findings might suggest that the teachers found it difficult to determine their students' ZPD and to which extent they should allow for disengagement.

Further, the findings might indicate that the learners' attitudes toward speaking English in class might have influenced teachers' beliefs about how much they should encourage English conversations in the classroom. In relation to how research has disclosed a discrepancy between learner and teacher beliefs which may influence language learning negatively (Nunan, 1995; Peacock, 1998), the teachers underlined the importance of discussing the students' thoughts about participating in class. This approach, which aims to minimize the gap between the students' and teachers' expectations and learning styles, is supported by Nunan (1995) and Green (1993). This finding may also suggest that the teachers' beliefs are in line with research on learner beliefs which has demonstrated that the learners' discomfort reduces when they are allowed to reflect upon their language learning experiences (Kajala et al., 2018).

The third research question aimed to investigate the teachers' beliefs about the possible effects and consequences of language anxiety on language development. All teachers reported that they believed language anxiety to negatively affect language development. The teachers' statements about these effects reflect previous research which has found language anxiety to influence language development in a debilitating manner (Horwitz et al., 1986; MacIntyre, 1995; Zeidner, 1998; Liu, 2006; Woodrow, 2006; Khan, 2015). All of the teachers emphasized negative effects, such as fear, nervousness, and disengagement from the subject. The suggestion that learners with language anxiety participate less than other students is supported by MacIntyre and Gardner (1991). Teacher 2 explained that silence could be transmitted from one student to another. These findings may reflect that language anxiety can be identity-based, which involves remaining silent due to self-consciousness (Stroud & Wee, 2006). In addition, Teacher 3 believed that her students' disengagement in oral activities would hinder their language development. This reflects research on foreign or second language learning which emphasizes the importance of speaking the language to learn it (Nunan,1999; Skulstad, 2018b; Tishakov, 2018).

Although the teachers mainly believed language anxiety to negatively affect language development, Teacher 2 explained that she was unsure whether awareness, consideration, and facilitation for students with language anxiety could ultimately increase confidence. Her belief is in line with research on learner beliefs which has suggested that learners who believe they will succeed will have a better potential of doing so, but only when they are equipped with appropriate learning strategies, activities, and approaches (Mercer & Ryan, 2009). All of the teachers reported that they emphasized positive experiences in the classroom. This might be linked to MacIntyre & Gardner's (1991) claim that a larger focus on positive experiences than negative experiences may reduce the debilitating effect of language anxiety. Certain scholars have suggested that language anxiety may, in some cases, promote learners' performance (MacIntyre, 1995; MacIntyre et al., 1997; Dörnyei, 2005). Altogether, research that suggests that language anxiety may promote the learners' performance does not seem to reflect the reported teacher beliefs of the current study.

Finally, neither of the teachers reported signs of bullying or ridicule due to oral activities. Yet, Teacher 3 explained how students would occasionally laugh when other students said something intentionally humorous. She explained that it was challenging to determine whether this could be classified as ridicule. This uncertainty of intent, which makes it challenging to correct laughter, might reflect the teachers' significant emphasis on a positive classroom environment that fosters speaking, which has been emphasized by

Tishakov (2018). Consequently, this finding might also reflect how teachers will understand the classroom dynamic differently since their personal understandings will affect their teaching (Richards & Rodgers, 2014). Although the teachers reported that they did not experience signs of bullying or ridicule during lessons, they still believed that a contributing factor to language anxiety was the students' fear of having to experience this. This finding is in line with previous research which has found that several students remain silent due to a fear of being ridiculed (Young, 1991; MacIntyre et al., 2011).

6.3. Students' beliefs and experiences with language anxiety and language development

The first research question also aimed at exploring the students' beliefs about language anxiety. Subsequently, the second research question aimed to investigate their experiences with language anxiety. The third research question examined the students' beliefs regarding how language anxiety may affect language development. Comparable to the previous section, the current section combines the findings related to the first, second, and third research questions and discusses the results from both student interviews and student questionnaire. Exploring learner beliefs provides information about what the learners think about the learning situation, about themselves, and the other participants in the learning situation (Wesely, 2012). As Nunan (1995) points out, learners "come into the classroom with different mind sets, different points of focus … different agendas" (p. 140). In turn, combining findings from student interviews and the student questionnaire may allow for insight into various beliefs within an extensive group of informants.

When asked about contributing factors to language anxiety, the three most frequent responses involved learners' self-consciousness, fear of speaking incorrectly, and fear of being ridiculed or corrected. These findings were also in line with the teachers' beliefs about contributing factors to language anxiety. The students explained that they worried about speaking incorrectly and, consequently, that this would affect how their peers perceived them. Their fear of speaking incorrectly may be linked to Krashen's (1982) monitor hypothesis. Learners with language anxiety could be linked to monitor over-users because they are overly concerned about correctness. This concern may be linked to personality traits and previous experiences. As suggested by several scholars (Horwitz et al., 1986; Young, 1991; Zeidner, 1998; Liu, 2006; Dewaele & Tsui, 2013; Gkonou, 2013), the learners' levels of self-consciousness and fear of being corrected as essential factors that influence the learners' levels of language anxiety. The students' fear of how their peers received them may be linked

to research on learner beliefs suggesting that learner beliefs are influenced by external factors, such as the others present in the learning process (Kajala et al., 2018). The students' fear may also be connected to emotions. In line with the research by Kajala et al. (2018), their emotions may have influenced their beliefs about language anxiety.

In addition, the students described their fear of evaluation and how they experienced pressure to perform well in many areas. Similar findings were detected in the open-ended questions in the student questionnaire, as demonstrated in chapter 5.4.4. These beliefs correspond with previous research which highlights the fear of negative evaluation as a language anxiety contributor. Further, the students' fear of evaluation occurred during all English lessons and not merely during assessments where they were being graded. They explained that this fear persisted because they felt that their oral skills were continually being evaluated. This finding underlines how fear of negative evaluation is different from test anxiety. The former involves all types of speaking a target language, whereas the latter is limited to test-taking (Horwitz et al., 1986). However, the majority felt the most nervous during oral presentations. This may indicate that their test anxiety increased during oral presentations but that they consistently experienced a fear of evaluation.

Corresponding to the teachers' beliefs, the students also reported that previous classroom experiences affected the students' levels of language anxiety. Since the teachers' and students' beliefs about contributing factors appear to be similar, it might indicate that these findings are incongruent with previous research which has suggested discrepancies between teacher and learner beliefs (Peacock, 1998). In particular, one of the students claimed that students with language anxiety probably had been less exposed to English in lower secondary school. In turn, these findings support research which suggests that learners who are considerably exposed to the target language experience less language anxiety (Gregersen, 2020). The findings may also correspond with research on learner beliefs which suggests that learners' beliefs are influenced by their previous experiences (Kajala et al., 2018).

In line with what the teachers stated, the students mentioned personality traits in the discussion of contributing factors to language anxiety. Shyness and lack of confidence were described as typical features of learners with language anxiety. This could be linked to self-esteem and extroversion-introversion which has been emphasized by Macintyre et al. (1998) in the discussion of personality traits and language anxiety. One of the students stressed how she remained silent in all subjects at school due to her introversion. As suggested by MacIntyre et al. (1999) and Dewaele (2013), extroverts tend to feel more competent about their communication skills and have lower levels of language anxiety. Research has also

demonstrated a correlation between an individual's fear of communicating in their first language and the target language (Jung & McCroskey, 2004). The students' beliefs about personality traits may be linked to how beliefs may be influenced by learner-internal factors, such as attitudes, motivation, and affect (Kajala et al., 2018). However, it is worth noting that one of the students described himself as a confident extrovert, yet he still experienced language anxiety during English lessons. These findings may indicate, as underlined by Gregersen et al. (2014), that these personality categorizations are not clear-cut and that calm students may experience language anxiety. Besides, this finding may be related to research which has found that the fear of communication is significantly amplified in L2 language learning (Jung & McCroskey, 2004).

The student informants held beliefs about how their teachers could alleviate language anxiety in the classroom. In particular, fewer plenary discussions and more group or pair activities were suggested by the student interviewees. These beliefs were supported by the questionnaire findings in chapter 5.4.1., where most students reported feeling more comfortable speaking English with someone they knew well or in groups. Accordingly, the students were aware of what methods they believed to be the most sufficient for their language learning. This finding might reflect research on teacher beliefs which suggests that, over several years, learners become increasingly aware of their best ways to learn (Kajala et al., 2018). The students were enrolled in an upper secondary school which may have induced their awareness about favorable learning methods. These findings appear to reflect the findings from the teacher interviews where the teachers explained that they employed group discussions in the classroom. In turn, the findings are in line with previous research which has detected that students with language anxiety tend to feel more comfortable participating in oral activities in small groups than in front of the class (Young, 1991; Occhipinti, 2009; Skogseid, 2019; Gjerde, 2020).

There appears to be a correspondence between the findings about whether the students initiated English conversations and previous research about willingness to communicate (WTC). In the current study, only two of the student informants from the interviews reported that they initiated English conversations during group work, whereas the other four easily spoke Norwegian instead. As detected by MacIntyre et al., 1999, anxious communicators tend to have low levels of WTC. However, one of the informants explained that she spoke English when seated with someone she perceived to have excellent oral skills because she did not want to impede their learning. This belief might be linked to sociocultural theory which suggests that learning occurs in social contexts when learners are grouped with more

advanced peers (Vygotsky, 1978). Similarly, it might reflect the input hypothesis in Krashen's (1982) Monitor Model which explicates how language is acquired when learners move beyond their current competence level. Thus, the finding may be aligned with research on how collaboration with more advanced peers may enhance learning. However, to the best of the researcher's knowledge, there is no research on how students with language anxiety who do not want to impede other students' learning may initiate more conversations in the target language if they collaborate with more advanced peers.

