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To what extent does the use of drama affect the foreign language speaking anxiety of 7th grade EFL learners?

Acknowledgement

Writing this thesis has been an exciting and educational process. First, I would like to thank my supervisor Anders Myrset of the University of Stavanger, who guided me through the year and provided me with good and helpful advice and a lot of positivity. I appreciate all the encouragement and valuable guidance. I would also like to express my gratitude towards the other professors working in the English department for additional support and helpfulness. My gratitude also goes to the participants who contributed to my study for their willingness to participate, flexibility and their reflections. Finally, I would like to thank my wonderful family, friends and fellow students for their love, support and patience.

Abstract

Oral communications is an important part of the language learning process. Learning a new language can be challenging for young learners. Drama has become a commonly used tool in the foreign language classroom since it encourages learners to learn a new language creatively and effectively. The present study is interested in foreign language speaking anxiety among Norwegian 7th grade learners who are learning English as a foreign language in school and sets out to discover whether this form of anxiety is present among young learners. It additionally looks at to what extent the use of drama can help learners experiencing signs of foreign language speaking anxiety. The study consisted of 39 7th grade learners from two different classes at the same school, where 6 learners were selected for observations and individual interviews. To find the participants for the data collection, both classes answered an adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986), which was adapted and translated by Todal (2022). The learners who showed traces of sign of foreign language speaking anxiety were selected. Two drama activities were used to see if drama had a positive effect on these learners.

The study found that both classes had traces of foreign language speaking anxiety. The observation findings showed that learners displayed signs of anxiety. Findings from the individual interviews showed that alle the learners found it scary to speak in the classroom, although the majority of the learners reported that they were able to speak English in smaller groups. Following the intervention, the learners also reported that the activities made it easier for them to speak English. Most of the learners reported that they preferred doing drama activities when it came to speaking English in the classroom. The overall findings showed that the drama activities had a positive effect on the learners, and it made them relaxed and less nervous, slightly lowering their anxiety slightly when it came to speaking English in the classroom.

The present study aims to fill the research gap that exists on foreign language speaking anxiety among young learners, as well as provide information about the topic for both present and future language teachers. Several teachers may use these findings to adapt their foreign language classes to alleviate or prevent anxiety among their learners, as this form of anxiety may hinder the language learning process.

Sammendrag

Muntlig kommunikasjon er en stor del av fremmedspråkopplæringen. Å lære et nytt språk kan være vanskelig for elever. Drama har blitt en vanlig metode å bruke i det fremmedspråklige klasserommet, siden det oppmuntrer elever til å lære et nytt språk på en kreativ og effektiv måte. Denne studien er interessert fremmedspråksangst blant norske syvende klassinger som lærer engelsk som fremmedspråk i skolen, og ønsker videre å avdekke om denne typen angst eksisterer blant unge elever. Samtidig ser den på i hvilken grad kan bruken av drama har på elever med fremmedspråksangst. Studien bestod av 39 syvende klassinger fra to forskjellige klasser på samme skolen, hvor seks elever ble valgt ut til å observeres og individuelt intervjues. For å finne deltakerne til datainnsamlingen, måtte begge klassene svare på en tilpasset versjon av Foreign Language Classroom Anxiety Scale (FLCAS) av Horwitz, Horwitz og Cope (1986), som ble tilpasset og oversatt av Todal (2022). Elevene viste spor av tegn på fremmedspråksangst ble valgt ut. To dramaaktiviteter ble brukt for å se om drama hadde en positiv effekt på disse elevene.

Studien fant at begge klassene viste spor av fremmedspråksangst. Observasjonens funn viste at elevene tegn til engstelighet. Funnene fra de individuelle intervjuene viste at alle elevene fant det skummelt å snakke engelsk i klasserommet, selv om flertallet av elevene rapporterte at de var i stand til å snakke engelsk i mindre grupper. Etter undervisningsopplegget med drama, rapportere elevene at de likte aktivitetene, og at aktivitetene gjorde det enklere for dem å snakke engelsk, samtidig som de ble mer avslappet og mindre nervøs i engelsktimen. Flertallet av elevene rapporterte at de foretrakk å gjøre drama aktiviteter når det kom til å snakke engelsk i klasserommet. De generelle funnene viser at dramaaktivitetene hadde en positiv effekt på elevene, og de gjorde dem mer avslappet og mindre nervøse, og senket angsten litt når det kom til å snakke engelsk i klasserommet.

Formålet med studien er å bidra til å fylle gapet som eksisterer på muntlig fremmedspråksangst blant unge elever, i tillegg til å tilføre informasjon til både eksisterende og fremtidige språklærere. Lærere kan benytte informasjonen fra resultatene i studien til å tilpasse opplæringen med et mål om å lette eller forebygge angst blant elevene, da denne form for angst kan hindre læringsprosessen.

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1. Introduction

In Norway, most young learners are required to have English as a foreign language as a mandatory subject from first grade, which involves a prolonged, intricate and at times challenging process of becoming proficient English speakers. This can lead to anxiety in the classroom. Foreign language speaking anxiety is a phenomenon that has gained significant attention in recent years. It refers to the anxiety experienced by language learners when communicating in a foreign language, including reading, writing, or speaking with other individuals. Numerous researchers have studied this form of anxiety since the 1960s.

1.1 Background and Relevance

In the present study the focus is laid on speaking. Several studies on this topic have concluded that foreign language speaking anxiety poses as a threat among learners who are learning a new language. The anxiety can be provoked by factors such as constantly being under evaluation, feeling judged by teachers or peers, or fear of failure. In turn, these factors can negatively affect the learner´s confidence. Previous research has shown that many learners endure an overwhelming level of anxiety in a language learning context. According to Horwitz, Horwitz, and Cope (1986), some language learners insist they have a mental barrier that prevents them from assimilating any newly acquired knowledge, hindering their language learning process. These learners may be excellent in other subjects such as mathematics or social studies and may be interested in and motivated for foreign language learning, but still experience waves of anxiety that hinder their path to becoming proficient English speakers. Foreign language speaking anxiety has become a phenomenon that affects many language learners, and research on the topic may aid both present and future teachers who wish to help ease anxiety among their learners. The study may help teachers recognize specific behaviour among the learners that resemble anxiety and to provide a guide to how the teacher can be supportive and help ease anxiety levels.

Drama has become a commonly used tool in language learning since it encourages learners to learn a new language in a creative and effective way. Drama is concerned with the world of pretend; it invites the learner to project themselves imaginatively into other situations, outside the classroom, or into the skin and persona of another person (Atas, 2015). It can provide a better foundation for language acquisition and learning environment by revealing learners´ mental and physical qualities in foreign language teaching (Celik, 2019). Drama requires

communication in a social context and can be a beneficial teaching tool since the communicative language classroom today is a social arena with plenty of opportunities for interaction. Previous studies (Celik, 2019; Dimililer & Atamtürk, 2019; Miccoli, 2001) concluded that drama is a beneficial tool to use in the foreign language classroom, as it promotes communication skills, motivation, oral skills development and creates a better classroom environment. Learners with foreign language speaking anxiety can find involvement in the foreign language classroom difficult. Young learners with anxiety towards speaking the foreign language may be afraid of making mistakes in front of their peers and teacher, which can cause reluctance. Drama can be a useful tool to use with learners who struggle with foreign language speaking anxiety. Sparse research has been done on drama and anxiety reduction (Atas, 2015; Heljeberg, 2019). The research may help teachers see that drama can be a useful tool in the classroom to support and help learners with foreign language speaking anxiety.

The majority of existing studies on the topic of foreign language speaking anxiety have been conducted on learners who attend high school, university, or adults (Al-Noigh et al., 2015; Horwitz et al., 1986; Oda, 2011; Wörde, 2003; Young, 1991). A relatively small number of studies have focused on younger learners (Čiček, 2014; Todal, 2022). The present study attempts to build on existing research and, thus, contribute to the research gap of foreign language speaking anxiety among young learners who have English as a foreign language. Additionally, the present study is interested in investigating to what extent the use of drama affect learners with foreign language speaking anxiety.

1.2 The research question and aims of the study

Anxiety can be experienced through speaking, writing, or reading, the present study chose to focus only on speaking. Oral language as interaction, both transferring information and social interaction, is important in the foreign language classroom, which is also evident in the Norwegian national curriculum (LK20) where communication is considered a core element in the English subject. However, speaking can be a demanding skill even in an L1, considering it is a complex mental process combining various cognitive skills. In EFL teaching in Norway, by 7th grade, it is expected that they should be able to communicate orally about simple and familiar topics such as hobbies and family background. Furthermore, most learners in the 7th

grade are expected to be in the range of A2-B1 (Hasselgreen, 2005), according to the CEFR (Council of Europe, 2001).

The present study attempts to answer the following research question:

1. To what extent does the use of drama affect the foreign language speaking anxiety of 7th grade EFL learners?

Learners are exposed to the English language daily, but many still show traces of foreign language speaking anxiety. Drama can be a helpful tool for learners who struggle with this type of anxiety, since it may help learners to develop language, increase motivation and keep them involved in the learning process. The aim of the study is to gain insights into learners who experience foreign language speaking anxiety, how it happens and why. The study also wants to investigate if drama has a positive effect on the learners who experience anxiety while speaking the foreign language in the classroom.

The present study involves 39 Norwegian 7th grade learners from one school. The data was collected in the early spring. Thus, the learners had finished roughly half of their final year in primary school. Each individual responded to Todals´ (2022) adapted version of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986). Six of these learners were selected to participate in the observation and individual interviews, based on their results in the FLCAS. Two drama activities were chosen to collect data from the observations and individual interviews. Each participant was assumed to have learned English since grade one.

1.3 Outline of the thesis

The thesis is divided into six main chapters. Following this introduction, chapter 2 "Theory and literature review" describes relevant terms and concepts for the study. Among these concepts are *anxiety* as a general term, *speaking* as a skill taught in English lessons in Norwegian schools*, foreign language speaking anxiety* and *drama*, where the two last concepts will be the main focus of the thesis.

Chapter 3 "Methods" describes the steps that were included in the study. This includes the data collection methods, how the participants were located, how the data was analysed, the quality criteria, and ethical considerations. Chapter 4 "Results" presents the collected data

related to the research question. The chapter is divided into four sub-sections, where it shows the finding from the questionnaire, observations, and individual interviews. Chapter 5 "Discussion" includes discussions on the findings related to the research question as well as findings from previous study done on foreign language speaking anxiety and the benefits of using drama in the EFL classroom. Lastly, Chapter 6 "Conclusion" introduces the final conclusion based on the analysed data, as well as limitations of the study and the implications for experienced and future teachers.

2. Theory and literature review

This chapter will present the theoretical background and review previous research related to the present study. Firstly, the chapter will look at speaking as a skill, oral skills in the Norwegian curriculum & the CEFR, and oral language as interaction in section 2.1. Secondly, there will be an explanation of what anxiety is, and the different perspectives on anxiety in section 2.2. Section 2.3. will present a detailed description of what foreign language speaking anxiety entail and the factors that can affect it. Furthermore, the use of drama in the foreign language classroom and previous research on the use of drama in school is described in section 2.4. Lastly, section 2.5. describes young learners´ characteristics and sociocultural theory.

2.1. Speaking as a skill

Speaking is a big part of foreign language teaching and learning, which is also reflected in many teachers placing emphasis on speaking in assessments. Previous research has disclosed that speaking a foreign language is the language skill that provokes the highest level of anxiety, which means that it is one of the main sources of anxiety in the foreign language classroom. (Horwitz et al., 1986; Todal, 2022, Woodrow, 2006).

According to The Norwegian national curriculum (Kunnskapsdepartementet, 2020), communication is one of the three core elements in a learner´s English education. Communication refers to "creating meaning through language and the ability to use the language in both formal and informal situations", and one can communicate both in speaking and writing. However, this study has a focus on oral communication. The teaching should allow the learners the opportunity to express themselves and interact in authentic and practical situations. Language learning is the second core element. Language learning refers to "developing language awareness and knowledge of English as a system, and the ability to use language learning strategies" (Utdanningsdirektoratet, 2020, p.2). In other words, the learners should be able to develop the ability to employ different language learning strategies to further improve their competence within the subject of English.

Oral skills are important for developing communication skills. Oral skills are one of the four basic skills in the English subject. The Core Curriculum (Utdanningsdirektoratet, 2020) states that these skills are a part of the competence in the subject and necessary tools for learning

and understanding them. The basic skills are essential for developing each learner´s identity and social interaction and enabling them to participate in education, work and social life. The oral skills in the English subject refer to creating meaning through listening, talking and engaging in conversation. Developing oral skills in English means that the learner should use the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal settings with a variety of receivers with varying linguistic backgrounds (Utdanningsdirektoratet, 2020). The learners should develop all the basic skills throughout their learning path, and there should be a continuous progression through their school years.

The Council of Europe plays an important role in language teaching in Norway and throughout Europe (Drew & Sørheim, 2016). The Common European Framework of Reference for Languages (CEFR) was published in 2001, and encourages a more practical approach to language learning, which influenced the LK06 English curriculum in Norway, and its 2013 revised version (Drew & Sørheim, 2016). It also played a part in the newest revised version, LK20. The CEFR is a helpful tool for teachers when assessing how far learners have come in their language learning. The CEFR is an international standard for describing language ability. The CEFR organizes language proficiency into six levels, from A1 to C2, which can be grouped into three broad levels; Basic user, Independent user and Proficient user, which can be further divided into the need for the local context (Council of Europe, 2001). According to Hasselgreen (2005) learners at the end of 7th grade are expected to be in the range A2-B1, which suggests most learners in the 7th grade in the English foreign language classroom in Norway are around level A2. Looking at the overall oral comprehension in the CEFR, the learners at level A2 should be able to; "understand enough to be able to meet the need of a concrete type, provided people articulate clearly and slowly" and "Can understand phrases and expressions related to areas of most immediate priority (e.g., very basic personal and family information, shopping, local geography, employment), provided people articulate clearly and slowly (Council of Europe, 2001, p. 48).

Oral language as interaction, both for transferring information and social interaction, plays an important role in the foreign language classroom (Drew & Sørheim, 2016). Speaking can be a demanding skill even in an L1, considering that it is a complex mental process combining various cognitive skills, where one has to use their memory of words and concepts while self-mentoring (Mishan & Timmis, 2015). Levelt (1989) identified four sub-processes in the

speaking skill: conceptualization, formulation, articulation and self-mentoring (Mishan & Timmis, 2015, p.122). Conceptualization requires generating the content the speaker wants to express. Formulation entails selecting the language to express the content generated and organize it according to the norms of the specific genre. Articulation is the physical production of sounds required to encode the message. These processes are self-monitored, which ensures the speaker that everything is going according to plan. The process includes attention to affective factors such as the relationship with the interlocutors (Mishan & Timmis, 2015). Fluency can be a challenge for learners to develop in a foreign language. Given the circumstances of production, it is not surprising that the spoken language tends to differ between learners.

Furthermore, to speak the foreign language, learners need to know of how to employ various patterns, word orders and rules in speaking the target language. Brown (2004) introduces a list of skills necessary for foreign language learners to acquire when learning to speak a language. Brown divides the list of skills into *microskills* and *macroskills.* The macroskills focus on the larger elements of speaking, such as fluency and discourse, while microskills focus on smaller components, such as phonemes and collocations. Brown explains that even though the macroskills appear more complex than the microskills, both skills contain ingredients of difficulty, depending on the stage and context (Brown, 2004). As the sections above suggest, speaking is essential for a language learner, yet the problem is that some learners experience speaking anxiety when learning a new language.

2.2. Anxiety

Anxiety has become increasingly emphasized as an important focus for understanding foreign language teaching and learning. Considering implications such as "an uncomfortable feeling of nervousness or worry about something that is happening and might happen in the future" and "something that causes a feeling of fear and worry," anxiety is a factor that impacts and even inhibits learning (Cambridge University Press, n.d.). Focusing specifically on learning a foreign language, Horwitz, Horwitz and Cope (1986) define anxiety as the subjective feeling of tension, apprehension, nervousness and worry associated with an arousal of the autonomic nervous system, which regulates involuntary physiologic including heart rate, blood pressure, breathing and digestion. The feeling of apprehension is a feeling of worry about the future of fear that something unpleasant will happen.

