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**Migrant students learning English: Anxiety, its causes, and consequences**

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## **Abstract**

This research paper is mixed-method research that aims to investigate teachers' and migrant students' beliefs and experiences about language anxiety while learning English in several introductory classes in two upper secondary schools in Rogaland County. The study explores whether migrant students act differently in comparison to regular Norwegian students from their teachers' point of view and related literature and their own experiences. In addition, the study intends to examine social and domestic reasons that enhance language anxiety among migrant students. All in all, this research project seeks to answer three research questions, two main questions put a special focus on teachers' and migrant students' beliefs and experiences concerning language anxiety while learning English as a third or fourth language. The third main question seeks to find out the reasons that lead to creating behavioral differences among migrant students compared to regular Norwegian students.

In order to answer these questions, a mixed method design was applied, including interviews with three teachers and six migrant students in introductory classes that only have migrant students to acquire insight into their beliefs and experiences, in addition to a digital student questionnaire that was completed by 56 migrant student informants.

This study showed that teachers' and migrant students' beliefs are in general similar to each other. Oral activities such as speaking in front of the class, having to answer questions posed by the teachers, and reading aloud or presenting something were among the most common reasons for increased language anxiety as results from interviews with both teachers and migrant students showed. However, there were some key findings that this study reached out to after conducting the interviews and the student questionnaire. Among the most interesting findings was the absence of special training that equips teachers with the needed knowledge and skills that could help them teach migrant students in these introductory classes during the transition phase before they join regular classes. apart from regular factors that usually produce language anxiety, unproficiency in the language of the host country (Norwegian) was a factor and a sign of language anxiety not only during English classes but during other subjects too. Other factors that enhanced language anxiety

and were because of the migration situation related to the migrant students, were lack of integration, and cultural and linguistic barriers. Furthermore, these factors mentioned above lead to the existence of differences in terms of behavior and attitude between migrant students and regular Norwegian students.

The study sheds light on other elements that affect migrant students' classroom participation, academic progress, and educational achievement. It illustrates research literature about language anxiety in general and among migrant students in specific and to what extent it is consistent with similar research.

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A special thanks from the bottom of my heart to my family (my father and my mother), my wife Rajaa, and my two children, Judi and Selin. Thank you for being a constant source of positivity in my life. Your presence was my biggest motivation, and your support has been a driving force behind my success. I am truly grateful for all the encouragement and love you have given me.

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## List of Abbreviations

CA:	Communication apprehension.
TA:	Test anxiety.
L 1:	First language speakers.
L 2:	Second - foreign language speakers.
FNE:	The fear of negative evaluation.
RNS:	Regular Norwegian students.
MS:	Migrant students.
SLA:	Second language acquisition.
IT:	Interviewed teachers.
IMS:	Interviewed migrant students
ECS:	English classroom subject.
FLA:	Foreign language anxiety.
LA:	Language anxiety.
RA:	Reading aloud.

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## 1. Introduction

According to Statistisk sentralbyrå (2021), immigrants in Norway come from more than 200 countries and autonomous regions. Figures from the source show that in 2020 around 18,5 percent of the population in Norway were immigrants or Norwegian-born with an immigrant background. These statistics show how Norwegian society is diverse and multicultural. “It is estimated that 11% of the students in Norwegian schools have another linguistic and/or cultural background than Norwegian (Udir, 2012) and that probably more than 180 different languages are spoken in Norwegian schools.” (Haukås and Speitz 2018. p.315). The process of teaching migrant students in Norwegian schools creates many challenges for teachers and migrant students alike. As the researcher is a bilingual teacher who is teaching migrant students and is in daily contact with them in many schools, he observes how much migrant students struggle to learn due to cultural and linguistic differences. One of the biggest challenges they experience is language anxiety.

Therefore, this thesis was a mixed–methods study about the experience of language anxiety that migrant students face while learning English in combined and introductory classes in two Norwegian upper secondary schools. More precisely, the study aims to investigate their beliefs and experiences about the impact language anxiety could have on migrant students' progress and language development and the factors that contribute to language anxiety whether these factors are academic, familial, or social. Furthermore, it seeks to investigate the differences in terms of behavior and attitude between migrant students and regular Norwegian students. Thus, the thesis addresses the following questions:

- What are the teachers' beliefs and experiences regarding language anxiety among migrant students?
- Are there differences in attitude between migrant students and regular students in terms of learning and language anxiety in English subject classrooms?
- What are migrant students' views and experiences about language anxiety and how does it affect their achievement in the classroom?



To explore the research questions, mixed methods research was applied. Particularly, information and ideas from three semi-structured interviews with teachers from three different combined English classes were conducted to get insight and explore teachers' beliefs and experiences concerning language anxiety among migrant students. Data from six migrant students' interviews were used to analyze their experiences and practices. In addition, material from a digital student questionnaire, which was completed by 56 migrant students, was used too.

## 2. Theoretical background

Migration is a social phenomenon that is spread widely among countries. It is known as the movement of a person from their mother country to a second country to live in for a variety of reasons. The reasons for migration differ from one person to another; some of them are, for example, because of wars, ethnic conflicts, military conflicts, political pressures, and not least for economic reasons. Although there are many positive effects of migration on migrants, such as raising the standard of living and getting higher income, the negative effects, such as being away from family and friends, feeling alienated, or giving up some values and principles to integrate with the new society, are significant and cause many problems such as anxiety and depression.

Most migrant students experience anxiety on many levels due to moving to a new country and a new society. Learning a second language is not an easy task, especially for migrant students who are learning English as a third language if they moved to a non-English country, and in some cases, they learn English as a fourth language as the case with some migrant students here in Norway. As the researcher is a migrant working as a bilingual subject teacher in many regular Norwegian schools and who is teaching migrant students, he experiences and sees how difficult it is to learn English for most migrant students. Reasons for this difficulty vary from internal reasons to external ones. From English session observations and the researcher's experience, the fear of speaking in front of the class, the fear of participating in class discussions, the fear of reading aloud, and the fear of making mistakes while speaking with the English teacher are some challenges those migrant students face while learning English as a second or foreign language. In an American research study on the difficulties that face migrant students from the educators' point of view, 95% of answers stated that language and communication form a challenge for migrant students (Kriz et al, 2014). Lack of confidence and anxiety were some of the main reasons that led Chinese students to be reluctant to speak English according to a Chinese study (Zhu et al, 2012).

### **3. Literature Review**

Anxiety is a common experience for many individuals, particularly when they are facing challenges in a new environment. For migrant students learning English, anxiety can be a particularly significant issue, as the language barrier can make it difficult to communicate effectively with their peers and instructors. While anxiety around language learning is not a new concept, the unique experiences of migrant students and the impact of their anxiety on their overall academic success are increasingly being recognized and studied. By understanding the specific challenges faced by these students and identifying strategies to support them, educators can help ensure that all students have the opportunity to succeed, regardless of their background or language proficiency.

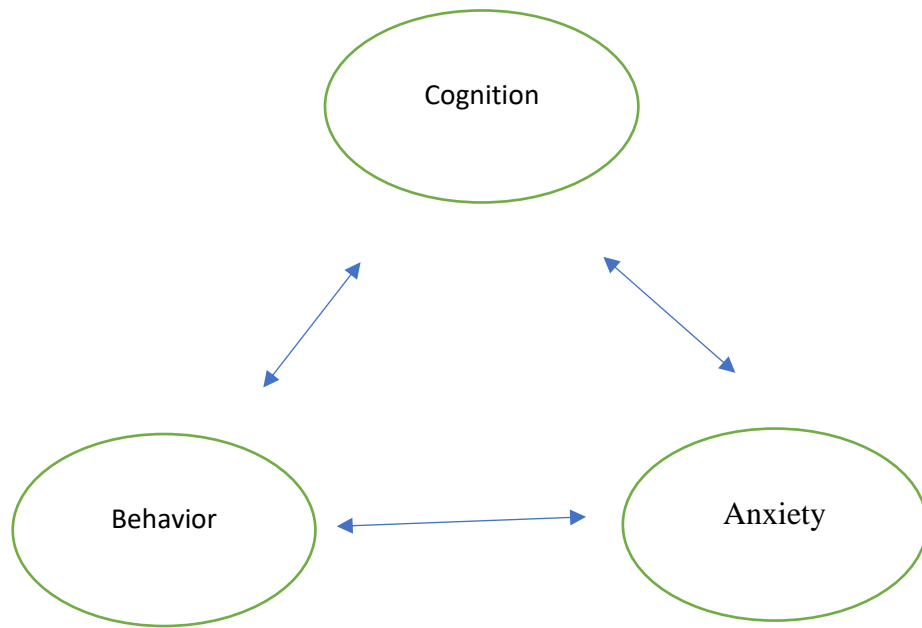
#### **3.1. Definition of Anxiety and Its Related Theories and Types**

Language anxiety (LA) is a manifold phenomenon that can easily be noticed in different ways and contexts. It can refer to the feelings of nervousness, and tension that individuals experience when they communicate in a language other than their native language. In addition, migrant students may experience extra challenges such as cultural differences, adapting to a new educational system, and adjusting to a new social environment. These challenges can bestow feelings of anxiety and stress when learning and communicating in a new language. Foreign language anxiety refers to the anxiety and stress experienced by individuals when learning and using a foreign or second language. MacIntyre and Gardner (1994) defined foreign language anxiety as “the feeling of tension and apprehension specifically associated with second Language contexts, including speaking, listening, and learning” (p. 284). Different types of foreign language anxiety can impact language learning and use in various ways. MacIntyre and Gardner argue that language anxiety is a specific form of anxiety that should be distinguished from general anxiety measures. They also mention that foreign language anxiety can be a complex and multi-dimensional construct, including factors such as social and cultural contexts, individual personality differences, and cognitive processes. Horwitz et al (1986. p.126) refer that LA generates mainly

from the two basic processes in learning a foreign language which are speaking and listening. Jin et al (2021. p.2) also assert that anxiety is “related to classroom-based learning and specific language skills such as speaking and reading”.

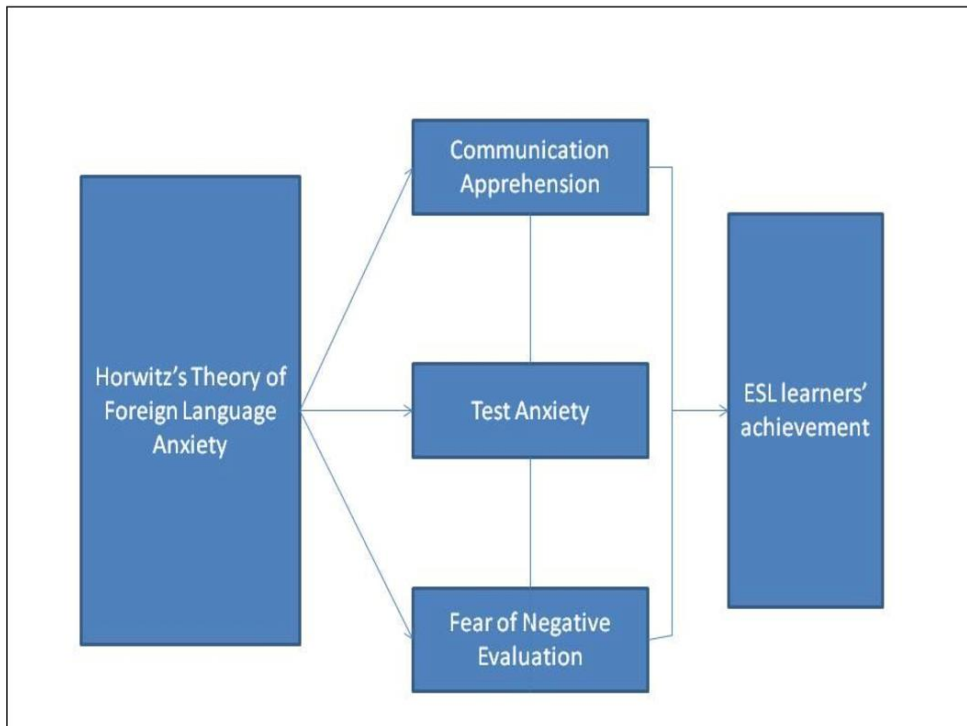
In their book "Language Anxiety: From Theory and Research to Classroom Implications," Horwitz and Young (1991. p.20 - 22) distinguish between three types of anxiety that can affect language learners achievement: trait anxiety, state anxiety, and situation-specific anxiety. They describe how trait anxiety represents a general predisposition to anxiety that is not specific to any particular situation, while state anxiety is specific to a particular situation or context. They illustrate that Situation-specific anxiety is a type of state anxiety that is specifically related to language learning and use and that it can be produced by language-related tasks such as speaking, writing, or listening in a foreign language. Overall, Horwitz and Young's (1991) distinction between trait anxiety, state anxiety, and situation-specific anxiety highlights the complexity and multidimensionality of foreign language anxiety.

MacIntyre (1995. p.91) explains that language anxiety stems from social and communicative aspects of learning a language and therefore he considers language anxiety as a kind of social anxiety. Schwarzer (1986. p.1), cited in MacIntyre (1995. p.91) argues that social anxiety is defined by "(1) feelings of tension and discomfort, (2) negative self-evaluations, and (3) a tendency to withdraw in the presence of others". This social context is related to both the cognition of the student and his/her behavior or reaction to the learning process. MacIntyre asserts that the social context in which language learning occurs affects the learner's motivation, self-esteem, and confidence, which in turn can affect their cognition and behavior. For instance, a positive and supportive social context or condition can escalate and improve motivation and self-esteem, leading to a more positive approach toward language learning and a significant willingness to take risks and engage in language use. Thus, the relation between anxiety, cognition, and behavior is cyclical and mutual in the perspective of having an impact on each other and being affected by each other when performing a task or doing an activity in the classroom (Figure 1). (MacIntyre, 1995).



**FIGURE 1.** Recursive relations among anxiety, cognition, and behavior. (MacIntyre, 1995: 93)

Horwitz et al. (1986. p.127) identify, as Image 1 illustrates, three related components that are regarded as the components of foreign language anxiety: communication apprehension, fear of negative evaluation, and test anxiety. In order to illustrate these factors or components, Horwitz et al (1986) created a self-report questionnaire called the Foreign Language Classroom Anxiety Scale (FLCAS) to measure foreign language classroom anxiety (p129). McCroskey (1984. p.1) explains that communication apprehension refers to "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" To explain, communication apprehension (CA) refers to the fear or anxiety that people experience when they have to communicate in a foreign language, whether in spoken or written form. CA can make it difficult for language learners to express themselves and can hinder their ability to communicate effectively in a foreign language. It can manifest as difficulty speaking in groups, stage fright, or struggle to understand spoken messages. (Horwitz et al., 1986. p.127).



**Image 1.** *Horwitz's Theory of Foreign Language Anxiety.* (Salwa et al, 2012).

The second component of LA is test anxiety. It is related to the specific anxiety before, during, and after performing a test or an exam and it varies where some tests could cause more stress and anxiety to some students than another test (Young, 1991. p.429). Test anxiety (TA) arises from a fear of failure and affects academic performance. Individuals with test anxiety may have unrealistic expectations of themselves, believing that anything less than perfection is a failure. For students in foreign language classes, test anxiety can be particularly challenging as frequent tests and quizzes may cause considerable difficulty, even for those who are highly competent and well-prepared. (Horwitz et al, 1986. p.127 - 128).

The third component is the fear of negative evaluation. It is the fear of being judged negatively by others, which causes anxiety and distress. This fear can lead to avoiding social situations altogether. The fear of negative evaluation (FNE) is a personality trait that can be measured through self-reported questionnaires. (Horwitz et al, 1986. p.128). Although TA and FNE share the characteristic of avoiding situations that involve evaluation. However, FNE is more

comprehensive since it encompasses all social evaluative circumstances, whereas test anxiety is limited to testing situations. This understanding is supported by research (Horwitz et al, 1986. p. 128). While Horwitz et al (1986) study found that anxiety could stem from both learner and teacher attitudes toward language learning, Young (1991) added a third element that language anxiety stems from, which was instructional practice. Young's (1991) research identified six primary sources of language anxiety as illustrated in Image 2.

<p style="text-align: center;"><b>Personal &amp; interpersonal anxieties</b></p> <ul style="list-style-type: none"> <li>• Competitiveness</li> <li>• Communication apprehension</li> <li>• Shyness</li> <li>• Stage fright</li> <li>• Fear of failure</li> <li>• Perceived proficiency</li> <li>• Social anxiety</li> </ul>	<p style="text-align: center;"><b>Learner beliefs about language learning</b></p> <ul style="list-style-type: none"> <li>• Importance &amp; preference</li> <li>• Accent</li> <li>• Inherent/nature</li> <li>• Perception of mistakes</li> <li>• Views of instructional activities</li> </ul>	<p style="text-align: center;"><b>Instructor beliefs about language learning</b></p> <ul style="list-style-type: none"> <li>• Role of instructor</li> <li>• Relation with learners</li> </ul>
<p style="text-align: center;"><b>Instructor-learner interactions</b></p> <ul style="list-style-type: none"> <li>• Manner of error correction</li> </ul>	<p style="text-align: center;"><b>Classroom Procedures</b></p> <ul style="list-style-type: none"> <li>• Oral presentation</li> <li>• Oral skits</li> <li>• Elicitation</li> </ul>	<p style="text-align: center;"><b>Language testing</b></p> <ul style="list-style-type: none"> <li>• Test items</li> <li>• Test format</li> <li>• Matching of practice &amp; test</li> </ul>

**Image 2.** *Young's Six General Sources of Language Anxiety.* (Hamza, 2007. p.20).

These sources include personal and interpersonal issues such as low self-esteem and competitiveness (Young, 1991; Bailey, Krashen. P. 427). As well as beliefs held by both learners and teachers about language teaching, with unrealistic expectations and a focus on correcting errors contributing to anxiety. Anxiety can also arise from teacher-learner interactions,

specifically related to the correction methods employed and the speaking situations required in the classroom. (Young, 1991. p. 427 – 429). To explain, Young discovered these sources of anxiety during her research, which revealed that feeling bad about oneself or comparing oneself to others can cause anxiety when learning a new language. Additionally, what teachers and students think about how language should be taught, such as expecting too much and focusing too much on correcting mistakes, can also contribute to language anxiety. In a Malaysian study that was conducted among the first year of an international Malaysian university student to find out L2 skills and sources of language anxiety, (70%) of responses confirmed that personal and interpersonal elements such as fear of negative social evaluation, communication apprehension, and fear of failure, were the most common sources of anxiety (Hamza, 2007. p.53-54). An Indonesian mixed method study found out that fear of making mistakes, fear of negative evaluation, and lack of motivation were among the most sources of language anxiety among a group of pre-service English teachers at an Indonesian university (Audia et al, 2019. p.412). Low self-esteem, fear of negative evaluation, and lack of confidence were some of the main reasons for arousing anxiety among students from three upper secondary schools (Nyback, 2012. p.100).

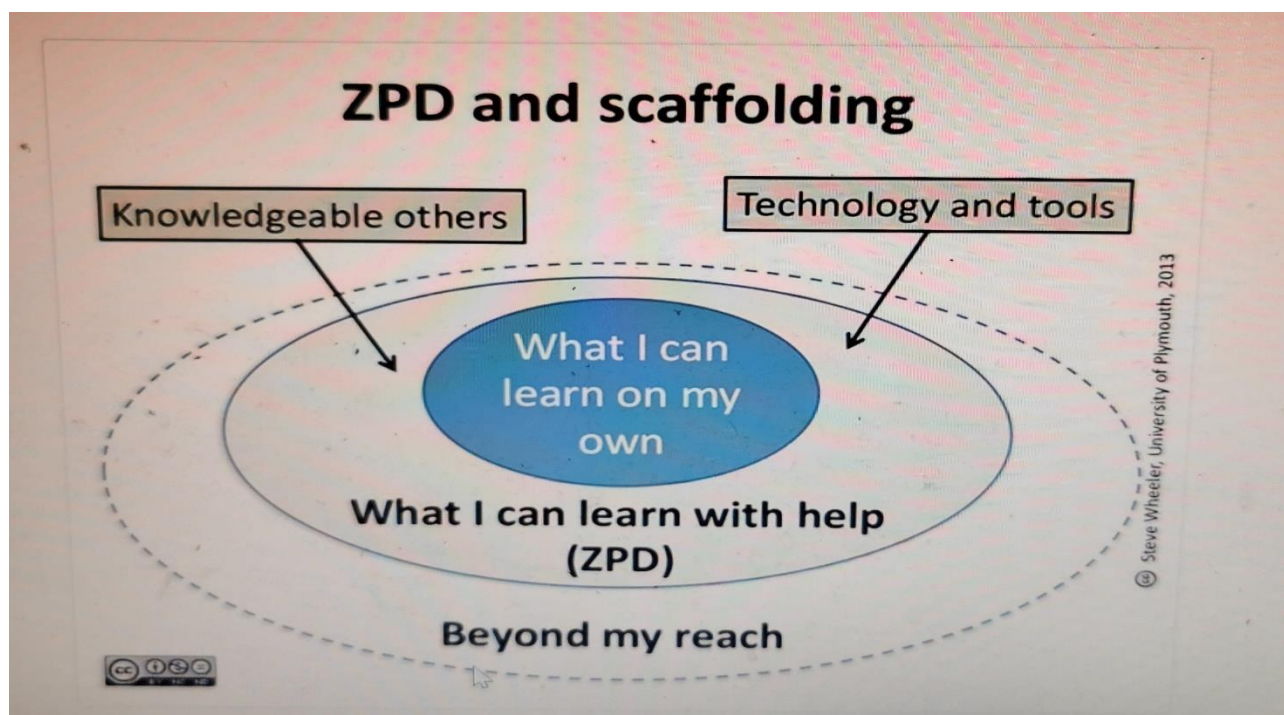
### **3.2. Second Language Acquisition**

The process of learning a foreign language is a complex process that entails communicating in a language that you are not fluent in (Keramida, 2009. p.39). Many theories illustrate the process of acquiring a second or foreign language. This section will present some of these theories in order to better understand how to teach and implement teaching strategies that could help students grasp the targeted language.