The questionnaire findings revealed that the majority of the student informants explained that whether they initiated English conversations or not would depend on several factors, such as whom they were seated with and what the assigned task involved. These beliefs were similar to the teacher beliefs, which demonstrated that the assigned task often would determine whether the students spoke English or Norwegian. These findings are in line with research which has found that the individuals' WTC may be influenced by variables such as the conversation topic, the formality of the situation, the interlocutors' relationship, and the number of people present in the communication setting (MacIntyre et al., 1998).

The second research question aimed to explore the students' experiences with language anxiety. Five out of six student interviewees and 39% of the student questionnaire informants claimed to have experienced language anxiety. These findings are in line with Horwitz's (2016) claim that a consistent 30% to 40% of language learners report having experienced language anxiety to some extent. In addition, they explained this to be a feeling of nervousness that they experienced during English lessons exclusively. The findings align with what scholars such as Woodrow (2006) and Hewitt and Stephenson (2012) explain as situation-specific anxiety. Specific anxiety reactions are identified in language learning situations and should be separated from general anxiety in other situations (Horwitz et al., 1986). As aforementioned, one of the student interviewees explained that she experienced anxiety in all of her school subjects. Similarly, Teacher 3 presented the challenges of differentiating between language anxiety and different types of anxiety. This distinction between language anxiety and other types of anxiety might be connected to the differences between state and trait anxiety (Gregersen et al., 2014). The latter, which may be linked to the respective student, is a personality trait and involves the tendency to become anxious (Woodrow, 2006).

The findings from the student interviews revealed that oral presentations, group discussions, reading aloud, and answering the teachers' spontaneous questions were the most stressful activities. Correspondingly, Horwitz et al. (1986) suggest that the rise of language

anxiety can be linked to the increasing focus on spontaneous speaking. Similar findings were detected from the student questionnaire, where 74% of the respondents claimed that oral presentations contributed the most to language anxiety. In addition, 43% of the informants claimed the activity of reading aloud to contributed to language anxiety. These findings are in line with previous research on language anxiety which has found speaking to be the most anxiety-provoking activity (Horwitz et al., 1986; MacIntyre and Gardner, 1991; Woodrow, 2006). In a similar vein, Young (1991) suggests that learners' language anxiety tend to be provoked by the type of situations in which they have to speak. The fear of oral presentations might be connected to test anxiety, which is a performance anxiety related to language anxiety (Horwitz et al., 1986). Their fear of oral presentations and reading aloud might be linked to Tishakov's (2018) explanation of how speaking in front of several people can be overwhelming.

Four out of six student interviewees explained that they had experienced laughter or ridicule after speaking English in class. It is worth noting that this finding is incongruent with the teachers' experiences where all teachers reported to have never experienced ridicule after their students had spoken in class. This finding appears to reflect a discrepancy between learner and teacher beliefs which has been mentioned by Nunan (1995) and Peacock (1998). Then again, two of the teachers underlined the difficulties of categorizing laughter as either humor or ridicule. This might be related to how the teachers' personal understandings of situations affect their behavior (Richards & Lockharts, 1996; Borg, 2009; 2018; Richards & Rodgers, 2014; Harmer, 2015). In the case of these teachers, their behavior in class may be influenced by how their teachers handled similar situations, what theories they have studied, and how they perceived their students.

Nevertheless, the data from the student questionnaire revealed that 69% of the informants had rarely or never experienced laughter or ridicule after speaking English in class. This finding may imply that the learners' self-consciousness and fear of being ridiculed is merely a cognitive expression of concern. As explained by Liebert and Morris (1967), worry is a language anxiety reaction which involves apprehension and dread. This finding may also suggest that the students generally had a safe learning environment. Their perception of a safe learning environment might imply that the teachers of this study considered the learners' affective factors in classroom situations, which Krashen (1982) explain to be essential in language acquisition. Although the majority of the student informants did not report to have had experienced peer ridicule in class, the potential of being ridiculed was an important source of language anxiety (MacIntyre et al., 2011).

The third research question aimed to discuss the students' beliefs about how language anxiety might influence language development. Similar to the teachers, the students believed language anxiety to affect language development negatively. The data from the student interviews revealed that the students believed that language anxiety hindered them from demonstrating their oral skills. Similar findings were detected in the data from the student questionnaire, and they also believed that students who participated a lot in oral activities probably received good grades. Previous research has detected a correspondence between high levels of language anxiety and poor oral skills (Woodrow, 2006; Babapoor et al., 2018).

The data from the student interviews revealed that the majority of the student respondents avoided speaking if there was a possibility of speaking incorrectly. This could be linked to previous research which has suggested that learners with language anxiety participate less in the language classroom, particularly in speaking activities (MacIntyre & Gardner, 1991). As explained by Horwitz et al. (1986), anxious learners tend to consider all errors as a failure and this explanation is in line with the interviewees reasons for remaining silent. Further, the students emphasized how the stress that language anxiety induces harmed their language learning experiences. Correspondingly, Zeidner (1998) argues that destressing and negative thoughts may have a debilitating effect on performance. Forgetfulness, concentration difficulties, and speaking difficulties are common challenges for learners with language anxiety (Horwitz et al., 1986).

Despite mainly emphasizing the debilitating effects of language anxiety, two of the student interviewees believed that language anxiety could be facilitating in certain situations. One of the students believed that language anxiety could foster an attitude that seeks to accomplish challenges, and another student stated that it may increase the learners' focus on written skills. Although research on the debilitating effects of language anxiety is the most prominent, certain scholars, such as Dörnyei (2005) and MacIntyre (1995), have suggested that language anxiety may, in some cases, result in an increased effort in the language learning process. The data from the student questionnaire revealed that merely 2% of the respondents believed that language anxiety could result in more concentration and practice. In other words, the findings of the current study appear to be incongruent with research which suggests that language anxiety might have facilitating effects.

6.4. Teachers' beliefs about language identity

The final research question aimed to investigate the teachers' beliefs about language identity and its possible relationship to language anxiety. The teachers' beliefs detected in the current study seem to support previous research which has found that Norwegians have a high proficiency level in English and that they also employ the language for non-educational purposes (Rindal, 2020). For instance, the teachers believed that their students had a natural relationship to the English language and that they employed the language to a large extent daily. In particular, Teacher 3 believed that students with high levels of language anxiety also considered English to be an important part of their lives. This, she suggested, was due to the expanding role of English. Such beliefs may be affirmed by the research about English as a global language which suggests that the number of English-speaking people worldwide is steadily increasing (Crystal, 1997; 2003; 2012; Graddol, 2003; Schmitz, 2014; Rindal, 2020).

Ultimately, the teachers believed that their students had a strong desire to learn English. In particular, Teacher 1 believed that her students became increasingly more aware of the relevance of the English subject. This finding may be aligned with research on language ownership which suggests that students may feel motivated to learn the language if they consider it essential for communicative purposes (Crystal, 2012). Similarly, this belief reflects Norton's (2016) discussion of the social constructs of investment and imagined community. Investment encompasses that learners will invest in the language if they anticipate beneficial outcomes, whereas imagined community entails that they imagine a desired community (Norton, 2016). The students' desired community may be the circumstance in which they believe they will employ English in the future, such as in education, business, or in social settings. These findings might imply that Norwegian students enrolled in upper secondary school generally want to learn English and that they consider it relevant for their future. Thus, the findings seem to be in line with Rindal's (2020) research which underlines the expanding role of English in Norway.

The teachers of the current research also stated that their students were quite motivated to learn English which they considered essential to facilitate language development. Thus, the teachers' beliefs are in line with research on teacher beliefs which underlines how teachers' may influence their students' performance when they consider how factors, such as motivation, may affect their performance (Pajares, 1992). In turn, the findings reflect previous research which highlights the importance of learner motivation to develop oral skills in a second or foreign language (Dörnyei, 1994; MacIntyre et al., 1998; Nunan, 1999; Dörnyei,

2005; Ushioda & Dörnyei, 2009; Tishakov, 2018). Nevertheless, the teachers mentioned that a couple of students were also unmotivated. Correspondingly, Norton (1997) has pointed out that learners' motivation for learning a language may be ambivalent. However, students may become motivated when learning is linked to their interests (Nunan, 1999). Therefore, the data suggest that teachers should strive towards motivating English lessons that align with the students' interests. Similar findings were detected by Jakobsson (2018) in his research project about the EE activities among Norwegian 10th graders.

Two of the teacher informants believed that the Knowledge Promotion 2020 acknowledged the expanding role of English and the importance of the English subject. These findings are in line with the Knowledge Promotion 2020 which includes a competence aim that encompasses that students are expected to "describe key features of the development of English as a global language" (LK20, 2019, p. 12). In addition, they considered extramural English activities as a positive contributor in the teaching of English. Discussing cultural forms of expression, such as gaming, music, and film, is an integral part of the curriculum (LK20, 2019). Nevertheless, Teacher 1 was concerned that integrating these cultural forms as a part of English lessons could result in the students eventually finding it uninteresting. This finding offers a new outlook on integrating gaming, music, and film into the English subject considering how previous research has emphasized the positive outcomes of integrating these activities in the English subject (Sundqvist & Sylvén, 2016; Jakobsson, 2018; Tishakov, 2018).

Although the teacher informants agreed that their students were largely exposed to the English language, they had varied opinions about to what extent there might be a possible correlation between language anxiety and language identity. According to several scholars (Norton, 1997; 2016; Gregersen et al., 2014; Gee, 2017; Bucholtz & Hall, 2018), language and identity are closely intertwined. Language learners engage in identity construction every time they engage in conversations (Norton, 1997). Teacher 2 and Teacher 3 believed that students who strongly identified with the English language experienced less language anxiety. This finding may indicate that learners who strongly identify with the language may become more invested in the language learning process. Correspondingly, Stroud & Wee (2006) suggest that learners' language anxiety may be identity-based because it includes a fear of being ridiculed by other peers and a desire to be perceived positively. Similarly, the correlation between language anxiety and language identity can be linked to Norton's (2016) explanation of language as a social practice where identities are constructed.