Anxiety is subjective and the level of anxiety depends on the individual´s assessment of a situation (Čiček, 2014). In other words, a person can believe a situation to be threatening and their way of dealing with the situation varies between learners. Anxiety does not appear in a singular form, nor does it occur based on a specific situation. One person may find a situation more anxiety inducing, whereas others may only experience uneasiness or no worry. In a second language classroom, each learner can react differently to situations, meaning the teacher must be alert in different situations. MacIntyre and Gardner (1991) introduce three perspectives on anxiety; trait anxiety, state anxiety and situation specific anxiety.

2.2.1 Perspectives on anxiety

MacIntyre and Gardner (1991) present three perspectives from which anxiety has been investigated in several different areas, including the language learning context. These three perspectives are referred to as *state*, *trait* and *situation specific* anxiety. *Trait anxiety* can be defined as an individual´s likelihood of becoming anxious in any given situation (MacIntyre & Gardner, 1991). A person with trait anxiety does not experience anxiety in specific situations, such as when speaking to native speakers of a language they are learning but can as well experience anxiety when they speak with other non-native speakers and peers or when they have to perform oral and/or written production in front of their peers. Trait anxiety has been shown to impair cognitive functioning, disrupt memory and lead to avoidance behaviors (MacIntyre & Gardner, 1991). Researchers found that the trait anxiety approach requires people to consider their reactions in a number of situations. For most individuals, they might experience some traits of anxiety where others might not. Some people may have the same trait anxiety score, but situations provoking their anxiety may differ (MacIntyre & Gardner, 1991). In other words, even though people may have similar trait anxiety scores, the situations in which their anxiety is triggered can vary. This means that teachers must be aware of and identify the specific situations that can trigger learners´ anxiety.

As opposed to trait anxiety, which can be triggered at any given moment, *state anxiety* is experienced at a particular moment (MacIntyre & Gardner, 1991). These situations can be, for example, before taking an exam or presenting an oral presentation. State anxiety can be explained as "a blend of the trait and situational approaches" (MacIntyre & Gardner, 1991). A person with a high level of trait anxiety can show an even higher level of state anxiety in situations that can be perceived as demanding. MacIntyre and Gardner (1991, p. 93) explain

that state anxiety is the reaction, whereas trait anxiety represents the tendency to react in an anxious manner.

The final perspective that MacIntyre and Gardner present is *situation specific anxiety*. Situation specific constructs can often be seen as trait anxiety measures limited to a given context (MacIntyre & Gardner, 1991). A person with situation specific anxiety is tested for their anxiety reactions in a well-defined situation, such as public speaking, writing an exam or performing math. Situation specific anxiety is often triggered by experiences in the moment and is often short termed. This perspective is more diverse than the previous two and can be difficult to define. An advantage of situation specific anxiety is that one can clearly describe the situation of interest for the respondent, and by doing this, the assumptions about the source of the anxiety can be addressed. However, the term situation is a broad term and can be challenging to define. MacIntyre and Gardner (1991) explain that the situation can be defined very broadly (e.g., shyness) or very specific (e.g., stage fright). In a classroom, it is the teachers´ responsibility to define a situation and explain why the situation is meaningful for the learners while explaining it as generalized as possible.

2.3. Foreign language speaking anxiety

This present study focuses on foreign language speaking anxiety (FLSA) among Norwegian 7th grade EFL learners. Foreign language speaking anxiety is considered to be a complex psychological construct (Wörde, 2003) that often appears in testing situations among language learners. In such tests, learners often report feelings of nervousness and worry which cause them to produce errors both orally and in writing during foreign language classes, in which difficulty speaking in class is one of the most frequently cited concerns (Horwitz et al., 1986). In language teaching, anxiety can contribute to an affective filter, which makes the individual unreceptive to language input. Thus, learners fail to learn the new foreign language and their mastery of the language does not develop. Foreign language anxiety related to oral communication is usually referred to as foreign language speaking anxiety.

Horwitz et al. (1986) define foreign language speaking anxiety as a distinct complex set of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process (p. 128). Foreign language speaking anxiety concerns performance evaluation within an academic and social context. Horwitz et

al. (1986) draw parallels between three related performance anxieties: communication apprehension, test anxiety and fear of negative evaluation (p.127). *Communication apprehension* is relevant to the conceptualization of foreign language speaking anxiety, due to the emphasis on interpersonal interaction. Communication apprehension is a type of shyness characterized by fear or anxiety about communication with other people (Horwitz et al., 1986), which can be difficulty in speaking in pairs, groups or in public, and can also be difficulty in listening or learning. It may affect a learner´s development, especially if a teacher is unaware or their speaking anxiety. People who find it hard to speak in groups are more likely to experience even greater difficulty speaking in a foreign language classroom where they have little control of the communicative situation, and their performance is constantly monitored. The foreign language class often requires the learners to communicate via a medium with only limited facility. The specific communication apprehension that happens during foreign language learning often derives from the learners´ personal knowledge, thus means that these learners find it difficult to understand others and make themselves understood.

Performance evaluation is an important component in many foreign language classes, making test anxiety relevant in discussing foreign language learning. Test anxiety is a type of performance anxiety rooted in fear of failure (Horwitz et al., 1986). Test anxious learners often put unrealistic demands on themselves and can feel that anything less than a perfect test performance is a failure. Oral tests can potentially provoke both test- and oral communication anxiety. Thus, similar to test anxiety, fear of negative evaluation relates to sensitivity towards being evaluated. However, fear of negative evaluation is a broader term than the previous two performance anxieties, and can occur in any social, evaluative situations, such as interviews or speaking in a foreign language class (Horwitz et al., 1986). Foreign languages often require continual evaluation by the only fluent speaker in the class, the teacher. Learners may also be sensitive to the evaluations – real or imagined – by their peers.

When testing learners´ foreign language speaking anxiety, the most commonly used tool is The Foreign Language Classroom Anxiety Scale (FLCAS), developed by Horwitz et al. (1986). The FLCAS is a questionnaire that included 33 items related to foreign language speaking anxiety, and it assessed issues related to communication apprehension, test anxiety and fear of negative evaluation. Each item is answered by using a five-point Likert scale, ranging from "strongly agree" to "strongly disagree." The development of the questionnaire

drew from the experiences of foreign language learners who had enrolled in language support groups at the University of Texas for reasons such as anxiety or difficulty learning their target language (Horwitz et al., 1986). The results demonstrated that it was possible to identify foreign language learners with debilitating anxiety and that they shared a number of characteristics. The study also found that foreign language speaking anxiety is experienced by many learners in response to at least some aspects of foreign language learning (Horwitz et al., 1986). Horwitz et al. (1986) argue that if one wants to improve foreign language teaching at all levels of education, one must recognize, cope with, and eventually overcome, debilitating foreign language anxiety as a factor shaping learners´ experiences in foreign language learning.

Young (1991) proposed in her research that at least six potential sources of language anxiety can be defined. From the research, language anxiety arises from 1) Personal and interpersonal anxieties; 2) Learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. Of these, personal and interpersonal issues are the most commonly cited and discussed sources of language anxiety in research with two primary sources of anxiety being low self-esteem and competitiveness. Competitiveness can lead to anxiety when language learners compare themselves to their peers or have an idealized self-image. Young (1991) found in her study that learners who start with a self-perceived low ability level in a foreign or second language learning are the likeliest contenders for developing language anxiety. Anxiety stemming from personal and interpersonal issues in the language learning context can be related to communication apprehension (Horwitz et al., 1986; Young, 1991), social anxiety and anxiety specific to language learning. To deal with personal and interpersonal anxieties, various of techniques and approaches can be used. Suppose learners can recognize their irrational beliefs or fears. In that case, they can interpret anxiety-provoking situations and eventually want to approach rather than avoid an anxiety-evoking situation (1991).

Foreign language speaking anxiety can often appear as a brief experience of dread in a performance setting in the foreign language classroom and be viewed as a passing state of apprehension (Todal, 2022). In some cases, this dread can linger over time. If a learner associates the foreign language classroom with feelings of anxiety, it could potentially go from a passing state to a more permanent trait, which can affect foreign language learning.

According to MacIntyre and Gardner (1994), foreign language speaking anxiety can affect various stages of the language learning process, namely *input*, *processing* and *output.*

The input stage is the experience of anxiety that can create some form of fear or apprehension when listening to new words or phrases in a foreign language. Oda (2011) explains that anxiety at this stage can negatively influence the learner´s ability to receive, concentrate and encode external stimuli. In other words, anxiety at the input stage indicates that learners experience some fear when they are confronted with a new word, phrase, or sentence for the first time in the foreign language. High levels of anxiety at this stage may make those learners unsure of themselves, which makes them feel in need to listen for the same item in the foreign language more than one time and they may have to reread in the foreign language on several occasions to compensate for missing or inadequate input (Oda, 2011).

Following the input stage, the processing stage involves the cognitive operations performed on the subject matter, such as organization, storage and assimilation of the material (MacIntyre & Gardner, 1994). This stage involves unseen internal manipulations of items taken from the previous stage. In other words, at the processing stage, anxiety reflects the apprehension the learners experience when cognitive actions are performed on the external stimuli; when learners are trying to organize and store the input (Oda, 2011). The main indicator of activity at the processing stage is latency. Latency is a synonym for delay, meaning learners at this stage take longer to learn or develop a new language. MacIntyre and Gardner (1994) suggested that anxiety impairs cognitive processing on more complex tasks, is more heavily dependent on memory and poorly organized. In a second language context, the time taken to understand a message or learn new vocabulary items can indicate activity at this stage.

Finally, the output stage involves the production of previously learned material (MacIntyre & Gardner, 1994). Performance at this stage can be highly dependent on previous stages in terms of the organization of the output and how fast it takes to retrieve items from memory. At this stage, the language learners are required to demonstrate their ability to use the foreign language. Oda (2011) proposes that output anxiety interferes with the processing of previous learning, and the high level of anxiety at this stage can inhibit the learner´s ability to speak or write in the foreign language (p. 6). An experience like this can be perceived as quite debilitating for a learner.

2.3.1 Factors that can affect foreign language speaking anxiety

Foreign language speaking anxiety does not stem from one singular root but can come from several reasons. Hanifa (2018) introduced three factors: i.e., *cognitive, affective*, and *performance factors*. The first, i.e., cognitive factors, focus on learners´ background knowledge, which influences learners´ speaking performance and involves the learners´ thinking process (Hanifa, 2018; Todal, 2022). For instance, EFL learners are likely to face problems generating ideas if required to talk about unfamiliar topics. Thus, a lack of topical knowledge can cause high speaking anxiety, making learners speak very little or not at all. Additionally, when a learner communicates with others in the target language, the cognitive factors surrounding the learner´s background knowledge, such as the prior knowledge a learner has about a specific topic, affect language production in the moment. The learner may face issues producing appropriate language if they have little to no knowledge of the topic. Learners are most likely to be anxious when provided with input above their capacity to respond (Hanifa, 2018). In other words, the fear of incomprehension of the content can generate anxiety. This is supported by Tuan and Mai´s (2015) and Kasbi and Shirvan´s (2017) studies on foreign language speaking anxiety and factors that affect speaking anxiety. Both studies concluded that learners who do not possess enough topical knowledge when speaking in a foreign language setting might experience high levels of speaking anxiety, resulting in avoidance behavior. In other words, learners struggling with a lack of topical knowledge can end up refraining from communicative situations or participation in the foreign language classroom (Hanifa, 2018). Al-Nough et al. (2015) suggest that learners must be allowed to choose their own topics because familiar topics can provide greater comprehension, which will lower their anxiety.

Another cognitive factor that can be a source of speaking anxiety can be connected to interlocutors, also known as affective factors (Hanifa, 2018). Communication has been reported to be anxiety inducing by most EFL learners and the size of the audience can play a significant role in learners´ performance. Learners may get anxious if they believe the audience will feel bored with their performance. Hanifa (2018) introduces a final source of anxiety related to cognitive factors, which is the demand and stress of learning a foreign language. Learning to speak a foreign language often involves complex mental processing. In order to communicate in a second language, one must acquire knowledge and competencies in certain language components, such as grammar, vocabulary, comprehension, fluency and

pronunciation (Brown, 2004; Hanifa, 2018). Learners who lack self-confidence and experience low self-esteem can encounter linguistic difficulties and tend to become anxious.

The second factor, i.e., affective, concerns the learners´ feelings and personality as focal points. Every learner needs to bear in mind that speaking confidently about a topic requires knowledge. Kasbi and Shirvan (2017) explain that a lack of interest in the given topic can discourage a learner from searching for further information, which can lead to added levels of speaking anxiety as they do not know what to discuss with their peers when they are requested to answer a question (Hanifa, 2018). Furthermore, experiencing that the relationship with their interlocutors or teachers as uncomfortable can be an anxiety provoking factor for learners. Learners might fear their teacher´s negative reaction if they answer or mispronounce words or worry that their peers will judge mistakes they make negatively (Hanifa, 2018). Learners can also lose confidence in initiating conversations and avoid participating in class if the teacher or peers appear too intimidating. Destructive responses from others can make learners anxious and hesitant to speak, e.g., fear of being laughed at, mocked, or judged. Consequently, these anxious learners can view practicing speaking in public as a threat rather than a chance to improve their communication skills (Hanifa, 2018). Establishing a good relationship with their teacher and other classmates is, thus, important to decrease learners´ anxiety, influence their judgment and develop their communicative competence (Kasbi & Shirvan, 2017). Some learners can experience intense feelings of apprehension, tension, and even fear when they know they will be evaluated, specifically for an oral performance. To avoid this, it is important to create a supporting and encouraging classroom environment to promote development of the learners´ speaking skills (Hanifa, 2018).

The last factor that Hanifa (2018) introduces is performance factors. Performance factors are a common denominator for any classroom activities involving speaking in front of others. One factor that triggers foreign language anxiety in the classroom is communication apprehension. People with communication apprehension usually have trouble speaking with others, and highly anxious learners may experience great fear in every EFL communication (Hanifa, 2018). The degree of anxiety can vary depending on the speaking mode. Speaking in front of the class can be a fear-inducing experience and challenging to overcome. Consequently, many learners tend to feel uncomfortable, shy, frustrated, helpless, and embarrassed when speaking in front of others. A second circumstance involves the degree of collaboration. Performing an oral task alone can be more challenging than doing it with someone, which means that having

to perform individually can make the learners more anxious as they might not gain much input or feedback that can help them improve their performance. Kasbi and Shirvan (2017) found that the mistakes made by learners would facilitate their language development if they received appropriate feedback from others. Thus, language production can be less threatening if learners can work in groups where they are under less pressure to individually produce the language spontaneously. Planning and rehearsal time can improve the learners´ fluency and the accuracy of their speaking, and by giving the learners time to practice before speaking can be beneficial in terms of anxiety levels. By removing the opportunity to practice language before performing, the learners might become more apprehensive (Hanifa, 2018).

Under performance factors, one can find environmental conditions, which can greatly affect foreign language anxiety. In an academic context, environmental conditions usually focus more on the culture of learning (Hanifa, 2018). Culture can have a significant effect on learning processes. How a teacher provides the language input to the learners can influence how they perceive the concept of learning and eventually will impact learners´ anxiety. Kuchah & Milligan (2021) argue that in some contexts, learners are seen as recipients of knowledge, not generators of knowledge. Learners tend to be anxious if they are taught unfamiliar teaching methods, meaning the teaching methods must be selected carefully. Additionally, it is important to note that some education systems can create a competitive atmosphere, which is often not beneficial in an EFL setting (Hanifa, 2018). Competition in education can be considered to be one of the sources that can generate anxiety (Kasbi & Shirvan, 2017). As judgment by other learners is deemed to be very important in a competitive system, targeting better results becomes the learners´ desired goal. In such an educational environment, falling behind peers may result in learners feeling pain, fear, upset, helpless, and even ashamed (Hanifa, 2018). To avoid this, it is important to create a suitable environment where the learners get a lot of encouragement and support so that they will be able to learn and develop their language ability to the fullest.