One of the most famous second language acquisition theories (SLA) is the sociocultural theory of Vygotsky. Vygotsky confirmed that cognitive development happens through social interactions such as speech and reasoning in children and that society is an essential part of making meanings and values. (McLeod, 2024. p.1). He considers that language is the tool that one uses to mediate and interact with surrounding environments and persons, therefore, he sees the



learning process as a social interaction that takes place in personal engagements such as discussions and solving problems cases (Marsden et al, 2019, p.287 – 288). Vygotsky's cognitive development concept depends on two factors that should work together in order to develop cognition which are: 1- the more knowledgeable other (MKO) and 2- the zone of proximal development (ZPD). ZPD as illustrated by Image 3, is the area of what a student can do alone and what one can achieve with assistance from a MKO (Mcleod, 2024. p.4-5). Consequently, incorporating scaffolding techniques and creating a safe environment that encourages social interactions (as Vygotsky named it) by the teachers to bridge the gap of ZPD, helps learners develop their academic achievements.

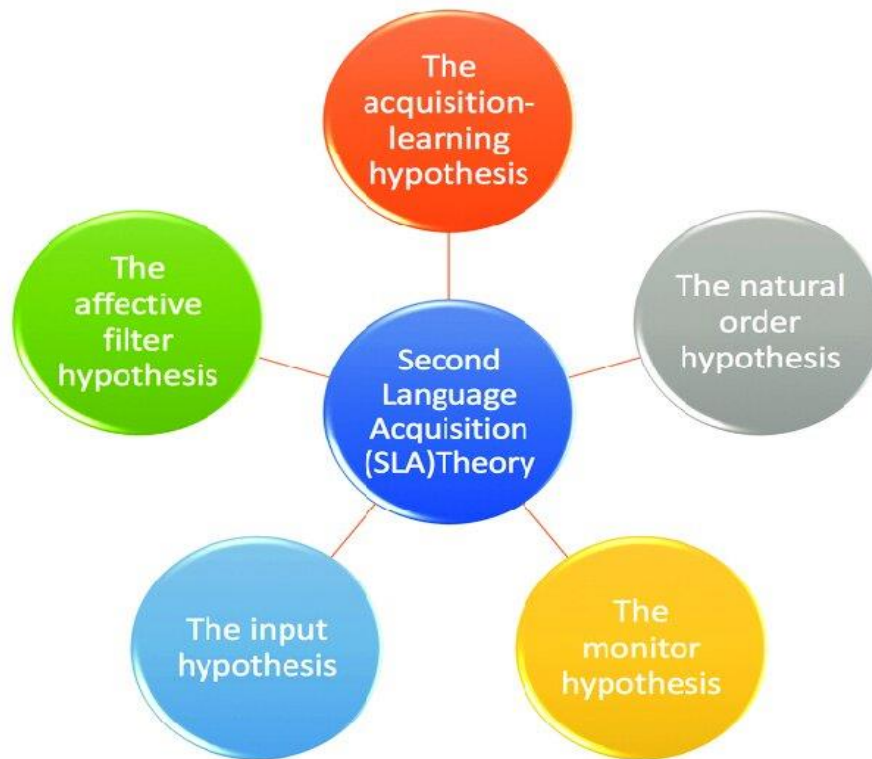


**Image 3.** ZPD and Scaffolding (Mcleod, 2024. p.6).

Krashen's input hypothesis theory is a basic structure in the field of SLA. He asserts that there are several affective factors (motivation, self-confidence, and anxiety) that are connected to the process of acquiring a language (Al-Awawdeh, 2021. p.242). The Krashens model, as illustrated in Image 4, consists of five hypotheses (Krashen, 1982):

- 1- the Acquisition-Learning hypothesis.
- 2- the Monitor hypothesis.
- 3- the Input hypothesis.
- 4- the Natural Order hypothesis.
- 5- the Affective Filter hypothesis.

Krashen explains the acquisition learning hypothesis that there are two ways or systems that one uses to obtain a language. The first way or the acquired system, as he called it, happens when the brain subconsciously keeps up information that one gains through communication, for instance, children do when learning their first language. The second way or the learned system occurs consciously when one for instance learns the grammar and related errors while acquiring a second language. (Krashen, 1982. p.1 & Herrera, 2019. p.35 & Al-Awawdeh, 2021. p.242).



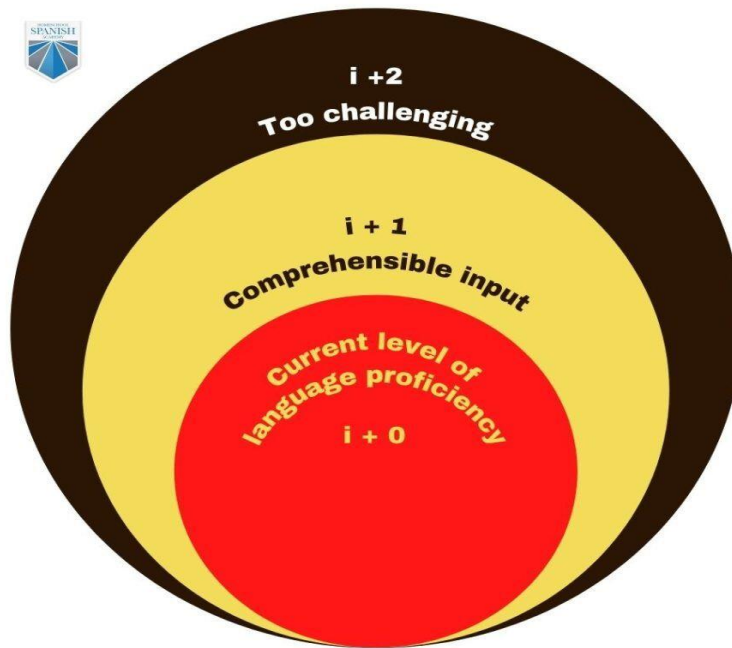
**Image 4.** *Krashen's Second Language Acquisition Theory* (Herrera, 2019. p.36).

The subsequent hypothesis is the Monitor hypothesis. Krashen (1982. p.15-19) illustrates that conscious learning works like a monitor that corrects and rearranges speech and writing automatically in your brain (output) when producing output and that this monitor tool does not work if it does not meet three conditions to activate it which are

- a. *Having a good time* to think before producing an output like a speech.
- b. *Focus on the form* so one is not occupied with something else in order to be able to assess what they are producing.
- c. *Knowing the rule* because not all students know and learn the rules of a language.

The natural order hypothesis explains that language is acquired in a predictable way, therefore specific grammatical rules are grasped earlier than others which are understood later (Krashen, 1982. p.12 & Herrera, 2019. p.36). This hypothesis is important in terms of knowing what to teach first to the students, Krashen for example indicates that he does not see that teaching “ing” earlier before third singular person “s” is a good strategy (Krashen, 1982. p.14).

In the input hypothesis, Krashen explains, as illustrated in Image 5, that to move from one’s current level to a higher level while obtaining a language, one must be exposed to enough comprehensible input that is slightly above their current level where one can understand most of the exposed input personally because of using the context of the exposed input and their prior learned knowledge of the world. Thus, providing effective communication and sufficient input ( $i + 1$ ) will result in moving to the next level automatically (Krashen, 1982. p.20 - 31). The symbol (i) represents *the input* of the current level and (+1) represents language comprehensible content that should be from a level that is above the current level of the student (Put, 2022).

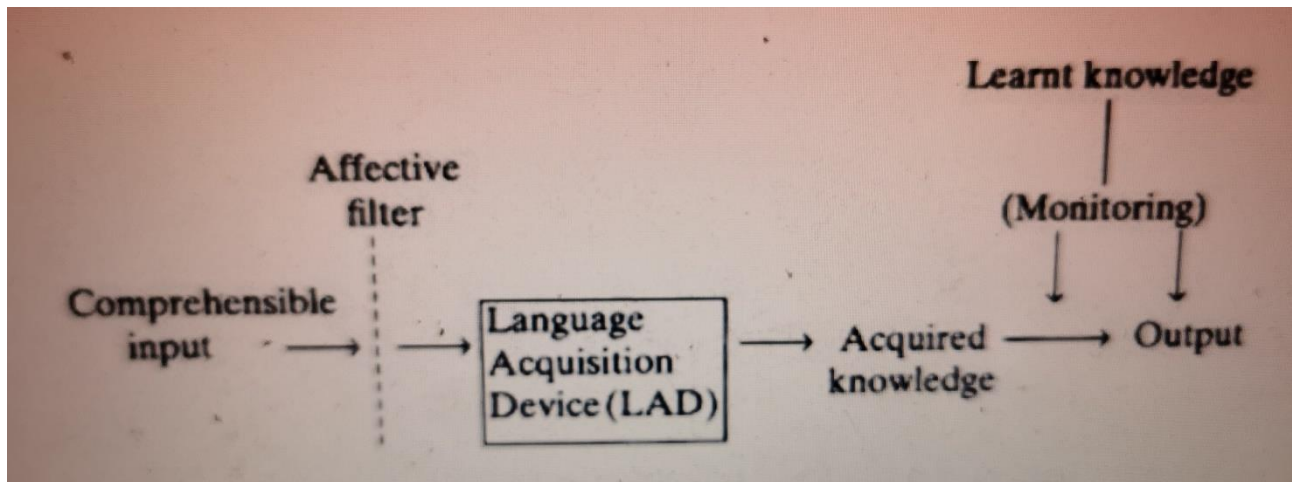


**Image 5.** *The Input hypothesis of Krashen* (Put, O. 2022).

As mentioned above several factors affect the process of acquiring a language which Krashen calls the Affective Filter hypothesis (Krashen, 1982). There are three factors which are:

- a- Motivation.
- b- Self-confidence.
- c- Anxiety.

Image 6 shows how the process of acquisition L2 happens as was explained by Krashen (1982). The relationship between the affective filters and educational achievement is an inverse relationship. The educational achievement (Output) of L2 decreases when the affective filters increase and vice versa. A student may test all filter factors such as anxiety and lack of self-confidence that prevent success in case these factors increase (Al-Awawdeh, 2021. p.242 & Han, I, et al, 2010. p.4).



**Image 6.** *The Input Hypothesis Model of L2 Learning and Production* (Han, I, et al, 2010. p.4).

In conclusion, as Krashen (1999) summarized “The importance of this hypothesis is in pedagogy is that the idea of affective filter presents a language instructor in a new way, in which the language instructors can effectively facilitate input and make it understandable in a low anxiety situation so that an appropriate classroom environment can be created” (cited in Al-Awawdeh, 2021. p.242).

### 3.3. Teachers’ Beliefs

This section aims to investigate what teachers' beliefs are regarding language anxiety and why they may be relevant to the discussion of this classroom concept.

#### 3.2.1. Teacher beliefs

Teaching English to migrant students in a non-English country such as Norway where migrant students have to learn two languages together at the same time “Norwegian and English” is not an easy job for teachers. Teachers’ beliefs and recognition of the diverse linguistic backgrounds of their learners are pivotal in creating an inclusive and effective learning environment. The knowledge, ideas, and beliefs of teachers definitely affect what they teach in the classroom as educational research has shown. (Borg, 1999. p.19).

Educational research should have a remarkable focus on the teachers' beliefs because these beliefs have a huge effect on how teachers conduct in the classrooms which sequentially affects the quality of the educational process. (Pajares, 1992, p.307).

In order to have clear and meaningful results from searching teachers' beliefs, there should be clear and obvious fundamental perceptions and definitions because having ambiguous and poorly defined concepts related to teachers' beliefs could lead to misinterpretation of the educational research. (Pajares, 1992, P.307). explaining and defining beliefs is deceitful because researchers in separate fields use various meanings, however, they differentiate beliefs from knowledge, for instance, Abelson (1979) perceives beliefs as how a person uses knowledge for certain intent or in certain circumstances while Sigel (1985) sees beliefs as mental constructions based on experience, guiding behavior. (cited in Pajares, 1992, p.313).

Research done on belief/practice relationships is certainly new. Although many researchers have shown that teacher's beliefs tone with their actions but not always, still they affect each other in a mutual reciprocal way. This illustrates how this relationship is complex. (Borg, 2018, p.79). Studying teachers' beliefs is very important to improve education. (Pajares, 1992. p.307). Borg (2018) explains why it is important to study the relationship between what teachers believe and how they teach by illustrating the benefits this knowledge could have on the teaching process and teachers' performance. Borg sheds light on many possibilities such as that this knowledge enhances the possibility of achieving some kind of development of teaching methods when the teacher recognizes that there is a gap between what he believes and what he teaches. This creates motivation to change his/her method in order to cover teaching areas he/she did not realize before now. Also, it shows if teachers need more training to do what is expected from them, especially when there are new teaching plans or new curricula for example. Borg concludes that understanding a teacher's method of teaching and why he/she does what he/she does is important on its own even if not knowing practical reasons for that. (Borg, 2018, p. 78).

#### **4. English Curricula for Minority Students in the Knowledge Promotion 2020**

In Norway as in many other countries, there is a curriculum that guides teachers and shows them what they should aim for in their teaching process. In 2020 a new curriculum was introduced. The core curriculum contains the principles and recommendations for the teaching process in all subjects. It illustrates the aims of teaching the subjects and describes what the teaching process should contain. What is important to this paper since it concentrates on migrant students is how the curriculum looks at them. For instance, under the purpose of the education section, we see that one of the most valuable purposes is to cherish diversity and human values regardless of their religions, colors, or origins “Education and training shall be based on fundamental values in Christian and humanist heritage and traditions, such as respect for human dignity and nature, and on intellectual freedom, charity, forgiveness, equality, and solidarity, values that also appear in different religions and beliefs and are rooted in human rights.” (udir, 2022). The educational system in Norway also aims at all students in Norwegian schools should obtain knowledge and skills that could help the students to have an active role in society and working life “The pupils and apprentices shall develop knowledge, skills, and attitudes so that they can master their lives and can take part in working life and society. They shall have the opportunity to be creative, committed and inquisitive”. (Udir 2022). Moreover, there is also a module on human dignity and cultural diversity as well.

The fact that Norwegian society is a multicultural society and that more than 180 languages are spoken in Norway (Haukås and Speitz 2018. p.315) means that one needs to have good oral skills to be able to communicate with others, therefore it is necessary to focus on how to employ education and the teaching process in order to strengthen communication skills. Therefore, the English curriculum asserts that communication skills should provide the student with the ability to “employ suitable strategies to communicate, both orally and in writing, in different situations and by using different types of media and sources” (Læreplan i engelsk 2019, p.2). Reading skills are one of the most important skills that a student should master in his/her academic life. Nowadays,

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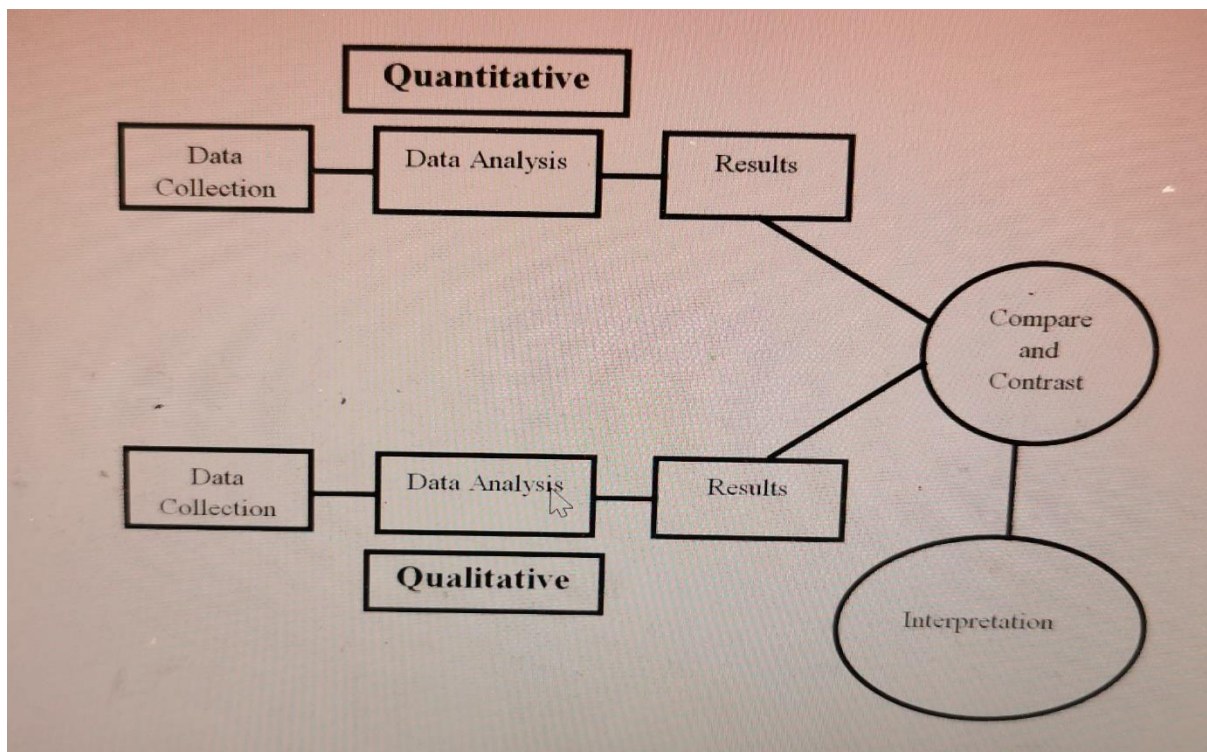
the reading process does not mean only having the ability to read a printed text. It implies also being able to interpret different kinds of texts as is mentioned in the English curriculum “Texts can be spoken and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, contemporary and historical. The texts can contain writing, pictures, audio, drawings, graphs, numbers and other forms of expression that are combined to enhance and present a message” (2019, p.3). The ultimate aim of working with texts is that “the pupils will develop intercultural competence ... for seeing their own identity and others’ identities in a multilingual and multicultural context.” (2019, p.3). The education principles explain the five basic skills that must be targeted during the teaching process. In addition, it takes up two interdisciplinary topics that should be carried out in all subjects. These topics are health and life skills, democracy, and citizenship. The purpose of these three interdisciplinary topics varies from “developing the ability of the pupils to express themselves in writing and orally in English” to being able to “experience different societies and cultures by communicating with others around the world, regardless of linguistic or cultural background” (2019. P.3).

Unfortunately, there is no specific English curriculum for migrant and minority students in Knowledge Promotion 2020. Due to this fact, teachers who taught migrant students in the combined and introductory classes have only one option which is to stick to the English curriculum for upper secondary students (vg1) since their migrant students supposedly are under this age group, and some of them are supposed to join the regular first grade in the upper secondary school after they finish their preparation time. The absence of a special English curriculum creates many challenges for teachers and migrant students alike because the current curriculum does not recognize the gap that is between what English level is expected from migrant students to have to join regular classes later and what their real English proficiency is. More details will be addressed in the findings and discussion chapters.



## 5. Methodology

This chapter presents the methodological approaches that were chosen to examine the research questions that were presented in Chapter 1. To collect the needed data material, mixed methods research design as Image 7 showed, which was explained in section 5.1, was followed. The aims that the research addressed were to bring into light the experiences of language anxiety that migrant students face while learning English, and to explore the teachers' and students' beliefs about the potential impact language anxiety may have on migrant students' progress in learning English, and the factors that enhance language anxiety whether these factors are academic, familial, or social. Subsequently, to find out if there are differences in attitude and behavior between migrant students and regular Norwegian students who suffer from language anxiety from the interviewed teachers' experiences and points of view.



**Image 7:** *Mixed method research design approach* (Adopted from Creswell 2012 cited in Ahmed et al, 2013. p.135).

To investigate these questions, three semi-structured interviews with three English teachers who were teaching migrant students in two upper-secondary schools were organized. Moreover, six migrant students were interviewed, and 56 migrant students completed a digital student questionnaire.

### **5.1. Research Approach**

The current study adopted a mixed methods design to collect the relevant data. Mixed methods research uses both quantitative and qualitative methods (Dörnyei, 2007, p. 44). Dörnyei (2007) argues that qualitative and quantitative methods can work together to improve the quality of a study. Combining qualitative and quantitative strategies enhances the strength of the research by reducing and offsetting the inherent weakness of individual methods. Also, it provides a better and wider understanding because it allows us to collect data about groups (such as through questionnaires) and individuals (for example, through interviews). Dörnyei also argues that mixed methods research has “a bigger potential to produce evidence of the validity of the research outcomes” (p. 43 – 46 & Guetterman et al, 2018. p.903). Applying the quantitative method allowed the researcher to measure, across a large group, the level of anxiety in various class-based situations and the different factors that influence it, whereas using the qualitative methods increased and broadened the scope of the collected data of the quantitative methods by exploring in more details the ideas, thoughts, and the attitude of smaller samples of participants. This study collected data through semi-structured interviews with three English teachers, six migrant students from three different English classes, and a student questionnaire.