However, Teacher 1 suggested that students who strongly identified with the language could still experience language anxiety. This finding may indicate, as Norton (2016) points out, that teachers should explore their students' investment rather than assuming that they are unmotivated and disengaged. In addition, it may suggest that contributing factors to language anxiety such as personality traits, fear of evaluation, test anxiety, and communication apprehension control the language learning situation to a larger extent than the strong identification with the language.

The teachers ultimately believed that the increasing exposure to English positively influenced their students' language development. They believed that their students were mainly exposed to the English language through activities such as gaming, watching TV, and listening to music. Accordingly, they believed that their students developed a genuine interest in learning English outside of school. This finding is supported by Sundqvist and Sylvén (2016), who explain that the continuous development of technology results in endless opportunities for English extramural activities. Teacher 1 emphasized her role as a facilitator of these positive inputs, which has been encouraged by Tishakov (2018). However, Teacher 3 explained that some of her students felt an obligation to maintain their social relationships through social media, and thus that they felt required to use English. This finding correlates with previous research which has found that learners occasionally feel pressured to engage in extramural English activities (Sundqvist and Sylvén, 2016).

Although the teachers generally believed that the increasing exposure to English outside of school influenced their students' language development positively, Teacher 2 expressed concern because she believed that it could foster unacademic English users. This may be linked to communicative competence, which has been the central aim of English teaching and learning in Norway since the 1970s (Skulstad, 2018a). As emphasized in the CEFR, communicative competence entails linguistic, sociolinguistic, and pragmatic competence (Council of Europe, 2001). The companion volumes emphasize new communicative language activities, such as online conversation (Council of Europe, 2018). In addition, the current English subject curriculum includes communicative approaches where teachers are encouraged to facilitate dialogues in the classroom (LK20, 2019). It appears, then, that the teacher's concern was that the increasing focus on informal dialogues and conversation in the classroom and online conversations outside the classroom would be at the expense of formal, academic use of English.

6.5. Students' beliefs about language identity

The final research question also aimed to investigate the students' beliefs about language identity and its possible relationship to language anxiety. As explained by Kajala et al. (2018), the beliefs of an L2 learner are influenced by language learning encountered outside of school. Thus, the students' experiences with English outside of school may have influenced their beliefs about language identity. In line with what the teachers believed, the student informants stated that English was an essential part of their lives. Investigating the learners' beliefs about to what extent English is a part of their lives may provide insight into their language development (Dörnyei, 2005). In particular, four out of six student interviewees reported that they enjoyed the English subject and all of the interviewees reported a strong desire to learn the language. These findings were supported by the student questionnaire data which revealed that the majority of informants strongly agreed to the statements about wanting to be good at the English language and believing that they would need it for their future. These findings support research on English as a global language which suggests that the role of English worldwide is steadily increasing (Crystal, 1997; 2003; 2012; Graddol, 2003; Xiaoqiong & Xianxing, 2011). As explained by Rindal (2020), English is continually employed to a greater extent in Norway.

Notably, one of the student interviewees explained how she did not consider English to be a foreign language since she employed it every day. This finding might be linked to research on the categorizations of English, such as Kachru's (1992) circle model, which has been criticized for being an oversimplification (Jenkins, 2006; Graddol, 2006; Xiaoqiong & Xianxing, 2011; Schmitz, 2014; Sundqvist & Sylvén, 2016; Rindal, 2020). In a similar vein, Rindal and Brevik (2019) explain the challenges of categorizing English in Norway as either a foreign or second language. English in Norway has been categorized as a foreign language, yet this categorization is inapplicable due to its expanding role (Rindal, 2020).

The data suggest that the students employed extramural English activities to a great extent daily. The student interviewees revealed that the most prevalent activities were employing social media, watching TV series, and listening to music. They estimated that they used approximately 3-4 hours on English activities daily. The student questionnaire findings revealed that the English activities that the students engaged in the most were listening to music or watching TV series or movies. The majority of the respondents reported that they spent 2-3 hours daily on English activities. These findings correlate with previous research on EE activities in Norway which has suggested that students employ English for reading and

watching TV (Jakobsson, 2018; Rindal & Brevik, 2019). Four of the students explained that the majority of these activities require English competence, which might increase motivation to learn English. As Sundqvist & Sylvén (2016) suggest, learners who engage in EE activities may develop a genuine interest in learning English. In turn, when learning is linked to their interests, such as EE activities, it might motivate English learning. The latter explanation is supported by research on motivation for developing oral skills in a foreign or second language (Nunan, 1999).

Similar to the teachers, the students held different beliefs about the possible relationship between language anxiety and language identity. Four of the students believed that the increasing exposure to English combined with the strong desire to learn the language result in less language anxiety. Similarly, the majority of the student questionnaire informants believed that students experience less language anxiety if they use English a lot outside of school. These findings might correspond to research on contributing factors to language anxiety. As Young (1991) points out, the learners' language anxiety may be linked to the type of situations they have to speak. In turn, one could argue that students who employ English to a large degree and have a strong desire to learn it encounter more learner-initiated situations as explained by Sunqvist and Sylvén (2016). One could argue that these students also experience less language anxiety. The increasing exposure to English may result in more confident speakers. Correspondingly, research on language anxiety suggests that speakers with language anxiety tend to be less confident (Gjerde, 2020).

Two of the student interviewees believed that language anxiety could be induced due to the expanding role of English and the increasing pressure to succeed in every aspect of life. The increasing pressure to perform well might be related to how language anxiety can be identity-based which Stroud and Wee (2006) explain as the desire to be perceived a certain way. Several students expressed that they felt required to master the English language because they felt expected to do well in every aspect of life. This finding may affirm previous research which has suggested a link between perfectionism and language anxiety (Gregersen & Horwitz, 2002). Besides, English is the leading global language, and native speakers have tended to be regarded as superior in usage (Seidlhofer, 2005). This may increase the students' feeling of obligation to master the language perfectly. Nevertheless, several scholars have argued that L2 English users should be considered as successful (Sundqvist & Sylvén, 2016; Rindal & Iannuzzi, 2020). In a similar vein, the CEFR criticizes the previous framework for idealizing a native speaker (Council of Europe, 2018).

Lastly, all of the student interviewees claimed that the increasing exposure to the English language contributed positively to language development. One of the students explained how exposure to English outside of school allowed for natural communication in English. These beliefs align with the current English subject curriculum which underlines functional communication and meaningful expression by focusing on communicative competence (LK20, 2019). Nevertheless, two of the student interviewees questioned whether the increasing exposure to English could cause language confusion or that the employment of English slang, abbreviations, and dialects could negatively impact language development. This finding might be linked to research on language ownership which discusses how standard English has been considered as a means of clear communication, whereas varieties have been considered secondary (Widdowson, 1994). Similarly, Kachru's circle model has been criticized for representing a hierarchical language system where first speakers possess more privilege (Kachru, 1992; Graddol, 2006; Jenkins, 2006; Schmitz, 2014; Rindal, 2020). Nevertheless, several scholars argue that English teachers should embrace varieties (Norton, 1997; Xiaoqing & Xianxing, 2011; Crystal, 2012).

6.6. Implications for teaching

The current section aims to outline some of the main teaching implications that the current study has proposed for the Norwegian L2 English classroom. As emphasized by both teachers and students, English-speaking activities in groups might generate less language anxiety. The teachers believed that their students spoke more in groups than in plenary discussions, and these beliefs were consolidated by the students' beliefs. Although the teachers of the current study employed various methods and strived towards a positive learning environment, the students explained that the main contributor to language anxiety was the fear of being ridiculed or speaking incorrectly.

Although the majority of respondents explained that they had not experienced ridicule after speaking in class, several students claimed to have experienced this. Neither of the teachers reported having observed ridicule in class. This might imply that teachers might benefit from learning additional ways of observing the classroom dynamic and identifying indicators of ridicule. As explained by Stroud and Wee (2006), teachers need to conduct language learning that does not threaten the students' relationships with other peers. They should also have dialogues with the students about this and the importance of a safe learning

environment. Teachers should increasingly focus on creating a positive learning environment, especially in relation to developing oral skills.

Even though the teachers of the current study learned about related terms during their education, neither of them had learned about language anxiety specifically. The majority of the student interviewees reported having experienced language anxiety. Due to the teachers' limited knowledge about language anxiety, the study proposes the need for professional development in this topic and the need to incorporate theory on language anxiety in teacher education. Previous research has mainly underlined how factors inside the classroom induce language anxiety (Horwitz et al., 1987; MacIntyre & Gardner, 1991). Yet, the teachers and the students of the current study underlined how factors outside of school were significant language anxiety contributors. In particular, they explained that students experienced an increasing pressure to perform well in many aspects of life. This suggests an implied need to consider the factors outside of school to gain extensive insight into contributing factors to language anxiety. Besides, the students reported that their teachers made a great effort to employ suitable oral tasks and evaluation methods. This might imply that teachers should strive to minimize the gap between the students' and teachers' expectations and that this could be done by way of dialogues between teacher and students throughout the school year.