2.4 Drama in language teaching

The current study looks at to what extent the use of drama effects on learners with foreign language speaking anxiety, thus means that drama is an important component of the study. Drama originates from the Greek word Drama which means "to do, to act" (Atas, 2015). Drama can be described as "Drama is concerned with the world of let´s pretend´; it asks the

learner to project themselves imaginatively into another situation, outside the classroom, or into the skin and persona of another person" (Atas, 2015, p. 963). A crucial part of drama is action, which is essential for learning a new language (Miccoli, 2003). It can develop language, increase motivation and keep the learners involved in the learning process. Taking on the role of "being another person" can help eliminate shyness and encourage greater communicative ability and fluency (Dimililer & Atamtürk, 2019). Language is a process in which grammar and vocabulary teaching, as well as emotions, thoughts, and cultural expressions, are involved, and the experience gained through drama can provide a better foundation for language acquisition and learning environment by revealing the mental and physical qualities of the learners in foreign language teaching (Celik, 2019). In other words, drama can help the learners overcome shyness and hesitation to speak in the foreign language classroom.

Considering the importance of action in language learning, drama has become a commonly used tool since it encourages learners to learn a new language creatively and effectively. This technique creates an atmosphere where learners learn in contexts, use their imagination, and spontaneously react (Atas, 2015). Drama allows learners to make linguistic and cultural character analyses, where participants use English in a meaningful context. When learners rehearse, they engage in a process that includes the establishment of characters´ personalities, motives, and persona, creating a genuine purpose of communication (Miccoli, 2003). Specifically, drama provides a reason to use English. Drama in foreign language classroom emphasizes the experience of a task, which typically involves group activities and negotiation, as well as natural and spontaneous use of the language being learned (Galante, 2018). An aspect of drama in the classroom is the way that it can facilitate implicit language learning, and one can pick up a language without conscious effort (Dimililer & Atamtürk, 2019). Drama in the classroom can help to create a language rich environment where learners can pick up language without seeming to be in a situation of formal instruction (Dimililer & Atamtürk, 2019). Furthermore, language learners can have the chance to express ideas and emotions in situations of real communication. Drama can reflect real life in that learners can play and interact with each other. Drama in the classroom can also be a bonding activity where learners can form close relationships, which can cooperatively enhance learning. Learners can share experiences and opinions, which can benefit their classroom environment and make them bond as a class.

Drama has been used in the second language classroom for many years, and it emphasizes the experience of a task, which typically involves group activities and negotiation, as well as natural and spontaneous use of the language being learned (Galante, 2018). It can include discussions, feelings about a given issue, exploration of identity, and even an impromptu presentation. Drama requires communication in a social context and can be a beneficial teaching tool since the communicative language classroom of today is a social arena with plenty of opportunities for interaction. Drama in the foreign language classroom usually involves learners acting out make-believe scenarios in order to practice different uses of language (Heljeberg, 2019). There are various drama forms, e.g., warm-ups, improvised role-play, scripted role-play, readers theatre, miming, and tableau (Heljeberg, 2019). The teacher can draw from the interactionist theory by connecting creative drama with the regular schedule and lesson unit and integrating it into everyday practice. The interactionist theory, also known as social theory, proposes that language exists for communication and can only be learning in the context of interaction and focuses on learners´ social interaction. Learners should develop their knowledge of English in various contexts, which can be practiced through drama activities (Heljeberg, 2019). At the same time, the creative ingredients of drama can benefit the learners´ communicative development and contribute to cover some of the learning aims in the LK20, such as "explore and use pronunciation patterns and words and expressions in play, singing and role-playing" (Utdanningsdirektoratet, 2020)

2.4.1 Previous studies on the benefits of drama

This subsection introduces studies that mainly focus on the relationship between drama in school and the reduction of foreign language speaking anxiety among learners. Some research covering other benefits of teaching through drama techniques is also presented.

Miccoli (2001) presented in her paper the results of an investigation into the value of using drama in a Brazilian university classroom. She investigated the advantages of using drama in language learning, the importance of reflection for promoting meaningful learning, and the effectiveness of portfolios in promoting reflection. Miccoli found that the portfolios confirmed that language came alive through drama in an oral skills development class and that using drama in a foreign language class made the learners develop their language communication skills, and trust in each other and the teacher. Celik (2019) conducted a study to indicate the role of drama in foreign language teaching. The study was conducted with 32

students in two different classes at the intermediate level at Ishik University. Celik observed that the use of drama in the foreign language classroom contributed to the roles of the teacher and the students and their general motivation. There was clear feedback from the students that the drama helped them to understand the target language, and they decoded it easier. A deeper experience in language acquisition by focusing on students in the classroom environment emerged in the progress test and positive student feedback.

Atas (2015) conducted a study on drama and anxiety reduction with 24 18-year-old students in a high school in Turkey. To investigate how drama affects the speaking anxiety of EFL learners, the data was collected through pre- and post-questionnaires, semi-structured pre- and post-interviews, and student diaries. Atas used the FLCAS by Horwitz et al. (1986) as the pre- and post-questionnaire. Throughout the six-week drama course, the students kept diaries, which gave the researcher an insight into the effects of drama techniques. In addition, the lessons were video recorded. The qualitative data findings show that drama positively affected the students´ anxiety, fear, nervousness, and embarrassment towards speaking in the foreign language. The study suggests drama can reduce speaking anxiety in the foreign language classroom. Atas found that drama lowered the speaking anxiety of the participants. The students started to speak without fear of making and willingly started to take part in English-speaking situations. According to this study, using drama in foreign language teaching promotes positive feelings toward the learning experience. At the same time, it increases the likelihood that the students will continue to involve themselves in language training.

In a study set in Sweden, Heljeberg (2019) looked at how one can use drama techniques in the second language classroom to overcome learners´ speaking anxiety, and other possible benefits of using creative drama in the language classroom. The study examined two classes of Swedish secondary and upper-secondary school learners´- and teachers´ perceptions of the ability to speak English and how to use drama to overcome speaking anxiety. The data was collected through learner questionnaires and teacher interviews. The study´s findings revealed that both teachers and the majority of the learners found creative drama beneficial for the learners struggling with speaking anxiety. Heljeberg also found that creative drama had additional benefits, such as improved language skills and self-confidence. Additionally, the study shows that drama pedagogy can potentially develop a more accepting classroom atmosphere.

2.5 Young learners´ characteristics

The central characteristics of foreign language learning lie in the amount and type of exposure to the language (Cameron, 2001). Some learners can have minimal experience with the foreign language outside of the classroom, and often their encounters with it will be through several hours of teaching in a school week. In foreign language learning, the teacher is required to expose the learners to the language and provide the learners with the opportunity to learn through classroom activities. Studies of language learning among learners show that younger learners (7 - 8 years) seem to pay more attention to the sound and prosody (the `music´ of an utterance), whereas older learners (12 – 14 years) are more attentive to cues of word order (Cameron, 2001). Learners are generally less able to give selective and prolonged attention to features of learning tasks than adults and are more easily distracted and diverted by other learners. When learners are faced with speaking a new language, they often try to understand it in terms of the grammar and the important cues of their first language. They also pay particular attention to items of the second language vocabulary they are familiar with (Cameron, 2001). The human cognition develops quickly throughout the first sixteen years of life and less quickly thereafter (Brown, 2014). A critical stage for consideration of the effects of age on second language acquisition appears to occur at puberty (years 11 – 16). At this stage, a person becomes capable of abstraction, of formal thinking, which transcends concrete experience and direct perception.

Brown (2014, p. 63) introduces affective considerations regarding age and acquisition. The affective domain includes many factors: empathy, self-esteem, extroversion, inhibition, imitation, anxiety, and attitudes (Brown, 2014). These factors may seem far removed from language learning but considering the pervasive nature of language and human emotions, any affective factor can be relevant to second language learning. As learners grow older, they become more aware of themselves and more self-conscious as they seek to define and understand their self-identity, but their self-awareness is coupled with the awareness of others. They develop inhibitions to protect their self-identity, fearing exposing too much self-doubt. Inhibitions can act like an invisible "wall" thrown up verbally or non-verbally to encapsulate a fragile self-concept (Brown, 2014). At puberty, these inhibitions are heightened by the trauma of undergoing physical, cognitive, and emotional changes, and the learners may get a new physical, cognitive, and emotional identity.

The learner´s ego is dynamic, growing, and flexible throughout puberty. Learning a new language at this stage does not pose a substantial "threat" or inhibition to the ego, and adaption is made relatively easy as long as there are no undue confounding sociocultural factors (Brown, 2014). These are factors such as negative attitudes toward a language or language groups at a young age. As learners grow older, their language ego becomes a part of their self-identity. Learners around age ten are beginning to develop their inhibitions, and it is conceivable that learners at this age have a good deal of affective dissonance to overcome as they attempt to learn a second language (Brown, 2014).

2.5.1 Sociocultural theory

Sociocultural theory is grounded in Vygotsky´s work and describes social interaction as a basis for language learning development. Vygotsky believed that social interaction is the basis for language development. Language provides the learners with a new tool and opens up new opportunities for doing things and for organizing information through the use of words as symbols (Cameron, 2001). Vygotsky was interested in the social process of learning between people and how these processes contribute to and complement the individual´s internal development (Pinter, 2011). The basis of the Vygotskyan theory is that the human develops and learns in a social context, i.e., in a world full of other people interacting with the child from birth onwards. Vygotsky also believed that play is an important part of early childhood and promotes children´s cognitive, social, and emotional development (Scharer, 2017). In Vygotsky´s play, role-playing and the imaginary situation are planned, and there are rules for participating. Each imaginary situation has a set of roles and rules. Through pretend play, a child can decontextualize meaning and think about something even when the object is not present or evident. Acting according to rules begins to be determined by ideas rather than objects, and the child´s relation to the immediate, real and concrete situation becomes revealed through play (Vygotsky, 1978). Vygotsky saw this as the first step for developing higher mental functions and verbal thinking, which can become more critical for children during their transition to school (Scharer, 2017).

Vygotsky proposed the concept of the ´zone of proximal development´ (ZPD) to clarify the difference between what a child can do without help and what they can achieve with guidance and encouragement from a skilled partner or an adult. The ZPD captures Vygotsky´s belief that learning and intellectual development are embedded in contextual factors, and effective

dialogue between the expert and the novice can accelerate the individual learning process (Pinter, 2011). The ZPD points out that two learners who appear to be at the same level of development based on their individual achievements can be quite different in how readily they may be able to respond to assistance within their ZPDs. According to the Vygotskian approach, a language teacher must pay attention to individual differences and consider alternative ways and levels of assisting learners. Vygotsky highlighted that ´language´ plays an essential role and identified two main functions for language use. On the one hand, we use language as a tool for communication. People can jointly share and develop knowledge by using language as a communication tool. Language can also be a psychological tool that can help us organize, plan and review thoughts and actions (Pinter, 2011). The learners can also use language to reflect on their learning, knowledge, and others´ contributions. Using play in the classroom can help the learners reflect on their learning and learn the foreign language.

3. Methodology

This chapter presents the methodological approaches to explore learners´ foreign language speaking anxiety of EFL learners in the 7th grade, mainly through the use of drama. The thesis adopts an exploratory mixed methods approach to qualitative research. This chapter is divided into five different sections. The first section 3.1 of the chapter outlines the methodological approaches. Section 3.2. shows how the researcher found the participants of the study. The data analysis is presented in section 3.3. Section 3.4 presents the quality criteria. The final section, section 3.5, explains the measures taken to protect the participants´ rights.

3.1 Methodological approaches

3.1.1 Observation

Observation can be a useful tool for gathering in-depth information about different types of languages, activities, interactions, and events that can happen in a foreign language classroom (Mackey & Gass, 2005). It is a widely used method for data collection in applied linguistics, especially for those involving qualitative research design (Curdt-Christiansen, 2010). It allows the researcher to collect ´live´ and first-hand data from naturally occurring situations around language. Observation has its origin in ethnographic studies where researchers described language related to events and language behaviors of people such as language teaching and learning experiences, activities, interactions, and various types of communications in relation to emotions and attitudes in different naturalistic contexts such as homes, schools, communities and workplaces (Curdt-Christiansen, 2010). Observation can be defined as "the systematic description of events, behaviors, and artifacts in the social setting chosen to study" (Curdt-Christiansen, 2010). Cohen et al. (2011) present observation as not just `looking´ but that it is always systematically `looking´ and `noting´.

As a useful research tool for gathering rich and in-depth data, observations can be ranged from highly structured to unstructured (Cohen et al., 2011; Curdt-Christiansen, 2010; Dörnyei,2007; Mackey & Gass, 2005) as follows: *highly structured observation, semi-structured observation* and *unstructured observation.*
Highly structured observation involves going into the classroom with a specific focus and concrete observation categories and will have its observation categories worked out in advance (Cohen et al., 2011; Dörnyei, 2007). A *semi-structured observation* will have an

agenda of issues, but the observer will gather data to illuminate these issues in a far less predetermined or systematic manner (Cohen et al., 2011). An *unstructured observation* is less clear on what it is looking for and the researcher needs to observe first what is taking place before deciding on its significance for the research (Dörnyei, 2007). In sum, a structured observation will already have its hypotheses decided and use the observational data to confirm the hypotheses. On the other hand, semi-structured and unstructured observations will be hypothesis-generating rather than hypothesis-testing (Dörnyei, 2007). Semi-structured and unstructured observations will review observational data before suggesting an explanation for the phenomena that are being observed.

The current study employed a structured observation. Structured observation is systematic and enables the researcher to generate numerical data from the observations (Cohen et al., 2011). A structured observation involves completing an observation scheme (Dörnyei, 2007) (Appendix 2). The observation scheme in this study is inspired by Cassar and Jang (2010), who wanted to examine the effects of using a game-based instructional approach to improve recognition and spelling with students diagnosed with reading disability (RD) and attention deficit disorders (ADHD). Cassar and Jangs´ (2010) observation scheme was created on the basis of the Student Participation Questionnaire by Finn, Folger, and Cox (1991). The main principle of observation schemes is to have a range of systematic categories that allow the observer to record events quickly by using tally marks (Dörnyei, 2007). When observing, there is usually not much time to enter lengthy open-ended comments, which means that the observation scheme needs to be carefully piloted in advance. Observation schemes often consist of event sampling (e.g., enter a tally mark against a category every time it occurs) and time sampling (e.g., the observer records at a fixed interval, most often every 30 seconds or one minute, and notes what is happening on the stroke of the interval or charts of what has happened during the preceding interval) (Dörnyei, 2007). In the current study, the observation consisted of event sampling since this method provides an accurate description of the total frequency of the events or procedures observed.

There are usually two ways in which one can observe a classroom, `participant` and ´nonparticipant´ observation. In the current study, the researcher will be a participant-observer, meaning that the observer will be a full member of the group, taking part in all the activities. The role of participant-observer allows access to deeper information with little obtrusiveness. The researcher acquires access not only to different language use domains but

also to the participants´ experiences, thoughts, and relationships related to language use in these domains (Christiansen, 2020).

3.1.2 Individual interview

Interviews can provide in-depth information relating to participants´ experiences and viewpoints on a particular topic (Turner, 2010). Interviews are commonly used with quantitative analyses, and there are various forms of interview design that can be developed to obtain thick, rich data to utilize a qualitative investigational perspective. There are three approaches for interview design: 1) informal conversational interview, 2) general interview guide approach, and 3) standardized open-ended interview (Turner, 2010). The purpose of *informal conversational* interviews is to spontaneously generate questions in a natural interaction, typically one that occurs as part of ongoing participant observation fieldwork (Turner, 2010). With the informal conversational approach, the researcher does not ask any specific questions but instead relies on the interaction with the learner to guide the interview process.