### **5. 2. Context & Participants**

The Interviews and the questionnaire were done in two upper secondary schools in Rogaland County. These upper secondary schools have classes that are meant to teach and prepare migrant students to join the regular classes two years from the beginning of the introductory classes. The introductory classes, as defined on one of the upper secondary school websites are for young people between 16 and 24 years of age who have youth rights and who lack Norwegian skills at a level that allows them to go to ordinary upper secondary school. Admission requires a diploma

from a Norwegian primary school or equivalent from their home country (Nine years of schooling). These introductory classes have migrant students from different parts of the world including Kurdistan of Syria, Sudan, Iraq, Thailand, Malaysia, Syria, Afghanistan, Iran, and Eritrea. They have different mother languages. The primary goal is to learn Norwegian since they live in Norway so English turned out to be their third language and in some cases their fourth language.

### **5.3. Instrument**

#### 5.3.1. Teacher interviews

Scientific research in general and social or educational research in particular is a difficult and delicate task. The researcher used many methods and tools to help him reach the results. Among the tools used by the researcher was interviewing the target group for this research to get insight and learn more about their experience: “People talk to others in order to learn about how they experience the world, how they feel, act, and develop as individuals and in groups, and in recent decades such knowledge - producing conversations have been refined and discussed as qualitative interviews” (Brinkmann, 2014. p. 277 & Maccoby et al. 1954. p.449). Interviews can be more or less structured, and, in this study, they were semi-structured. A semi-structured interview is one of the most used tools and often the only one used to collect data for qualitative research (DiCicco et al, 2006. p. 315). One of the biggest advantages of a semi-structured interview is that it has more potential for producing insight because the interviewer or the researcher is not restrained by any kind of interview guide as the case with structured interviews and he/she has a space for dialogue to speak about what it seems to be important for the research (Brinkmann, 2014). Moreover, the semi-structured interview is flexible and adaptable in terms of enabling the researcher to have full control over his study and being flexible to ask his interviewees open-ended questions at the same time (Ruslin et al, 2022).

The semi-structured interviews with teachers aimed to learn about their views on whether migrant students feel anxious during English classes. Before conducting the interviews, many preparations were made. In the beginning, the researcher provided all participants' teachers with an interview guide that was made by the researcher in consultation with his supervisor. The fact

that there was a prior structure for the interviews did not negate that it was semi-structured because when the formation is open-ended and there is room for inquiries from the researcher where the interviewees are allowed to elaborate and add more explanation, the interviews as a result, are semi-structured (Dörnyei, 2007, p. 136). Furthermore, the researcher conducted a pilot interview with an English teacher. Doing a pilot interview helps the researcher to know whether his research structure is relevant to his study and what change is required to make based on the experience he got from the pilot interview. It also helps to clarify the elements that support the interview techniques he used and those that cause a loss of concentration in the interview process. (Seidman, 2006, p.39). After conducting the pilot interview, the researcher deleted and changed the structure of some questions, for instance, two questions got almost the same answer, therefore, the researcher deleted one of them and kept the other one. The deleted question was “To get a speaking grade students must stand up and speak to the teacher in front of the whole class. A student informs the teacher that they have social anxiety and would like to complete an alternative assignment to get their speaking grade. What should the teacher do?” and question 10 (See Appendix A) that the researcher kept: The teacher wants a student to stand at the front of the class and give a short presentation to make up for her/his lack of class participation. The student says this makes him anxious and refuses to present from the front. In your opinion, what should the teacher do? Moreover, piloting helped the researcher to practice and to improve his interviewing skills.

The teacher interviews were conducted individually and in English, and all interviews were held in an empty meeting room in the two schools that were part of this project. With permission, they were audio recorded following the Norwegian Agency for Shared Services in Education and Research (SIKT) rules. Recording the interviews allowed the researcher to be completely concentrated during the conversation without any distractions from writing down answers. This also made the interviews go smoothly because the interviewees were not interrupted or, for instance, asked to wait until the researcher wrote down what they had said. Furthermore, recording the interviews as (Dörnyei, 2007. p.139) explained was helpful in terms of capturing all details and nuances. The duration of the interviews varied from 35 to 55 minutes depending on the answers of the interviewees.

The teacher interview consisted of four sections. The first section was meant to elaborate on their backgrounds and credentials. Some of these questions were: Could you tell me a little about your background as a teacher? And during your career, have you received any specific training on how to teach and support minority students? If yes, please tell me about this training, for example, was it helpful or not and why? Thereafter, the second section was concerned with evaluating their beliefs and experiences about migrant students having language anxiety while learning English and their practice in their classrooms. A sample of questions from this section were for example: Do you believe that the rate of language anxiety among migrant students during English lessons, is higher than that among Norwegian students? If yes, what are some of the reasons behind this differentiation according to your experience? And if you notice that your students are anxious about learning English, do you take any steps to reduce their anxiety? Digging into classroom cases and situations where practical experience in how to deal with different situations is expected, was the third section concentration. This section included questions such as The teacher wants a student to stand at the front of the class and give a short presentation to make up for her/his lack of class participation. The student says this makes him anxious and refuses to present from the front. In your opinion, what should the teacher do? According to your experience, when having a discussion activity, do minority students speak English together, or do they tend or prefer to discuss either in Norwegian or their mother language? The final section was about the different cultural, linguistic, and social circumstances that affect migrant students. It contained practical questions from everyday school life experiences that the participating teachers live with their migrant students. Some of these questions were: According to your experience, have you ever had a minority student whom you know due to some family problems could not progress or concentrate well on his/ her studies? If yes, what did you do to help him/her? According to your experience, do you believe that the cultural and linguistic differences between minority students and Norwegian society form an additional obstacle in the learning process for minority students?

At the beginning of every interview, the researcher gave a brief introduction about his study and the aims behind it. Then, he briefly informed the participants concerning privacy and anonymity and asked for their consent before starting the audio recording. During the interviews, the

researcher listened attentively and was neutral without showing any signs of bias while the interviewees spoke and answered questions (Magnusson et al, 2015. p. 59) (Kvale, 2007. p.69).

### 5.3.2. Student interview

Six migrant students also took part in semi-structured interviews. The students were asked open-ended questions, for example, about their experience of anxiety, and how they feel during English sessions and while doing some specific tasks such as presentations, discussions, and group work. The interviews were done after school time and the researcher took the student to a separate meeting room to do the interview. All interviews were individual and at the beginning of each interview, the researcher explained briefly about his research and the purpose of the interview. To allow students to express themselves more freely, the interviews were conducted in their L1 – Arabic or Kurdish – both of which the researcher is fluent in. Many studies found that using L1 helps students to understand and express ideas more easily than using only L2 (Madrñan, 2014 & Ellis, 2012). The researcher first read the questions in English and then translated them into the interviewee's language.

The first section of the questions was about how IMS found the English language and their opinions and experiences with language anxiety during English classes. some of the questions were: How do you find the English sessions? What makes you feel uncomfortable during English sessions? The second part of the questions revolved around practical cases that usually happen within the classroom. Some of the questions in this section were: If you did not understand something that was told to you during an English classroom, what do you do usually? When you read a text in English, do you often understand what the text is about? Or can't concentrate on the reading and get the meaning at the same time? The third section centered on the relationships within the classroom and how it works. Some of the questions were: How do you describe your relationship with your English teacher? How do you describe your classmates? The fourth section focused on the usage of English in their daily life outside schooling time for example: Do you use the English language outside the school? The last section concentrated on the social circumstances that affect migrant student progression. Examples of questions were: If you have a problem at home that might affect your study, will you tell your teacher about it to justify your regression on

the one hand and ask for help on the other hand? Please explain why or why not. Do you think that having educated parents is crucial for a student to be successful at school? Please explain why or why not.

All interviews were again with permission, audio recorded. At the start of the interview, as mentioned above, participants received a brief description of the purpose of this study and provided consent for audio recording. It was also explained that what they said was confidential and that the results would be reported anonymously.

### 5.3.3. The Students Questionnaire

In addition, a digital questionnaire was conducted. According to Brown (2001, p.6) cited in Dörnyei (2003, p. 6) “Questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers”. Questionnaires are the most common instrument in applied linguistics (Dörnyei, 2007, P.95). They are useful for describing the characteristics of a group of people by investigating a sample of that group (Dörnyei, 2007, p. 101). In addition, a questionnaire is one of the easiest ways to collect data in second-language research for many reasons. Dörnyei (2003, 2007, p.101) notes several benefits of questionnaires such as the fact that they are easy to construct, and the fact that they can gather a huge amount of information in a really quick amount of time. On the other hand, Dörnyei (2007, p. 105) also notes that no matter how well one formulates questions and statements in questionnaires, one still cannot capture all details and nuances because questionnaires generate short and surface-level responses and contain closed-ended items that do not allow participants to express freely but rather only to choose one from a list of alternatives as an answer.

The digital questionnaire was created by the researcher on the “SurveyXact” digital tool, and access was approved by the University of Stavanger. The questions and statements were adjusted, adapted, and written based on the Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). The statements were available in English and Norwegian where the informant was given the possibility to choose to answer in any language,

one was more fluent in. This possibility was meant to avoid any possible misunderstanding and any potential stress of having to answer them only in English. The Foreign Language Classroom Anxiety Scale (FLCAS) of Horwitz et al. (1986) consisted of 33 statements but the students' teachers suggested that they might find it too demanding and a modified version consisting of 19 items was used. The form of the questions was adapted to students' level and used simple language in terms of giving short and clear questions and statements.

A total of 56 migrant students completed the questionnaire following a brief description of the aims of the research. The first section of the questionnaire elicited students' views and experiences about language anxiety. This section contained statements such as: "I keep thinking that the other students are better at English than I am." And "It embarrasses me to volunteer answers in my English class". The second part explored their beliefs and experiences about language anxiety during writing activities. This section included statements like: "I am usually at ease during tests in my English language class" and "The more I study for an English test, the more confused I get". The third part centered on exploring Students' views and experiences about language anxiety during oral activities. Some statements that were included in this section were: "I start to panic when I have to speak without preparation in English language class" and "I am afraid that the other students will laugh at me when I speak the English language". All 19 statements were closed-ended and offered five alternatives whereas the participants could choose one of them as an answer depending on the well-known measuring instrument Likert Scales. This instrument measures how much one agrees or disagrees with the statements that are in the questionnaire (Dörnyei, 2007. P.105).

#### **5.4. Data Analysis**

While Van Beveren (2002, cited in Bergin, 2018) defined data as "raw facts", Tiffany Bergin in her book called (An Introduction to Data Analysis) defined it more precisely as "quantitative or qualitative information about ourselves, society, or the universe" (Bergin, 2018. p.8). This section presents how the data that, were obtained in this mixed method study, were analyzed and processed numerically according to the results from the student's questionnaire, and non-numerically following the findings from interviews with both teachers and students.



#### 5.4.1. Qualitative Analysis

To explore teachers' and migrant students' beliefs and experiences concerning language anxiety, and whether there are differences in attitude between migrant students and regular Norwegian students, the researcher conducted nine semi-structured interviews with three teachers and six migrant students who were part of introductory classes in two upper secondary schools in Rogaland County, Norway. Subsequently, all audio-recorded interviews were scripted in Word individually by the researcher while he was listening to them. While all interviews with informant teachers were in English, the researcher transcribed the interviews of the informant migrant students that were in Arabic and Kurdish and translated them into English. To secure the anonymity and confidentiality of the participants, the data set was coordinated in files that were saved in a password-protected electronic device.

The process of transcription is not an easy task, and it is considered a first evaluation in itself (Kvale, 2007. p,106). To maintain all findings that could be gathered from the interviews, the researcher transcribed all that had been said during the interviews. This way helped the researcher capture all facets of the interviews and analyze the findings effectively (Jessica O, 2023). However, as Kvale (2007) mentioned the necessity for the interviewer or the researcher to transcribe their interviews to maintain the social and emotional aspects of the interviews and start the process of analyzing early, He confirmed that there are no standard answers about whether transcribing all details including pauses, laughter, emphasis on intonation... or not, that depends on the intend on how to use the transcripts and what is the purpose of the research (p.97 – 107). The purpose of this study was to find out how language anxiety affected migrant students from different points of view, therefore the researcher did not transcribe all details such as filler words and pauses... as it was unnecessary for this study (Brinkmann et al, 2015. p.208 & Kvale, 2007. p.97 – 103). The researcher wrote down questions one by one and wrote the answer to each question from each teacher under it where each question had three answers numbered as teacher 1 and what she answered and then teacher 2 and what she answered and then teacher 3 and what answered. This way helped the researcher to have all answers in one place so that he could navigate easily between questions and related answers. The researcher followed the same method with migrant student

informants of having six answers for each question in a one-word file. While the researcher was listening and writing down the interviews, he arranged and organized subsections as an initial analysis of the interviews as Kvale (2007) described it depending as a criterion on the study's main questions and the information, experiences, and beliefs that were obtained from the interviews following the thematic approach. The thematic approach is a process of identifying themes and patterns while working with qualitative data (Maguire et al, 2017. p.3353 – 3354). After dividing the findings of the interviews into sections and subsections and with the study's main questions, the researcher defined a framework for the analysis in the findings chapter and later in the discussion chapter. Throughout the findings chapter's sections and subsections, many specific transcribed quotations were provided according to regularity or relevance. In some sections and due to the diversity of the answers, some boxes were created to demonstrate all responses as much as possible.

#### 5.4.2 Quantitative Analysis

The researcher chose to conduct a digital questionnaire instead of a paper format because a digital questionnaire is more practical in terms of saving time and costs. Digital survey platforms give the possibility to reach people more easily because they are easy to access, and they save time in terms of producing data automatically so no need to enter and record any data manually, they are better for economic reasons too such as saving the costs of printing and traveling and provides features that are invaluable such as preventing missing data (Dörnyei et al, 2010. P.69 – 71 & Jain, 2023).

After the student questionnaire was completed by 56 migrant student informants, the digital tool “SurveyXact” automatically calculated the results in numbers and percentages, and the researcher chose pdf format as a file of results. Keeping in mind that the desire to respond to the student questionnaire may be of low interest to migrant student informants as it is difficult to devote sufficient time to understand and answer it (Dörnyei et al, 2010. P.73), the researcher used mode and mean scores to employ the error correction process or what Dörnyei described as cleaning the

collected data by adjusting unfeasible data, resolving contradicting data, and fixing wrongly recorded data (Dörnyei, 2007. p.202). In addition, every response was given a numeric value in order to use them in calculating both mode and mean scores. Mode score refers to the response that occurred most often and the mean score gives the average response after summing all scores and dividing it by the number of scores (Creswell et al, 2019. p. 214). Incorporating numeric scores, such as mode and mean scores, in quantitative data helps the researcher to coordinate the data set in a more organized way (Creswell et al, 2019. p. 205). Subsequently, each response was allocated a numeric score starting with the response “Strongly agree” which was given 1 to the response “Strongly disagree” with a numeric score of 5 in ascending order. The results were organized in the findings chapter into three main sections. Each section contained statements inside tables that were relevant to the section with mean and mode scores in descending order depending on the mean score. The sections contained an explanation for the result of each statement.

## **5.5. Conclusion**

This chapter described the methodology used in this study. A mixed methods approach was used, and this was applied through semi-structured interviews with three teachers and six students as well as an online survey which was completed by 56 students. While the survey provided information about the views on L2 anxiety of a group of migrant students learning English in Norway, the interviews provided more detailed information about teachers’ views about any anxiety they perceived in their students and about students’ own experiences of anxiety. In the next chapter, the results of the study are presented.

## **6. Findings**

### **6.1. Introduction**

This chapter presents the qualitative findings that were collected through interviews with both teachers and students. Moreover, it introduces the qualitative and quantitative insights that we have got from the student questionnaire.

### **6.2. Teacher Interviews**

#### 6.2.1 Teacher Background

When the interviews were inducted, all three teachers were working at the two upper secondary schools but with different classes. Teacher 1 had 33 years of teaching experience in different schools and different classes. She had been teaching English in all of her teaching years and French for 14 years. At the time of the study, she had been teaching English and social science to migrant students in combined classes in an upper secondary school for the last five years. She had a master's degree in English didactics. Teacher 2 had 16 years of teaching English to migrant students in combined classes in two upper secondary schools. She had a master's degree in linguistics. Teacher 3 had 20 years of teaching experience. The last ten years were with migrant students. She had a master's degree in English literature.

#### 6.2.2 Behavior of Migrant Students in English Lessons

Teachers were asked whether there were any differences between the behavior of migrant students and other students during English sessions. Teacher 1 asserted that of course there are differences between migrant students and regular Norwegian students in terms of the number of schooling years especially for those who came to Norway as refugees. Regular students usually had a better English background. In addition, school systems differ in most cases in terms of the content and teaching methods between here in Norway and where most migrant students come from so, they must adapt to the Norwegian school system.

“There are differences ...because regular students in Norway usually have English for at least 10 years when they start videregående skole (Upper secondary school), not like most of our migrant students where some of them had never learned English before moving to Norway... so regular students when they start their vg1, they are at a certain level when it comes to English in addition to that, everything that we are influenced by is very often of an English or American English background in Norway. I mean regular students have the computer, the computer games, the series that they watch ...they have a better background in English, my students here are at the age between 16 and 19 and some of them have never had English before... and they are expected to start vg1 right now even though their real English language level is of six years old child in comparison to regular Norwegian students ... but to prepare them to join regular classes I press them during English classes to learn as fast as possible...” (Teacher 1).

Teacher 1 clarified the challenges she faces while teaching English to those students are that they have different linguistic and social backgrounds and that some of them may have experienced trauma and lived a hard life.

“So already you are dealing with different kinds of challenges, I mean not only teaching so you're not only a teacher you're like a social supporter too.” (Teacher 1).

Teacher 2 although she did not have good experience in teaching English to regular students as she mentioned, still did not see huge differences between regular and migrant students in terms of behavior in the classroom for those who suffer from anxiety. As for particular challenges, teacher 2 illustrated the difficulty of learning two languages “Norwegian and English” simultaneously. She mentioned the state of insecurity that migrant students experience being not mastering Norwegian well and then learning English too.

“I think of course they do experience particular challenges because, for most of them, English is the second language they have to learn as a new language after Norwegian ... so they're not totally secure with the Norwegian language yet they didn't master the grammar correctly or the pronunciation and then English could come as too much and it

makes it more difficult for them to concentrate on the English while they are still learning Norwegian because most of them have come to Norway say for two or three years so two languages at the same time are heavy duty” (Teacher 2).

Teacher 3 noted the existence of acting differently between regular and migrant students in terms of lacking concentration during not only the English class but during other classes too due to many reasons such as being busy with ongoing situations in their home countries and adapting to the new country they live in now. As teacher 2 mentioned, teacher 3 also felt it was difficult for migrant students to learn two languages at the same time. She noted that at least with her students, the amount of stress is double because of that.

“and many of them have not gone to school for many years it's been a long time since they've been under school bench and maybe some of them only had their sort of school for a couple of years in their home countries and they come from a different school system background ...they have more problems with concentration ...there are a lot of things going on in their lives which makes it harder for them to study I think ... they come to a new country and they're going to learn Norwegian and then they are going to learn English at the same time and that's extremely confusing and difficult ... they get confused ... they only remember the Norwegian words they say oh I used to speak English but now forgotten because now I learn Norwegian ... so that's challenging it's like double anxiety yeah perhaps double stress anyway double stress absolutely” (teacher 3).

### 6.2.3 Training on How to Teach Migrant Students

All three teachers confirmed that they received no special training to teach English to minorities, but they got training on how to teach Norwegian as a second language and they have applied strategies they learned to teach English to migrant students, and they were helpful.

“Nope, I have not done any specific training on how to teach English to migrant students, I mean there is a special course on how to teach Norwegian to migrant students but not English although that is really needed to be quite honest” (Teacher 1).

“Specific training not exactly with the English language, but I have a degree in teaching Norwegian as a second language and I used the methods from that to teach English as a second language and it was helpful because you see the challenges they (MS) might meet in learning English through a language they don't know (Norwegian). I mean they are learning a new language without having their mother tongue to support in during the lessons” (Teacher 2).

“I have studied how to teach Norwegian as a foreign language for migrant and minority students but not English ...I mean there is no such study, but I think it applies to teaching English as a foreign language as well” (Teacher 3).

#### 6.2.4 The English Curriculum and Migrant Students

All IT agreed that the curriculum does not address the needs of migrant students adequately. Teacher 1 explained that even when a student has a good level of English, we cannot teach him the book Grip 3<sup>1</sup> “which represents the curriculum” because the book contains complex topics that may confuse students because it requires a good knowledge background that most migrant students are not familiar with such as the topic of women's rights. She asserted that this limited prior knowledge applied to the other subjects of the curriculum.