One of the students with language anxiety explained that she would initiate English conversations if she was grouped with more competent peers because she did not want to impede their learning. These findings might imply that teaching could consider if grouping students with language anxiety with students more competent in the target language could alleviate language anxiety and contribute to more participation. Further, most of the students believed that their disengagement, due to language anxiety, resulted in them being deprived of the opportunity to demonstrate their oral skills. This might suggest that teachers might benefit from ensuring that all students are provided with sufficient opportunities to demonstrate their oral skills. Although the present study investigated language anxiety in upper secondary schools, some of the student participants believed that students with language anxiety were likely to have been less encouraged to speak English in lower secondary schools. In turn, there might be an implied need for teachers in lower secondary schools, perhaps also in elementary schools, to learn about language anxiety and how to facilitate oral tasks in a safe learning environment.

Regarding a possible correlation between language anxiety and language identity, the teacher and student participants were divided. In particular, one of the teachers explained that students who strongly identify with the English language may still experience language

anxiety. This implies that teachers should, as suggested by Norton (2016), explore their students' investment rather than assuming that they are unmotivated and disengaged. In addition, the teachers of the current study found it difficult to balance between encouraging students with language anxiety to participate in oral tasks while also allowing for disengagement. This might imply that there lies importance in teachers learning how to determine their students' ZPD, which has been suggested by Gredler (2012). Placing tasks at optimal challenge levels may encourage positive attitudes towards oral tasks and should be a central aim in the teaching of oral skills.

Lastly, the study aspires to have extended implications for English teaching concerning extramural English in the L2 English classroom. The increasing exposure to English outside of school was considered a positive contributor to language development. Notably, one of the teachers emphasized the importance of employing these positive inputs to facilitate the students' language learning process. This might imply that there lies importance in teachers learning how to incorporate these English inputs outside of school to the L2 English classroom. Nevertheless, one of the teachers expressed concern regarding how these cultural forms were integrated into the Knowledge Promotion 2020 (LK20, 2019). She was concerned that it might result in the students finding it uninteresting. One of the other teachers explained that some of her students felt obligated to use English outside of school to maintain their social relationships. This might imply that teachers should be aware that not everyone prefers to engage in English outside of school. Thus, this might require teachers to provide a range of tasks and activities that motivate and encourage all students, regardless of their engagement in extramural English activities.

6.7. Limitations of the study

The main limitations of this study are the small number of informants, the use of one-to-one interviews, and that language anxiety and language identity are mainly unobservable and complex aspects. The study investigated findings collected from three teacher interviews, six student interviews, and a student questionnaire distributed to 136 students. Thus, these findings cannot be generalized to represent all teachers and students in the Norwegian context. Further, interviews may reduce the validity of the findings because the interviewer is left to interpret the interviewee's statements (Brinkmann & Kvale, 2015, p. 34). Interview findings are not generalizable because they depend on subjective impressions (Kvale, 2007, p.

87). On the other hand, the informants represented three typical upper secondary schools in Norway, which may have alleviated the reason to question the representativeness.

In addition, one-on-one interviews are ideal for interviewing participants who are not hesitant to speak (Creswell & Guetterman, 2019, p. 252). The teachers attempted to find student participants they believed had experienced language anxiety. In turn, this may have limited the possibility of detailed answers during the interviews. Besides, the teacher and student informants expressed difficulties separating language anxiety and other types of anxiety. Although the current study provided the informants with theoretical definitions of language anxiety, the study might have benefited from considering the differences between language anxiety and other anxiety types to reduce the participants' uncertainties further. In a similar vein, language identity is a complex term that may have offered restrictions in the informants' responses.

Furthermore, the study presented the teachers' and students' beliefs about how language anxiety can influence language development without comparative data collected of the students' language development over time. This limitation is a result of the scope of the project. The project would have benefited from comparing the students' grades based on their levels of language anxiety. Also, it would have been valuable to investigate their grade levels for a more extended period to gain a more comprehensive insight into the role of language anxiety on language development. Due to the limited scope and timeline of the study, the findings were based on the teachers' and students' beliefs gathered from one interview with each participant. As suggested by Borg (2018), depending on merely one interview to gather enough insight into beliefs may not be sufficient. Besides, neither of the teachers had extensive knowledge about language anxiety which may have resulted in imprecise articulations. Ultimately, without the limitations listed above, the validity and reliability of the study would increase. How the reliability and validity of the research were considered is discussed in further detail in section 4.6.

7. Conclusion

7.1. Main findings

The present study has explored teachers' and students' beliefs about language anxiety and language identity in Norwegian upper secondary schools. A mixed method research design, which included semi-structured interviews and a student questionnaire, was employed to answer the following research questions: What are the teachers' and students' beliefs about language anxiety in the English subject classroom? What are the teachers' and students' experiences with language anxiety in the English subject classroom? What are the teachers' and students' beliefs about how language anxiety may possibly influence the students' language development? What are the teachers' and students' beliefs about language identity, and its possible relationship to language anxiety?

First, one of the main findings of the research regarding the teachers' beliefs about language anxiety was that they believed that language anxiety involved feelings such as nervousness, fear, and discomfort in the L2 English classroom. They believed that previous classroom experiences, fear of evaluation, and the increasing pressure to perform well were essential contributing factors to language anxiety. In addition, they believed that language anxiety was strongly connected to the students' personality types, such as vulnerability, self-consciousness, introversion, and lack of confidence. However, they explicated the challenges with discerning between language anxiety and other types of anxiety. Oral presentations and generally speaking in class were emphasized as the activities they believed to induce the most language anxiety.

The findings suggest that the teachers' and students' beliefs about contributing factors were similar. The students believed that contributing factors to language anxiety involved previous classroom experiences and the pressure to perform well. Personality traits, such as introversion, shyness, self-consciousness, and lack of confidence, were also believed to be closely linked to language anxiety. However, the students also believed that students would experience language anxiety due to a fear of speaking incorrectly and being ridiculed by other peers. To alleviate language anxiety in the classroom, the students believed that their teachers should arrange fewer plenary discussions and more group activities. Their willingness to communicate in English was contingent on the assigned task, who they were seated with, and the number of people in the communication setting.

Second, similar to the students' beliefs about how language anxiety could be alleviated, the teachers reported that they employed several of these methods in the

classroom. They provided their students with adequate preparation time, employed group or pair discussions, and aimed at utilizing engaging and differentiated tasks. Nevertheless, the teachers reflected upon the challenges with encouraging students with language anxiety to participate in oral activities while also allowing for disengagement when uncomfortable. The teachers reported that they had not been educated about the term language anxiety through seminars or lectures during their education. However, they explained that they had experienced language anxiety to some extent themselves and that they could relate to the feelings their students with language anxiety encountered.

Five of six student interviewees and 39% of the informants from the student questionnaire reported to have experienced language anxiety. They explained that they felt the most nervous during oral presentations, group discussions, reading aloud, and answering the teachers' spontaneous questions. These experiences correlated with the teachers' beliefs and also with previous research which explains speaking to be the most anxiety-provoking activity (e.g., Horwitz et al., 1986; MacIntyre & Gardner, 1991; Woodrow, 2006). Four of six student interviewees and 31% of the informants from the student questionnaire reported to have experienced ridicule or laughter after speaking English in class. However, it is interesting to note that all of the teachers reported that they had not experienced that their students had been ridiculed or laughed at after speaking English. Ultimately, then, the teachers' and students' experiences and beliefs about activities that alleviate language anxiety correlate to a certain extent. However, their experiences regarding peer ridicule do not align.

Third, all of the teacher interviewees, student interviewees and 98% of the informants from the student questionnaire believed that language anxiety affects language development negatively. However, the teachers were unsure about whether an exceeding amount of facilitation for students with language anxiety could result in an increasing confidence. Although the teachers reported to not have experienced ridicule in their classes, they explained the challenges with determining whether certain situations would classify as ridicule or laughter that everyone willingly engaged in. The students believed that language anxiety would hinder them from demonstrating their oral skills. However, two of the students believed that language anxiety could be facilitating in some situations. For instance, it could foster an attitude that seeks to accomplish challenges or increase the focus on written skills. On the whole, the teachers' and students' beliefs about the debilitating effects language anxiety may have on language development coincide. The findings also reflect previous research which mainly emphasize the debilitating effects language anxiety has on language development (e.g., Horwitz et al., 1986; MacIntyre & Gardner, 1991; Liu, 2006; Khan, 2015).

Fourth, as for the teachers' beliefs about the students' language identity, the teachers found that their students had a natural relationship to English and a strong desire to learn it. They argued that, in line with the increasing exposure to English, their students became increasingly more aware of the subject's relevance. Consequently, they believed that this resulted in increasing motivation, which they considered essential in language learning. Further, they considered it positive that the English subject curriculum (LK20, 2019) acknowledged the expanding role of English and integrated cultural forms of expression, such as movies, games, music, and media, as part of the curriculum. However, one of the teachers expressed some concern about integrating these activities into the curriculum. Since the students are exposed to these activities outside of school, they may find it uninteresting when it becomes part of their school subjects. Regarding a possible correlation between language identity and language anxiety, the teachers were divided. One the one hand, they believed that students who strongly identified with English would experience less language anxiety. On the other hand, they believed that the students' strong desire to master the language could induce language anxiety. Ultimately, all of the teachers believed that the increasing exposure to the English language influenced language development positively.

The students reported a natural relationship to English, and they explained their strong desire to learn the language. Thus, the findings were in line with the teachers' beliefs and the research literature which explains the extensive role English has in Norway (Rindal, 2020). The findings also revealed that the students spent approximately three hours a day invested in English activities outside of school, mainly listening to music, watching TV series and movies, or engaging in social media. Similar to the teachers' beliefs, the students held different beliefs regarding the possible correlation between language anxiety and language identity. The majority believed that students who are increasingly exposed to English experience less language anxiety, whereas a few students believed that the increasing exposure to English enhanced the pressure to perform well. Altogether, they believed that the increasing exposure to English influenced their language development positively since it allowed for meaningful and natural communication.