The *general interview guide approach* is more structured, although its composition is still flexible (Turner, 2010). The way that questions are worded depends on the researcher conducting the interview. The strength of the general interview guide approach is the ability of the researcher to ensure that the same general areas of information are collected from each interviewee (Turner, 2010). The researcher remains in control with this type of approach, but the flexibility takes precedence based on perceived prompts from the participants.

The standardized open-ended interview is more structured in terms of the wording of the questions. Participants are asked identical questions, but the questions are worded so that the responses are open-ended (Turner, 2010). This open-endedness allows the participants to contribute as much detailed information as they want and allows the researcher to ask probing questions as a form of follow-up. This approach is likely the most popular interview approach because of the nature of the open-ended questions, allowing the participants to express their viewpoints and experiences fully.

Various interview types that can be employed to gather for qualitative research (Mackey & Gass, 2005). Interviews are often associated with survey-based research and are used by many qualitative researchers. Similar to observations, interviews can be structured, semi-structured and unstructured. In structured (also known as standardized) interviews, the researcher usually

asks identical sets of questions to all the participants (Mackey & Gass, 2005). Thus, structured interviews allow researchers to compare answers from different participants. In a semi-structured interview, the researcher often uses a written list of questions as a guide while still having the freedom to digress and probe for more information (Mackey & Gass, 2005). In unstructured interviews, there are no lists of questions. The interviewer develops and adapts their own questions, helping respondents to open up and express themselves in their own terms and at their own speed (Mackey & Gass, 2005). This type of interview is more similar to a natural conversation, and the outcome is not limited by the researcher´s preconceived ideas about the area of interest.

The present study set out to interview learners that may potentially have foreign language speaking anxiety. The interviews used the standardized open-ended interview approach since it allowed the researcher to ask open-ended and follow-up questions, whilst at the same time being structured in terms of the wording of the questions (see Appendix 3). It was semi-structured with an unstructured response mode. The interview type was chosen since it allowed the researcher to ask the participants identical questions, although the questions were worded so that the responses were open-ended. When questions are open-ended, it allows the participants to contribute as much detailed information as they want to. The researcher was able to ask probing questions and follow-up questions. The interviews were set up with these terms because the researcher wanted to find out how the participants felt when they had to speak English, why this potentially happens, and if drama had an affect these learners. The interviews were conducted in Norwegian with the learners individually. The decision to conduct the interviews in Norwegian was because the study focuses on learners who struggle to speak English aloud, and to get more cohesive answers. The interviews were audio recorded and transcribed afterward.

3.1.3 The drama activity

Two drama activities were used as part of the data collection. These were "The sun shines on" and "inner-outer circle). The first activity, which served as a warm-up, is a Norwegian drama activity originally called "Solen skinner på", which the researcher translated into English. Considering that the researcher did not know the learners prior to the data collection, the warm-up activity aimed to help build rapport with the learners. "The sun shines on" is a get to know each other activity in which the players sit in a circle and one person stands in the

middle and says, "The sun shines on…" and finishes the sentence with a statement of their own choosing. For example, the player in the middle can say: "The sun shines on everyone wearing black pants", and every player with black pants must find a new chair to sit on and the person that does not find a new chair has to stand in the middle and say a new phrase.

The main activity used to gather data was "inner outer circle". This technique is usually used to give learners the opportunity to respond to questions and/or to discuss information with a variety of peers in a structured manner (Theteacherstoolkit, n.d.). The learners form two concentric circles, with the inside circle facing out and the outside circle facing in, and exchange information with a partner until the teacher signals the outer circle to move in one direction, giving each student a new peer to talk to. The activity was adapted for the purpose of the study. The researcher asked the learners to tell each other their favorite vacation memory. The outer circle told their story first, and then the inner circle told their story. Once both learners had shared their stories, the teacher asked the outer circle to rotate in one direction. When the teacher gave the signal to switch, the learners had to retell the story that they were told. The process was repeated until all the learners had a chance to face each other. It allowed the learners to "role play" as different peers from the class and tell the story as if it were their own. Every time the learners switched places, they had to tell a new story and listen to a new story. The activity was chosen because the researcher had previous knowledge of the activity, and it gave the researcher the opportunity to observe all the participants at the same time in a structured manner.

3.2. Finding participants

The participants in this study were 39 learners aged 12 – 13 from two English classes at the same school, where six learners were selected for observations and interviews. The learners were recruited through their English teacher via email and were in their 7th year of learning English as a foreign language at a primary school in Norway. The participants have been learning English at school since first grade, and their expected proficiency in English was at the A2-B1 level (Hasselgreen, 2005).

Prior to reaching out to possible participants, an email was sent to their teacher and asked if conducting a study in their classroom was possible. The email consisted of information about the study and a general understanding of what the study entails and how the data collection

was to be conducted. A consent form was handed out to each learner in the two classes (see Appendix 5), which consisted of information about the study and the data collection methods. To find the participants in this study, both classes answered a version of the Foreign Language Classroom Anxiety Scale (FLCAS) by Horwitz, Horwitz, and Cope (1986), adapted and translated by Todal (2022), which will be described in more detail in the following sections. The learners of both classes that showed traces of foreign language speaking anxiety were selected for the observation and interviews.

3.2.1 The questionnaire: Foreign Language Classroom Anxiety Scale

The Foreign Language Classroom Anxiety Scale (FLCAS) is a survey (see Appendix 1), originally developed by Horwitz, Horwitz, and Cope (1986), that has been commonly used in research exploring foreign language (e.g., Čiček, 2004; Cheng et al., 1999; Oda, 2011; Wörde, 2003; Woodrow, 2006). The FLCAS includes 33 items related to foreign language speaking anxiety, and each item is answered using a five-point Likert scale. The Likert scale includes the answers "strongly agree," "agree," "neither agree nor disagree", "disagree," and "strongly disagree," where each learner responds to each item in a way that represents their own experience.

The FLCAS consists of three performance anxieties *test anxiety, communication apprehension* and *fear of negative evaluation.* 15 of the 33 items in the FLCAS belong to *test anxiety*. These are items such as "I feel more tense and nervous in my language class than in my other classes" and "the more I study for a language test, the more confused I get." The second performance anxiety*, communication apprehension*, includes 11 items, which include statements such as "I worry about the consequences of failing my foreign language class" and "Even when I am well prepared for language class, I feel anxious about it." The last seven items belong to the third and final performance anxiety*, fear of negative evaluation*. Among these are the items such as "It embarrasses me to volunteer answer in my language class" and "I get nervous when the language teacher asks questions which I haven´t prepared in advance." The participants received points from the Likert scale ranging from one point for "strongly disagree" to five points for "strongly agree". This entails a minimum score of 33 points and a maximum score of 165 points after the completing the questionnaire (Horwitz et al., 1986).

3.2.2 Todals´ (2022) translated FLCAS

The questionnaire used in the current study is Todals´ (2022) adapted version of the FLCAS. Todal systematically translated the questionnaire using forward-translation and back-translation and pilot-tested and compared it to the original questionnaire with the help from bilingual individuals (Todal, 2022). Once the questionnaire was translated, the forward-translated questionnaire was shared with two pre-service English teachers, who were both native Norwegian speakers and proficient English users, who would conduct a back-translation of the items (Todal, 2022). The back-translation involved translating the items from Norwegian back to English, which was done by people outside the research team, and provided an unbiased translation. The back-translations were compared to each other as well as the Norwegian and original version. (Todal, 2022). There was a read-through of the final questionnaire in order to identify any items that were unrelated to speaking performance in the classroom. Todal (2022) pilot tested her questionnaire before distributing it to the participating classes, which was conducted with a group of three 7th graders. Todals´ (2022) questionnaire consisted of 32 items, and a maximum score of 160, while the questionnaire in the current study consisted of 31 items, and a maximum score of 155. The questionnaire was used to find the participants that scored the highest. After both classes had done the questionnaire, the researcher used a 5-point Likert scale to find the learners with the highest score and used Microsoft Excel to store the scores. Three learners from each class were chosen as participants, and three more from each class were selected as backup participants if something were to happen to the main participants.

3.3 Data analysis

The data analysis used in the study is *qualitative content analysis,* which refers to an analytical method used for the subjective interpretation of the content of both qualitative (assignment of categories) and quantitative (the use of text passages and analysis of frequencies of categories) steps in a systematic and context-dependent manner (Selvi, 2020). The current study consists of qualitative and quantitative research methods, which makes QCA a good tool for analyzing the data. QCA is a mixed-methods approach, aiming to retain the strengths of quantitative content analysis and to develop techniques of techniques of qualitatively oriented text analysis (Selvi, 2020). The method is concerned with providing a comprehensive and nuanced description of the data under scrutiny, which necessitates the development of a coding frame based (and tried out) on the actual data of the main study.

Quantitative approaches to content analysis treat data and its analysis as a stepping stone for subsequent statistical analysis, whereas qualitative approaches are more concerned with the data in itself and its interpretation (Selvi, 2020). QCA shares some basic commonalities with other qualitative research methods, which include a belief in multiple realities, an explicit focus on naturalistic inquiry, a considerable emphasis on an interpretative and in-depth understanding of the phenomena, the importance of context in the sense-making process, a commitment to understanding and reporting participants´ viewpoints, and a reiterative data-driven analysis process (Selvi, 2020).

Marying (2000) introduces two major approaches to QCA – data-driven (i.e., inductive) and theory driven (i.e., deductive), which can make a difference in the organization phase of a study. It provides a comprehensive and nuanced description of data that necessitated the development of a coding frame based on and tried out on the actual data of the main study (Selvi, 2020). QCA, as a mixed methods inquiry, offers a systematic and robust approach to interpretative sense-making based on qualitative and quantitative means. The inductive approach is more suited in studies where less is known about the topic that may potentially emerge from the collected data or when there is not enough former knowledge about the theme being studied (Selvi, 2020). The deductive approach seeks to test theories and explore the data in light of prior knowledge (Selvi, 2020).

The data in QCA can come from various sources, such as interviews, focus groups, materials from open questionnaires, observational studies, document analysis and databases of textual materials for further analysis (Selvi, 2020). QCA is often a preferred choice for social scientist from various disciplines and applied linguistic. QCA as a mixed method inquiry offers a systematic, robust and rigorous approach to interpretative sense-making based on qualitative and quantitative means. The data collection method leads to a thorough understanding and sense-making of various phenomena through the interpretation of range of communication materials. It allows the researcher the ability to facilitate processing of different kinds of data (e.g., verbal, written and/or visual) that features in existing or available sources and that is collected from human participants (Selvi, 2020).

Before analyzing the data, it had to be managed. The raw data had to be checked to establish whether there were any flaws (Bryman, 2012). When analyzing the data from the observations and interviews, the researcher had to do a thematic analysis, which implies that the researcher

has to examine the data to extract core themes (Bryman, 2012). The FLCAS results were first calculated using a 5-point Likert scale by the researcher to find the learners with the highest score. An Excel document was created to get an overview of the results from the two participating classes, and the sample of the participants as a whole. The results from both classes were put into separate tables in Excel to gain an overview of the number of participants and their individual points. The FLACS included 31 items and the 5 points of the Likert, where the minimum score was 31, and the maximum was 165.

The observation scheme consisted of 12 statements, ranging from 1 – 5, where 1 was never and 5 was always. Since the researcher was a participating observer, the first five statements were highlighted as the most important to observe. If the researcher did not have the time to observe all 12 statements, the first five would be observed. Being a participant observer is often very time-consuming, as not only does the researcher have to join in the activities and spend time with the class, and write field notes away from the activity itself, i.e., in the evening. The decision to have the researcher be a participant observer is because it can help in guiding relationships with the participants since the researcher had not met the participants beforehand (Cohen et al., 2018). Before analyzing the data from the observations, the researcher wrote a summary of each participant´s engagement in the drama activities. Writing a summary of the participants´ engagement in the drama activities gave the researcher an overview of the activities and allowed them to see if the activities affected the participants. This also made it easier to compare the findings in the observations with what was talked about in the interviews. Observations can be a useful research tool, but on the other hand, it can take a long time to catch the required behavior or phenomenon, as well as be costly in time and effort and prone to difficulties in interpreting or inferring what the data means.

The interview guide consisted of 6 items, with follow-up questions, related to the participants´ perception on speaking English in the classroom, the activities they did in the lesson and if the activities helped them to "relax" more when having to speak English, as well as questions about the classroom setting and the classroom environment. After the interviews were conducted, the data was transcribed in Microsoft Word by listening to the audio recording and writing down almost word by word. The interviews were conducted in the participants´ L1, Norwegian, since the study focuses on foreign language speaking anxiety and to get more honest answers from the participants. Given the time constraints, the researcher did not transcribe sounds or words that were not considered necessary for answering the questions,

i.e., if the participants were repeating themselves or hesitating before answering. It is worth noting that paralinguistic features such as body language, non-verbal sounds, intonation and stress are elements that may influence how a message is conveyed and interpreted. Thus, the transcripts cannot fully represent the interview situation. To keep the transcripts as authentic as possible, the researcher decided not to translate them into English. However, quotes selected from the data set were translated, which might have caused some nuances to get lost in translation.

The researcher used the interview guide as a template when transcribing to avoid time writing down the predetermined questions that were asked, considering they already existed in textual form. In the process of transcribing, the researcher did not edit any of the information in a way that changed the meaning of the participants´ answers. This means that the researcher did not reformulate any sentences or change any words, except cutting out repetition, nor correct any inaccurate sentence structure or grammatical errors in order to keep the raw data material as authentic as possible. The transcriptions were completed after all of the interviews had been conducted. Transcribing the interview data and reading the transcripts thoroughly allowed the researcher to understand the data better. The data was then analyzed and put into three overarching themes, which are shown in the figure below:
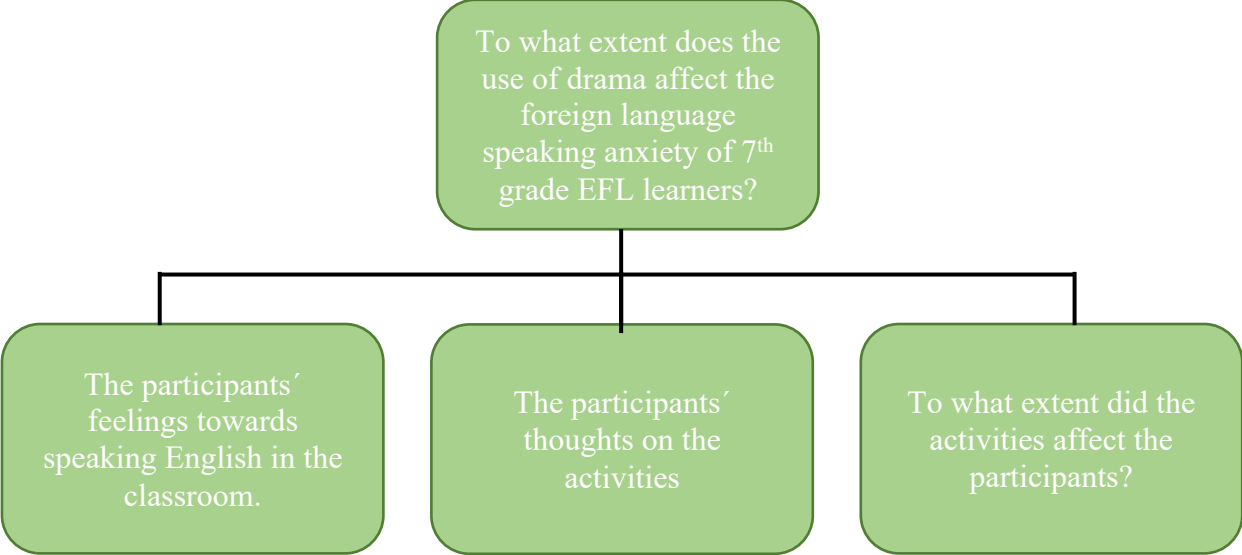

Figure 1: The overarching themes identified in the analysis.