“Almost not at all... they have this new book called Grip which is Grip One and Grip Three. Grip One is made for migrant students at the basic level that taught English, yeah it's quite good, I haven't taught it but I still use that book today ... this year they published Grip 3 which is too difficult for our migrant students ... because the texts are too difficult so I need to explain the cultural background for topics like for example, women rights because they've never heard about women's rights so we need to go really back in history

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<sup>1</sup> Grip is a book series meant to teach minority students in Norwegian schools to prepare them to join high school. Grip is available in social studies, science and mathematics, English, Norwegian, history, and geography at a basic level. It covers the competence targets for stages 1 - 10 in the curriculum.

we need to do this which is of course teaching but they need definitely lots of information before you can actually read the text because text won't tell them anything if you don't have the culture behind such topics and that happens of course in English and in every subject” (Teacher 1).

Teacher 2 illustrated how the curriculum does not observe the challenges that migrant students face while learning English. The English level that is required from them to join a regular class and the amount of English they have from before do not match which creates a huge gap between their level and what is expected from them. Since the curriculum does not question this gap, teachers have to make extra effort to adapt their teaching methods to the migrant student’s English level, especially at the high school stage.

“Not at all according to my experience ... so it is one of the biggest problems we face now as teachers in English ... the whole school system is not made for new beginners ... they need to have a grade in English and they need to have that grade at the level of other high school students which creates a huge gap between what they have before and what they have to do ... teachers have to work double I mean they have to find how to teach them how to adapt so it is a lot of work for many teachers. In addition, many of the migrant students do not want to be different in the class, they don't want to be put in a group where they learn the language at their level ... because I think it goes on their honor feeling ... the school system should be like for example the Swedish model which is quite good ... as a migrant student you take a test and then they put you in a group that suits your level to learn English ... here when you start, nobody knows how much English you know, but if there is a test like a little test in English when you start then you can group the ones that are at similar levels and then you take like a level exam ... I think the motivation of students would be much better so the system is wrong now” (Teacher 2).

Teacher 3 also mentioned the existing gap between what is required of migrant students to study according to the curriculum and their English level. She added that almost all her migrant students want to learn English as a language while the curriculum focuses on the cultural side of the English countries. She thinks that the curriculum should be more adjustable to the needs of those.



“The difficult thing I think is that most of my students want to learn English as a language, while the English curriculum we are teaching them is like secondary English which is about learning the culture in Britain, culture in Australia, culture in America and it doesn't suit them and if I could just teach them English as a foreign language, I think it would have been easier. We have to teach them about English speaking world ... and that is quite complicated ... but at the same time these students are going to go to Norwegian high school ... and if we just teach them English as a language apart from its cultural connotations, they will not be ready to join regular classes ... so it needs to be adjusted a little bit ... so there is like a gap here I mean yeah between what you teach and what do they need and have ...” (Teacher 3).

#### 6.2.5 Signs of Anxiety Among Migrant Students

All three IT explained that there are no differences when it comes to language anxiety between MS and RNS. However, teacher 3 added that on the contrary, she feels like her migrant students are less anxious than regular students when having for instance an oral presentation. She explained that the reason behind that was the fact that her students all are migrants, and they are close in terms of English level. When the researcher asked her if the case would be the same if her classroom was a regular class that includes MS alongside RNS, she replied that it would not be the same because usually, regular Norwegian students are more fluent in English and that would not be easy for her migrant students to deal with.

“If your migrant students were in regular English class, would they have the same motivation I mean the same desire to stand and speak? I think they would be nervous ... I have talked to some of my previous students who are now going to regular classes ... and they say that it is so difficult to be in a regular Norwegian class because they speak so quickly they speak fluent English and we really get nervous ... from my conversations with them and the feedback I have got that it was easier here” (Teacher 3).

Moreover, teacher 1 explained that there were no special anxiety signs concerning migrant or minority students other than regular signs that could happen to any student, but the factor that

could increase the degree of anxiety signs for migrants compared to local students is not being fluent in Norwegian. She explained that knowing Norwegian affects not only English classes but the other subjects too. She continued that if a student cannot Norwegian well then, they for instance cannot understand mathematics because it is in Norwegian and cannot have relevant connections in case of not understanding something.

“It is how much Norwegian you understand because that affects you as a migrant student. If you don't understand Norwegian, you cannot learn kind of anything. Mathematics for instance will be difficult because it's in Norwegian ... when you know the language (Norwegian), you will understand the Norwegian codes (Society) which are of course super important to integrate... it's not easy it is very difficult in every country, it takes a long time to understand the codes and you will be a foreigner as long as you choose not to learn Norwegian. You need to learn it in a way that you can understand why people do the different things that people do and some people never arrive at that but the younger you are the easier it is to integrate ... So, I don't see much difference between them except that these students from these combination classes have been living in Norway for a very short time only a few years so still they have not very much integrated into the society” (Teacher 1).

Teacher 2 explained that her method of teaching is an open one where all students can make mistakes without any prejudgments or being for instance laughed at making all her MS comfortable during the teaching process.

Teacher 3 added that apart from being nervous when standing in front of the class, the most interesting anxiety sign was being nervous when handing in written assignments because students wanted their assignments just to look perfect. She explained that sometimes some students won't hand in their written assignments so that they have more time to write.

Factors that could enhance anxiety are not only class-based activities. Having familial problems could hinder MS progression and lead to Missed concentration on their study as IT explained.

Teacher 1 clarified that most of her students do have some family problems, but they vary from simple to complex ones.

“Because many of these students have not been many years in Norway, so they have many problems which could be anything, it could be for example to get their residence permit yeah It could be to get a stipend from LåneKassen<sup>2</sup>, could be maybe many cultural problems not only for the students but also for the parents at home. It could be just a simple thing to book an appointment with the doctors or dentist to apply to renew their residence permits ... it varies between like small problems to huge ones and this affects them very much definitely.” (Teacher 1).

Teacher 2 mentioned that most of her students come to English classes with something that takes most of their thinking and concentration. She asserted that even when a student comes to consult her, usually they do not talk to her openly because what they say is going to be a part of their relationship.

“Some do and some prefer not to tell me too much because it's a part of our relationship as well so when I don't know too much then we could be better friends.” (Teacher 2).

Teacher 3 as she explained used to give enough space and time to her students whom she knew had family problems or had bad days by offering alternatives like engaging them in different activities where they could concentrate better. She asserted that she respects the privacy of her students and that if a student does not want to go into details, then only knowing that he/she had a bad day would be enough for her.

“I just need to know that they are not feeling good today and it is up to them if they want to tell me more, but the most important thing is to know that for example, I haven't slept

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<sup>2</sup> Lånekassen is a public administrative body, under the Norwegian Ministry of Education and Research it provides support to pupils and students to ensure that all Norwegian citizens get access to education, regardless of background.(WWW.LANEKASSEN.NO).

tonight I really can't focus OK try and do your best I'll leave you in peace but I'll come and check on you in 10 minutes" (Teacher 3).

#### 6.2.6. Teacher Strategies for Reducing Anxiety Among Students

Offering alternatives was the answer to this case by the three teachers, for instance, if a student is anxious to have a presentation in front of the classroom, they would give him an alternative like recording a video or presenting only to the teacher. Teacher 1 said that a student could present in front of her, while Teacher 2 mentioned that at first, she would like to talk to a student before giving an alternative. Moreover, Teacher 3 explained that there are plenty of options that a teacher could offer for their students in this case. At the same time, all IT assured that if they were the teacher, they would not press or force the student to do any task that one cannot, but instead, they would offer other options like a one-to-one presentation, making a podcast, or recording a video if that makes it easier for theirs.

"I would suggest that the student can just present in front of me, and this is quite regular we do that" (Teacher 1).

"I would have a conversation with him and if it was really necessary that he performed for a group, I would make him present in a smaller group and say you can present for two students if that makes you feel better. I would never force anyone to stand in front of the class" (Teacher 2).

"The teacher should find another way to present what they (Students) have to say ... like just make a podcast or video ... there are so many ways of not speaking in front of the class and there's still showing the teacher what you can produce" (Teacher 3).

Implementing producers that would reduce anxiety was another inquiring question. While Teacher 1 said that it is a difficult question and that she does not have an answer for that, Teacher 2 asserted that she tried to implement what she called naturalizing speaking English in her English lessons by encouraging all students to speak and by mentioning that she sometimes makes mistakes

while speaking. By following this strategy, she assumed that as a result, her students would not laugh if one made a mistake while speaking.

“What I have done is try to make speaking English not a difficult task ... because it's just speaking ... and it's just natural to make mistakes while speaking. Also, I point out when I make mistakes to confirm that making speaking mistakes is a normal thing and they do not dare laugh at me then they don't dare laugh at each other. In addition. I ask them to speak to each other not in big groups but just two and two to get used to each other” (Teacher 2).

Teacher 3 explained that she always tried to strengthen the relationship between her students in order to know each other well by implementing a learning stations strategy where students work together in different groups on different tasks.

“I use quite a lot of learning stations where students work in different groups ... so we have one reading station, one vocabulary station, and one for doing some grammar so they relate they work in different groups ... then they get to know each other in a safe environment where they have a very practical task to do and they're very focused on the learning and the task too ...” (Teacher 3).

Maintaining good relationships with students' families and parents would help to reduce anxiety as Teacher 1 confirmed that the right answer here is yes, however, in some cases, it depends on whether the parents themselves can speak English or Norwegian or not. She mentioned the cultural differences also by assuming that for instance in Syrian or Lebanese culture, the eldest sibling is in control.

“It is a bit different between what culture you come from because of the Syrian culture or the Lebanese culture it's very often that the eldest sibling that is in control not the parents. It's very different from the Norwegian system because in the Norwegian school system, it's of course the parents who are responsible ... in the Syrian community it's very often the eldest sibling that is in control so very often we get the telephone number of the eldest brother”. (Teacher 1).

Teacher 2 explained that having a good relationship with parents could influence teacher–student relationships in positive and negative ways.

“Because they would think that the teacher would go and say everything to the parents ... then the student would not be that open to tell the teacher what happened ... because the student will not feel secure to speak. On the other hand, it could be a good thing that this student knows that we are the same wave so it has always its positive and negative sides I guess”. (Teacher 2)

Teacher 3 mentioned that it depends on the age of the students whether they are adults or younger. In the case of young students who are less than 18 years old, it would be better to have good contact with their parents or authorities that are responsible for them like Barnevernet<sup>3</sup>. In the case of adult student migrants, it would be better to show that you are interested in them.

“But for adults, I think it is nice to show interest ... it's important that you know a little bit about their everyday life and it is up to them how much they want to tell you, but I think it's not that I need to know their families, but I show interest in their whole life”.  
(Teacher 3)

Moreover, Norwegian authorities encourage minorities and immigrants to integrate into Norwegian society. Turning the classroom into a place where social integration occurs is very important as all IT confirmed. Teacher 1 explained that integration should be a part of the learning process. She gave a concrete example:

“I even think that this classroom is not obviously placed well enough according to the rest of the school. I think that we are pulled back slightly into this hall here yeah making like a little community within school society because there is a huge school it's almost 800 students here so these two combined classrooms maybe should be placed where we can

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<sup>3</sup> “Barnevernet” is the Norwegian child welfare service, and its main responsibility is to ensure that children and young people living under conditions that may harm their health and development will receive the necessary assistance when they need it, and to contribute to giving children and young people safe conditions for growing up. (Government.no).

offer more connection to the regular classes like maybe they should be one class there and the other class should be 2-3 classrooms down the hall and then two regular classes in between so when you go out, you need to go past some regular students.” (Teacher 1).

Nonetheless, Teachers 2 and 3 went the same way and mentioned that integration should be a part of all classes not only English ones.

“In English class, we can discuss if we are learning about a different culture how is it in Norway and how is it in your country. We discuss cultural differences and backgrounds so that we can use our own experiences from wherever we come from to get to know more about society. Both oral and written assignments and with different tasks, I make room or space so they can talk about their own experiences and their backgrounds” (Teacher 3).

Furthermore, the cultural and linguistic differences between MS and Norwegian society may form an additional obstacle in the learning process for MS. In this context, Teacher 1 mentioned several challenges that many migrant students face due to cultural and linguistic differences. She illustrated the gender role that is imposed on girls where it is expected from them to get married and the challenge of fulfilling their studies at the same time. In addition, she talked about the cultural shock that many migrant students experience where they have to adapt to the Norwegian society culture and maintain their home culture.

“That is of course a huge obstacle for many of these students because they are pulled towards two cultures, they have one foot in their home culture and then they have one foot in the Norwegian culture and definitely many of them are walking right towards a cultural shock.” (Teacher 1).

Teacher 2 would not describe cultural and linguistic differences as an obstacle but rather a challenge that migrant students have to and should relate to. Teacher 3 shed light on how different linguistics could be challenging for the teacher as for the migrant students.

“That is quite a challenge actually when you are from different cultures and different backgrounds where some students struggle with the word order and some others are troubled with pronunciation so that can be quite challenging because you can't just focus

on one thing. But if you teach a Norwegian group, you know that they will struggle with the same linguistic and phonetics differences while here you have a variety of differences.” (Teacher 3)

She mentioned that while these linguistic differences could make an obstacle for migrant students in their new society, it could be useful if you know how to turn it into a resource.

“They can help each other because some students are good at some things and the other students are good in other things and so if you try and turn that into a resource that they can help each other, then it would be really good” (Teacher 3).

#### 6.2.7. Students' Participation in Classroom Activities

Teachers asserted that anxiety does affect student participation and progress during English sessions and other subjects too. Teacher 1 explained that other factors could cause anxiety for migrant students, especially for those who escaped from wars and conflicts. She assumed that if one is not sure about the security of their family members whether they are going to survive or whether one already had experienced trauma, they cannot concentrate, and this could make him/her anxious the whole time.

“If you are not safe and if you are thinking about your family and you don't know where your family is ... or you've been sexually abused, then it's very difficult to learn. For some others, it might affect their whole lives including their ability to learn” (Teacher 1).

Teacher 3 assured that a student must feel comfortable while learning to be able to focus and learn. She continued explaining that if a student is having anxiety, then they cannot but think about the next step not listening or focusing during the lessons, so it is essential for a student to not feel stressed.



On the other hand, all teachers agreed that most class-based activities that cause anxiety among MS would be oral activities like giving a presentation in front of the class.

“If someone is anxious, it is usually connected to oral presentations, so most are connected to oral activities I think, because if they just write then it is easier to hide what they don't know from the others around” (Teacher 2).

“If it's a personal activity, then, the more personal it is the more anxiety it brings on.” (Teacher 3).

#### 6.2.8. Most Used Language Among MS During Oral and Group Activities:

Teachers explained that students tend to speak different languages depending on the ongoing situation.

“They speak all the languages, they speak their mother tongue, they speak English, and they speak Norwegian too, depending on the situation” (Teacher 1).

In addition, Teachers asserted that usually if students did not have a common language, they tended to use Norwegian as a means of communication. Teacher 1 explained that in some cases, some students tend to communicate in English instead of Norwegian but only if their English is better than their Norwegian.

Moreover, Teacher 2 explained that she always tries to choose easy topics for her MS that do not require them to have a high-level vocabulary. Following this strategy, allow her MS to communicate better in English.

“It is important that they do it in English and as long as I have so low level of English proficiency so the discussions, they have are not about difficult topics that they need to have a huge vocabulary about ... so that they can speak English” (Teacher 2).

Dividing students depending on having different mother languages as a criterion was a method followed by Teacher 3 in order to encourage her students to communicate in English.

“If I really want them to speak English I would mix them to make sure they don't have the same mother language if that's possible and I walk around checking to make sure they speak English ... they tend to speak their mother language then Norwegian if they do not have a common mother language ... third option would be speaking English so we have to encourage them to speak English absolutely” (Teacher 3).

On the other hand, IT explained, when they were asked whether a teacher needs to reflect over and clarify in Norwegian too, that speaking English is vital during the learning process, but how much should a teacher speak depends on the level of students.

“I try to speak English a lot, but I definitely explain a lot in Norwegian too” (Teacher 1).

Having beginner students means a teacher should reflect on the lesson using Norwegian as a lingua franca. However, Teacher 3 explained that when students' Norwegian level is not good enough, she prefers to communicate only in English trying to use simple words as much as possible with body language and speaking slowly.

“Sometimes Norwegian doesn't help so I think it's easier to try and keep it in English because it might be confusing if they're waging between English and Norwegian.”  
(Teacher 3).

Nevertheless, IT explained that speaking only English definitely helps to reduce language anxiety in terms of becoming more familiar with listening and speaking English. However, Teacher 1 mentioned that again it depends on the English level of the students.

“If they don't understand what you're saying then you need to translate it and then I do translate it so it all depends a bit on what level you are teaching!” (Teacher 1).

Teacher 3 assumed that the only place that those students could listen and use English was during English classes, so definitely teacher should always try to speak English to reduce anxiety and get them more familiar with English.

Sometimes when migrant students with the same home language sit together in class, they use their mother language to talk to one another during group activities. Sitting together or mixing

with other students who have different mother languages was a class situation that IT talked about. Teachers 1 and 2 assumed that even when I mix them, they use Norwegian to communicate with each other, so it is not that helpful.

“that's the same if they're mixed with other students, they would speak Norwegian if they don't feel secure with English so in English class it's the same but if they were to learn Norwegian then I wouldn't put the speakers of the same language together.” (Teacher 2)

On the contrary, Teacher 3 asserted that it depends on the activity sometimes she would mix them and sometimes, she would have students with the same mother language together. The reason behind that, as she explained, is to use their mother language as a resource and let students help each other.

“I do a bit of both it depends a little bit on the activity because sometimes it's an advantage that they can help each other and translate and other times it's very important that they only speak English” (Teacher 3)

### **6.3. Student Interviews**

In this section, the results that were obtained from six student interviews will be presented. Since the researcher speaks Kurdish, Arabic, Norwegian, and English, he used Kurdish and Arabic as means of communication while interviewing since all students he interviewed were migrants who speak either Kurdish or Arabic. All interviews were recorded and translated by the researcher. All interviews were done individually and at the beginning of each interview the researcher explained the purpose behind doing the interview.

#### **6.3.1 English Language Value**

All students confirmed that since English is spoken worldwide and is required as a qualifying factor to get a good job in the future, it is essential and very important to learn it.

“It is very important, and I consider it the most important language in the world after my mother language because English is the most spoken language worldwide and wherever you go, you can use it. English is also important for my future because obtaining a good job means you must have good English skills” (Student 2).

However, student 4 claimed that it is not important to learn English in Norway since she can speak Norwegian except if one wants to live and get a job outside Norway.

“So important outside Norway but in Norway what is important to me is to learn Norwegian not English” (Student 4).

### 6.3.2. Students' Views and Experiences of Language Anxiety During English Subject Classroom

Students generally felt as Box 1 showed that activities that could make them feel anxious were classroom discussions, vague topics, reading aloud, test anxiety, misunderstanding what the teacher had read or said, answering spontaneous questions from teachers, and the fear of making mistakes while speaking.

#### **Box 1**

##### *Situations and Activities That Were Considered Most Uncomfortable*

Student 1: vague topics and spontaneous questions.

Student 2: Not being able to form correct sentences and not understanding what the teacher has read or said.

Student 3: “Usually, I do not understand quite well, so I become nervous, and I feel stressed.”

Student 4: Spontaneous questions and the fear of making mistakes while speaking.

Student 5: Misunderstanding what has been said.

Student 6: Reading aloud and test anxiety.

While all students said that attending English subject classes was boring and difficult, student 5 said that she does not feel that English classes differ from other subjects in terms of easiness and difficulty.

“It depends because sometimes it is interesting and sometimes it is stressful because the topic is difficult and I become afraid that I would make some mistakes if I talked or participated so the other students would laugh and bully me” (Student 2).

“It is difficult because we had to learn Norwegian and English at the same time and that was very challenging” (Student 3).

“I think it is like any other subject, nothing special feeling about it!” (Student 5).

The reasons behind the boringness and difficulty were the absence of a variety of topics, and sometimes the absence of adaptation when choosing difficult topics that did not suit students' level.

“Boring, because usually there is no variety during the English lessons for instance when the teacher talks about a topic, she keeps turning around that topic during the whole lesson and that is very boring.” (Student 1).

### 6.3.3. Practice During English Subject Classroom

The most used language by IMS during English subject classes was Norwegian in the first place, the mother language was second, and the last was English. Using Norwegian was justified because they had to learn Norwegian, their learning context was a Norwegian one, and they had to use Norwegian to practice it and not forget it while they learn English. In some cases, they would use their mother language with their classmates who had the same one. Using English was the last option when they had to present something or speak to someone who could not Norwegian.

“I usually use Norwegian more than English especially when I speak to my classmates but when for example, I have to write a text in English by myself, then I speak to myself and my Arab friends and think in Arabic my mother language” (Student 2).

“Norwegian because I am not good enough to communicate in English and because most of my classmates speak Norwegian. I also do not want to get confused, so it is easier to use Norwegian” (Student 4).

“It depends on to whom I speak so I use either Kurdish, Norwegian, Turkish, or English. But the most one would be Norwegian” (Student 6).

Some IMS as it was shown in Box 2, did not choose to alert their teacher as a first option if any of them did not understand what the teacher said. The desire to not draw attention was the main reason for that.