7.2. Contributions and implications for further research

Primarily, the current study contributes to research on language anxiety and language identity in the Norwegian context. Since previous research has investigated language anxiety mainly in relation to lower secondary schools, the current study contributes to its field due to its

emphasis on upper secondary schools. Furthermore, the project's investigation of the possible relationship between language anxiety and language identity is relevant because language anxiety has typically been studied exclusively without its possible relation to other aspects. Besides, the current study contributes to the teachers' and students' beliefs about what effect language anxiety may have on the students' language development. Since there is increasing exposure to English outside of school, it is essential to investigate the students' desire to learn English, to what extent they employ it, and to what extent they consider it purposeful. The research on language identity in the Norwegian context is limited. To the best of the researcher's knowledge, there is no other research on the teachers' and students' beliefs about what relationship there is between language anxiety and language identity.

The current study has reflected upon the teachers' and students' beliefs and experiences about language anxiety and language development. The findings may be helpful for teachers of the L2 English classroom in Norway since the findings are collected in the respective country. Considering that neither of the teachers reported having learned about language anxiety during their education, one may assume that numerous English teachers in Norway are unfamiliar with the term. Thus, the topic deserves more attention, and teachers could benefit from reading about research on language anxiety. One of the present research implications is that Norwegian students in upper secondary school believed English to be an important part of their identity. They employed it daily to a large extent, and they reported being motivated to learn English. Consequently, the research on language identity is exceedingly relevant in the modern world where the global role of English is continually increasing.

Due to the small sampling of the current study, further research could investigate language anxiety and language identity in numerous Norwegian schools. One possibility would be to distribute a student questionnaire in multiple parts of Norway to collect extensive quantitative data. Since the findings were gathered in a Norwegian context, further research could compare these findings with research conducted in other countries. The scope of the study did not allow for a longitudinal study. However, if longitudinal, further research could compare the grades of students who experience language anxiety and potentially how their language anxiety may decrease. Alternatively, it could compare their grades with the grades of students who do not experience language anxiety. Finally, the study has investigated language anxiety and language identity in relation to oral skills. Horwitz et al. (1986) have explained that language anxiety also influences the learners' written skills. Thus, further research could seek to explore these aspects in relation to written skills.

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Appendices

Appendix A: Teacher interview guide

Section I: Background Information

1. Can you tell me a bit about your background? For how many years have you been a teacher, and for how many years have you been teaching English?

    Kan du fortelle meg litt om din bakgrunn som lærer? I hvor mange år har du vært lærer, og i hvor mange år har du vært engelsklærer?

2. What is your educational background? What is your qualification in English? How many credit points do you have in English?

    Hva er din utdanning? Hva er dine kvalifikasjoner innen engelsk? Hvor mange studiepoeng har du i engelsk?

3. How have you experienced being a teacher?

    Hvordan har du opplevd læreryrket?

4. What type of schools and age groups have you worked with?

    Hvilke type skoler og aldersgrupper har du jobbet med?

Section II: Language Anxiety

1. Did you learn or hear about the term 'language anxiety' during your education? If yes, can you briefly summarize what you remember what you learned about the topic?

    Lærte du noe om begrepet 'språkangst' under din utdanning? Hvis ja, kan du kort oppsummere hva du husker at du lærte?

2. How would you explain the term 'language anxiety'?

    Hvordan ville du selv forklart begrepet 'språkangst'?

3. Do you believe that teachers of English are aware of language anxiety? Is this something that you teachers discuss, for instance?

    Tror du at engelsklærere generelt er klar over begrepet 'språkangst' og hva dette innebærer? Er dette for eksempel noe som dere lærere diskuterer sammen?

4. Have you experienced language anxiety yourself? For instance, when you were attending school? Why do you think that is/why not?

    Har du selv opplevd språkangst? For eksempel når du selv gikk på skolen? Hvorfor tror du det/hvorfor ikke?

5. What type of signs do you think can demonstrate that a student experiences language

anxiety?

Hvilke typer tegn eller signaler tror du kan vise at en elev opplever språkangst?

6. What underlying factors do you believe contribute to a student's language anxiety?

Hvilke underliggende faktorer tror du påvirker en elevs språkangst?

7. Have you experienced that the students you have now show signs of language anxiety? If so, could you tell me a bit about that anonymously and at a general level?

Har du opplevd at noen av elevene du underviser nå viser tegn på språkangst? Hvis ja, kan du fortelle litt om dette på et anonymisert og generelt grunnlag?

8. During what type of activities do your students show signs of language anxiety?

Under hvilke aktiviteter viser elevene dine tegn på språkangst?

9. Why do you think that students experience language anxiety when the English language has become so globalized and something we encounter on a daily basis?

Hvorfor tror du at elever opplever språkangst i engelskfaget når engelsk har blitt et globalisert språk som vi møter på daglig?

10. What kind of methods and activities do you employ to help your students that you believe have language anxiety?

Hvilke metoder eller aktiviteter bruker du for å hjelpe elever du tenker opplever språkangst?

11. What are your experiences regarding classes with numerous reluctant speakers?

Hva er dine opplevelser når det gjelder klasser med flere tilbakeholdne elever?

12. Are there any oral activities that you encourage your students to take part in because you believe that it may be valuable to them later?

Er det noen muntlige aktiviteter som du oppfordrer elevene dine til å ta del i siden du mener at det kan være til nytte for dem senere?

13. What do you do to create a safe learning environment? If there were to be an unsafe learning environment, what would you do?

Hva gjør du for å skape et trygt læringsmiljø? Hva ville du ha gjort dersom du oppdaget et utrygt læringsmiljø?

14. Have you ever had a suspicion/or experienced that students are being bullied or laughed at if they said something wrong in their English class?

Har du noen gang hatt en mistanke om/eller opplevd at elever blir mobbet eller ledd av hvis de sa noe feil i engelsktimen?

15. Do you do anything specific to prevent that students do not ridicule or laugh at their peers' performance in English class?

Gjør du noe spesifikt for å forhindre at elevene ikke ler eller latterliggjør deres medelever på grunn av deres ferdigheter i engelsktimene?

16. How much do you believe your students initiate speaking in English to each other when they are provided with discussion activities?

Hvor mye tror du at elevene dine setter i gang med å snakke på engelsk til hverandre når du gir dem diskusjonsoppgaver?

17. Does all of the students initiates speaking English to each other when they are provided with discussion activities? Why/why not?

Setter alle elevene i gang med å snakke på engelsk til hverandre når du gir dem diskusjonsoppgaver? Hvorfor/hvorfor ikke?

Section III: Language Identity

1. What do you think is your students' relationship to the English language?

Hvilket forhold tror du elevene har til det engelske språk?

2. To what extent, do you believe, is English a part of the students' identity? Do you believe that English is a big part of their lives?

Til hvilken grad tror du at engelsk er en del av elevenes identitet? Tror du at engelsk en stor del av livene deres?

3. Do you think that students today have a strong desire to learn English? Why/why not?

Tror du at elever i dag har et sterkt ønske om å lære engelsk? Hvorfor/hvorfor ikke?

4. What is your experience with the students' desire to learn English today compared to previously, e.g. several years ago?

Har du opplevd et skifte mellom dagens elever og elever for en god del år tilbake; hvordan har ønsket om å lære seg engelsk endret seg?

5. What are your thoughts on how much your students encounter English outside of school?

Hva tenker du om hvor mye elevene dine møter på det engelske språket når de ikke er på skolen?

6. How may the increasing exposure to the English language affect the students' foundation of learning English?

Hvordan kan den økende eksponeringen for det engelske språket påvirke elevers grunnlag for å lære engelsk?

7. What are your thoughts on whether language anxiety may be affected by how strongly the students identify with the English language?

Hva er dine tanker rundt hvorvidt det er en sammenheng mellom elevers

språkangst og hvor sterkt de identifiserer seg med det engelske språket?

8. What type of factors, in addition to being in a classroom, do you believe may affect the students' language anxiety?

Hvilken type faktorer i tillegg til det å være i klasserommet tror du kan påvirke elevers språkangst?

9. What type of influence and effect do you believe that the exposure to English outside of school may have on the students' desire to speak English?

Hvilken type påvirkning eller effekt tror du at engelsken elevene møter på utenfor skolen kan ha på deres ønske om å snakke engelsk?

10. To what degree may the students' language anxiety be influenced by a desire to be perceived positively by their peers?

I hvilken grad kan elevenes språkangst bli påvirket av et ønske om å bli oppfattet på en positiv måte av sine medelever?

11. To what degree may the students' language anxiety be influenced by a desire to be good at the English language?

I hvilken grad kan elevenes språkangst bli påvirket av et ønske om være god i det engelske språket?

Section IV: Language Development

1. What effect do you think that this nervousness initiated by language anxiety may have on the students?

Hvilken påvirkning kan språkangst ha på elevene?

1.a Are there any positive effects?

Er det noen positive effekter?

1.b Are there any negative effects?

Er det noen negative effekter?

2. What are your thoughts about the written skills of students who experience language anxiety?

Hva er dine tanker rundt de de skriftlige ferdighetene til elever som opplever språkangst?

3. In what situations have you experienced that students with language anxiety are challenged?

I hvilke situasjoner har du opplevd at elever med språkangst blir utfordret?

4. How is language anxiety taken into consideration in teaching situations?

Hvordan blir språkangst tatt i betraktning ved ulike læresituasjoner?

5. How is language anxiety taken into consideration in grading situations?

Hvordan blir språkangst tatt i betraktning ved karaktersetting?

6. In what situations do students with language anxiety perform more confidently? E.g., in front of the teacher, together with the teacher, in pairs, in groups or in front of the class?

I hvilke situasjoner opplever du at elevene med språkangst er mer komfortable?