3.4 Quality criteria

Altheide and Johnson (2011) argue that there are many ways to use, practice, promote and claim qualitative research. Quality criteria are a way of assessing the quality of qualitative research, which can be different from quantitative research (Dörnyei, 2007). Considering the differences between the paradigms, researchers have developed different criteria for qualitative research in an attempt to explain scientific rigor in qualitative inquiry. The most commonly used is Lincoln and Guba´s (1985).

Table 1. *Strategies employed to ensure trustworthiness.*

Criterion	Strategy employed
Credibility i.e., the truth of a study	Prolonged engagement Audio recordings Data analysis Triangulation
Transferability i.e., the applicability of the results in other contexts	Thick description Sampling Methodological choices Data analysis
Dependability i.e., the consistency of the findings	Audit trail Triangulation
Confirmability i.e., the neutrality of the findings	Audit trail Practice reflexivity Multiple sources Peer checks

Credibility focuses on whether the research findings are plausible and convincing (Dörnyei, 2007). In other words, credibility is the extent to which the result of the study can be said to provide a plausible representation and interpretation of the participants´ views. The use of triangulation, audio recordings, and data analysis in the present study increases credibility in the study. The prolonged engagement was aslo applied as the data collection lasted two weeks, and the study has been consistently researched and worked on for almost a year. Triangulation involves using multiple methods, sources, and perspectives in a research project (Dörnyei, 2007). Triangulation was addressed through the questionnaire, observations, and individual interviews. The data analysis was examined with different interpretations before selecting one to focus on. The researcher researched interpretations of the results before

presenting the discussion section to achieve positive credibility in the present study. The interviews were audio recorded to ensure that the data collected were credible.

Transferability is established by providing the readers with evidence that the research findings could be applicable to other contexts, situations, times, and populations (Dörnyei, 2007). The transferability of the study can be found through thick descriptions, sampling, methodological choices, and data analysis. The present study has given thick descriptions of the methods used for the data collection and how the data was analyzed. The study was conducted in two 7th grade classes working according to the national curriculum, which can increase the transferability to other classroom contexts in Norway. However, the current study has limitations as there are only 39 participants among the two classes. The data collection used in the study, questionnaire, observations and interviews can be applied to other situations or contexts. The transferability of the data depends on the methods used. The methods and data analysis were carefully considered to ensure the findings are transferable and can be applied to other situations and contexts.

Dependability refers to the consistency of the findings, which is the qualitative counterpart of reliability (Dörnyei, 2007), i.e., whether the findings would be reproducible at another time. Dependability is an important aspect of research quality, as it ensures that the findings are not influenced by random errors, inconsistencies, and other factors that could impact the reliability of the study. One strategy for ensuring dependability is to keep an audit trail, which refers to records of all the activities and changes made during the research project or study. The audit trail in the present study includes the research design, data collection methods, data processing, and analysis methods. Any changes during the data collection have been stored, which can verify the accuracy and consistency of the results. Additionally, through the systematic approach to the data analysis and the transparency of the procedures, dependability and confirmability were addressed. Dependability can be enhanced by ensuring that data is properly managed and secured so that it is not lost, damaged, or accessed by unauthorized persons. The audio collected data has been safely stored by using Nettskjema. Nettskjema is a research tool where one can make, store and manage data and have a high security level. The researcher and supervisor were the only ones that could authorize the data.

Confirmability is the extent to which the data and interpretations would be verified by other researchers. Confirmability ensures that the research findings are not solely based on the

subjective biases or interpretations of the researcher but are instead based on objective evidence that can be verified by others. To ensure confirmability, the researcher tried to be as transparent as possible and document their research methods, data collection, and analysis procedures. The researcher wrote as detailed as possible so that other researchers could replicate the study and achieve similar results. Confirmability was also increased by using multiple data sources, methods, and perspectives to corroborate the findings. By using multiple sources, the researcher may reduce the impact of individual biases or interpretations and increase the overall trustworthiness of the findings. Confirmability was also increased by using feedback from the learners in the interviews. This ensures that the findings are reflective of their experiences and perspectives.

3.5 Ethical considerations

Conducting research ethically is paramount for continuing success of any research field (Sterling & De Costa, 2018). Whether child or adult, all research participants need to be treated with utmost care with regard to ethics, and at a basic level, the same principles should apply to everyone, regardless of their age (Pinter, 2022). These include the right to confidentiality and anonymity, respect for autonomy, justice, beneficence, non-maleficence, and the right to withdraw from the research without negative consequences. Ethical practice is ensured if rigorous procedures have been followed and ethical clearance is obtained (De Costa, 2015). A way to explore ethics can be through *macroethics* and *microethics*. By adopting such a lens to examine ethics, one can address both macroethical and microethical concerns in a concerted manner and blur out the qualitative and quantitative divide (De Costa, 2015).

3.5.1 Macroethics

Macroethics refers to ethical considerations that deal with broader societal issues and questions rather than individual or personal ones. The guidance of professional organizations and ethical review boards are both macroethical in that they provide generic guidelines that subsequently need to be interpreted and applied in accordance with a given research context (De Costa et al., 2020). Before conducting any part of the data collection, several precautions had to be made in order to ensure that the study was conducted in accordance with ethical requirements and regulations. By using questionnaires, observations, and recorded interviews as data collection methods, approval from Sikt (Kunnskapssektorens tjenesteleverandør) was

necessary (see Appendix 4). Sikt has to be contacted whenever a researcher wishes to collect data that might contain personal information, such as audio recordings, about individuals. After the application was approved, the teacher of the participants was contacted and asked to participate in the study. The teacher received written information about the study.

The participants of the study are learners in primary school, meaning there had to be a consent form (see Appendix 5). The National Committee of Research Ethics in the Social Sciences and the Humanities´ (NESH) guidelines emphasize that children who participate in research have a right to protection. A main rule is that researchers must obtain consent both from the parents and from the learners themselves. The consent form had to be signed by the learners´ parents or guardians. In the consent form, it was stated that they were aware of what it involved in participating in the study and that they allowed the researcher to use the collected data from the questionnaires, observation, and interview in the thesis. The form contained information about the participants´ rights and that the data would be deleted by the end of 2023. The participants had the right to withdraw from the study at any time. The participants were told that their identities would be anonymized and not recognizable from any information in the thesis. To ensure that the learners were anonymized, the name of the school was not included, and the learners were anonymized by using numbers and letters, e.g., learner A1, A2, B1, B2, and so on. The researcher also chose to use the pronoun they/them instead of using the pronouns he/she to anonymize the learners more. The learners had the right to withdraw from the activities at any given time, and the questionnaire was given to the learners freely, and the participating learners were asked to be a part of the interview before conducting it.

3.5.2 Microethics

Microethics are practices that are customized to manage ethical dilemmas in an emergent manner, as opposed to subscribing to a one-size-fits-all approach to ensuring that ethical practices are adhered to (De Costa et al., 2020). The present study was conducted on and with people, meaning that research ethics plays a different role when the data is being collected and analyzed (Sterling & De Costa, 2018). Qualitative research in school can be ´messy´ (Dörnyei, 2007), meaning some microethical choices had to be made. A microethical choice made in the present study was to conduct the interviews individually rather than group interviews. Although some researchers recommend doing group interviews over individual

interviews, the researcher was recommended by the teacher to do the interviews individually. This was because some of the learners chosen as participants were unsure of each other and would not answer truthfully if the interviews were done as a group. In addition, the theme of the study could be a personal topic for some of the learners, which was also a reason for choosing to do the interviews individually. A second microethical choice made was to give every teacher involved in the study the offer of receiving the results from their own class. This was offered so that each teacher can have the opportunity to gain an insight into their learners´ perception of speaking English. If the anxiety level is high in one class, the teacher can use the results to adapt their lessons and employ anxiety reducing activities in their lessons.

4. Results

4.1 Introduction

The current study investigates to what extent the use of drama affects the foreign language speaking anxiety of 7th grade EFL learners. In the following chapter, the results of the collected data are presented. The chapter is divided into three parts: the results from the questionnaire, the observations, and the individual interviews. Section 4.2 presents the main results from the questionnaire and the average scores in both classes. Section 4.3 shows the results from the observations, in which the results of each learner are presented, and section 4.4 presents the results from the individual interviews. The latter section is divided into three sub-sections: 1) the participants´ feelings toward speaking English in the classroom, 2) The participants´ thoughts on the activities, and 3) To what extent the activities affect the participants. All the sub-sections show the interview results from each participant, and quotes from the interviews have been translated from Norwegian to English. The participants are referred to as A4, A5, A14, B3, B9, and B14. The codenames used for the participants are those from the questionnaire.

4.2 The questionnaire

The adapted version of the FLCAS questionnaire by Horwitz et al. 1986, then adapted by Todal (2022), was used to find the participants to use in the research. The questionnaire was distributed to two 7th grade classes, where both classes consisted of 23 learners. Although, there were seven learners absent, which made the total number of respondents 39. In the data collection, the classes were called Class A and Class B, and each learner got a codename, i.e., the first learner in Class A got the codename A1, the second learner got A2, and so on. Data from the questionnaire was collected one week prior to the class intervention. The learners responded on paper. The researcher organized the data collection, i.e., handed out the survey and collected the learner responses. By doing this, the researcher had the opportunity to greet the learners and participants before collecting the main data.

The researcher collected the questionnaires from both classes, which then used the questionnaires to sum up all the scores from each learner to find the participants for the data collection. As said earlier in the methods section, the questionnaire consisted of a five-point Likert scale, and the researcher looked for the learners who had the highest score in both

classes. By using Microsoft Excel, the researcher put in the participants´ scores and found the average in both classes. Table 1 shows the score of all the learners who did the questionnaire, and the average score in both classes. There were seven absent on the day of the questionnaire. The highlighted numbers are the highest scores in both classes, and the participants chosen for the main data research and their codenames given are those being used for the rest of the study.

Questionnaire results						
Class A	Points			**Class B**	Points	
A1	98			B1	92	
A2	85			B2	99	
A4	102			B3	140	
A5	106			B5	31	
A6	55			B7	61	
A7	70			B8	35	
A8	46			B9	100	
A10	94			B10	73	
A11	70			B11	55	
A12	95			B12	47	
A13	89			B13	42	
A14	114			B14	107	
A15	33			B15	47	
A16	53			B16	56	
A17	75			B17	96	
A18	62			B19	65	
A19	64			B20	56	
A20	47			B21	62	
A21	86			B22	61	
A22	66					
Average	75,50			Average	69,74	

Table 1: The score of all the participants of the questionnaire and the average score in Class A and Class B.

The questionnaire consisted of 31 items, with a five-point Likert scale, which means that the questionnaire had a minimum score of 31 and a maximum score of 155. As presented in Table 1, the average score in Class A was 75,50, and Class B had an average score of 69,74. Compared to the maximum score of the questionnaire, both classes scored low on the adapted FLCAS, which can be considered positive for both classes. The learners that scored the highest in Class A were A4, A5, and A14, and the highest in Class B were B3, B9, and B14,

where learner B14 scored the highest of all learners that did the questionnaire, with a score of 140. Before the main data were to be collected, the researcher ensured that all participants had signed and agreed to be a part of the study.

4.3 Results from the Observations

This section presents the results from the observation of learners A4, A5, A14, B3, B9, and B14. The next sections present the results from each learner, with a focus on the first five observation statements in the observation scheme (see Appendix 2). A Common pattern during the observation was the learners´ display of nervousness during the activities. Such nervousness was characterized by, e.g., the use of Norwegian vs. English, fidgeting, withdrawnness, and reservedness. Five of six learners displayed such characteristics. These were all the participants except learner B14. All the learners were quick to speak Norwegian when they had completed their tasks, when they waited for the rest of the class to finish and when they had a question. This was identified with all the learners. Another pattern found among three of the learners was that they were observed as being someone who talked a lot during the class but became less talkative and reserved when they had to speak English. Three of the six learners became nervous and silent when paired up with someone who was not their friend. When that happened, the learners told shorter stories and switched to speaking Norwegian. Following is a detailed description of each individual learner.

4.3.1 Learner A4

Learner A4 seemed to talk English when they were told to. In the first drama activity i.e., the sun shines on, the learner was silent and fidgety, indicating they were nervous. Although after a few rounds of the activity, the learner seemed to enjoy the activity and seemed to find it fun. The learner was in the middle of the circle once, and when they had to say the phrase "The sun shines on…", they struggled to find their words, but eventually, they were able to say a statement out loud.

In the second activity, which is the main activity, the learner was able to tell the different stories received from the other learners and speak English to everyone. During the activity, the learner spoke English with their fellow learners as needed. However, once they finished sharing their story, they quickly reverted to speaking Norwegian. The learner consistently paid close attention to the stories shared by their peers and was able to retell the stories. The

learner never seemed nervous or fidgety when doing this activity, nor did they get discouraged when they had to say a difficult word or if an obstacle occurred. However, the learner sometimes looked withdrawn and uncommunicative after both sides told each other their stories. The learner was able to tell the stories in English but was very quick to tell the stories.

4.3.2. Learner A5

This learner seemed like someone that talked a lot in the classroom and spoke to everyone but was very quiet in the English lesson. During the first activity, the learner was reserved and silent. Furthermore, although they did indeed participate by finding new chairs, they never made it to the circle to present a statement. When they eventually spoke, they usually spoke to their friends in Norwegian.

The learners´ behavior continued in the second activity. However, the learner seemed more fidgety at this point. Nevertheless, they still participated and were able to tell their story, although they could not speak in front of the class. When speaking to friends, they seemed more relaxed with the activity. They listened closely when the other learners told their stories and were able to repeat them and tell the stories in English. Although as soon as they were done and waited for the other learners to finish, they spoke Norwegian to their fellow learners. The learner seemed to enjoy both activities but only spoke English when they had to or were asked to.

4.3.3. Learner A14

From the minute the lesson started, the learner was very fidgety and reserved and quick to find comfort in their teacher, which indicated that they were nervous. They sat down for the first activity and participated in the first two rounds. During this, the learner fidgeted with their ears and put their hands into their sleeves, which are signs of anxiety. After the second round, the learner removed themselves from the activity. The learner seemed uncomfortable and anxious. Since the study focuses on foreign language speaking anxiety, the researcher said that was okay for the learner just to sit and watch the activity. The teacher informed the researcher that the learner was very unsure of the situation and was usually reserved and silent in the English lessons.

The learner did not participate in the second activity, even though their teacher tried to encourage them to join. The learner stayed in the classroom and watched while the class did the activity. The researcher talked to the learner and assured them that they had the opportunity to join in again whenever they wanted to. While the learners told each other stories, the teacher tried to do the same with learner A14, but even then, the learner was hesitant and did not tell a long story to the teacher and only said a few words. The learner never spoke English to their peers and only spoke a few English words to their own teacher. The learner was fidgety the whole lesson and remained quiet. The researcher found this interesting and asked if they still wanted to do the interview, which they still wanted. They got to look at the interview questions and consented to the interview. This was the only learner in both classes that did not participate in the activities.

4.3.4. Learner B3

The learner seemed like a quiet person and did not say much. When the lesson started, they were quiet and reserved. The learner seemed to like the first activity and was once in the middle of the circle. When they had to say a statement, they needed help and picked a statement that was directed towards a friend, which meant that the friend had to give up her seat. Even though the learner seemed to enjoy the activity, they were very quiet throughout the activity and was quick to find a chair.

In the main activity, the learner was still very reserved, quiet, and slightly restless at times. They spoke English when they had to but were very quick to switch to Norwegian when the opportunity arose. The learner was able to retell the stories that they were told and seemed to listen to the other learners when they had to. The learner became a little fidgety when they were coupled up with someone they did not consider their friend, who was usually the opposite gender. When this happened, the learner was quick to tell the story and became withdrawn and uncommunicative. They also switched over to Norwegian immediately after telling their story. When they got coupled up with a friend, they were less fidgety, told a longer story, speaking more English.

4.3.5. Learner B9

Learner B9 seemed like someone who talked a lot in the classroom, talked without raising their hand and was not afraid to talk to their fellow learners or teacher. At the start of the

lesson, the learner spoke to the researcher and the other learner in Norwegian. They were not afraid to talk aloud or ask anyone any questions. However, when the first activity started, the learner went silent and "invisible." They became very reserved, blending in with the other learners. They participated in the activity by finding a new chair but were never in the middle of the circle. The learner did not speak a word during this activity, nor in Norwegian or to their friends.