“If I do not understand something, I usually use Google Translation and sometimes I ask my classmates, then the last option is if I do not understand my classmates, then I ask my teacher.” (Student 3).

“I do not do anything, I do not want to draw attention to myself because as I told you if I make mistakes, they will laugh at me. Sometimes I use Google Translate” (Student 4).

On the other hand, some other IMS chose their teachers to ask if they did not understand what had been said during an English classroom subject.

“I wait until the teacher is done talking then I ask her to help me, and sometimes I use Google Translate when having some sort of questions” (Student 5).

“I used to ask the teacher to clarify more and if I did not understand, she sometimes would show me some sort of photos or videos that explained her ideas. Sometimes I ask my friends to explain to me in Kurdish.” (Student 6).

## **Box 2**

### *In Case the Student does not Understand What the Teacher Said*

Student 1: Stay quiet waiting for the teacher to repeat.

Student 2: Ask the teacher and ask a classmate.

Student 3: Google translation, ask a classmate, and the last option would be to ask the teacher.

Student 4: Google translation.

Student 5: Ask the teacher, and sometimes use Google Translate.

Student 6: Ask the teacher and classmates.

Reading comprehension seemed a difficult thing for most of the interviewed students. Understanding what the teacher reads aloud was a huge challenge for them. Almost all interviewed students asserted that they needed further assistance to comprehend what the teacher had read.

“Usually when the teacher reads a text, I understand only a few words, not the whole text. I mean it is very difficult to understand the whole text from one time listening. In addition, sometimes it contains difficult words and vocabulary that I am not familiar with” (Student 1).

“I usually cannot understand when the teacher reads the whole text but usually our teacher translates what she has read into Norwegian and explains it more and that is a good thing I guess” (Student 3).

“No, I do not understand, but I usually ask her (her teacher) to come to me and explain it to me privately not in front of the whole class” (Student 4).

At the same time, reading aloud seemed scary work for most of them. Box 3 illustrates this case in more detail. Four out of six students saw reading aloud as a scary task due to the potential anxiety of being bullied.

### **Box 3**

#### *How Students Feel About Reading Aloud*

Student 1: The fear of being laughed at when making mistakes.

Student 2: Not scary anymore because all the other students are making mistakes while reading aloud.

Student 3: The fear of being laughed at when making mistakes.

Student 4: The fear of being laughed at when making mistakes.

Student 5: It is natural to make mistakes, so I am not scared.

Student 6: The fear of being laughed at when making mistakes.

In addition, while reading aloud, their intention was not to understand what they were reading, but to finish reading first without any mistakes and then grasp the meaning later.

“I concentrate only on reading, so I read first and try to understand it later when I am done reading.” (Student 1).

“It depends on the text itself. I mean sometimes I have to read a text three times to comprehend it, and sometimes I understand it from the first time” (student 2).

“I read first and try to understand it later gradually. It is difficult to read and understand at the same time.” (Student 5).

“When I read, I cannot understand what I am reading but sometimes show up some easy words that I familiar with, but generally speaking I cannot read and understand a text at the same time” (Student 6).

Coming prepared to the class would make it easier to participate and would help them understand better, as interviewed students asserted. However, student 1 was the only student who did not see much difference in this situation.



“Yeah, it helps but as for me even if I come prepared to the English class, that does not mean that I am going to participate actively because I would be either thinking of something else or being tired ... in other words, I cannot concentrate the whole time.” (Student 1).

“Yeah, for sure because then I would be able to understand well and participate effectively” (Student 2).

“Yeah, it is better because if I know what the lesson is about then it would be easier for me and I would like to participate” (Student 3).

Preparation was an essential factor in deciding which task they preferred to take part in. Four out of six IMS chose to present instead of reading aloud because they would have time to prepare for the presentation whereas the other students chose to read aloud because it seemed easier to read a text than to present something and stand in the front of the class.

“I will choose to present because I think presenting something is easier than writing or reading and, in this way, I can express my thoughts too” (Student 2).

“I chose to read because it is easier to read than to prepare for a presentation and stand in front of the whole class” (Student 3).

“I would choose a presentation because when make a presentation, you know what you are doing and you have a good time preparing for it, not like when you are asked to read aloud where you do not have a good time to prepare and the possibility of making mistakes more than that when doing a presentation.” (Student 6).

Almost all students (Five out of six IMS) preferred to present only to their teacher. Social phobia, the fear of being laughed at, the easiness of presenting something to one person rather than to a group of persons, and the fact that their teachers know their level already so making mistakes is expected were among other reasons to choose presenting only to their teacher. However, student 2 chose to present to the whole class.

“I would choose to present in front of the classroom instead of only the teacher, because I think if I present only to the teacher, then she will be more focused on my mistakes and will stop me whenever I make a mistake” (Student 1).

“I would choose to present in front of the classroom instead of only the teacher, because I think if I present only to the teacher, then she will be more focused on my mistakes and will stop me whenever I make a mistake.” (Student 2).

“Honestly until today I present only to the teacher not only during English lessons but in all subjects because I have some sort of social phobia standing in front of others and present” (Student 5).

Many students preferred to work alone instead of working with a group. They justified that working alone makes it easier to do the task and feels more comfortable and less stressful. They argued that even if they do not understand something then they can ask their teachers in private without drawing the attention of their classmates.

“I prefer to work alone because if I do not understand something, I could ask the teacher about it in private without attracting the attention of my classmates, but if I work in a group and all group members understand the task except me, it would be stressful and difficult for me to ask my teacher about it” (Student 1).

On the other hand, student 6 argued that he only prefers to work with active classmates who are serious about doing the task. Student 4 stipulated that only if the task is an easy one, she would choose to work in a group.

“It depends on how difficult the work is. If it is an easy task then I would like to work in a group because then it would be easier to communicate and do the work with the group, but if it is difficult then it would be better for me to work alone because then I do not need to speak and cooperate with the group.” (Student 4).

“I prefer working only with friends who really care about getting the work done, not with lazy mates who do not pay attention and are careless” (Student 6).

#### 6.3.4. Social Network Inside the Classroom

One of the most important factors in having a good classroom environment is the establishment of good relations between teachers and their students and between students themselves. The IMS were divided over the description of their relationship with their teachers. Three students believed their relationship with their teachers was good because teachers were always helpful.

“I think it is a good relationship because she always helps me and she always takes care of me so that I understand what is being said in the classroom and if there were some sort of difficult task, she would put me with someone who can help me” (Student 1).

“It is a good relationship. She is nice and always tries to help” (Student 3).

Student 2, however, said to have a better relationship, it would be better to expand the classroom discussions into daily issues and not restrict them only to the lessons. On the other hand, Student 4 evaluated her relationship with her teacher as not that good because she thought that her teacher should help her more.

“It is a good relationship, but usually when we have a conversation, it would be only about what we have learned or taken today, while with the other teachers, we expand our conversation behind topics of lessons and would go to the daily issues or general events in Norway and the world” (Student 2).

All IMS evaluated their relationship with their classmates as a good one because all are from migrant backgrounds, so they have something in common. In addition, when it comes to the English classes, their level of English language is close, so they help each other and they feel like they are secure although some of them have experienced being laughed at or bullied, they take it as joking that usually happens among friends as they explained to the researcher.

“I think they are nice mates because their English is not so good too so usually, we help each other, and this enhances our relationship and makes it better” (Student 2).

“Nice mates because we know each other, and we all are migrant students” (Student 3).

“Generally speaking, they are good mates but when someone makes a mistake, they laugh at him” (Student 4).

“Nice mates because we all are friends, and we all are migrants.” (Student 5).

Although all interviewed students described their classmates as good ones and that they had a good relationship, still all students claimed they had experienced being bullied at varying levels except two students. The reactions of students who got bullied ranged from silence to protest bullies. Student 2 told how he continued to explain his meaning although his classmates laughed at him, while student 4 said she just stayed silent and could not say a word. On the other hand, student 6 claimed that he went to the bullies and asked them to stop laughing. The feelings of the students who were bullied were a mixture of frustration, anger, and psychological harm as they illustrated. On the other hand, student 3 claimed she never experienced being bullied because she avoided speaking or participating.

“I have not experienced that but sometimes maybe my close friends laugh at me when I present something but deep down, I know that it is not sort of bullying but some kind of joke” (Student 1).

“I remember one day I made a podcast because I was scared to have a presentation in front of the class, so I recorded a podcast. When the class heard it, some of them started laughing at me because I pronounced some words incorrectly and the teacher did not realize that. it hurt me but I did not do anything, I just kept it to myself” (Student 4).

“It never happened to me because I do not speak or participate usually.” (Student 3).

“They used to laugh at me when I spoke and made some mistakes. I get so angry whenever they laugh at me. I used to go to them and ask them to stop laughing” (Student 6).

#### 6.3.5. Easiest Language to Learn

Students were divided on whether Norwegian is easier to learn than English or the opposite. Student 1 and Student 2 felt that learning English is easier because they were familiar with English before they moved to Norway and were presented with the Norwegian language, so continuing to

learn English is easier than learning a new language that they never heard or spoken before now. On the other hand, the rest of the students justified that since they live in Norway now and are in daily contact with Norwegians then learning Norwegian is easier. In addition, they claimed that in Norwegian, they read what they wrote not like English where the spelling of some words is different from what had been written.

“I think English is easier because I was familiar with it before we moved to Norway and were introduced to the Norwegian language for the first time” (Student 2).

“Norwegian because we live here, and we use Norwegian in our daily life inside and outside the school. Whereas we use English only during English classes. I mean if we for example were living in the United States of America, then it would be easier to learn English” (Student 4).

“Norwegian because we read what we write not like English where the spelling is different from what has been written” (Student 3).

Existing outside of Norway, buying something from a person who does not speak Norwegian, and answering someone who asked for help in English to find a place or to get directions, were the reasons that most students claimed to have to speak English outside school time. In other words, they speak English only if they have to, therefore, almost all students chose the words “sometimes and seldom” when the researcher asked how often they speak English.

“Yeah, when I see some movies or read something or watch English videos on social media” (Student 2).

“No, not usually but only when I travel abroad” (Student 4).

“Not that much, seldom. Only if someone asked me to help him get to some place or if I buy something from a person who does not speak Norwegian” (Student 6).

### 6.3.6. Social Circumstances Surrounding Migrant Students

All interviewed students chose to continue studying in Norway even if they could go back to their home countries. They justified their choice because getting a Norwegian studying degree is more recognized than in their home countries and because they are accustomed to the school system here now and they do not want to start from the beginning.

“I would choose her for sure because studying situation and circumstances in my home country Syria is not quite as good as her in Norway, especially during the last years. Students here in Norway get what they need and the schools here are much better than in Syria” (Student 1).

“Here because I get used to studying here now and I do not want to start from the beginning and also the studying degree is more recognized than in my home country.” (Student 3).

Although there was no contact between the families of the IMS and their teachers as they mentioned, and although the home situation affects student progress at the school as most students answered, but yet they would not tell their teachers about any sort of problems they faced regardless of their nature. In an open question, IMS were asked about whether they would use their home situation as an excuse for their lack of progress. Box 4 summarizes their responses of not being open with their teachers about their home situation even when having some familial problems that affect their progress. The students' refusal was based on many factors. Some of them mentioned that it was hopeless to get any sort of help even if they told their teachers what had happened. In addition, their awareness of the existence of cultural differences may form an obstacle for their teachers to understand them and may lead to more problems for example (Reporting to the Norwegian Child Welfare Services) which could lead to more troubles according to some students.

#### Box 4

##### Home Situation as An Excuse

Student 1: “Would not tell her even if affects my study because that will not make her reconsider my result...”

Student 2: “No, I prefer to keep it to myself because it is a private thing, but maybe I would explain it indirectly...”

Student 3: “No I will not tell her because maybe the teacher will not understand me well due to the cultural differences and maybe she will report that to the Barevernet which will increase the problem more and create another one...”

Student 4: “No, I will not tell her ... even if I tell her, she will not repeat ... or reconsider my results, the only thing she will do maybe tell me that it is okay and you can do good next time, so it is the same then why telling her?”

Student 5: “... I would justify it in general without getting into any details.”

Student 6: “No I cannot tell my private stuff but maybe I would explain my situation in general not going into details.”

Knowing that all students had chosen not to tell their teachers about their home situation led the researcher to ask them if they knew about their classmates having some familial problems. Almost all interviewed students claimed that they knew about some classmates having some problems at their homes. Students asserted that they tried to help them by advising them to concentrate on their studies and future without any sort of intervention.

“I know a friend who has some familial issues ... he smokes and does some other things that are not for his age, so usually I try to advise him to quit things he is doing. But, anyway, it is up to him to listen to me or not” (Student 1).

“Yeah, I know a friend who has some familial problems. I try to help her by advising her to only focus on her studies and not take everything seriously and that all families have their problems” (Student 3)

## 6.4. Student Questionnaire

This section presents the data from the student questionnaire. As explained in the Methodology chapter in section 4.2.3, the digital questionnaire was created by the researcher and was adjusted and edited before presenting it to the MS to answer it. The informants were given the possibility to choose either Norwegian or English to answer the questionnaire. A total of 56 MS completed the questionnaire.

### 6.4.1. Migrant Students' Beliefs and Experiences of Anxiety

Table 1 shows the overall results of language anxiety which are related to classroom activities. All these statements had the same options ranging from “Strongly agree”, “Agree”, “No comment”, “Disagree”, and “Strongly disagree”.

**TABLE 1.** STUDENTS' VIEWS AND EXPERIENCES OF LANGUAGE ANXIETY DURING ENGLISH SUBJECT CLASSROOM

5 = STRONGLY AGREE, 1 = STRONGLY DISAGREE

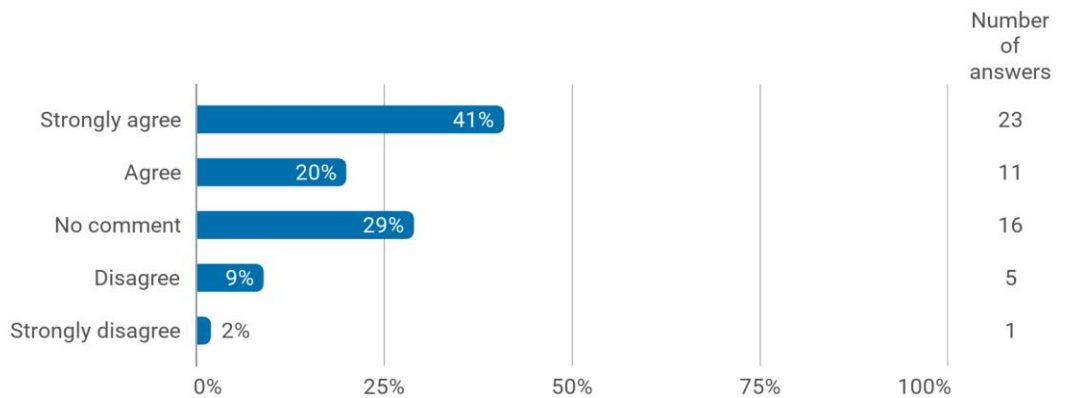
Statements	Mean Score	Mode Score
3. It wouldn't bother me at all to take more English language classes.	3,8	5
2. I keep thinking that the other students are better at English than I am.	3,4	5
19. When I'm on my way to English class, I feel very sure and relaxed.	3,2	4
10. Even if I am well prepared for the English class, I feel anxious about it.	3,3	3
9. I get upset when I don't understand what the teacher is correcting.	3,3	3
7. It embarrasses me to volunteer answers in my English class.	3,1	3
18. I get nervous when the English teacher asks questions that I haven't prepared in advance.	3,2	3
16. I feel overwhelmed by the number of rules you have to learn to speak the English language.	2,9	3
15. I feel more tense and nervous in my English class than in my other classes.	3	2,5
12. I am afraid that my English teacher is ready to correct every mistake I make	2,9	2



Statement 3 as Figure 2 results indicated, was given an average score of 3,8 and a mode score of 5 which indicates that students believe in having more English classes ranging between “No comment” and “Strongly agree”. In addition, a mode score of 5 means that “Strongly agree” was the most chosen option for this statement.

**Figure 2**

3. It wouldn't bother me at all to take more English language classes.

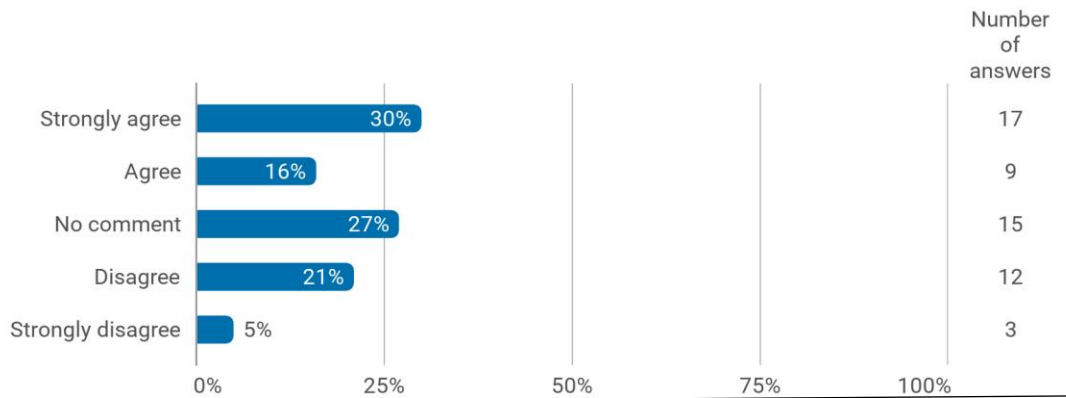


The same mode score of 5 is detected in statement 2 which states that the most chosen alternative by students was “strongly agree” which indicates that a notable number of students believe that their classmates are better in English than them. However, the mean score is given an average score of 3,4 which indicates that the responses ranged from “Strongly agree” to “No comment”. If we look at Figure 3, we will see that (46%) had chosen “Strongly agree” and “Agree” whereas only (26%) had chosen “disagree” and “strongly disagree”. This indicates that more students believe that their classmates are better at English than them.

**Figure 3**

2. I keep thinking that the other students are better at English than I am.

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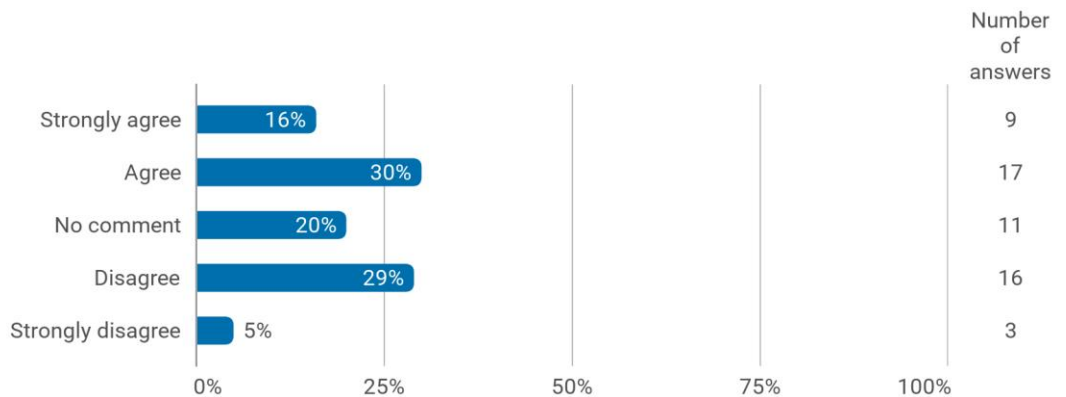


Statement 19 was given an average response of 3,2 and a mode response of 4 which means that the feeling of being relaxed while going to the English class was remarkably felt by more students. The responses ranged from “No comment” to “Agree” and most responses were chosen “Agree”. Having only migrant classmates was one of the main reasons to be relaxed as many interviewed students mentioned. However, if we look at Figure 4, we will see that both “Strongly agree” and “Agree” alternatives got a higher percentage (30%) than the “Strongly disagree” and “Disagree” alternatives with only 1 percent (29%), which means that the number of students who feel uncomfortable and stressed while going to attend English class is also remarkable.

**Figure 4**

19. When I'm on my way to language class, I feel very sure and relaxed.

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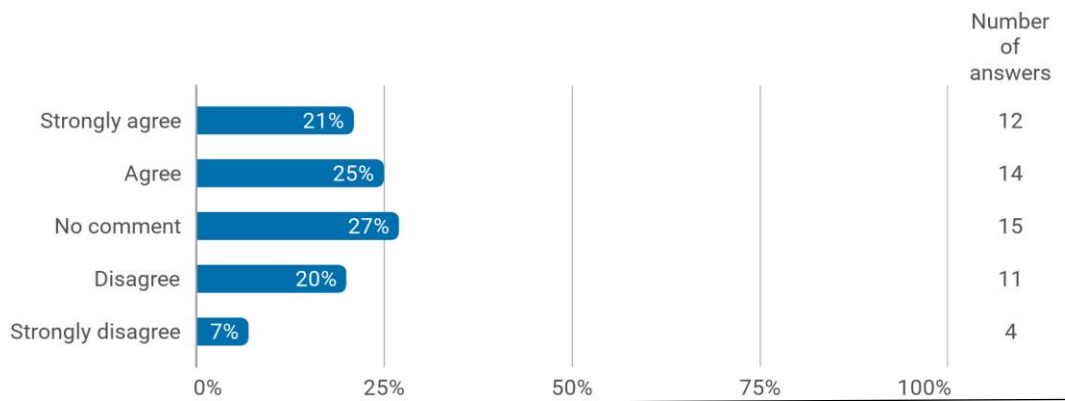
Similar responses are inspected in statements (10, 9, 7, 18). They all revolve around their level of understanding in several situations. Almost all these four statements are given lower mean scores (3.3, 3.3, 3.1, and 3.2) and the same lower mode score (3). However, if we look in detail at the responses of each statement, we will get a clearer view and understanding of them.