For eksempel foran læreren, sammen med læreren, i par, i grupper eller foran klassen?

7. What are your thoughts on the possible influence language anxiety may have on the students' language development?

Hva er dine tanker om en mulig påvirkning språkangst kan ha på elevens språklige utvikling?

8. What are your thoughts about the overall performance of students with language anxiety in the English subject?

Hva er dine tanker om prestasjonene til elever med språkangst i engelskfaget?

9. What are your thoughts on the correlation between the students' oral skills and their writing skills?

Hva er dine tanker om forholdet mellom elevers muntlige og skriftlige ferdigheter?

10. What are your thoughts and experiences with providing a type of alternative evaluation to students with language anxiety?

Hva er dine tanker og erfaringer med å gi en type alternativ vurderingssituasjon til elever med språkangst?

11. What are your thoughts on how teachers in general should encounter students with language anxiety?

Hva er dine tanker om hvordan engelsklærere generelt bør møte elever med språkangst?

12. Do you have anything else on your mind that you want to add about language anxiety and language identity? Maybe something that you feel like I have not covered?

Kommer du på noe annet som du vil legge til angående språkangst og språkidentitet som du føler jeg ikke har fått dekket?

Appendix B: Student interview guide

Section I: Language Anxiety

1. What are your views on the English subject?

    Hva synes du om engelskfaget på skolen?

2. How do you feel about speaking English in front of the rest of the class?

    Hva tenker du om å snakke engelsk foran resten av klassen?

3. Do you think that it can be less or more scary to speak during English class than in Norwegianc class? Why?

    Synes du at det kan være mer eller mindre skremmende å snakke i engelsktimene enn i norsktimene? Hvorfor?

4. Why do you think that some students find it scary to speak English in front of the class?

    Hvorfor tror du at noen elever synes det kan være skummelt å snakke engelsk foran resten av klassen?

5. What type of emotions do you feel before an oral presentation? For instance, do you struggle with getting any sleep the night before? Do you get really nervous, anxious and scared? Or does it not really bother you that much?

    Hvilke type følelser kjenner du på før en muntlig presentasjon? For eksempel, sliter du med å sove natten før? Blir du veldig nervøs, engstelig og redd? Eller plager det deg egentlig ikke noe særlig?

6. In what situations would you be more comfortable with speaking English? For instance, alone with your teacher, in groups with your classmates, raising your hand in class, having oral presentations in front of the class or in dialogues with one classmate? Why do you feel more comfortable in these situations??

    I hvilke situasjoner føler du deg mest komfortabel med å snakke engelsk? For eksempel, alene med læreren din, i grupper med medelever, rekke opp hånda i timen, ha muntlige presentasjoner foran klassen eller gjennom dialoger med en medelev? Hvorfor føler du deg mer komfortable i disse situasjonene?

7. In what situations do you feel stressed about having to speak in front of the class?

    I hvilke situasjoner er det mest ubehagelig å snakke foran resten av klassen?

8. Do you ever experience that you get so nervous during writing tasks that you forget how to write properly or that you forget the answers? Even though this is something you actually know? Why?

    Opplever du noen gang å bli så nervøs under skriveoppgaver at du glemmer

hvordan man skal skrive engelsk eller svarene på oppgaver? Selv om du egentlig kan det? Hvorfor?

9. Have you ever experienced any negative comments from your fellow students after speaking English in front of them? If so, can you tell me a bit about that experience in an anonymous way?

Har du noen gang opplevd negative kommentarer fra medelever etter å ha snakket engelsk foran dem? Kan du i så fall fortelle meg litt om den opplevelsen på en anonym måte?

10. Do you ever skip raising your hand or participating in conversations with your classmates because you fear that what you are going to say will not sound grammatically correct? Why?

Dropper du noen gang å rekke opp hånda eller å delta i samtaler med medelever fordi du er litt redd for om du uttaler det riktig? Hvorfor?

11. Is it normally the same students who raise their hand and participate orally in class? If so, why do you think that is?

Er det som regel de samme elevene som rekker opp hånda og deltar muntlig i engelsktimene? Hvis ja, hvorfor tror du at det er sånn?

12. What does the teacher do to make you feel comfortable about speaking English in class?

Hva gjør læreren for å få deg til å føle deg komfortable nok til å snakke engelsk i timene?

13. Are there things that the teacher could have done differently to make you feel more comfortable to speak English in the classroom?

Kunne lærere ha gjort noe for at elever skulle ha følt seg tryggere på å snakke engelsk i timene?

14. Do you usually start a conversation in English when the teacher gives you discussion activities? Why/why not?

Starter du vanligvis en samtale på engelsk når læreren gir du diskusjonsoppgaver? Hvorfor/hvorfor ikke?

Section II: Language and Identity

1. Do you use English outside of school? In what situations?

Bruker du engelsk utenfor skolen? I hvilke situasjoner?

2. To what degree is English a part of your life?

Til hvilken grad er engelsk en del av livet ditt?

3. What type of relationship do you have to the English language?

Hvilket forhold har du til det engelske språket?

4. How do you feel about speaking English with your friends when you are outside of school?

Hva tenker du om å snakke engelsk med vennene du når du ikke er på skolen?

5. How often do you use English outside of school? How many hours per day do you think? This involves watching TV series, listening to music, using social media apps, gaming and so on.

Hvor mye bruker du engelsk utenfor skolen? Hvor mange timer per dag vil du anta? Dette involverer blant annet å se serier, høre på musikk, bruk av sosial media, gaming osv.

6. Out of all the English activities that you use, which one do you use the most?

Av alle engelskaktiviteter som du bruker, hvilken bruker du mest?

7. What do you think about the English you are exposed to outside of school? Are there any positive influences on your English skills? Are there any negative influences?

Hva tenker du om engelsken du møter utenfor skolen i engelsk? Kan det ha en positiv påvirkning på dine ferdigheter i engelsk? Kan det ha en negativ påvirkning?

8. Do you want to be good at the English language? Why/why not?

Ønsker du å være flink i engelsk? Hvorfor/hvorfor ikke?

9. Do you think that having good English skills will be helpful later on? Why/why not?

Tror du at det kan være nyttig å ha gode engelskferdigheter med deg videre i resten av livet? Hvorfor/hvorfor ikke?

10. What do you think is the best way of becoming more fluent in English?

Hva tror du er den beste måten man kan bli god i engelsk på?

11. What do you think about that students today are increasingly exposed to the English language outside of school? Do you think that they may be more or less anxious in the classroom as a consequence of that?

Hva tenker du om at elever i dag er stadig mer eksponert for det engelske språket utenfor skolen? Tror du at man har mer eller mindre språkangst i klasserommet som følge av det?

12. To what degree may the students' language anxiety be influenced by a desire to be perceived positively by their classmates?

I hvilken grad kan elevenes språkangst bli påvirket av et ønske om å bli oppfattet på en positiv måte av sine medelever?

13. To what degree may the students' language anxiety be influenced by a desire to be good at the English language?

I hvilken grad kan elevenes språkangst bli påvirket av et ønske om være god i det engelske språket?

Section IV: Language Development

1. What kind of effect do you believe that language anxiety may have on the students' development of oral skills in English?

Hvilken type påvirkning tror du at språkangst kan ha på elevenes utvikling av muntlige ferdigheter i engelsk?

2. What kind of effect do you believe that language anxiety may have on the students' development of writing skills in English?

Hvilken type påvirkning tror du at språkangst kan ha på elevenes utvikling av skriftlige ferdigheter i engelsk?

3. How may language anxiety affect the students' ability to demonstrate their English skills?

Hvordan kan språkangst påvirke elevers evne til å vise engelskferdighetene sine?

4. What type of positive effects do you believe that language anxiety may have on language development?

Hvilke type positive effekter tror du at språkangst kan ha på språkutvikling?

5. Do you believe that students with language anxiety should be given alternative evaluation methods? Why/why not?

Hva tenker du om at elever med språkangst kunne blitt gitt alternative evalueringsmetoder? Hvorfor/hvorfor ikke?

6. Do you have anything else on your mind that you want to add about language anxiety and language identity? Maybe something that you feel like I have not covered?

Kommer du på noe annet som du vil legge til angående språkangst og språkidentitet som du føler jeg ikke har fått dekket?

Appendix C: Student questionnaire

Spørreskjema om språkangst og språkidentitet

Hei! Dette er en undersøkelse som tar sikte på å finne ut hva du som student tenker rundt språkangst og språkidentitet i engelskfaget. Språkangst vil si at man føler seg nervøs, bekymra eller engstelig i situasjoner hvor man lærer et språk som ikke er ens eget morsmål. Dette kan for eksempel være at man ikke tør å rekke opp i hånda i timen i frykt for å si eller uttale noe feil, eller at man blir nervøs under skrivesituasjoner og glemmer ut svarene som man egentlig kunne i utgangspunktet. Språkidentitet dreier seg om hvor nært forhold man har til et språk, hvor mye man bruker det, og hvordan språket er en del av vår identitet.

Jeg setter stor pris på at du leser oppgavene nøye og at du svarer så ærlig som du klarer. Dette vil være til stor hjelp for min oppgave. Det er viktig at du husker på at alle spørsmålene dreier seg om det engelske språket, hva du opplever i engelsktimene og hvordan du bruker engelsk utenfor skolen. Besvarelsene på dette skjemaet forblir anonymt og kommer til å oppbevares helt konfidensielt. Informasjon som kan identifisere deg som deltaker vil ikke bli avslørt under noen som helst omstendigheter. På forhånd, tusen takk! Jeg setter enormt stor pris på din deltagelse.

Spørsmålene er i hovedsak påstander hvor du skal huke av i hvilken grad du er enig i en påstand eller ikke. Et par av spørsmålene åpner for at du kan skrive fritt.