In the second activity, the learner became more relaxed but still silent and fidgety. They talked English to the other learners when they told their stories and listened closely to the other learners. While telling their stories in English, they were slightly fidgety but were able to finish the story. They were not discouraged if an obstacle arose, and quickly found a solution. Similar to the previous learner, learner B9 also got a little nervous and discouraged when they had to speak to someone who was not their friend. When this happened, the learner was quick to tell their story, switched to Norwegian, and became silent and uncommunicative.

4.3.6. Learner B14

This learner seemed like someone who was not afraid to speak aloud in the classroom. They seemed safe in the classroom but felt less safe in the English lessons. They did not raise their hands in the English lesson and preferred to stay silent. The learner was very engaged in the first activity. They seemed to enjoy the activity and were in the middle of the circle two times. When they were in the circle, they were able to find a statement without any help from the researcher or any fellow learners. If they spoke to someone during the activity, they spoke Norwegian.

The learner spoke English in the main activity, but only when they were retelling the stories. The learner was never restless or nervous and seemed to enjoy the activity. They had no problem speaking English to any of the other learners. The learner listened closely to what the other learners while they told their stories. They never got discouraged if an obstacle happened and did not need any help to solve it. At one time, the learner raised their hand to ask the researcher a question and asked the question in Norwegian. The learner did not seem afraid to ask questions aloud in the classroom, just as long as it was in Norwegian.

4.3.7 Overall findings from the observations

The data collected from the observations show that most of the learners were nervous at the beginning but seemed more relaxed and at ease towards the end of the lesson. All the participating learners seemed to enjoy both activities and were all able to speak English to the other learners in the class. The learners were able to retell the stories to their peers and listened while their partners spoke. Although, all of the learners were quick to switch back to speaking Norwegian when they had the opportunity to. A pattern found among some of the learners was that they got more nervous and fidgety when they had to speak English to someone who was not their friend, and when that happened, the learners told shorter stories and switched back to Norwegian immediately.

4.4. Results from the interviews.

4.4.1. Presenting the Interview Findings

In this section, the results from the interviews are presented, starting with their feeling towards speaking English in the classroom and where they think their problems with speaking English comes from, then moving on to their thoughts on the activities and lastly, if the learners felt that the activities had an effect on their feelings toward speaking English.

4.4.2. *The participants´ feelings toward speaking English in the classroom.*

In the interviews, all the learners were asked about their feelings towards speaking English in the classroom, and the general trend with the learners was that they all said that they got nervous, stressed, and found it scary. Learner A4 said, "It is a little weird," and learner B14 expressed that "It can be a little scary," and learner B9 said, "I get a little nervous. During the interviews, four of the learners pointed towards the classroom setting as a factor for not speaking in class. These could be viewed as internal, e.g., comparing themselves to other learners in class, and external factors, e.g., being afraid of peer comments, related to the classroom environment. For example, with regard to the internal factors, Learner B3 stated that their resistance to speaking in class "can also be because I compare myself to the best in class." Similarly, with regard to external factors, learners reported that they were afraid of "the small comments, even though I have never gotten them before" (A5) or were nervous since "Eeehm, maybe because I am going to say something wrong" (A14). Another trend found among three of the participants was that they did not know where these anxious and nervous feelings came from. Learner B9 expressed in their interview that it has always been

like this, and learner A5 explained that they were not afraid to speak in the 1st grade because "I did not think too much about it then," and explained that they began to get these feelings as they grew older. Learner B14 stated in their interview, "Mmm, I had some problems with English… I had problems with learning English" and explained that they have struggled with it throughout their years in school.

4.4.2.2. Excerpts from the interviews

In the interview, learner A5 reported that they do not like to speak English in front of the class but are comfortable speaking "maybe with one or two people." The learner further explained that they experience speaking in front of the class as stressful. Further, the researcher asked where the learner thought this struggle stems from, and the learner explained that they were not afraid to speak English in the earlier years of school "Maybe not in the first grade, because I did not think about it as much then" but that it happened later in the school years, around 4th grade. The researcher then asked the learner why this might have happened, but the learner did not know. The researcher asked if it could be comments from some learners in the class, to which the learner agreed and said, "A little afraid of the small comments, even though I have never gotten them." Although the learner never had received any mean or condescending comments, they are still afraid to get them, which makes them scared and anxious to speak English in the classroom.

Learner B3 explained in their interview that they tend not to speak English as much and further said that that it is because they find it scary. When asked if they get nervous, the learner said "Yes, also it is because I feel that I am not good at speaking English, but it can also be because I compare myself to the best in class." When the researcher asked where this might stem from, the learner explained that it had something to do with the previous classroom environment: "It could be because of how the class has been previously, and the comments coming from the class and things like that. I do not like to speak in any subjects really". The learner elaborated on this by saying that the classroom environment had improved. However, since there had been many comments previously, the learner was still nervous about speak aloud in class. They were afraid to say something wrong and that a classmate would comment on the mistake.

Learner B14 explained their feelings towards speaking English and said, "It can be a little scary, but like when we are speaking one on one, then I feel that is simpler." The learner

explained further in the interview that they get a little nervous and sweaty when they have to speak English aloud and said, "the worst is when I like say something wrong, but when it is like correct, then it is okay." The researcher then asked if the learner liked to have presentations in class, and the student agreed. The researcher proceeded to ask if it was because, with presentations, one can rehearse the things being said beforehand, and the learner agreed. When the researcher asked if the learner often raises their hands in the classroom, the learner explained, "Not as much in the English lesson, but more in the math lessons and like that." Further on, the researcher asked the learner where the anxiety for speaking might come from, and the learner explained that they had struggled with English in their earlier years in school and that they struggled to learn English and had always struggled to speak English all throughout school.

4.4.3. *The participants´ thoughts on the activities.*

During the interviews, the learners were asked about their thoughts on the activities, and the majority of the learners found the activities to be fun and really enjoyed them. Four of the learners reported that the activities made them more relaxed. Learner A4 said they liked the activities but explained, "I felt that it was a little difficult to remember on the second one." Similar to learner A4, learner A5 found the activities enjoyable but expressed, "but at the end, some of the stories were switched up and things like that." Learner B3 also enjoyed both activities but explained in their interview that they were nervous at first, but after the first two rounds, they forgot the nervous feelings and had fun. Learner B14 expressed in their interviews that they preferred the first activity because they like to move around. Learner A14 did not participate in any of the activities. However, when the researcher asked if they would have participated in the activities if they were done at another time, the learner answered yes. Another trend found in this section of the interviews was that four of the six learners liked the main activity because they preferred to speak in smaller groups and that they could not hear the person next to them. For example, learner A4 said that the main activity made it easier to speak English because "I feel like it is easier to speak to one person," and learner A5 explained, "Yes, one did not hear the other learner either, and one did not hear the person next to me." Learners B3 and B9 also said in their interviews that they preferred to speak English in smaller groups because it made it easier for them to speak English.

A third trend in this section of the interviews, was that four of the learners found that the activities made it easier for them to speak English and made them more relaxed. Learner A4

said that the activities helped a little, and learner A5 expressed, "Yes, a little bit, especially compared having to speak in front of everyone." Learners B9 and B14 also expressed in their interviews that the main activity made them less nervous and made it easier for them to speak English without thinking too much about it. For example, learner B14 said, "Yes, you like talk more freely and that makes it a little easier to speak aloud" and explained that they were too engaged in the activity and did not have time to be anxious and stressed.

A fourth and last trend found in this section of the interviews, was that three out of the six learners preferred the change of the classroom setting when it comes to speaking English. By doing these drama activities in the classroom, the classroom setting changes from the traditional setting to a more playful setting. Learner A4 explained "I thought a little bit, but not as much". The researcher asked Learner A5 if they as nervous in the activity as they get when they have to raise their hand, and the learner explained "No, because I never raise my hand, but I get a little scared that the teacher will ask me something when I have not raised my hand". The learner furthermore explained that they like to work with English, but when it comes to speaking English, they preferred this type of activity. Learner B9 found the change in the classroom setting as helpful for them when it comes to speaking English, explaining that they preferred activities like these instead of the traditional classroom setting since it made it easier for them to speak English.

4.4.4. *To what extent did the activities affect the participants?*

The interviews show that the activities did have an effect on the learners. Five of the learners found the activities to be helpful for them when it comes to having to speak English. Learner A14 did not participate in the activities, which meant that the activities did not have an effect on them. All the other five learners found that the activities were helpful, made it easier for them to speak English, and made them more relaxed and less nervous. In this section, there will be a closer look at all the learners´ interview responses related to what extent did the activities affect them.

4.4.4.1. Learner A4

In the interview, the learner A4 answered that the activities made them slightly more relaxed and made it more helpful for them to speak English. Furthermore, when asked if the change in

the classroom setting helped them to be more confident in speaking English, the learner said it helped a little bit.

> Researcher: So you felt that you got more relaxed when you did the activities?
>
> Learner A4: Yes
>
> Researcher: When we did the activities, the classroom setting changed a little, do you think it helped you when it comes to speaking English?
>
> Learner A4: A little bit
>
> Researcher: Did you find the activities helpful for you to speak English?
>
> Learner A4: Yes
>
> Researcher: Did you feel more relaxed and you did not think about the things you said?
>
> Learner A4: I thought a little bit, but not as much.
>
> Researcher: With speaking in mind, did you find that this lesson made it easier for you or more the traditional setting where you sit at your desk?
>
> Learner A4: This lesson.

Further, the researcher asked if it was easier to speak English because they talked English in smaller groups, and the learner agreed. Moreover, when asked what the researcher could do differently to make speaking English easier, the learner answered that they did not know. The interviews showed that the learner found the activities to be helpful for them when it comes to speaking English and that they also found it easier to speak English when they have to speak in smaller groups.

4.4.4.2. Learner A5

The researcher asked in the interviews if the activities made it easier for the learner to speak English in the activities, and the learner answered: "Yes, because it was not as many words." The researcher then asked if it helped that not everyone listened to what the learner said in the second activity, and the learner agreed and said: "Yes, one could like not hear the other learners either, and one did not hear the person next to me". When asked if the activities done in the lesson made it easier for them to speak English, the learner answered, "Yes, a little bit, especially when it comes to speaking English out loud in the classroom." The learner also said in the interview that they never raise their hands in the lessons and that they are scared that the teacher will ask them to answer without them raising their hands. The learner explained

that they like to work with the English subject, but not when they have to actually speak. With speaking in mind, the learner got asked if they preferred doing activities like the drama activities or the more traditional setting, and the learner answered the activities that were done in the lesson. The activities had a small effect on the learner and did make it a little easier for the learner to speak English in the classroom. Similar to the previous learner, learner A5 also says that they find it easier to speak in smaller groups compared to speaking aloud to everyone in the classroom.

4.4.4.3. Learner A14

As said earlier, this learner did not participate in any of the activities, which meant that they did not get to see if the activities would have helped them to speak English and if the activities could have made them more relaxed. The researcher still asked the learner if they could imagine if the activities could have made it easier for them to speak English, but the learner answered with, "I don´t know." The researcher asked if the learner could have done any of the activities if they had the opportunity to do it another time, and the learner agreed. The researcher suggested that speaking English in smaller groups or when no one is listening could be easier, and the learner agreed. However, the learner said that the activities seemed like they could help them and that it was easier for them to speak English if it were done in smaller groups.

4.4.4.4. Learner B3

The learner said in the interviews that they found the activities to be helpful and made it easier for them to speak English, and they felt more relaxed as well. When the researcher asked the learner if they found that both activities made it easier for them to speak, the learner answered;

> "It was a little like… I was a little bit scared to do the first one, if I had to stand in the middle, because I hate games like that, but that game went better than I thought, ehm, so it was not as scary to talk. In the second activity, we only talked one to one, and that is okay."

The researcher asked if the learner thought that these types of activities could be helpful for learners that struggle to speak English in the classroom, and the learner said;

"Hmm, I don´t know how much it can help… I am able to speak English in the activities, but I don't know if I could to it in the classroom as well… but then again I have not done the activities that many times."

The learner said that the first activity made them more relaxed and did not think about the things that they said. The learner indicated that the activities could be more helpful if they had the opportunity to do them a couple more times. The second activity did not have much of an effect on the learner when it comes to their foreign language speaking anxiety, but the first activity seemed to have more of an effect.

4.4.4.5. Learner B9

In the interviews, the learner answered that the activities did help them to feel more relaxed and that they made it easier for the learner to speak English.

Researcher: Did the activities make it better for you to speak English?

Learner B9: Yes

Researcher: Did you get more relaxed and less nervous?

Learner B9: Yes

Researcher: Did you feel that it made it easier for you to speak English without thinking about the things you said?

Learner B9: Yes.

Researcher: Did you think it is better for you to have a more "structured" lesson or like lesson that we did now?

Learner B9: Like we did this lesson.

Researcher: Why?

Learner B9: It was easier to speak

The activities had a positive effect on the learner and made it easier for them to speak English, as well as making them more relaxed and less scared to speak English. Similar to the previous learners, this learner also said in their interview that they found it easier to speak English when they were speaking in smaller groups or one to one.

4.4.4.6. Learner B14.

The researcher asked in the interview if the learner found the activities to be helpful when it came to speaking English and if they made it less scary to speak English aloud. The learner agreed and said that the activities made them more relaxed. The researcher then asked if the learner preferred the lesson with the drama activities or a more traditional lesson setting, and the learner answered that they would prefer the lesson with the activities. The learner said that the activities made them forget that they were nervous and did not think about what they said or how they said them; "Yes, you talk more freely and that makes it a little easier to speak aloud." The learner said in the interview that the reason for them not wanting to speak English was because of the "mean" comments from some of their classmates, but the activities helped the learner to forget those comments.

4.4.5. Overall findings in the interviews.

The interviews show that the majority of the learners found it nerve-wracking to speak English in the classroom, and most of the learners tended not to do it at all. In the English lessons, these learners do not like to speak English aloud, but the interviews show that most of the learners are able to speak English if they had the opportunity to do it in smaller groups or one to one. The learners liked both activities, and the majority of them said that the activities made them more relaxed and less nervous when having to speak English. Learner A14 said that the activities seemed like fun, even though they did not participate. By looking at the interviews, the drama activities did have a positive effect on the learners, besides learner A14, who did not participate, and learner B3, who was a little unsure if they helped them or made them more relaxed. By looking at the results from the data collection, the researcher was able to conclude that the activities did have a positive effect on the learners. It made them relaxed and less nervous and lowered their anxiety slightly when it came to speaking in class.

5. Discussion

5.1 Introduction

In this chapter, the findings from the results section are discussed in relation to the research question of the thesis and in light of the theory and previous research presented in chapter 2. Firstly, a comparison to Todals´ (2022) adapted version of the FLCAS is presented in section 5.2. Secondly, there is a discussion of the observation finding in section 5.3. Following this, section 5.4 discusses the interview findings related to previous studies. Lastly, section 5.5 discusses the benefits of using drama in the foreign language classroom.

5.2 A comparison to Todals´ (2022) adapted version of the FLCAS

Todal (2022) used an adapted version of the FLCAS by Horwitz et al. (1986) in her study to discover what three performance anxieties from the FLCAS that was most pronounced among her participants. Her participants consisted of 186 Norwegian 7th grade learners, and all the participants responded to Todals´ adapted questionnaire, which was presented in section 3.6 of the present study. Todals´ questionnaire consisted of 32 items with a total score between 32 and 160, and the average score from all the questionnaires was 88,59. The present study also used Todals´ adapted version of the FLCAS, but it consisted of 31 items and a total score between 31 and 155, and the average score of the two classes was 72,62. The questionnaires show that the participants of both studies have some levels of foreign language speaking anxiety. The questionnaire used in the current study included one item less than Todals´ adapted questionnaire, which makes the mean scores different. Todals´ score shows that her participants had a moderate level of foreign language speaking anxiety, which means that the participants of this present study had a slightly lower level of foreign language speaking anxiety. Although there are some differences between the mean scores, they both belong to a moderate level of foreign language speaking anxiety. Yet, the lower score found in the present study is a positive finding since one wants to reduce the foreign language speaking anxiety among learners. Additionally, the present study had different data collection methods and included fewer participants than Todal´s study. However, it still shows that there were some levels of foreign language speaking anxiety among the learners in the study.