Responses to statement 10 were quite varied and the largest group were those in the ‘No comment’ category. Overall, though, (46%) expressed agreement compared to (27%) who disagreed as shown in Figure 5. This indicates that close to half of the students felt some level of anxiety about English lessons.

**Figure 5**

10. Even if I am well prepared for the English class, I feel anxious about it.

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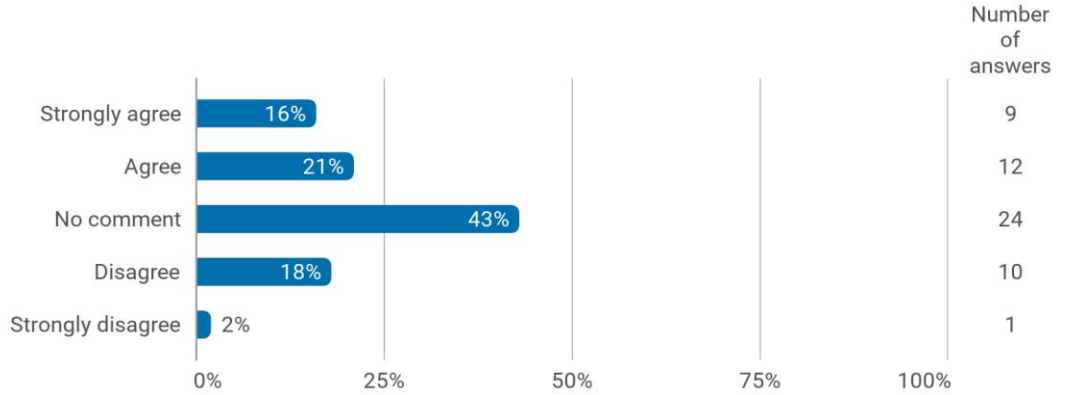


As was illustrated in the previous statement 10, almost the same clarification can be said about statement 9. In Figure 6 we see that (37%) of both “Strongly agree” and “Agree” versus (20%) of “Strongly disagree” and “Disagree” alternatives showed how much distress many students felt when not understanding what their teachers were correcting.

**Figure 6**

9. I get upset when I don't understand what the teacher is correcting.

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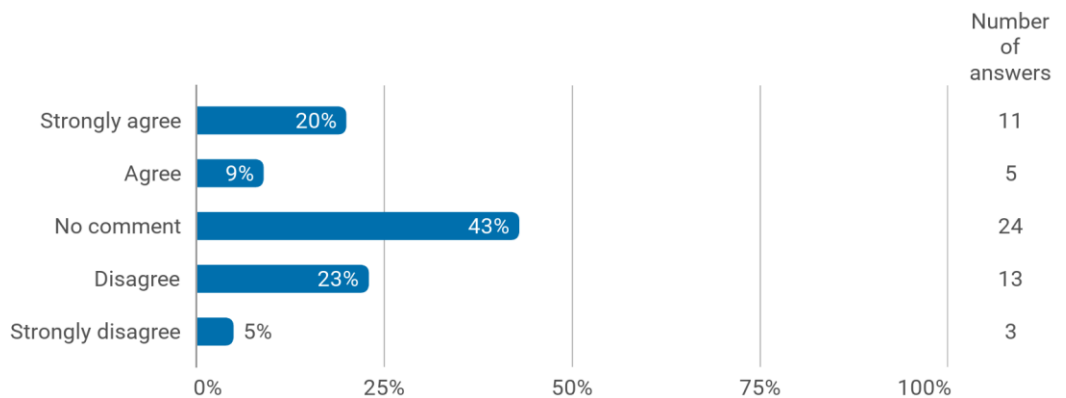


Statements 7 and 18 revolved around students who do not want to volunteer and/ or answer questions that they are not prepared for in advance. The mode score was 3 in both statements which means that the (No comment) option was the most occurred one. In addition, in statement 7, as we see in Figure 7, the percentage for alternatives “Strongly agree” and “Agree” (29%) were equal to the percentage of responses for alternatives “Strongly disagree” and “Disagree” (29%).

**Figure 7**

7. It embarrasses me to volunteer answers in my English class.

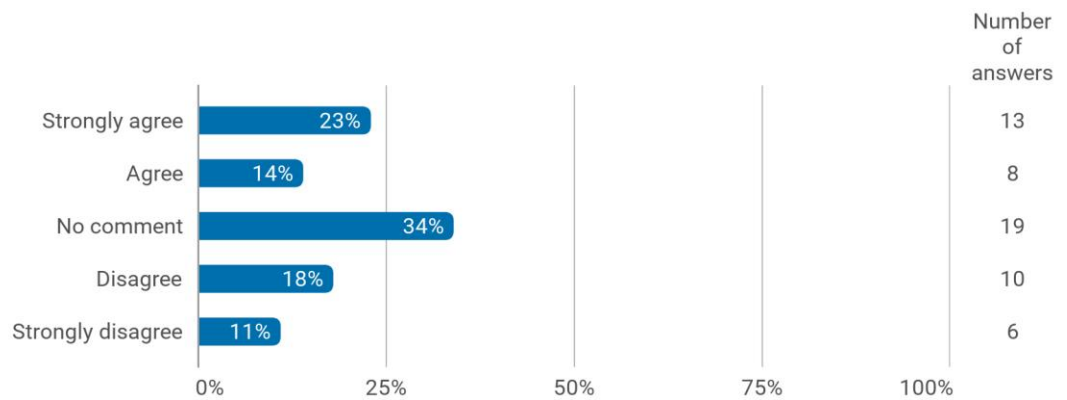
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On the other hand, in statement 18 according to Figure 8, the percentage of responses of both “Strongly agree” and “Agree” (37%) was more than the percentage of responses to both “Strongly disagree” and “Disagree” (29%). We could consider responses to both statements to reflect the feelings of anxiety and stress for students who do not want to volunteer and/or answer questions that they did not prepare in advance based on both the responses to statement 18 and the answers of IMS about their willingness to participate where most of them assured that to participate effectively, they have to come prepared in advance to the English class.

**Figure 8**

18. I get nervous when the English teacher asks questions that I haven't prepared in advance.

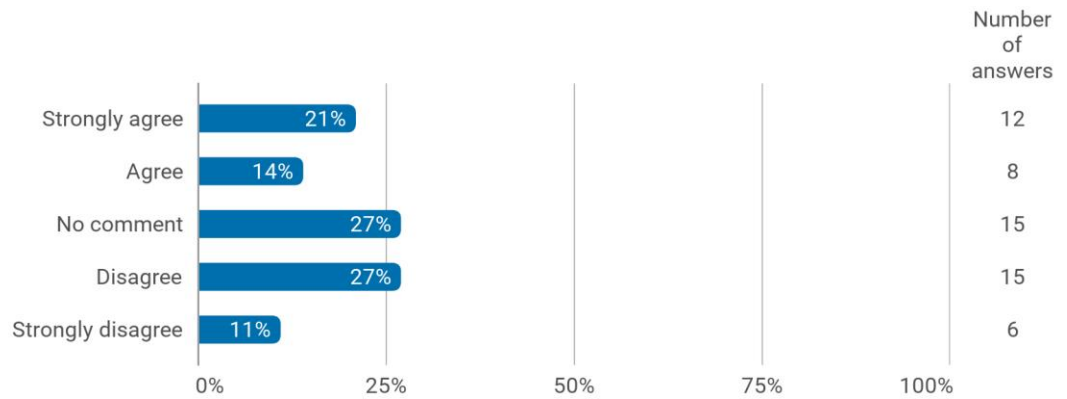


Statement 15 which was about whether students feel more tense and nervous during English classes, was given a mean score of 3 and a mode score of 2,5. This means that the responses ranged from “No comment” to “Disagree” and that the most occurred response as Figure 9 shows was “No comment” and “Disagree” alike which could reflect the state of hesitation that IMS interviews indicated when some of them mentioned to have a good relationship with their teachers and mentioned at the same time of how difficult and boring to attend English subject classes.

**Figure 9**

15. I feel more tense and nervous in my English class than in my other classes.

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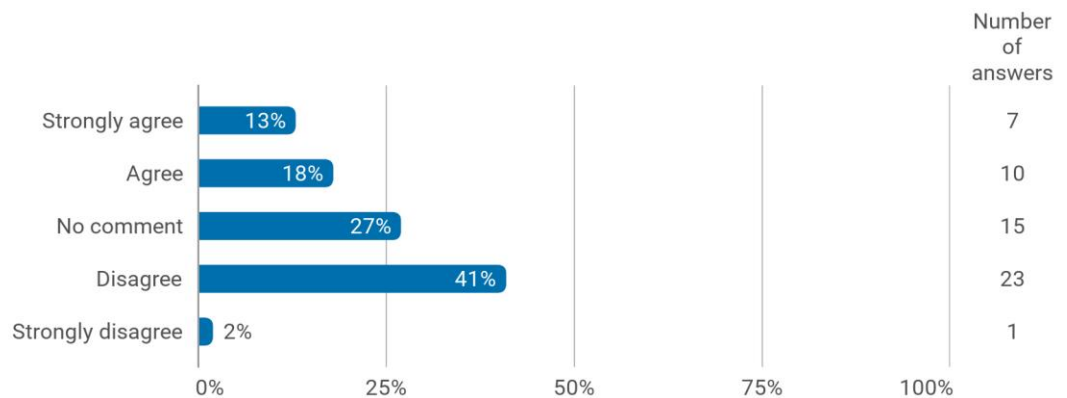


Statement 12, which was about whether a student is afraid that their teacher is ready to correct every mistake they make, was given a mean score of 2,9 and a mode score of 2. A mode score of 2 means, as Figure 10 shows, that the alternative “Disagree” was the most occurred one. When a student is not afraid of the intervention of their teacher, this is a good sign of having a good relationship. This reflects what most IMS said when they described their relationship with their teachers as a good one.

**Figure 10**

12. I am afraid that my English teacher is ready to correct every mistake I make.

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#### 6.4.2. Test Anxiety

Table 2 shows students' responses concerning assessment experiences related to language anxiety. Table 2 is organized similarly to Table 1 with the same alternatives to the statements.

**TABLE 2.** STUDENTS' CONCERNS ABOUT ASSESSMENT.

5 = strongly agree, 1 = strongly disagree

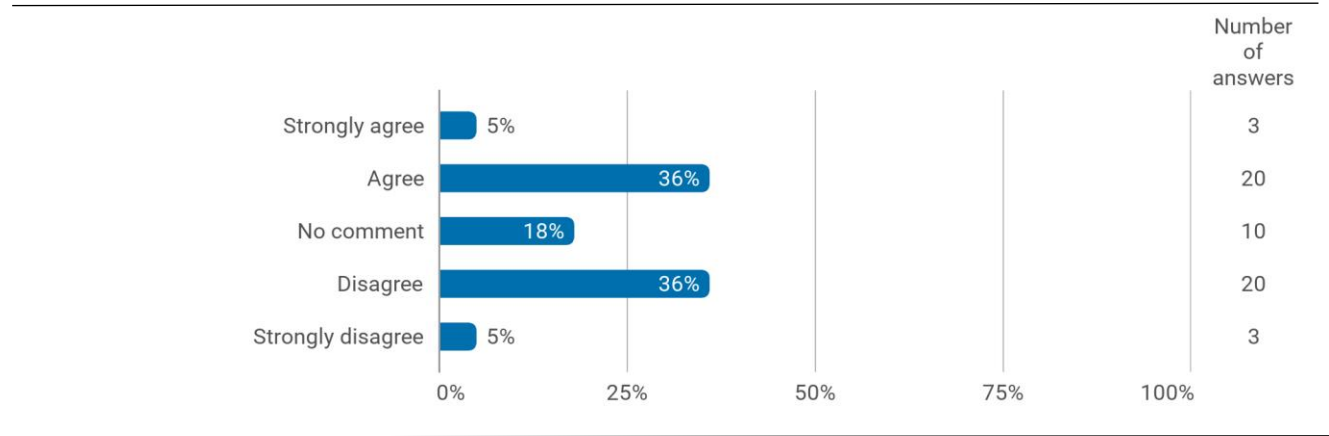
<b>Statements</b>	<b>Mean Score</b>	<b>Mode Score</b>
6. I worry about the consequences of failing my English language class.	3,2	5
4. I am usually at ease during tests in my English language class.	3	2,1
13. The more I study for an English test, the more confused I get.	3	2

Statement 6 was given an average score of 3.2 which is about how worried the students feel about the consequences of failing English class. The mode score as illustrated in Figure 11, is 5 which means that “Strongly agree” was the most occurred alternative. This refers to a high level of anxiety among migrant students regarding the consequences of failing English class. This reflects also what the interviewed students meant by how important the English language is for them and their future.

Statements 4 and 13 got similar results. Both statements were about how students feel while studying for an English test and while taking it and both were given a mean score of 3 and a mode score of 2 and 2.1. However, if we look at Figure 11, we see those responses to statement 4 showed the same result among those who agreed and disagreed.

**Figure 11**

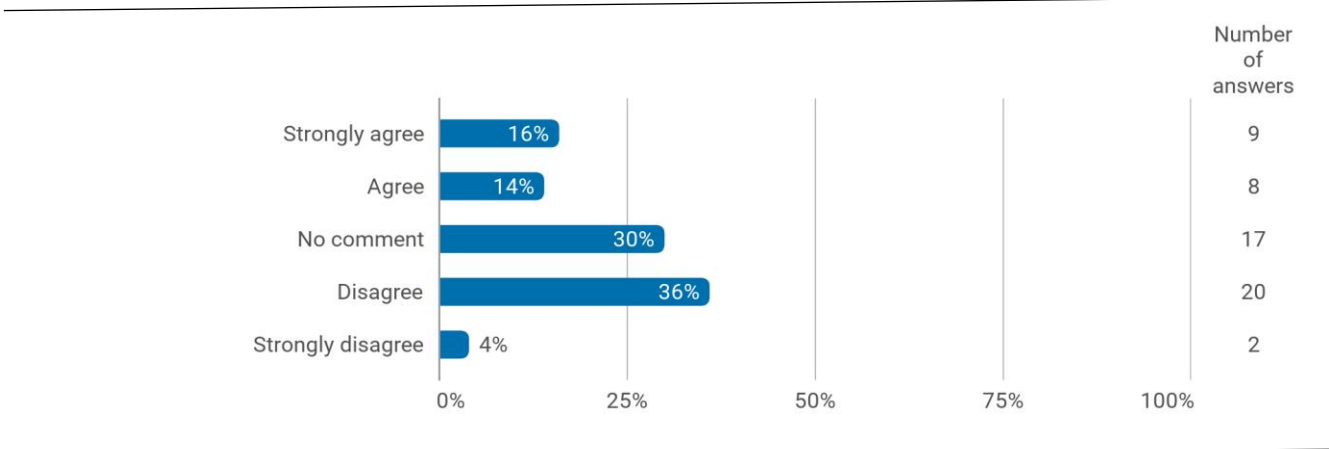
4. I am usually at ease during tests in my English language class.



On the other hand, responses to statement 13 as shown in Figure 12, were quite disagreement with it. One can connect this disagreement with what IMS said about coming prepared to the classroom and how this will help them to participate more.

**Figure 12**

13. The more I study for an English test, the more confused I get.





### 6.4.3. Students Confidence Speaking English

Table 3 presents students' experiences relating to English language anxiety during oral activities. Table 3 has the same organization as the previous tables in terms of having five alternatives for each statement.

Statement 5 was given an average score of 3.3 which is about the level of discomfort a student feels when having to speak without preparation during an English class. The most occurred option was “Strongly agree”. This refers to the existence of a high level of language anxiety and that many informants prefer not to speak when they are not prepared in advance.

**TABLE 3.** STUDENTS’ VIEWS AND EXPERIENCES ABOUT LANGUAGE ANXIETY DURING ORAL ACTIVITIES

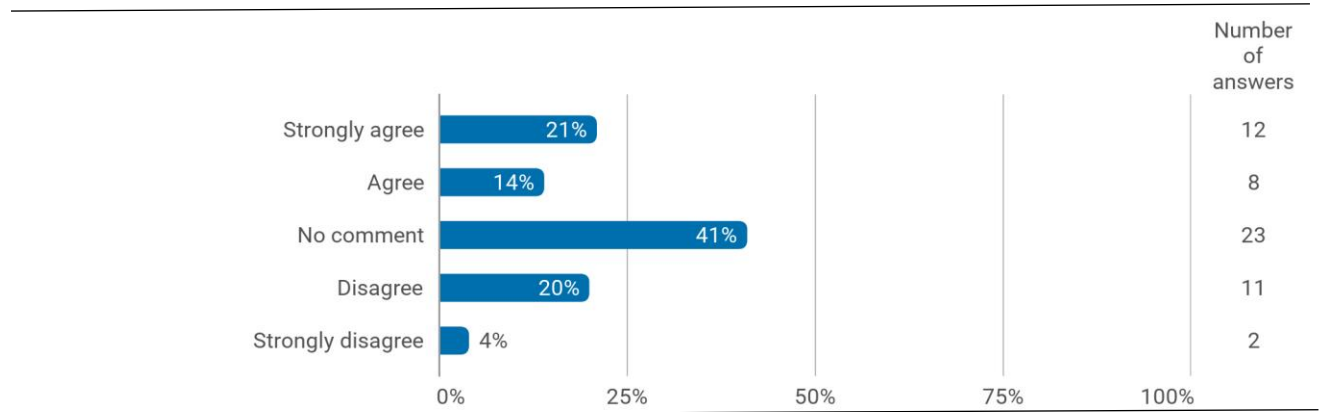
5 = strongly agree, 1 = strongly disagree

Statements	Mean Score	Mode Score
5. I start to panic when I have to speak without preparation in English language class.	3,3	5
1. I never feel quite sure of myself when I am speaking in my English language class.	3,3	3
14. I always feel that the other students speak the English language better than I do	3,3	3
8. I would not be nervous speaking the English language with native speakers.	3,2	3
17. I am afraid that the other students will laugh at me when I speak the English language.	2,9	2
11. I feel confident when I speak in the English class.	2,7	2

Statements 1, 14, and 8, which are about the level of confidence a student has while speaking English in the classroom or with native speakers, have the same mode score (3) and almost the same mean score too (3.3, 3.3, 3.2) which means that most students had chosen “No comment” alternative.

**Figure 13**

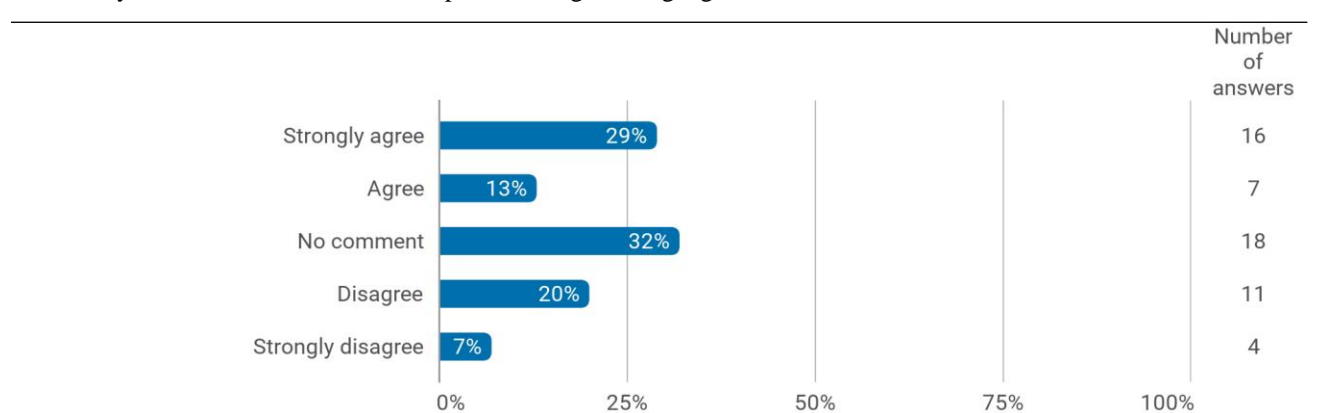
1. I never feel quite sure of myself when I am speaking in my English language class.



Nevertheless, if we look at Figure 13 which is about statement 10, and calculate the percentage of responses to both “Strongly agree” and “Agree” (35%) versus responses to both “Strongly disagree” and “Disagree” (24%), we will see that remarkable informants are suffering from being skeptical about their oral performance during English classes. Figure 14 also shows remarkable informants suffering from low self-esteem if we do the same calculation where (23) students versus (15) ones have this low self-esteem.