1. I enjoy speaking English in front of the class.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

2. I enjoy reading English out loud while the class is listening.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

3. I am comfortable about speaking English in the classroom.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

4. I get nervous before and/or during English class.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

5. I believe that I have experienced language anxiety during our English lessons.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

6. The teacher encourages me to become comfortable about speaking English in the classroom.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

7. All students in my class participate in oral activities during English lessons.

(1) ❑ Always
(2) ❑ Often
(3) ❑ Sometimes
(4) ❑ Rarely
(5) ❑ Never

8. I feel more comfortable about speaking English during group work than in front of the whole class.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

9. I feel more comfortable about speaking English during pair work than in group work.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

10. I feel more comfortable about speaking English with someone in class who I know well.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

11. Language anxiety sometimes hinders me from showing my English skills.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

12. In our English lessons, I feel the most nervous during ... (You may choose several options).

(1) ❑ Oral presentations
(5) ❑ Pair discussions
(2) ❑ Group discussions
(3) ❑ Reading aloud
(4) ❑ Writing
(6) ❑ Neither

13. I have experienced to be laughed at if I said something wrong in English.

(1) ❑ Always
(2) ❑ Often
(3) ❑ Sometimes
(4) ❑ Rarely
(5) ❑ Never

14. I speak English during English lessons if I am given the opportunity.

(1) ❑ Always

(2) ❑ Often

(3) ❑ Sometimes

(4) ❑ Rarely

(5) ❑ Never

15. I start the English conversation with my classmates when I participate in group work during English lessons.

(1) ❑ Always

(2) ❑ Often

(3) ❑ Sometimes

(4) ❑ Rarely

(5) ❑ Never

16. I start the English conversation with my classmates when I participate in pair work during English lessons.

(1) ❑ Always

(2) ❑ Often

(3) ❑ Sometimes

(4) ❑ Rarely

(5) ❑ Never

17. I choose to speak English when saying something in front of the class.

(1) ❑ Always

(2) ❑ Often

(3) ❑ Sometimes

(4) ❑ Rarely

(5) ❑ Never

1. English is an important part of my life.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

2. I use English a lot during my spare time.

(1) ❑ Always

(2) ❑ Often

(3) ❑ Sometimes

(4) ❑ Rarely

(5) ❑ Never

3. I feel more comfortable about speaking English when I am not at school.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

4. I want to be good at the English language.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

5. I believe that I will need English for my future.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

6. I speak English ...

(1) ❑ Every day

(2) ❑ Almost every day

(3) ❑ About once or twice a week

(4) ❑ About once or twice a month

(5) ❑ Never

7. It is natural for me to speak English when talking with my classmates in our English class.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

8. It is natural for me to read English outside of school.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

9. It is natural for me to listen to English outside of school.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

10. It is natural for me to speak English outside of school when taking part in conversation with friends who do not speak the same first language (morsmål) as me.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

11. It is natural for me to speak English outside of school when taking part in conversation with friends who speak the same language as me.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

12. I speak or listen to the English language about ... a day.

(1) ❑ 0 hours
(2) ❑ 1 hour
(3) ❑ 2-3 hours
(4) ❑ 4-5 hours
(5) ❑ 6+ hours

13. The activity that exposes me the most to the English language is... (You may choose several options).

(1) ❑ In school
(2) ❑ Reading books/magazines
(3) ❑ Watching TV series/movies
(4) ❑ Surfing English websites
(9) ❑ Listening to music
(5) ❑ Travelling
(6) ❑ Playing video games
(7) ❑ Talking to friends/family
(8) ❑ Other

14. I believe that students feel less anxious in their English class if they use English a lot outside of the classroom.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

15. I believe that students avoid speaking English in class because they are afraid to be perceived negatively by other classmates.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

16. I believe that students who do not speak in class do not want to be good at the English language.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

1. The teacher will think that I have poor oral skills in English if I do not participate in oral activities.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

2. The teacher will think that I have poor writing skills in English if I do not participate in oral activities.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

3. I believe that the students who participate a lot orally in my class probably receive good grades.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

4. I sometimes skip saying something because I fear it is not grammatically correct.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

5. I sometimes skip writing something because I fear it is not grammatically correct.

(1) ❑ Strongly agree
(2) ❑ Agree
(3) ❑ Neutral
(4) ❑ Disagree
(5) ❑ Strongly disagree

6. My English skills are better than what I am able to show because of my nervousness.

(1) ❑ Strongly agree

(2) ❑ Agree

(3) ❑ Neutral

(4) ❑ Disagree

(5) ❑ Strongly disagree

7. My final English grade when I graduated from 10th grade this summer was...

(1) ❑ Below average

(2) ❑ Average

(3) ❑ Above average

(4) ❑ I do not know

8. I feel the most nervous during... (You may choose several).

(1) ❑ Oral presentations

(2) ❑ Written tasks

(3) ❑ Discussions

(4) ❑ Reading tasks

(5) ❑ Other

(6) ❑ I do not know

9. Why do you think that it may be intimidating and stressful for students to participate orally in English classes? (Feel free to answer in Norwegian if you prefer).

_____

10. How do you think that stress and nervousness may affect the students' development of English oral skills? (Feel free to answer in Norwegian if you prefer).

_____

11. How do you think that stress and nervousness may affect the students' development of English writing skills? (Feel free to answer in Norwegian if you prefer).

_____

12. Is there anything else you would like to say about language anxiety and language identity? Maybe something you feel like my questions have not covered? Feel free to write it here (in Norwegian if you prefer).

_____

1. What is your gender?

(1) ❑ Male

(2) ❑ Female

(3) ❑ Prefer not to say

2. What is your first language (morsmål)?

_____

3. Does anyone in your family have English as their first language? Or do you speak English with some of your relatives? Please explain why. (Feel free to answer in Norwegian if you prefer).

_____

Viktig: trykk avslutt for å levere spørreskjemaet.

Tusen takk! Du har nå deltatt i et forskningsprosjekt og jeg setter stor pris på din deltagelse. Besvarelsene kommer til å forbli anonyme, og alle svar som kan lede til deg som en respondent kommer til å holdes konfidensielt.

Appendix D: NSD approval letter

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Language Anxiety and Language Identity in the L2 English classroom of Norwegian Upper Secondary Schools: teachers' and students' beliefs

Referansenummer

282863

Registrert

13.11.2020 av Anniken Molteberg Nyback - am.nyback@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Kunnskapssenter for utdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Torill Irene Hestetræet, torill.hestetreet@uis.no, tlf: 93437040

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Anniken Molteberg Nyback, anniken.nyback@gmail.com, tlf: 98485802

Prosjektperiode

05.10.2020 - 30.06.2021

Status

18.01.2021 - Vurdert

Vurdering (4)
18.01.2021 - Vurdert
NSD har vurdert endringen registrert 15.01.2021.

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 13.01.2021. Behandlingen kan fortsette.

Utvalg 3 vil gjennomføre en spørreundersøkelse digitalt. SurveyXact vil bli brukt for gjennomføring av spørreundersøkelsen. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

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

Lykke til videre med prosjektet!
Kontaktperson hos NSD: Simon Gogl
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix E: Teacher information letter and consent form for the interviews

Samtykkeerklæring for lærere/Teacher consent form

Vil du delta i forskningsprosjektet
"Language Anxiety and Language Identity in the L2 English classroom of Norwegian Upper Secondary Schools: teachers' and students' beliefs"?

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Formål
Formålet med studien er å undersøke i hvilken grad elever opplever språkangst knyttet til engelskfaget i VG1, i tillegg til læreres og elevers tanker rundt språkangst. Et videre formål er at studien skal undersøke forholdet mellom språkangst og språkidentitet, og til hvilken grad norske elever identifiserer seg med det engelske språket. Læreres og elevers oppfatning av den mulige påvirkningen språkangst kan ha på språkutvikling vil også være i fokus. Målgruppen for studien er elever og lærere ved den norske videregående skole. Studien er en del av en masteroppgave, med engelsk didaktikk som fagfelt. Målet er å intervjue tre erfarne lærere, i tillegg til at det deles ut spørreskjema til elevene i deres klasser. Målet er videre å intervjue en gruppe på tre elever fra disse klassene.

Opplysningene kommer kun til å brukes i arbeidet ved denne masteroppgaven og kommer til å være helt anonymisert. Informasjon som kan lede til respondentene holdes helt konfidensielt, og vil bli slettet når oppgaven er ferdigstilt (cirka 30.06.2021). Oppgaven kommer til å bli lagt ut på Universitetet i Stavanger sine nettsider og databaser, og kan derfor bli både lest og referert til av andre studenter, forskere og lærere. Oppgaven kommer til å være tilgjengelig for allmennheten til å lese. Jeg som intervjuer har taushetsplikt, og kommer derfor til å passe på at ingen opplysninger som kan identifisere enkelte personer kommer frem.

Hvem er ansvarlig for forskningsprosjektet?
Masterstudent Anniken Molteberg Nyback ved Universitetet i Stavanger er ansvarlig for dette forskningsprosjektet. Masteroppgaven er siste del av Lektorutdanning for 8-13. trinn med engelsk som hovedfag 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 som underviser engelsk ved en norsk videregående skole. Totalt tre lærere får denne henvendelsen, og disse er valgt ut fra tre forskjellige videregående skoler for å dekke eventuell variasjon blant ulike skoler.

Hva innebærer det for deg å delta?
Hvis du deltar i prosjektet så innebærer dette at du deltar i et intervju. Dette intervjuet vil vare mellom 30 til 60 minutter og er delt opp i 4 deler. Den første delen inneholder et par spørsmål om din lærerbakgrunn, din utdannelse og hvilke trinn du underviser. Den andre delen dreier seg om din forståelse av språkangst og hvorvidt du opplever språkangst i klasserommet. Tredje del innebærer spørsmål om språkidentitet og hvordan du tror dette kan påvirke elevers interesse for å lære engelsk. Siste del innebærer spørsmål om engelsk språklig utvikling, og hva du tenker om en mulig sammenheng mellom språkangst og elevers utvikling i det engelske språket.