5.3 Discussion of the observation findings

A pattern found in the observations was that all the learners showed traces of situation specific anxiety. A person with situation specific anxiety gets anxious in a well-defined situation, e.g., public speaking, oral presentations, or when they have to speak in front of someone else (MacIntyre and Gardner, 1991). Situation specific anxiety is often triggered by experiences in the moment and is often short termed. This was found among the learners of the study. Before the lesson, most of them were talking to their peers and teacher and did not show any signs of anxiety. When the English lesson started, some of the learner became reserved and nervous. This was especially noticeable with learner A14. This learner was anxious from the moment they stepped into the classroom. There could be several reasons for why this specific situation made the learner anxious. For example, their regular teacher was not the person teaching the lesson, or because the learner knew that the lesson would somehow entail drama. The learner showed signs of anxiety throughout the lesson. In the interview, the learner seemed more relaxed and was able to answer the questions asked by the researcher.

Learners B9 and B14 also showed traces of situation specific anxiety. Learner B9 seemed like someone who talked to everyone and often asked questions in front of the class without raising their hand, but in the English lesson, the learner became the opposite, i.e., silent and reserved. They quickly found a new chair in the activity, which the researcher interpreted could be because the learner might had been anxious about standing in the middle. The learner became more relaxed in the second activity since that did not entail that any learners had to stand in front of the class. When the lesson was done, the learner returned to their usual self, speaking to everyone and being loud. This shows that the learner does have a very situation specific anxiety. Learner B14 also showed traces of state anxiety, where they became shy and silent when they had to speak English. They did not seem to have a problem speaking Norwegian out loud in the classroom. The learner asked the researcher a question out loud in class during the activity with no worries, but when they had to speak English, they became more nervous and anxious. This indicates that the learner has some traces of situation specific anxiety. An advantage of situation specific anxiety is that one can clearly describe the situation, and by doing this, the assumption about the source of the anxiety can be addressed (MacIntyre & Gardner, 1991). In the classroom, it is the teacher´s responsibility to define the

situation and to explain why the situation is meaningful for the learners while making sure to explain it as generalized as possible.

5.4 Discussion of the interview findings

5.4.1 Performance anxieties.

Horwitz, Horwitz, and Cope (1986) found three related performance anxieties; Communication apprehension, test anxiety, and negative evaluation. The learners showed signs of all three of these performance anxieties in the interviews. The first performance anxiety, i.e., communication apprehension, is a type of shyness characterized by fear or anxiety about communication with other people. This can be found among most of the learners. A trend found with all the learners was that most of them became nervous and scared when they had to speak English in the classroom. People with communication apprehension can also find it challenging to speak in pairs, groups, or in public (Horwitz et al., 1986). People who find it hard to speak in groups are more likely to experience even greater difficulty speaking in a foreign language classroom where they have little control of the communicative situation and where their performance is monitored. The results of the present study found that four of the learners preferred to speak in smaller groups or one to one instead of the whole class. In their interview, Learner A4 said "I feel like it is easier to speak to one person." The learners found it easier and less stressful to speak English in smaller groups, but still found it scary to speak aloud. These results can help the learners when it comes to speaking in the classroom. Horwitz et al. (1986) argue that people who find it hard to speak in groups, are more likely to experience greater difficulty speaking aloud in class, which means that the learners of the present study are on the right track when it comes to speaking aloud in the class. Since the learners found it easier to speak in smaller groups, they can hopefully, at a later time, be able to speak out loud in class without being nervous or anxious. If the learners of the present study can have the opportunity to practice speaking English in smaller groups, they can build up their confidence and hopefully start to speak more English in their lessons.

The interviews also revealed that the majority of the learners may have test anxiety. Test anxiety refers to a type of performance anxiety rooting in a fear of failure (Horwitz et al., 1986). Text anxiety is a type of state anxiety (Čiček, 2014) (see section 2.1.1.). Test anxious learners often put unrealistic demands on themselves and can feel that anything less than perfect test performance is a failure. This can be found with three of the learners, A14, B3,

and B14 respectively. In the interview, the researcher asked the learners if they knew the reason for them not wanting to speak in class, and A14 answered, "Eeehm, maybe because I am going to say something wrong." Learner B3 stated in their interview that their resistance to speaking in class "can also be because I compare myself to the best in class." This can be seen as B3 thinks that the "best" in class may say things in the "correct" way, and the learner may feel like they say things wrong, i.e., the learners may feel more anxious due to loss of self-confidence when peers perform better than them. Learner B14 said in their interview that "the worst is when I like get it wrong, but if I like get it correct, then it is okey." The learners tend not to speak in class because they are afraid to say something wrong, and to be judged by their peers and teacher. Todal (2022) also found in her study that test anxiety was the highest rated performance anxiety, followed by fear of negative evaluation, and communication apprehension ended up third. In his study, Hanifa (2018) argues that anxiety commonly comes out as the fear of failing their performance. This can become serious as learners tend to compare themselves with other learners (Hanifa, 2018). A lack of confidence has been proven to be an issue in many previous studies conducted on foreign language speaking anxiety (Al-Nough., 2015; Čiček, 2014; Hanifa, 2018; Horwitz et al., 1986; Kasbi & Shirvan, 2017; Todal, 2022).

In the interviews, five of the learners said that their resistance to speaking English in class is because of the "condescending" comments from their peers. This can be put under the third performance anxiety by Hortwitz et al. (1986), fear of negative evaluation. Fear of negative evaluation is similar to test anxiety but is a broader term and can occur in any social, evaluative situations, e.g., in interviews or speaking in foreign language class (Horwitz et al., 1986). The learners are scared to speak in class because they are afraid of the comments coming from other learners pointing out the things they might say wrong and become embarrassed.

 Learners B3 and B14 are learners in the same class, and both explained in their interviews that the comments coming from the class is a big reason for them not wanting to speak English in the classroom. Learner B3 explained, "I get a little scared to get "small" comments if I say something wrong." Similarly, Learner B14 said that "but there are those small comments that happens a lot." However, there has been a positive development in this class. Čiček (2014) argues that learners with fear of negative evaluation are afraid of making mistakes, especially in pronunciation and oral communication, because they fear the negative

evaluation from their peers or teachers. Learner B3 assured the researcher that the class has gotten better, but there were still some small comments from a few learners. The learner explained that "because of how the class has been, and comments from the class and things like that. I don´t like to speak in any subjects really". Because of how the class has been previously, the learner did not like to speak in class in general. Čiček (2014) also argues that if learners are anxious, they will try to avoid any form of communication or reduce it to a minimum in order to avoid negative evaluation. This correlated to what learner B3 explained about the small comments made by their peers. The learners from class A (A4, A5, A15) also said in their interviews that they were scared of the small comments coming from the class, but they seemed to occur less in this class. Interestingly, learner A5 said in their interview that "I am a little scared of the small comments, even though I have never gotten them." This can be connected to the learners´ personal and interpersonal anxieties, described in section 2.3. An option the teachers can do to reduce the foreign language speaking anxiety among these learners can be to work on the classroom environment and work towards removing comments from peers.

5.4.2. Performance factors.

Hanifa (2018) introduced three different factors to explain where foreign language speaking anxiety might come from (see section 2.3.1), where performance factors were introduced as a source. Performance factors are a common denominator for any classroom activities involving speaking in front of others (Hanifa, 2018). One factor that might trigger foreign language speaking anxiety in the classroom is communication apprehension, which was found among all the participants, especially with three of the learners. Learner A14 showed signs of communication apprehension in the observation done by the researcher. The learner only spoke to their teacher and a little bit with the researcher and often preferred to whisper so that their peers would not hear them. In the interviews, the learner spoke silently and in little sentences. When asked if the researcher could have done something different to help the learner speak more, learner A5 explained that they have always struggled to speak in front of other people. Similarly, learner B3 said in their interviews that "I might have sort of gotten used to not speaking as much in any of my subjects, so I do not speak much at all." This learner stays silent most of their days at school but said that they could speak in smaller groups where fewer people are listening. People with communication apprehension usually have trouble speaking with others. The degree of anxiety might vary depending on the

speaking mode. Speaking in front of the class can be a fear-inducing experience and challenging to overcome. A consequence is that learners tend to feel uncomfortable, shy, frustrated, helpless, and embarrassed when speaking in front of others. This is a pattern found among the three learners mentioned.

Hanifa (2018) also introduces environmental conditions as a performance factor, which can have a big effect on foreign language anxiety. In an academic context, environmental condition focuses on the culture of learning. How a teacher provides the language input to the learners can influence how they perceive the concept of learning and eventually will have an impact on learners´ anxiety. The teacher has to create a positive learning culture where learners can receive encouragement and support. As shown in section 5.5.1, both participant classes have to work on their classroom environment. Several of the participants reported that small comments coming from their peers were a problem, and it made them more anxious about speaking in the classroom. Hanifa (2018) argues that some education systems can create a competitive atmosphere, which is often not beneficial in an EFL setting. Kasbi and Shirvan (2017) argue that competition in education can be considered to be one of the sources that may generate anxiety. Judgement by other learners is deemed to be very important in a competitive system, and targeting better results becomes the learners´ desired goal. In a classroom setting, learners falling behind may feel pain, fearful, upset, helpless, and even ashamed (Hanifa, 2018). This was found in the results, where several of the learners reported that they compared themselves to the best in class and were afraid to be judged for saying something wrong. To avoid this, teachers have to create a suitable environment where the learners receive encouragement and support, which leads to them being able to learn and develop their language ability to the fullest. Although, two learners that reported in their interviews that their classroom environment had improved, which was a positive finding.

5.4.3. Personal and interpersonal anxieties.

Young (1991) proposed in her research that there are at least six potential sources of language anxiety that can be defined and introduce personal and interpersonal anxieties as a source of language anxiety. Personal and interpersonal anxieties are the most commonly cited and discussed sources of language anxiety, with low self-esteem and competitiveness being the two main sources. Competitiveness can lead to anxiety when language learners compare themselves to others or an idealized self-image. These factors refer to the learners´ fear that

others will evaluate them negatively, specifically in a language learning environment (Čiček, 2014). Some learners want to be perfect in the foreign language, but if they experience failure, it increases the level of anxiety and lowers self-esteem.

Young (1991) states in her study that people with low self-esteem worry about what their peers think and are concerned with pleasing others (Young, 1991). This was found with learners A4, A14, B3, and B14, who all showed similar patterns of low self-esteem and being scared of saying something wrong. A4 showed signs of low self-esteem in their interviews when they said that they usually do not speak in any of their classes. The researcher interpreted this as the learner is scared to speak in the classroom because they are scared of saying something wrong or to be judged by their peers. Personal and interpersonal anxieties were found most in learner B3, who in their interview stated that they get nervous when speaking English "and also I feel like I am not really that good, but it can also be because I compare myself to the best in class.". This learner shows signs of low self-esteem and competitiveness, meaning they compare themselves to the "best" in class and are nervous about speak aloud. If a learner has a negative image about their academic progress, their self-esteem will be significantly lower, and it will have a negative effect on their language learning (Čiček, 2014). Young (1991) suggests in her study that learners who start out with a self-perceived low ability level in a foreign language are the likeliest candidates for language anxiety or any other type of anxiety. This can be one of the reasons to why this learner had foreign language speaking anxiety, even though the learner said in their interviews that they did not know where this anxiety comes from.

5.5 The benefits of using drama in the FL classroom

As seen in section 2.3 of the present study, drama can help develop language, increase motivation, and keep learners involved in the learning process. It can also help to get rid of shyness and encourage greater communicative ability and fluency (Dimilier & Atamürk, 2019). Drama has become a commonly used tool in language learning because it encourages learners to learn a new language in a creative and effective way. This technique creates an atmosphere where learners learn in contexts, use their imagination, and spontaneously react (Atas, 2015). During the interviews, the researcher got the feeling that these learners did not have much experience with using English in the classroom. When asked in the interview if the learners had done any drama activities like the ones that they did to collect the data, learner

A14 responded with, "I don´t think so." Yet, a pattern found among the learners was that they all enjoyed the activities, even though they were not used to doing drama activities in the classroom. Even though learner A14 did not participate in the activities, they still thought the activities seemed fun. Most of the learners preferred the first activity, which could be because this activity involved the learners moving around and because it was more "playful." They also enjoyed the second one, but some found it tricky because they had to remember many different stories.

5.5.1 Changing the classroom setting by using drama

By connecting drama with the regular schedule and lesson unit and integrating it into everyday practice, the teacher can draw from the interactionist theory (Heljeberg, 2019), i.e., social theory, which proposes that language exists for the purpose of communication and only be learned in the context of interaction and focuses on learners´ social interaction. Learners with foreign language speaking anxiety struggle to communicate with their peers in class since they fear being judged or to say something wrong. Drama in the classroom can help to create a language rich environment where learners can pick up language without seeming to be in a situation of formal instruction (Dimililer & Atamtürk, 2019). Changing the classroom environment made the learners more relaxed and less nervous. A trend found among all the learners was that the activities made speaking English easier. Learners A4, A5, B3, B9, and B14 all gave a similar answer when asked if the activities made it easier for them to speak English, and all five learners answered that the activities did help. Learner B3 was slightly hesitant if the activities helped them but said that they preferred to speak in the activities rather than in a regular lesson. The researcher interpreted that the learner found the activities a little helpful for them to speak in class. The activities positively affected the learners and were beneficial for the learners who struggle with speaking anxiety. Drama has been proven to be a good tool to use in the classroom in previous studies conducted on the use of drama in the foreign language classroom (Atas, 2015; Celik, 2019; Heljeberg, 2019; Miccoli, 2001).

5.5.2 How drama can be used to make a better classroom environment

Drama can be a useful tool for the classroom environment, where learners can express ideas and emotions, as well as form close relationships and learn in a cooperative way. As shown in the results, a big problem in both classes were the small comments coming from their peers. Four of the learners reported that a reason for them not talking in the foreign language

classroom, was because they are scared of small comments, which usually consisted of their peers picking out the things that they said wrong. Drama in the classroom can decrease learner shyness and encourage greater communicative ability and fluency (Dimililer & Atamtürk, 2019), i.e., drama can help learners to overcome shyness and hesitation to speak in the foreign language classroom. Celik (2019) argues that drama can provide a better foundation for language acquisition and learning environment by revealing the mental and physical qualities of the learners in foreign language teaching. Drama can help learners to get to know each other in a different way by talking about their emotions, feelings and thoughts. By doing this, one could argue that the learners will learn more about each other, which may improve the classroom environment where learners can trust each other and speak more openly without judgement. Research has found that drama can help learners develop trust in their peers and their teacher, thus making a positive contribution to the classroom environment (Celik, 2019; Miccoli, 2001). Heljeberg (2019) also found that drama pedagogy has the potential of developing a more accepting classroom atmosphere. In other words, drama can make the classroom environment more accepting where learners with foreign language speaking anxiety might find it easier to speak English in the classroom.

5.5.3 Why drama is a useful tool

The results showed that the learners enjoyed the activities and positively affected them, i.e., drama made it easier for them to speak English and made them less nervous and more relaxed. The lesson was conducted in two classes that consisted of 26 learners in each class and had a duration of 1 ½ hours, which makes the study limited. The results showed that there are benefits of using drama in the foreign language classroom. With this in mind, one could argue that if the learners of the present study had the opportunity to do more drama in the classroom, their foreign language speaking anxiety might reduce. Teachers in the foreign language classroom should implement more drama into their teaching to help learners who struggle with foreign language speaking anxiety. This is also evident in the Norwegian curriculum where one of the competence aims is "The pupil is expected to be able to explore and use pronunciation patterns and words and expressions in play, singing and role playing" (Utdanningsdirektoratet, 2020). Drama can facilitate implicit language learning where the learners pick up a language without conscious effort (Dimililer & Atamtürk, 2019), i.e., learners learn the foreign language without being aware that they are learning something new.