**Figure 14**

14. I always feel that the other students speak the English language better than I do.



Statements 17 and 11 have the lowest mean score (2.9, 2.7) along with the same mode score (2). Statement 17, which is about the fear of being laughed at if one speaks English, shows that most informants “Disagree” with that. This reflects what most interviewed students mentioned when they described their classmates as good and nice ones. Statement 11 results show that most informants feel insecure when they speak English during English classes. This shows a high level of anxiety and the fear of negative evaluation.

## **7. Discussion**

### **7.1. Introduction**

This chapter presents a discussion of the findings of this study that were presented in the previous chapter 6. The process of discussion in this chapter is arranged basically according to the questions of this study. The first section 7.2 discusses teachers' beliefs and experiences concerning language anxiety. Subsequently, the second section exposes teachers' beliefs about behavioral differences that exist between migrant students who attend introductory classes and regular students in regular classes within the context of the English subject classroom. Thereafter, the third section 7.3 explores migrant students' views and experiences with language anxiety.

### **7.2. Teachers' Beliefs and Experiences Concerning Language Lnxxiety Among Migrant Students**

A teacher's belief has an enormous impact on classroom practices and their related environment. "The knowledge, ideas, and beliefs of teachers definitely affect what they teach in the classroom as educational research has shown" (Borg, 1999, P.19) Although the relationship between teacher beliefs and practices does not always match or correspond, it has a reciprocal form in which beliefs and practice influence each other whereas beliefs might be strongly influenced by the teacher's practices and experiences, and at the same time beliefs affect the teacher's pedagogical decisions (Borg et al, 2009. P.380 - 381). Therefore, to understand a teacher's behavior in the classroom, it is important to know what a teacher knows, thinks, and believes (Borg, 2009).

When it comes to the signs of anxiety, all interviewed teachers (IT) confirmed that there were no differences in terms of anxiety signs between migrant students (MS) and regular Norwegian students (RNS) such as being nervous, fear of being laughed at, and feeling tense. However, as explained by Teacher 1, the factor that could make a difference, in this case, is not being fluent in Norwegian. She explained that how much a migrant student knows Norwegian affects not only

English classes but the other subjects too, for instance, if a student cannot Norwegian well then, they cannot understand mathematics because it is in Norwegian, and this increases the degree of anxiety. This is consistent with a study about the challenges migrant students face conducted by The Organization for Economic Cooperation and Development (OECD), which confirmed that proficiency in the host country's language is one of the most important factors for MS in achieving social and economic integration. The study explained how this fluency in the spoken language of the host country contributes to the integration of MS especially in the education system (2018. P.120). A Maltese qualitative study was conducted to explore the integration of migrant students within two girls' secondary schools, confirmed that MS in both schools experienced difficulties in communication and integration within the school community due to inefficiency in Maltese and English. This inefficiency caused migrant students to feel apart and isolated from their surroundings and classrooms (Cassar et al, 2018. p.17). IT mentioned that to explain properly, they reflect on their English lesson in Norwegian too in order to be sure that their students understand the lessons. IMS also mentioned that they would sometimes use Norwegian to ask their teachers or classmates if they did not understand what had been said in the English class. In addition, most IMS confirmed that they use Norwegian as a first option during ESC and other subjects too. Thus, knowing Norwegian leads to being integrated and decreases anxiety not only in English classes but in their whole education progression.

As for the most caused anxiety activities, the results indicated that according to IT, were oral activities. Horwitz et al (1986) state that LA generates mainly from the two basic processes in learning a foreign language which are speaking and listening (p.126). Speaking and listening are both means of oral communication. One of the components that form FLA according to (Horwitz et al, 1986: p.127) is communication apprehension which refers to the difficulty that language learners experience in expressing themselves effectively in a foreign language, and it can manifest as difficulty speaking in groups, stage fright, or struggle to understand spoken messages. This is consistent with the results from IMS whereas oral activities were mainly the source of anxiety. Being reluctant to speak English was manifested clearly when all IMS mentioned that English came as their last option when communicating with their teachers and classmates.

Several factors usually lead to increased language anxiety. The results indicate the existence of many factors, some of them are classroom-based factors and the other ones are of social and familial nature. LA stems from different sources, some of them linked to the learner, some linked to the teacher, and some others to the instructional practice (Young, 1991. p. 427). The fear of speaking in front of the class, the feelings of nervousness and tension, the fear of being laughed at, the fear of always being corrected, and test anxiety were some of the class-based factors. These class-based anxiety cases are in line with state anxiety, which is related to a particular situation or context, specifically language learning context because usually it happens while producing language-related tasks such as speaking, writing, or listening. (Horwitz et al, 1991. p.20-22). Subsequently, all these findings of class-based anxiety cases are consistent with Horwitz et al. (1986. p.127) three related components that are regarded as the components of foreign language anxiety which are communication apprehension, fear of negative evaluation, and test anxiety. Oral activities usually require having enough time to understand and respond (Tishakov, 2018. p.52). A Kurdish study about the factors that affect language anxiety concluded that the highest recorded value factor was the fear of negative evaluation among private universities students in Kurdistan (Anwar et al, 2017. p.170).

On the other hand, some social and familial factors as Image 8 shows, that the results indicated, contributed to increasing FLA among MS, including the lack of integration into society, lack of proficiency in the language of the host country, cultural differences, and familial and psychological issues.



**Image 8.** Integration Barriers (2016). BRYCS.

These factors led many MS to avoid participating in English classes as IT confirmed. All these types of LA harm students' achievement as many researchers indicated. (Horwitz et al, 1986. MacIntyre & Gardner, 1989. Chen, 2002). LA causes students to participate and interact less than other students (Al-Alawawdeh. Et al. 2021. P.240). Horwitz (2001) mentioned also that students with higher LA are more likely to obtain lower grades than their less anxious peers (P. 115). What may seem pleasant for some students may be negatively perceived by others, therefore it is important to keep cultural differences in mind during classroom activities (Horwitz, 2001. p.119).

### **7.3. Behavioral Differences Between Migrant Students and Regular Ones During ESC**

To understand whether migrant students act differently from regular Norwegian students during ESC, it was important to explore teachers' beliefs concerning this matter. The results from interviews with teachers asserted the existence of differences in behavior between MS and RNS due to several factors that IT mentioned such as their school background or educational achievements where in most cases RNS had a better school experience or educational achievement

and subsequently a better English background. In return, having a better English background means having better outcomes and less stress and anxiety.

Having to learn two languages simultaneously to be able to join regular classes on the one hand and to integrate with their new society, on the other hand, was another reason that led to the differences in behavior between MS and RNS. These findings are consistent with some Norwegian research on MS, their performance in schools, and the extent of their integration into Norwegian society. Anxiety is one of the internalizing disorders that can affect educational and social development (Noam et al, 2014. P.279). “Furthermore, immigrant populations experience many challenges after resettlement in their new environments: migration and immigrant status is associated with discrimination, ethnic identity crisis, and intergenerational acculturation gap, that increase the risk for mental health problems” (Noam et al, 2014. p.280). As MacIntyre explained language anxiety stems from social and communicative aspects of learning language and therefore, one can see language anxiety as a kind of social anxiety (1995. p. 91), this reflected what teacher 1 mentioned earlier that her role goes beyond the teaching process to become a social supporter too. MacIntyre (1995) asserted also that the social context in which language learning occurs affects the learner's motivation, self-esteem, and confidence, which in turn can affect their cognition and behavior. This reflects what teacher 2 talked about on the state of insecurity that MS experiences because of not mastering Norwegian well and having to learn English simultaneously which affects their academic performance and cognition.

Teaching MS during the transition phase to integrate them later in regular classes requires educators to know how to deal with MS. But “as the IT mentioned” there are no special training courses that equip teachers with needed knowledge and skills that could help them to teach properly MS and to create an inclusive classroom environment during ECS that includes all students regardless of their background. The European Commission asserted that “students with refugee or migrant backgrounds often face difficulties in adjusting to a new learning environment” (European Commission, 2024). Nevertheless, research conducted to illustrate the challenges that are related to the transition process that usually happens to prepare MS to join regular classes showed “a lack of focus on the immediate and often crucial needs of the students who were in the



transition phase from introductory schools or classes to the local school and a lack of awareness of these needs.” (Fandrem et al, 2023 – p.45 - 46).

It is worth noting that this lack of awareness is consistent with what IT said about the absence of any teaching plan to teach English to the MS in the English curriculum and that it does not address MS needs when it comes to teaching English. All IT, for instance, confirmed that the Curriculum does not recognize the gap between the level of English language of most MS and the level that is required or expected from them to join the regular classes and the Norwegian regular education system. This corresponds to the demands of a petition signed by 540 secondary school and adult education teachers in Norway demanding an English curriculum plan that can adapt to the needs of refugees and newly arrived immigrant students in Norway (Mak. M. K. The Oslo desk, 2021). Due to this deficiency in the curriculum and its failure to cover the needs of migrant students, teacher 2 asserted that teachers must make extra effort to adapt their teaching methods to the migrant student’s English level. Moreover, as was mentioned in the findings, IT said that since there is a curriculum<sup>4</sup> on how to teach the Norwegian language to MS, they utilize strategies they learned from that curriculum to teach the English language to MS.

#### **7.4. Migrant Students' Views and Experiences Concerning Language Anxiety**

The third research question was about migrant students' beliefs and experiences about LA and how it affects their academic achievement. Investigating students' beliefs and experiences helps the teacher to create a responsive and supportive classroom environment. Student’s beliefs could have positive and negative effects on student’s progress and academic achievement (Horwitz, 1988). A study conducted about, the beliefs on language learning of beginning university foreign language students found that forty percent of participants reported that two years are enough to become fluent in a second language in two years, and over sixty percent reported that learning a

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<sup>4</sup> Læreplan i norsk for språklige minoriteter med kort botid i Norge - videregående opplæring (NOR09-04).

foreign language is just a matter of translation from English. The study confirmed that such beliefs probably result in negative outcomes for many language learners (Horwitz, 1988. p.292 - Boakye, 2011, p.1 - 2). Moreover, taking personal differences and that all students generally speaking do not have the same mentality is pivotal in the learning process. (Klein, 2021, p. 12). Nunan (1995) mentioned that students come to the classroom with different mindsets that create a gap between what teachers aim to teach and what students learn. He conducted a comparative study (1987) about the learning preferences of teachers and learners in the Australian Adult Migrant Education Service. Nunan confirmed, “When I compared the preferences of learners and teachers in relation to selected learning tasks and activities, I found some stark contrasts and dramatic mismatch” (Nunan, 1995. p. 140). Thus, regardless of what a teacher does in the classroom, the learner's beliefs matter most and affect mostly the learning process, and therefore the learner should be the center of the process (Boakye, 2011, p.12 - Nunan, 1995, p. 155).

To explore how IMS were motivated to learn English, the researcher asked them how important it is to learn the English language. Almost all IMS said it is very important to learn and showed interest and that they are motivated to learn it because English is spoken worldwide, and it helps to get a bigger chance to obtain good paying work. The data from the questionnaire showed also that most participants (61%) were motivated to have more English classes. This is consistent with a Japanese paper that was conducted to reveal factors that led Japanese elementary school students to choose their ideal L2. The paper mentioned that many are motivated to learn English for several reasons such as being lingua franca, for career expectations, and for traveling abroad (Ishida, et al, 2024). These findings are similar to the findings of a Taiwanese paper too (Hsuan, 2013).

When asked about the tasks and activities that arouse language anxiety, the first one according to IMS was having oral activities and tasks. This is the same result from the interviews with IT as was discussed earlier in 6.2. section. Moreover, similar results were detected from the student questionnaire too, for instance, (54%, as statement 11 showed) were anxious about speaking during ESC, and (46%, as statement 10 showed) were anxious to attend ESC even when they prepared for it in advance, and (46%, as statement 5 indicated) would feel panic in case they have to speak without preparation. This is consistent with research that was done concerning activities that

arouse language anxiety. A Norwegian paper that was conducted among some Norwegian lower secondary EFL classrooms concluded that Oral presentations and reading aloud were the most language anxiety-increasing activities (Gjerde, 2020. p. 80). An Indonesian study confirmed that “there was a significant correlation between English language learning anxiety and students’ oral communication among students of the English department at the Faculty of Languages and Literature Universitas Negeri” (Said, et. al, 2018. p. 27). Furthermore, correcting each mistake a student committed by their teacher and low self-esteem were among other factors that led to generating more LA (Horwitz et al. 1986. Young, 1991. Dewaele & Tsui, 2013. Lou et al, 2020). Low self-esteem leads students to think about what others think of them and it makes them do what pleases others which creates pressure and causes more anxiety and undergo negative social responses (Young, 1991. p. 427 & Aisyah, 2017. p.59 & Lou et al, 2020, p.1 - 2). Saudi research that was conducted among Saudi undergraduate students studying English at a public Saudi University confirmed that students with low self-esteem are more susceptible to experiencing LA than those who have higher self-esteem (Alamer et al. 2021 p. 10). The same result was detected in An Iranian research paper too (Heydarnejad et al. 2024. p. 12 - 13).

Reading aloud (RA) whether by their teachers or by themselves was also a source of LA as most IMS stated. The results indicated that when a teacher reads a text, IMS need extra effort to understand and to get the meaning of the text. On the other hand, most of them (IMS) considered reading aloud a scary task because of the fear of making mistakes while reading and being laughed at. This is consistent with research that RA causes LA because reading a text in a foreign language frightens students and makes them feel anxious and the reasons behind this anxiety are the fear of making mistakes and lack of confidence (Aisyah, 2017. p.58-59 & Gjerde, 2020. p. 80). In addition, RA causes LA when students are not familiar with the text’s vocabulary, unfamiliar topics, and unfamiliar culture (Aisyah, 2017. p.58). 37% agreed (as statement 18 shows) that they get nervous when they have to answer without being prepared in advance. Four out of six IMS chose to have a presentation instead of RA because they will get enough time to prepare for the presentation as they clarified. Preparation was the main factor for choosing a presentation over RA. Thus, teachers using reading strategies, such as, display of art related to the text, translating

difficult words in advance, and preparing students for new topics by discussing them first, could enhance student's reading competence (Texas Education Agency, n,d & McEwan, 2007).

Corresponding to the teachers' beliefs, the IMS also disclosed that the domestic home situation influences students' academic progress negatively and that it increases LA. They confirmed they had known at least one classmate who had familial issues that affected their academic progress. Although it is difficult to distinguish the effects of immigrant parents on their children given that familial, social, and environmental factors shape and affect each other, still investigating parental effects on their migrant children gives insight into the factors that influence their academic achievements (Kim et al, 2020. p.2). Family circumstances and domestic environment have a huge effect on student's academic progress in their everyday school life (Hattie, 2014. Csikos et al, 2023. p.254). Matsa (2020) from Midland State University, explained how many migrant students experience the absence of their parents due to employment migration which could affect their school participation and commitment. This absence causes emotional disorders where students suffer a lack of concentration, stress, anxiety, and depression. Moreover, migrant students need to adapt to the host country's culture which affects their social interactions and sense of belonging (Matsa, 2020. p. 45 – 57). The ambitious expectations and educational success of MS from their parents often lead to academic achievements in the host country (Kim et al. 2020. p.12). The IMS disagreed upon whether having educated parents is necessary to be successful in their academic progression. However, researchers confirm that the emotional support from migrant students' parents and their engagement and participation in their children's educational tasks and work affect their children's educational success and progress affirmatively. (Kim et al, 2020. p.2). furthermore, having educated parents enhances the level of academic achievement of students and increases their motivation since their parents support their children academically too (Csikos et al, 2023. p.254 – 255).

The support that MS should receive from their teachers and having a supportive classroom environment is significant. Creating a supportive classroom setting requires teachers to build good relationships with their students which leads to increased student engagement and educational advancement (Buckley et al, 2019. p.2). Most IMS declared that they have a good relationship

with their teachers and felt their teachers always show interest in them and help them when needed. Having such a good relationship helps students to feel more secure and in return get better school outcomes and better grades (Buckley et al, 2019. p.2, Allen et al. 2021. p.526 - 527). On the other hand, peer-to-peer relationships are an important factor too to having a positive classroom environment. All IMS described their relationship with their classmates as a positive one. The fact that all IMS were a part of introductory classes explains their description of having a positive relationship with each other. The introductory classroom environment helps MS to form positive relationships with their peers because all have the same situation and background as migrants (Fandrem et al, 2021. p.10). All in all positive relationships between teachers and their students as well as between students themselves create a healthy classroom environment that fulfills students' needs for autonomy, enhances their competence, and strengthens their school belonging (Allen et al. 2021. p.528). Moreover, research revealed that teachers who maintained positive relationships with their students often experienced joyful teaching practice and were less likely to experience feelings of anxiety and anger. In addition, it makes teachers spend more time to support their students succeed (Buckley et al, 2019. p.1).

When the IMS were asked about the most used language among them during ESC, they mentioned that Norwegian would be the first one, then their mother language, and lastly would be English. Using Norwegian as a first option among MS is because they look at it as if it were their first language because they live in a country where Norwegian is its first and official language. These results correspond to the results from informant teachers' interviews too. Depending on whom they speak to, was a criterion for MS to pick up the conversation language, however as IT mentioned their students usually use Norwegian more than because it works as a lingua franca among them. Incorporating L1. Especially when there are instructions and explanations, helps teachers to keep a lesson moving smoothly (Kerr, P. 2019, p.10). Besides that, it reduces LA, using L1 as a means of clarification during ESC is efficient for teaching vocabulary, grammar, and procedural instructions, and for achieving greater clarity and faster communication within the context of the classroom (Hanif, 2020).

To reduce LA among their migrant students, IT said that usually they offer alternatives for students whom they know have LA, for instance, if a student wants to present only to the teacher or record a video or a podcast instead of presenting directly to the classroom, then they would approve their request. This is aligned with research that confirmed the possibility of increasing LA when performing certain tasks such as oral tasks within the classroom context (Khajavy et al, 2023. p.136). In addition, it is part of adapting the content of the teaching process that is essential to reduce anxiety and increase self-esteem for every single student inside the classroom and create a better learning environment (Mao, 2023. p.778). Reducing LA requires also developing intercultural competence because as was explained earlier the lack of integration and cultural differences enhance LA not only during English lessons but with all other subjects as IT confirmed, therefore, migrant students need to develop their intercultural competence in order to be able to communicate properly with their surroundings and to reduce LA (Bøhn et al, 2018. P.158).

## 8. Conclusion

Chapter 8 explored the questions of this study that were presented in Chapter 1 by discussing the findings and the results that were obtained from three interviews with three English subject teachers, interviews with six migrant students, and results of a student questionnaire. The current study has tried to investigate teachers' beliefs and migrant students' views about LA in several introductory classes that only have migrant students in two Norwegian upper secondary schools. To address the research questions, a mixed-method research approach was applied including semi-structured interviews and a student questionnaire to answer the following research questions: What are the teachers' beliefs and experiences regarding language anxiety among migrant students? Are there differences in attitude between migrant students and regular students in terms of learning and language anxiety in English subject classrooms? What are migrant students' views and experiences about language anxiety and how does it affect their achievement in the classroom?

To begin with, a key outcome from the study on teachers' beliefs about LA was that, according to the teachers, there were no differences in terms of anxiety signs between MS and RNS such as being nervous, fear of being laughed at, and feeling tense, except for not concentrating well (lack of concentration) not only during ESC but during other subjects too because of their backgrounds and what they had experienced before they migrate to Norway. Another factor that made a difference was not mastering the host country's language (Norwegian). Therefore if MS was not fluent or mastered Norwegian well, this inefficiency in the Norwegian language would be a sign of experiencing LA. Teachers believed also that LA happens in most cases because of students' traits such as sensitivity, lack of confidence, and low self-esteem. Corresponding to the IMS beliefs, teachers believed that the activities and tasks that caused LA more than other activities were oral. Furthermore, other factors that were more as a result of migration were the lack of integration into society, language barrier, cultural differences, and familial and migration-related psychological issues.

Another core outcome that was related to the causes of LA as explained earlier, these factors such as lack of integration and language barriers as IT believed, led to the existence of differences

in behavior and attitude between MS and RNS. The third key outcome of this study was the absence of training courses that equip teachers with needed knowledge and skills that could help them to teach MS during the transition phase. In addition, as IT explained, the current English curriculum does not recognize the needs of MS properly, for instance, it does not acknowledge the gap between the level of English language of most MS and the level that is required or expected from them to join the regular classes and the Norwegian regular education system. Coordinating with teachers' beliefs, IMS confirmed that student's family situation affects their academic achievement.



## 9. Limitations and Implications

This mixed method study aimed to shed light on the factors that arouse language anxiety among migrant students from teachers' perspective and experience who were in daily touch with migrant students in two upper secondary schools in classes that were meant to prepare them to join regular vg1 classes. Since Norwegian society is a diverse society that encompasses migrant from all parts of the world, integration process on different levels especially for young migrant students become an essential part of the future of this country. The current study tried to explore factors that may hinder migrant student from integrating well in their schools and Norwegian education system. The findings of the current study may be helpful for teachers who are working with migrant students during transition phase since the study was meant and conducted to collect findings in respective introductory classes. Furthermore, exploring teachers' and migrant students' beliefs and experiences concerning LA provides useful source of factors that may decrease LA by implementing several procedures and methods. The absence of training for teachers who are teaching migrant students as well as the absence of an English curriculum for migrant students, calls for more attention to this topic.