Noen notater vil bli tatt under intervjuet. Dine svar fra intervjuet vil også bli tatt opp på lydopptak, men det er kun jeg som har tilgang til dette opptaket. Lydopptakene vil bli transkribert og anonymisert, og de vil bli slettet når oppgaven er levert og godkjent. I tillegg kommer jeg til å be deg om å få dele ut et elevspørreskjema til en av klassene du underviser i, og i tillegg til å intervju en gruppe elever fra din klasse. Foreldre kan få se spørreskjema og intervjuguide på forhånd dersom dette er ønskelig.

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Student Anniken Molteberg Nyback og veileder Torill Irene Hestetræet vil ha tilgang til opplysningene som blir samlet inn. Vi vil sikre at ingen uvedkommende får tilgang til personopplysningene gjennom å anonymisere navn på skole, lærere og elever som deltar. Det vil ikke være mulig å gjenkjenne deltakerne i oppgaven når den publiseres.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 30.06.2021. Ingen navn vil bli nevnt i oppgaven. Personopplysninger og lydopptak vil bli slettet når oppgaven er levert og godkjent.

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

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

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Stavanger har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

• Anniken Molteberg Nyback på mail: anniken.nyback@gmail.com eller på telefon 984 85 802. Du kan også kontakte min veileder Torill Irene Hestetræet på mail: torill.hestetreet@uis.no som er universitetslektor ved Universitetet i Stavanger.

• Du kan også ta kontakt med UiS sitt personvernombud på mail: personvernombud@uis.no.

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

• NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Masterstudent Anniken Molteberg Nyback

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Language Anxiety and Language Identity in the L2 English classroom of Norwegian Upper Secondary Schools: teachers' and students' beliefs*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i et intervju med Anniken Molteberg Nyback

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 30.06.2021

(Signert av prosjektdeltaker, dato)

Appendix F: Student information letter and consent form for the interviews

Samtykkeerklæring for elever/Student consent form

Vil du delta i forskningsprosjektet
"Language Anxiety and Language Identity in the L2 English classroom of Norwegian Upper Secondary Schools: teachers' and students' beliefs"?

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Formål
Formålet med studien er å undersøke i hvilken grad elever opplever språkangst knyttet til engelskfaget i VG1, i tillegg til læreres og elevers tanker rundt språkangst. Et videre formål er at studien skal undersøke forholdet mellom språkangst og språkidentitet, og til hvilken grad norske elever identifiserer seg med det engelske språket. Læreres og elevers oppfatning av den mulige påvirkningen språkangst kan ha på språkutvikling vil også være i fokus. Målgruppen for studien er elever og lærere ved den norske videregående skole. Studien er en del av en masteroppgave, med engelskdidaktikk som fagfelt. Målet er å intervjue tre erfarne lærere, i tillegg til at det deles ut spørreskjema til elevene i deres klasser. Målet er videre å intervjue en gruppe på tre elever fra disse klassene.

Opplysningene kommer kun til å brukes i arbeidet ved denne masteroppgaven og kommer til å være helt anonymisert. Informasjon som kan lede til respondentene holdes helt konfidensielt, og vil bli slettet når oppgaven er ferdigstilt (cirka 30.06.2021). Oppgaven kommer til å bli lagt ut på Universitetet i Stavanger sine nettsider og databaser, og kan derfor bli både lest og referert til av andre studenter, forskere og lærere. Oppgaven kommer til å være tilgjengelig for allmennheten til å lese. Jeg som intervjuer har taushetsplikt, og kommer derfor til å passe på at ingen opplysninger som kan identifisere enkelte personer kommer frem.

Hvem er ansvarlig for forskningsprosjektet?
Masterstudent Anniken Molteberg Nyback ved Universitetet i Stavanger er ansvarlig for dette forskningsprosjektet. Masteroppgaven er siste del av Lektorutdanning for 8-13. trinn med engelsk som hovedfag ved Institutt for kultur- og språkvitenskap.

Hvorfor får du spørsmål om å delta?
Du er blitt spurt om å delta fordi du er en elev ved en norsk videregående skole hvor du har engelsktimer. En gruppe elever får denne henvendelsen, og disse er valgt ut fra tre forskjellige videregående skoler for å dekke eventuell variasjon blant ulike skoler.

Hva innebærer det for deg å delta?
Hvis du deltar i prosjektet så innebærer dette at du deltar i et intervju. Dette intervjuet vil vare mellom 30 til 60 minutter og er delt opp i 4 deler. Den første delen vil kun inneholde generelle spørsmål om kjønn, morsmål og klassetrinn. Den andre delen dreier seg om din forståelse av språkangst og hvorvidt du opplever språkangst i klasserommet. Tredje del innebærer spørsmål om språkidentitet. Her vil spørsmålene dreie seg om hvor mye du ønsker å lære engelsk og hvor mye du bruker det engelske språket og for hvilke formål. Siste del handler om engelsk språklig utvikling, og vil inneholde spørsmål om hvordan du tror språkangst og språkidentitet kan påvirke din språklige utvikling.

Noen notater vil bli tatt under intervjuet. Dine svar fra intervjuet vil også bli tatt opp på lydopptak, men det er kun jeg som har tilgang til dette opptaket. Lydopptakene vil bli transkribert og anonymisert, og de vil bli slettet når oppgaven er levert og godkjent. Dine foreldre kan få se intervjuguide på forhånd dersom dette er ønskelig.

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Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er cirka 30.06.2021. Ingen navn vil bli nevnt i oppgaven. Personopplysninger og lydopptak vil bli slettet når oppgaven er levert og godkjent.

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Med vennlig hilsen

Masterstudent Anniken Molteberg Nyback

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Language Anxiety and Language Identity in the L2 English classroom of Norwegian Upper Secondary Schools: teachers' and students' beliefs*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i et intervju med Anniken Molteberg Nyback

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

30.06.2021

(Signert av prosjektdeltaker, dato)

Appendix G: Student information letter and consent form for the questionnaire survey

Samtykkeerklæring for elever angående spørreskjema/ Student questionnaire consent form

Vil du delta i forskningsprosjektet
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Formål
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Opplysningene kommer kun til å brukes i arbeidet ved denne masteroppgaven og kommer til å være helt anonymisert. Informasjon som kan lede til respondentene holdes helt konfidensielt, og vil bli slettet når oppgaven er ferdigstilt (cirka 30.06.2021). Oppgaven kommer til å bli lagt ut på Universitetet i Stavanger sine nettsider og databaser, og kan derfor bli både lest og referert til av andre studenter, forskere og lærere. Oppgaven kommer til å være tilgjengelig for allmennheten til å lese. Jeg som intervjuer har taushetsplikt, og kommer derfor til å passe på at ingen opplysninger som kan identifisere enkelte personer kommer frem.

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Hvorfor får du spørsmål om å delta?
Du er blitt spurt om å delta fordi du er en elev ved en norsk videregående skole hvor du har engelsktimer. En gruppe elever får denne henvendelsen, og disse er valgt ut fra tre forskjellige videregående skoler for å dekke eventuell variasjon blant ulike skoler.

Hva innebærer det for deg å delta?
Hvis du deltar i prosjektet så innebærer dette at du svarer på et spørreskjema. Dette spørreskjemaet vil ta mellom 30 og 60 minutter å fylle ut, men kan også ta mindre tid. Den første delen innebærer generelle spørsmål om hvor komfortabel du er med å snakke engelsk. Den andre delen dreier seg om hvor mye du ønsker å kunne det engelske språket og hvor mye du bruker det. Tredje del innebærer spørsmål om hvordan du ser din egen engelskspråklige utvikling. Tredje del handler om engelsk språklig utvikling, og vil inneholde spørsmål om hvordan du tror språkangst og språkidentitet kan påvirke din språklige utvikling. Siste del innebærer spørsmål om kjønn, morsmål og om noen i din familie snakker engelsk.

Besvarelsene blir samlet i en statistikk som brukes som et utgangspunkt for min masteroppgave. Skolen, klassen eller ditt navn vil ikke bli nevnt i oppgaven. Dette er heller ikke i regi av skolen og derfor kommer ikke din lærer til å få innsikt i hva du har svart. Dette skjemaet forblir anonymt og kommer til å oppbevares helt konfidensielt. Informasjon som kan identifisere respondenten vil ikke bli avslørt under noen som helst omstendigheter**.**

Det er frivillig å delta
Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

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

Anniken Molteberg Nyback og veileder Torill Irene Hestetræet vil ha tilgang til opplysningene som blir samlet inn. Vi vil sikre at ingen uvedkommende får tilgang til personopplysningene gjennom å anonymisere navn på skole, lærere og elever som deltar. Det vil ikke være mulig å gjenkjenne deltakerne i oppgaven når den publiseres.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er cirka 30.06.2021. Ingen navn vil bli nevnt i oppgaven. Personopplysninger og lydopptak vil bli slettet når oppgaven er levert og godkjent.

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

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
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Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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- Du kan også ta kontakt med UiS sitt personvernombud på mail: personvernombud@uis.no. Hvis du har spørsmål knyttet til NSD sin vurdering av

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Med vennlig hilsen

Masterstudent Anniken Molteberg Nyback

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Language Anxiety and Language Identity in the L2 English classroom of Norwegian Upper Secondary Schools: teachers' and students' beliefs*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i et spørreskjema

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 30.06.2021

(Signert av prosjektdeltaker, dato)