By doing drama in the foreign language classroom, the learners learn the foreign language while building their confidence and their trust toward their peers.

6. Conclusion

The present study set out to research to what extent the use of drama affects the foreign language speaking anxiety of 7th grade EFL learners. By utilizing a questionnaire, the researcher found that traces of foreign language speaking anxiety was present among 7th graders learning English as a foreign language in Norway. The study attempted to gain insight into the reasons for why learners get anxious about using a foreign language in the classroom, as well as looking into if drama could have an effect on these learners. To the best of the researcher's knowledge, sparse research has focused on foreign language speaking anxiety among learners in primary school and the effect that drama has on these learners. The current study aims to contribute to this.

The present study consisted of both qualitative and quantitative research methods and used qualitative content analysis to analyze the data, which aims to retain the strengths of quantitative content analysis and to develop techniques of techniques of qualitatively oriented text analysis (Selvi, 2020). The participants consisted of 39 7th grade English learners. An adapted version of FLCAS was used to find the participants for the data collection. Six learners who conducted the questionnaire were chosen to be observed and interviewed by the researcher. The current study employed a structured observation, where the researcher was a participant observer. The interviews were conducted individually and used the standardized open-ended interview approach and were semi-structured with an unstructured response mode. As a part of the data collection, two drama activities were used, "The sun shines on" and an inner-outer (onion) circle activity. The findings showed that learners who showed signs of foreign language speaking anxiety were nervous and scared to speak in class because they were afraid to receive comments from the class, be judged, do something wrong, or they compared themselves to the "best" in class. The results also showed that the learners enjoyed the activities and found them helpful when it came to speaking. The trend among the learners was that they found the activities to help them relax when speaking and made it easier for them to speak aloud in class. The learners reported that they became less nervous and anxious. The drama activities had a positive effect on the learners and helped them speak aloud in class. The study is a relatively short study, especially compared to other studies on the same subject, which means that the drama activities did not have a significant effect on the learners.

However, it is likely that drama could have an effect on the learners if they were able to continue doing drama activities, such as those in the current study. Overall, the study suggests that even though drama had a small effect on learners with foreign language speaking anxiety, the effect was a positive one.

6.1 Limitations

One of the primary limitations of this study is a small sample size. The study can only provide limited insights into learners with foreign language speaking anxiety and the effects drama has on these learners in the foreign language classroom in Norway. Given the small number of participants, the current study cannot be generalized. Nevertheless, the learners were all learners in the 7th grade learning English as a foreign language who showed signs of foreign language speaking anxiety. For greater reliability a larger sample size would be beneficial for future research. By doing this, patterns and trends would become more evident and support a stronger conclusion. For future research, it could also be beneficial to conduct several rounds of the drama activities before conducting the interviews to see if the activities had a greater effect on the learners and if they helped to reduce their foreign language speaking anxiety. However, this was not realistic for the limited scope of this study.

A second primary limitation of this study is the researcher´s relation to the learners. The researcher did not know the learners prior to collecting the data, which meant the learners did not have a lot of trust in the researcher and could be unsure of them. The uncertainty in the researcher could mean that the learners were not being themselves and that the answers from the interviews were not completely honest, instead giving answers to please the researcher. However, the researcher felt that the learners were able to be vulnerable in the interview and gave their most honest answers. For future research, it would be beneficial for the researcher to get to know the learners a little bit before conducting the study since learners may find it vulnerable to speak about their foreign language speaking anxiety. However, this was not possible in the present study due to the limited time for data collection.

A third limitation of the current study is the researcher´s decision to do the observations as a participant observer. The researcher was also the teacher during this lesson. This meant that they had to have control over the class and activities, give instructions and teach while also trying to observe the chosen learners. Even though the researcher employed an observation

scheme (appendix 2), which consisted of 12 items, where the first five items were considered the most important to observe, the researcher did not have time to observe all the items. Thus, the researcher only observed the first five items. For future research, it could be beneficial for researchers to be a non-participant observer to be able to collect more coherent data.

6.2. Implications for future teaching

The findings from the present study suggest some implications for foreign language teaching, both for experienced teachers and future language teachers. Foreign language teachers who have learners that may experience anxiety related to speaking in the foreign language classroom may find it useful to understand what foreign language speaking anxiety is. By understanding the concept of this type of anxiety, the teacher can be able to better adapt their teaching to fit the many needs an anxious learner may have. Results from this study show that most learners with foreign language speaking anxiety feel the need to be in smaller groups, maybe with supportive peers whom they are comfortable with, while others may wish to speak one to one, and some may feel more comfortable speaking by doing activities. The research that has been conducted on foreign language speaking anxiety, both previous studies and the present study, should allow teachers to understand that wishes such as these may be necessary to grant in order to build a learner´s confidence in the foreign language classroom.

The study has shown that drama can be a good tool to use with learners that shows signs of foreign language speaking anxiety. The results show that the learners found the activities helpful when it came to speaking the foreign language and made them more relaxed and less anxious about speaking in class. While doing drama activities, some learners may forget that they are anxious about speaking and, thus, speak without being aware of it. There are several different drama activities that teachers can use to help learners with foreign language speaking anxiety; the activities done in the present study are only two examples of many others like them. The study does not only show that drama activities can help learners with foreign language speaking anxiety but that they can also help learners to develop their oral skills in a more unstructured way and improve the classroom environment. It gives learners the opportunity to explore their thoughts, feelings, and emotions in the foreign language classroom. The study shows that teachers should incorporate drama more often into their lessons, to make the learners more confident in speaking and in their classroom environment.

In today´s society, English is becoming an increasingly important language for communication, which is also supported by the Norwegian curriculum. Learners who experience foreign language speaking anxiety may find themselves limited in their daily lives. It is, therefore, crucial for teachers to recognize and address this issue by employing effective strategies to help learners overcome their speaking anxiety. Drama presents one approach that may help these learners in particular. Teachers should incorporate drama-based activities in the classroom to create a positive and engaging learning environment that can help learners overcome their speaking anxiety and improve their English proficiency.

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Appendixes:

Appendix 1: Questionnaire

Questionnaire

Items	SE	E	H	U	SU
1. I never feel quite sure of myself when I am speaking in my foreign language class					
2. I do not worry about saying something wrong in language class					
3. I tremble when I know that I´m going to be called in in language class					
4. I keep thinking that the other learners are better at languages than I am					
5. It frightens me when I don´t understand what the teacher is saying in the foreign language					
6. I am usually at ease when I have to speak English in the classroom					
7. It wouldn´t bother me at all to take more foreign language classes					
8. I start to panic when I have to speak without preparation in language class					
9. I worry about the consequences of failing my foreign language class.					
10. I don´t understand why some people get so upset over foreign language class					
11. In language class, I can get so nervous I forget things I know					
12. It embarrasses me to volunteer answers in my language class					

13. I would not be nervous speaking the foreign language with native speakers					
14. I get upset when I don´t understand what the teacher is correcting					
15. Even if I am prepared for language class, I feel anxious about it.					
16. I often feel like not going to my language class					
17. I feel confident when I speak English in foreign language class.					
18. I am afraid that my language teacher is ready to correct every mistake I make					
19. I can feel my heart pounding when i´m going to be called on in language class					
20. I don´t feel pressure to prepare very well for language class					
21. I always feel that the other learners speak the foreign language better than I do					
22. I feel very self-conscious about speaking the foreign language in front of other learners.					
23. Language class mores so quickly I worry about getting left behind					
24. I feel more tense and nervous in my language class than in my other classes					

25. I get nervous and confused when I am speaking in my language class					
26. When I´m on my way to language class, I feel very sure and relaxed					
27. I get nervous when I don´t understand every word the language teacher says					
28. I feel overwhelmed by the number of rules you have to learn to speak a foreign language					
29. I am afraid that the other learners will laugh at me when I speak the foreign language					
30. I would probably feel comfortable around native speakers of the foreign language					
31. I get nervous when the language teacher asks questions which I haven´t prepared in advance					

Observation scheme   Participants:_____

Statement	Never		Sometimes		Always
	1	2	3	4	5
1. Talks to fellow learners in English					
2. Acts restless, is unable to sit still (fidgety)					
3. Are able to retell the story they were told					
4. Gets discouraged and stops trying when an obstacle arises					
5. Is withdrawn, uncommunicative					
6. Is listening closely to what the other learners are saying					
7. Talks English voluntarily					
8. Stops talking when the teacher moves closer.					
9. Tells a longer story					
10. Talks Norwegian instead of English					
11. Is quickly done telling their story					
12. Is engaged in the activity					

Comments:

Appendix 3: Interview guide

Interview guide

1. Hva synes du om å snakke engelsk i timen?
   - Får du noen fysiske reaksjoner?
   - Blir du redd/ nervøs/ høy puls/ varm?

2. Hvorfor tror du dette skjer?
   - Hvor tror du dette kommer fra?
   - Har du alltid følt det sånn om engelsk eller har det skjedd en situasjon?

3. Hva synes du om dramaaktivitetene som vi gjorde i timen?
   - Ble det enklere for deg å snakke engelsk? Hvorfor?
   - Ble du mer avslappet? Hvorfor?

4. Synes du at klasserom-settingen endret seg når vi gjorde aktivitetene? I så fall, hvorfor?
   - Synes du at denne form for klasseroms aktiviteter kan være hjelpsom?
   - Følte du deg mer avslappet når klasseromsettingen ble litt endret?
   - Liker du mer en mer strukturert time? Eller litt mer løs og avslappet time?

5. Kan du tenke på ting jeg kunne gjort annerledes for å gjøre det lettere for deg å snakke? Hva? Hvorfor?
   - Med tanke på aktiviteten
   - Hva kan deres lærer eller andre lærere gjøre for å gjøre det lettere for deg til å snakke engelsk?

6. Synes du at klassemiljøet i klassen deres er bra? Et miljø som gjør det enkelt å snakke?
   - Synes du at din lærer står klar til å rette på deg viss du sier noe feil på engelsk?

Appendix 4: SIKT approval

◆ Sikt

Vurdering av behandling av personopplysninger

Referansenummer	Vurderingstype	Dato
129486	Standard	09.01.2023

Prosjekttittel
To what extent does the use of drama affect the second language speaking anxiety of 7th grade EFL learners?

Behandlingsansvarlig institusjon
Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk

Prosjektansvarlig
Anders Myrset

Student
Maren Kleven

Prosjektperiode
29.11.2022 – 31.12.2023

Kategorier personopplysninger
Alminnelige
Særlige

Lovlig grunnlag
Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)
Uttrykkelig samtykke (Personvernforordningen art. 9 nr. 2 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 31.12.2023.

Meldeskjema ↗

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

INFORMASJONSSKRIV
Informasjonsskrivet ditt mangler kontaktopplysninger til din institusjon sitt personvernombud. Vi ber deg oppdatere informasjonsskrivet slik at alle lovlige krav er oppfylt.

TYPE PERSONOPPLYSNINGER
Prosjektet vil behandle alminnelige personopplysninger og særlige kategorier av personopplysninger (helseopplysninger).

UTDYPENDE OM LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna under 16 år.

Lovlig grunnlag for behandlingen vil dermed være foresattes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

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Behandlingen av særlige kategorier av personopplysninger er basert på uttrykkelig samtykke fra foresatte til deltagerne (barn under 16 år), jf. personvernforordningen art. 6 nr. 1 a og art. 9 nr. 2 a.

FØLG DIN INSTITUSJONS RETNINGSLINJER
Vi har vurdert at du har lovlig grunnlag til å behandle personopplysningene, men husk at det er institusjonen du er ansatt/student ved som avgjør hvilke databehandlere du kan bruke og hvordan du må lagre og sikre data i ditt prosjekt. Husk å bruke leverandører som din institusjon har avtale med (f.eks. ved skylagring, nettspørreskjema, videosamtale el.).

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

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Se våre nettsider om hvilke endringer du må melde: https://sikt.no/melde-endringar-i-meldeskjema

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

Lykke til med prosjektet!

Appendix 5: Parental consent form

Universitetet
i Stavanger

Vil du delta i forskningsprosjektet
«To what extent does the use of drama affect
the second language speaking anxiety of 7th grade EFL learners?"

Formålet med oppgaven og hvem som er ansvarlig for forskingsprosjektet?
Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke
hvorvidt det finnes vegring for å snakke engelsk blant elever på 7.trinn, og om drama kan ha
en positiv effekt på disse elevene. Dette er et forskningsprosjekt som en del av en
masteroppgave i Engelsk ved Universitetet i Stavanger.

Universitetet i Stavanger er ansvarlig for prosjektet. Forskningsprosjektet vil bli gjennomført
av Maren Kleven og veileder Anders Myrset,

Hvorfor får du spørsmål om å delta og hva innebærer det?
Du får spørsmål om å delta fordi du lærer engelsk på skolen og går på 7.trinn. Hvis du velger
å delta i prosjektet innebærer det at du fyller ut et spørreskjema. Det vil ta cirka 30 minutt å
svare og omhandler hva du synes om å snakke engelsk. Dine svar fra spørreskjemaet blir
registrert elektronisk, og vil bli brukt til å få et innblikk i hva trinnet tenker om å snakke
engelsk. Spørreskjemaet vil også brukes til å plukke ut aktuelle deltakere som jeg bil
observere og intervjue.

Alle elevene i klassen vil delta i en dramaøvelse som en del av engelskundervisningen. Denne
øvelsen er knyttet til læreplanen i engelsk og læringsmålet «Utforske og bruke uttalemønster
og ord og uttrykk i lek, sang og rollespill». Her vil de aktuelle elevene bli observert og
intervjuet. I intervjuet vil vi snakke om hva elevene tenker om å snakke engelsk og om
dramaøvelsen. Jeg tar lydopptak og notater fra intervjuet.

Dersom du ønsker å se spørsmål som stilles i prosjektet, kan du kontakte med på
marenklev5@gmail.com.

Det er frivillig å delta
Det er frivillig å delta på prosjektet. Dersom du ikke ønsker å delta, vil ikke dette påvirke din
undervisning. Jeg håper allikevel at du ønsker å delta siden dette vil kunne hjelpe oss å bedre
forstå hvordan engelskundervisningen kan engasjere flest mulig, og hjelpe de som synes det
er vanskelig å snakke engelsk med andre. 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. Du kan trekke deg ved å ta kontakt med forskeren med enten å si det personlig, på
telefon, 46427706, eller email, marenklev5@gmail.com

Datainnsamlingen – 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. Intervjuene vil bli tatt opp. Disse lydopptakene vil til enhver tid være lagret på en kryptert server (Nettskjema) som er godkjent av norske forskningsinstitusjoner. Informasjonen som blir samlet inn vil bli kodet og transkribert, og ditt bidrag vil behandles konfidensielt og være anonymisert i oppgaven. Datainnsamling vil kun være tilgjengelig for forsker og veileder.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?
Datamaterialet vil anonymiseres ved prosjektslitt som etter planen er ved utgangen av 2023.

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 Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personregelverket.

Dine rettigheter
Ved å delta i forskningsprosjektet, har du rett på:
- Innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- Å få rettet opplysninger om deg som er feil eller misvisende
- Å få slettet personopplysninger om deg
- Å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Stavanger via veileder Ander Myrset (anders.myrset@uis.no) eller Maren Kleven (marenklev5@gmail.com eller 46427706)

Hvis du har spørsmål knyttet til Personverntjenester sin vurdering av prosjektet, kan du ta kontakt med:
- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00
- Personvernombud ved UiS personvernombud@uis.no

Vennlig hilsen

Maren Kleven

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «To what extent does the use of drama affect the second language speaking anxiety of 7th grade EFL learners?", og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i intervju
- ☐ å delta i spørreskjema og observasjon

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

Signatur fra foreldre/ verge   **Dato**

---   ------------/---------/---------