The primary limitation to the current study is the limited number of participants teachers as well as migrant students. Although only three teachers and six migrant students participated in this study along with 56 migrant students who had answered a digital questionnaire, the present study can still be used as starting point or a guide for more research on this topic. Another limitation is the limited version of the digital questionnaire which was edited as was explained in the Methodology chapter whereas it should have been a more comprehensive survey.

As has already been indicated and elaborated, many significant implications have emerged.

Oral activities and tasks such as reading aloud, speaking in front of the class, and class discussions were the most source for language anxiety. Although the interviewed teachers mentioned that they use strategies that they had obtain on how to teach Norwegian to migrants, in their teaching of English language too, they still mentioned that they had a lot to do from

adapting the content to the level of their migrant students to the act of supporting them as a social supporter too. However, they still called for issuing an English curriculum for migrant students and supported the idea of having courses that would equip them with the necessary information and skills while teaching migrant students. Lack of integration, unproficiency of the Norwegian language, and cultural barriers were among other factors that caused more anxiety.

The current study was limited to exposing the factors that increase LA and its consequences on migrant students during their preparation period in combined and introductory classes. Thus, further research is needed to explore the progress of migrant students after joining their regular classes.



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## **Appendices**

### **Appendix A: Teacher Interview Guide**

#### **Section I: Background Information**

- 1- Could you tell me a little about your background as a teacher?
- 2- During your career, have you received any specific training on how to teach and support minority students? If yes, please tell me about this training, for example, was it helpful or not and why?
- 3- According to your experience, to what extent does the English curriculum address the needs of minority students?

#### **Section II: Language Anxiety**

- 4- In your experience, do you find the behavior of migrant students to be different in any way from other students during English lessons? Are they, for example, more or less active or do they participate equally? Do migrant students experience any particular challenges during English lessons?
- 5- According to your experience, have any of your students shown signs of anxiety during English lessons? If yes, what were those signs?

- 6- Do you believe that the rate of language anxiety among migrant students during English lessons, is higher than that among Norwegian students? If yes, what are some of the reasons behind this differentiation according to your experience?
- 7- If you notice that your students are anxious about learning English, do you take any steps to reduce their anxiety?
- 8- In your opinion, when students feel anxious during English lessons does it affect how motivated they are to take part in the lesson? Does anxiety affect students in any other ways?
- 9- According to your experience, is there any specific class-based activity that causes more anxiety to your minority students whom you know suffer from language anxiety?

### **Section III: Classroom Situations**

- 10- The teacher wants a student to stand at the front of the class and give a short presentation to make up for her/his lack of class participation. The student says this makes him anxious and refuses to present from the front. In your opinion, what should the teacher do?
- 11- Is there any procedure you have implemented or want to implement in your English classes in order to reduce the potential stress and anxiety among your students? For example, reducing any potential bullying or being laughed at.
- 12- According to your experience, when having a discussion activity, do minority students speak English together, or do they tend or prefer to discuss either in Norwegian or their mother language?
- 13- How much do you speak English during your English lessons? I mean do you sometimes need to reflect over and explain in Norwegian if something is unclear and your minority students' English level doesn't help to understand in English?
- 14- In your opinion, speaking only English during English lessons is more practical to reduce language anxiety in the sense that this way helps minority students become more familiar with the English language?

15- Sometimes when minority students with the same home language sit together in class, they use that language to talk to one another during English activities. Do you think that for group activities they should be allowed to sit together or mix with other students?

#### **Section VI: Circumstances affecting minority students.**

16- According to your experience, have you ever had a minority student whom you know due to some family problems could not progress or concentrate well on his/ her studies? If yes, what did you do to help him/her?

17- Norway's policy is to integrate minority groups into normal life in the country. How important it is, do you feel, for the classroom also to be a place where social integration occurs?

18- According to your experience, to what extent is it important for teachers to maintain good relations with students' families? Do you think that when teachers are in contact with the families of minority students this will help these students feel less anxious at school?

19- According to your experience, do you believe that the cultural and linguistic differences between minority students and Norwegian society form an additional obstacle in the learning process for minority students?

### **Appendix B: Student Interview Guide**

#### **Section I: English Language Value**

1- How do you find the English sessions?

2- How important the English language is for you? And why?

3- Do you think that to have a good future and a good job, one must have good English skills? And why?

#### **Section II: Classroom Cases**

4- What makes you feel uncomfortable during English sessions?



5- Have you ever been bullied after participating in an English activity? If yes, could you please tell me why that happened and what was your response?

6- Do you think that coming to the English classroom prepared makes you feel more comfortable and willing to participate?

7- During English sessions, which language do you use more, and why?

8- If you did not understand something that was told to you during an English classroom, what do you do usually?

9- When your English teacher reads a text, do you usually understand what he/she reads in general? Or did you ask for more explanation if you didn't understand quite enough?

10- When you read a text in English, do you often understand what the text is about? Or can't concentrate on the reading and get the meaning at the same time?

11- Is it scary to read aloud?

12- If the English teacher gives you the possibility to choose between a reading task or an oral presentation, which one will you choose? And why?

13- If you have an oral presentation, do you prefer to present it in front of the whole class or just between you and your English teacher? And why?

14- Do you prefer to work alone or in a group? And why?

15- According to your experience, if we make a comparison between Norwegian and English, which language is easier to learn? And why?

### **Section III: Social Network Inside the Classroom.**

16- How do you describe your relationship with your English teacher?

17- How do you describe your classmates?

18- If you have a problem at home that might affect your study, will you tell your teacher about it to justify your regression on the one hand and ask for help on the other hand? Please explain why or why not.

#### **Section IV: English Outside the School**

19- Do you use the English language outside the school?

20- Is there any specific situation or place outside school time, where you prefer to speak English comfortably, and why?

#### **Section V: Domestic and Social Circumstances**

21- According to your experience, if you can choose between studying in your home country or continuing studying here in Norway, which would you choose? And why?

22- Do you think that a student`s home situation has a huge impact on his/her progress at the school? Please justify your answer.

23- Is there any contact between your English teacher and your family?

24- Do you recognize some of your classmates having familial problems that affect their studies? If yes, did you try to help them, and how?

25- Do you think that having educated parents is crucial for a student to be successful at school? Please explain why or why not.

#### **Appendix C: Student Questionnaire**

1. I never feel quite sure of myself when I am speaking in my English language class:

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

2. I keep thinking that the other students are better at English than I am.

- Strongly agree

- Agree
  - No Comment
  - Disagree
  - Strongly disagree
3. It wouldn't bother me at all to take more English language classes.
- Strongly agree
  - Agree
  - No Comment
  - Disagree
  - Strongly disagree
4. I am usually at ease during tests in my English language class.
- Strongly agree
  - Agree
  - No Comment
  - Disagree
  - Strongly disagree
5. I start to panic when I have to speak without preparation in English language class.
- Strongly agree
  - Agree
  - No Comment
  - Disagree
  - Strongly disagree
6. I worry about the consequences of failing my English language class.
- Strongly agree
  - Agree
  - No Comment
  - Disagree

- Strongly disagree
7. It embarrasses me to volunteer answers in my English class.
- Strongly agree
  - Agree
  - No Comment
  - Disagree
  - Strongly disagree
8. I would not be nervous speaking the English language with native speakers.
- Strongly agree
  - Agree
  - No Comment
  - Disagree
  - Strongly disagree
9. I get upset when I don't understand what the teacher is correcting.
- Strongly agree
  - Agree
  - No Comment
  - Disagree
  - Strongly disagree
10. Even if I am well prepared for the English class, I feel anxious about it.
- Strongly agree
  - Agree
  - No Comment
  - Disagree
  - Strongly disagree
11. I feel confident when I speak in the English class.
- Strongly agree
  - Agree
  - No Comment

- Disagree
- Strongly disagree

12. I am afraid that my English teacher is ready to correct every mistake I make.

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

13. The more I study for an English test, the more confused I get.

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

14. I always feel that the other students speak the English language better than I do.

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

15. I feel more tense and nervous in my English class than in my other classes.

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

16. I feel overwhelmed by the number of rules you have to learn to speak the English language.

- Strongly agree
- Agree

- No Comment
- Disagree
- Strongly disagree

17. I am afraid that the other students will laugh at me when I speak the foreign language.

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

18. I get nervous when the English teacher asks questions that I haven't prepared in advance.

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

19. When I'm on my way to language class, I feel very sure and relaxed.

- Strongly agree
- Agree
- No Comment
- Disagree
- Strongly disagree

## Appendix D: Sikt Approval Letter

# Sikt – Norwegian Agency for Shared Services in Education and Research

## Meldeskjema

### Referansenummer

873096

### Hvilke personopplysninger skal du behandle?

- Navn
- Nettidentifikator
- Stemme på lydopptak
- Helseopplysninger

## Prosjektinformasjon

### Tittel

Migrant students learning English: Anxiety, its causes, and consequences.

### Sammendrag

‘For my MA thesis, I am studying the experiences of minority students in Norwegian schools, with a focus on the learning of English. I am interested in hearing about teachers’ experiences and perspectives as well as students. Therefore, my aim is to elaborate on the experience of language anxiety that migrant students face while learning English. I also want to find out about teachers’ and students’ beliefs about the potential impact of language anxiety on the students’ progress in

learning English. As a result of this study, recommendations will be made for creating learning conditions that reduce anxiety for migrant learners.

**Hva er formålet med behandlingen av personopplysninger?**

I will have interviews with some teachers and students, therefore they will be known to me later and that is the reason I am applying to SIKT.

**Dersom personopplysningene skal behandles til flere formål, beskriv hvilke**

Bare til dette projektet.

**Prosjektbeskrivelse**

Hoshmin full version of Research Proposal.docx

**Ekstern finansiering**

- Offentlige myndigheter

**Type prosjekt**

Master

**Kontaktinformasjon, student**

Hoshmin Taher Al-Ali, hoshminali@hotmail.com, tlf: 48618821

Behandlingsansvar

**Behandlingsansvarlig institusjon**

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

**Prosjektansvarlig**

Oliver Traxel, oliver.traxel@uis.no, tlf: 51832422

**Er behandlingsansvaret delt med flere institusjoner?**



Nei

## Utvalg 1

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### Beskriv utvalget

Informantene vil være lærere med undervisningspraksis plus studenter med lærevansker i engelsk.

### Beskriv hvordan du finner frem til eller kontakter utvalget

rekrutteringen vil skje med utgangspunkt i skolen som skal projektet gjennomføres i og det kontaktnettet den enkelte student opparbeider seg i denne forbindelsen.

### Aldersgruppe

16 – 24

### Hvilke personopplysninger vil bli behandlet om utvalg {{i}}? 1

- Stemme på lydopptak
- Helseopplysninger

Hvordan innhentes opplysningene om utvalg 1?

Personlig intervju

### Vedlegg

MA Questionnaire + teachers and students interview.docx

### Lovlig grunnlag for å behandle alminnelige personopplysninger

Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

### Hvem samtykker for ungdom 16 og 17 år?

Ungdom

### Lovlig grunnlag for å behandle særlige personopplysninger

106

Uttrykkelig samtykke (Personvernforordningen art. 9 nr. 2 bokstav a)

### **Begrunn valget av behandlingsgrunnlag**

Informasjon til utvalg 1

### **Mottar utvalget informasjon om behandlingen av personopplysningene?**

Ja

### **Hvordan mottar utvalget informasjon om behandlingen?**

Skriftlig (papir eller elektronisk)

### **Informasjonsskriv**

Informed consent form Hoshmin.docx

Tredjepersoner

### **Innhenter prosjektet informasjon om tredjepersoner?**

Nei

Dokumentasjon

### **Hvordan dokumenteres samtykkene?**

- Manuelt (papir)

### **Hvordan kan samtykket trekkes tilbake?**

Liveres tilbake ved spørsmål om trekking.

### **Hvordan kan de registrerte få innsyn, rettet eller slettet personopplysninger om seg selv?**

Lyddopptaket vil kunne gjøres tilgjengelig for informanten ved forespørsel, og vil slettes ihht. prosedyrene ved prosjektets slutt.

### **Totalt antall registrerte i prosjektet**

1-99

Tillatelser

107

**Vil noen av de følgende godkjenninger eller tillatelser innhentes?**

Ikke utfyllt

Sikkerhetstiltak

**Vil personopplysningene lagres atskilt fra øvrige data?**

Ja

**Hvilke tekniske og fysiske tiltak sikrer personopplysningene?**

- Flerfaktorautentisering
- Fortløpende anonymisering

**Hvor blir personopplysningene behandlet?**

- Mobile enheter
- Fysisk isolert maskinvare

**Hvem har tilgang til personopplysningene?**

- Prosjektansvarlig
- Student (studentprosjekt)

**Overføres personopplysninger til et tredjeland?**

Nei

Avslutning

**Prosjektperiode**

18.08.2021 - 01.06.2024

**Hva skjer med dataene ved prosjektslutt?**

Data slettes (sletter rådataene)

## Vil enkeltpersoner kunne gjenkjennes i publikasjon?

Nei

---

### Appendix E. Consent Form / Samtykkeerklæring

**Are you interested in taking part in the research project “Migrant students learning English: Anxiety, its causes, and consequences.” (Er du interessert i å delta i forskningsprosjektet "Migrantstudenter som lærer engelsk: Angst, dens årsaker og konsekvenser.")?**

This is an inquiry about participation in a research project where the main purpose is to *explore some of the reasons why students with minority backgrounds suffering from anxiety in the English classroom*. In this letter we will give you information about the purpose of the project and what your participation will involve.

(Dette er en henvendelse om deltakelse i et forskningsprosjekt hvor hovedformålet er å utforske noen av årsakene til at elever med minoritetsbakgrunn lider av angst i det engelske klasserommet. I dette brevet vil vi gi deg informasjon om formålet med prosjektet og hva din deltakelse vil innebære.).

### **Purpose of the project (Formålet med prosjektet)**

The purpose of this MA thesis project is to understand the extent to which migrant students in upper secondary classes in Norway experience anxiety during English lessons the causes of any such anxiety, and the strategies teachers can use to minimize it.

(Formålet med dette masteroppgaveprosjektet er å forstå i hvilken grad innvandrerelever i videregående klasser i Norge opplever angst i engelsktimene årsakene til slik angst, og hvilke strategier lærere kan bruke for å minimere den.).

### **Who is responsible for the research project (Hvem er ansvarlig for forskningsprosjektet)?**

UIS - Department of Cultural Studies and Languages is responsible for the project.

UIS - Institutt for kulturstudier og språkvitenskap er ansvarlig for prosjektet.

### **Why are you being asked to participate (Hvorfor blir du bedt om å delta)?**

You have been asked to participate because I am looking at how upper-secondary students (videregående), particularly from minority backgrounds, feel about learning The English during the English language classroom.

Du har blitt bedt om å delta fordi jeg ser på hvordan videregående elever (videregående), spesielt med minoritetsbakgrunn, har det med å lære engelsk i det engelskspråklige klasserommet.

### **What does participation involve for you (Hva innebærer deltakelse for deg)?**

This research uses a digital -based survey and some personal interviews in order to gather your opinions and reasons for why some of minority students might feel anxious while learning English. The survey includes two measurements scales. The first one is for oral skills and the second one is for reading skills. You need to include your name on the survey to show consent, but this can be withdrawn at any time. Your name will also be removed in the final paper, meaning your answers will become anonymous.

Denne forskningen bruker en digitaltbasert undersøkelse og noen personlige intervjuer for å samle inn dine meninger og årsaker til hvorfor noen av minoritetslever kan føle seg engstelige mens de lærer engelsk. Undersøkelsen omfatter to måleskalaer. Den første er for muntlige ferdigheter og den andre er for leseferdigheter. Du må inkludere navnet ditt på undersøkelsen for å vise samtykke, men dette kan trekkes tilbake når som helst. Navnet ditt vil også bli fjernet i sluttoppgaven, noe som betyr at svarene dine blir anonyme.

### **Participation is voluntary (Deltakelse er frivillig)**

Participation in the project is voluntary. If you chose to participate, you can withdraw your consent at any time without giving a reason. All information about you will then be made anonymous. There will be no negative consequences for you if you chose not to participate or later decide to withdraw.

Deltakelse i prosjektet er frivillig. Hvis du valgte å delta, kan du når som helst trekke tilbake samtykke uten å oppgi grunn. All informasjon om deg vil da bli gjort anonym. Det vil ikke ha noen

negative konsekvenser for deg hvis du velger å ikke delta eller senere bestemmer deg for å trekke deg.

## **Your personal privacy – how we will store and use your personal data**

### **Ditt personvern - hvordan vi lagrer og bruker dine personlige data**

We will only use your personal data for the purpose(s) specified in this information letter. We will process your personal data confidentially and in accordance with data protection legislation (the General Data Protection Regulation and Personal Data Act).

- Hoshmin Taher Al-Ali
- My supervisor Simon Borg will have access to and examine the results.
- Oliver Traxel, oliver.traxel@uis.no, tlf: 51832422
- The data will be stored in a backpack with a three-digit lock.
- Your name will not appear in the final paper.

Vi vil bare bruke dine personopplysninger til formålet (e) spesifisert i dette informasjonsbrevet. Vi behandler personopplysningene dine konfidensielt og i samsvar med databeskyttelseslovgivningen (personvernloven og personopplysningsloven).

- Bare meg Hoshmin Taher Al-Ali og min veileder Simon Borg vil ha tilgang til og undersøke resultatene.
- Dataene lagres i en ryggsekk med tresifret lås.
- Navnet ditt vises ikke i sluttoppgaven.

## **What will happen to your personal data at the end of the research project?**

### **Hva vil skje med dine personopplysninger på slutten av forskningsprosjektet?**

The project is scheduled to end 01.06.2022. *At the end of the period all the data will be anonymized and deleted when the project ends.*

Prosjektet er planlagt til slutt 01.06.2022. På slutten av perioden vil alle data bli anonymisert og slettet når prosjektet avsluttes.

## **Your rights (Dine rettigheter)**

So long as you can be identified in the collected data, you have the right to:

- access the personal data that is being processed about you
- request that your personal data is deleted
- request that incorrect personal data about you is corrected/rectified
- receive a copy of your personal data (data portability), and
- send a complaint to the Data Protection Officer or The Norwegian Data Protection Authority regarding the processing of your personal data

Så lenge du kan bli identifisert i de innsamlede dataene, har du rett til å:

- få tilgang til personopplysningene som behandles om deg
- be om at personopplysningene dine blir slettet
- be om at feil personopplysninger om deg blir rettet / rettet
- motta en kopi av dine personlige data (dataportabilitet), og
- sende en klage til databeskyttelsesansvarlig eller Datatilsynet om behandling av dine personopplysninger

**What gives us the right to process your personal data?**

**Hva gir oss retten til å behandle dine personopplysninger?**

We will process your personal data based on your consent.

Based on an agreement with [UIS], NSD – The Norwegian Centre for Research Data AS has assessed that the processing of personal data in this project is in accordance with data protection legislation.

Vi behandler dine personopplysninger basert på ditt samtykke.

Basert på en avtale med [UIS], har NSD - Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernlovgivningen.

**Where can I find out more?**

**Hvor kan jeg finne ut mer?**

If you have questions about the project, or want to exercise your rights, contact:

- Student: Hoshmin Taher Al-Ali by e-mail ([hoshminali@hotmail.com](mailto:hoshminali@hotmail.com)) or phone 486 18 821.
- Supervisor: Simon Borg, by e-mail ([simon.borg@hvl.no](mailto:simon.borg@hvl.no)) or phone +386 51 687 647.
- UiS sitt personvernombud på mail: [personvernombud@uis.no](mailto:personvernombud@uis.no).
- NSD – The Norwegian Centre for Research Data AS, by email: ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) or by telephone: +47 55 58 21 17.

Hvis du har spørsmål om prosjektet eller ønsker å utøve dine rettigheter, kan du kontakte:

- Student: Hoshmin Taher Al-Ali by e-mail ([hoshminali@hotmail.com](mailto:hoshminali@hotmail.com)) or phone 486 18 821.
- Supervisor: Simon Borg, by e-mail ([simon.borg@hvl.no](mailto:simon.borg@hvl.no)) or phone +386 51 687 647.
- NSD – The Norwegian Centre for Research Data AS, by email: ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) or by telephone: +47 55 58 21 17.

Yours sincerely,

*Simon Borg*  
(Supervisor)

*Hoshmin Taher Al-Ali*

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### **Consent form**

I have received and understood information about the project “Migrant students learning English: Anxiety, its causes, and consequences. and have been given the opportunity to ask questions. I give consent:

- to participate in a written survey about my use of oral English.
- to my name being on the survey but anonymized in the final paper.



I give consent for my personal data to be processed until the end date of the project, approx.  
01.06.2024

Jeg har mottatt og forstått informasjon om prosjektet "Migrantstudenter som lærer engelsk: Angst, dens årsaker og konsekvenser." og har fått muligheten til å stille spørsmål. Jeg gir samtykke:

- å delta i en skriftlig undersøkelse om min bruk eller muntlig engelsk.
- til mitt navn er på undersøkelsen, men anonymisert i sluttoppgaven.
- 

Jeg gir samtykke til at personopplysningene mine behandles frem til sluttdatoen for prosjektet, ca.  
01.06.2024

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(Signed by participant, date) (Signert av deltaker, dato)