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University of
Applied Sciences**

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Master's thesis

**“Why on earth am I an English teacher? I am
terrified of it.”**

***A study of teachers experiencing English speaking anxiety
in Norwegian primary schools***

“Hvorfor i all verden er jeg engelsklærer? Jeg er jo
livredd for det.”

*En studie om lærere som opplever muntlig språkvegring i
norsk grunnskole*

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When starting the initial teacher education programme, writing a master's thesis seemed to be a most intimidating and unmanageable project. Luckily, it turned out to be a thrilling experience I would not be without. I am so incredibly proud of completing my teacher education with this thesis, and forever grateful for the insight and depth this process has given me, both as a teacher and human being.

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Anne Ingeborg B. Raade

Abstract

Title: “Why on earth am I an English teacher? I am terrified of it.”: *A study of teachers experiencing English speaking anxiety in Norwegian primary schools*

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This thesis is a qualitative study of teachers experiencing language anxiety when speaking English during teaching in Norwegian primary school. Speaking publicly has shown to be the most intimidating factor within the topic of language anxiety (Horwitz et al., 1986; MacIntyre & Gardner, 1991), which is an inevitable part of the teacher profession. This thesis examines teachers’ beliefs and experiences regarding what has caused their English speaking anxiety, what triggers their English speaking anxiety, how they cope, and what implications it has on their teaching practices. Data was collected through semi-structured interviews and questionnaire, which was analysed qualitatively. Findings are discussed in relation to relevant theory (e.g., Bandura, 1977; Krashen, 1987) and previous research (e.g., Aydin, 2016; Horwitz et al., 1986; Horwitz, 1996; Tum, 2015).

Findings from empirical data indicate that English speaking anxiety can be caused by experiences from own schooling and a feeling of having limited English proficiency. Results also imply that English speaking anxiety among teachers is triggered by factors such as unexpected situations, fear of making mistakes and a feeling of inferiority when teaching pupils of high-proficiency in English, particularly in upper primary. This is explained as a generation gap in English skills between pupils and teachers caused by growing exposure to English in Norway today. According to the findings, this leads teachers to make use of coping strategies like switching to L1, use other language models than themselves and extreme levels of preparation. This again may have great consequences for English teaching, such as limitations of oral activities and less spontaneous speech. Findings also indicate that teachers are willing to work towards reducing their English speaking anxiety, as long as methods do not trigger their anxiety further, such as traditional strategies like observation and exposure to teaching. Openness, and a possible network of fellow sufferers is suggested as a possible strategy to reduce teachers’ level of English speaking anxiety.

Norsk sammendrag

Tittel: “Hvorfor i all verden er jeg engelsklærer? Jeg er jo livredd for det.”: *En studie om lærere som opplever muntlig språkvegring i norsk grunnskole*

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Denne masteroppgaven er en kvalitativ studie av lærere som opplever muntlig språkvegring i engelsk når de underviser i norsk grunnskole. Å snakke foran forsamlinger har vist seg å være den mest skremmende faktoren innenfor språkvegring (Horwitz et al., 1986; MacIntyre & Gardner, 1991), noe som er en uunngåelig del av læreryrket. Denne masteroppgaven undersøker læreres oppfatninger og erfaringer rundt hva som har forårsaket deres språkvegring i engelsk, hva som utløser språkvegringen, hvordan de håndterer det, og hvilke følger det får for engelskundervisningen deres. Data ble samlet inn gjennom semi-strukturerte intervjuer og spørreskjema som ble analysert kvalitativt. Funn blir diskutert i lys av relevant teori (f.eks. Bandura, 1977; Krashen, 1987) og tidligere forskning (f.eks. Aydin, 2016; Horwitz et al., 1986; Horwitz, 1996; Tum, 2015).

De empiriske forskningsfunnene indikerer at muntlig språkvegring i engelsk kan forårsakes av erfaringer fra egen skolegang og en følelse av å ha begrensede ferdigheter i engelsk. Resultater antyder også at læreres muntlige språkvegring øker ved uforutsette situasjoner, frykt for å gjøre feil og en følelse av underlegenhet når de underviser faglig sterke elever i engelsk, hvilket er særlig fremtredende på mellomtrinnet. Dette blir forklart som et generasjonsskille i engelskferdigheter mellom elever og lærere forårsaket av økende eksponering for engelsk i Norge i dag. Blant funnene fremgår det at lærere bruker strategier som å snakke norsk, benytte seg av andre språkmodeller og ekstrem forberedelse til undervisning. Dette gir igjen store konsekvenser for engelskundervisningen, som f.eks. begrensninger i muntlige aktiviteter og mindre impulsiv tale. Funn indikerer også at lærere vil jobbe med å redusere sin muntlige språkvegring, så lenge metodene ikke innebærer økt språkvegring, som tradisjonelle strategier som observasjon og eksponering for mer undervisning. Åpenhet rundt temaet og et faglig nettverk for lærere med samme erfaringer blir foreslått som mulige strategi for å redusere læreres muntlige språkvegring i engelsk.

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1. Introduction

1.1 Topic and background

As a student teacher, I had the privilege of both observing and participating in various settings in different schools during teacher education, both in teaching practice and as a substitute teacher. In teachers' staff rooms and during lunch breaks a returning topic in informal conversations and discussions has been English as a love or hate-subject to teach. During these informal conversations, English seemed to stand out as a subject that many teachers had a problematic relationship with. The feelings towards other subjects, such as Norwegian, Maths, Science and Physical Education, did not come across as that strong as was the case with the English subject. This pattern, and the concern of teaching English then started to fascinate me. This concern, together with the surprisingly common frequency of the phenomenon suggests that language anxiety among teachers deserves further investigation.

Speaking publicly has shown to be the most intimidating and anxiety-provoking factor within the topic of language anxiety (Horwitz et al., 1986; MacIntyre & Gardner, 1991; Woodrow, 2006) – a factor that without a doubt is one of the most central parts of a teacher's job. In recent decades, the importance of communicative competence in the English subject for the purpose of international communication has been emphasised (Simensen, 2018; Skulstad, 2020a; Speitz, 2018). Communicative competence requires certain aspects for the teacher; he/she must be able to speak freely, comfortable with spontaneous speech and needs to appear as a secure role model. This might cause challenges for teachers experiencing foreign language speaking anxiety. It is conspicuous that language speaking anxiety affects English teachers in their daily work. How can we ease the burden these teachers carry? This thesis will examine the reasons why and how it affects teachers and look at possible coping strategies for teachers experiencing language speaking anxiety.

1.2 Research gap and aims for research

There exists a significant amount of research on language anxiety, but the majority of the research focuses on the language anxiety among learners. For the topic of language teaching anxiety, there exists some studies on this field, but from different parts of the world where English occupies different positions in school and society. Also, studies regarding the effect that language teaching anxiety has on teaching practices in the classroom, are scarce. Two

recent master's theses have focused on language anxiety in Norway, Gjerde (2020) and Skogseid (2019), but both have focused on learners' language anxiety. To the best of my knowledge, there have been no studies examining teachers' language anxiety in a Norwegian context. The thesis aims to contribute to these fields of research.

English speaking anxiety is highly problematic for the teachers who experience it. This thesis aims to identify the self-reported causes of language anxiety among teachers, what situations trigger this anxiety and what implications this might have for the teachers' practice. Based on analysis, the thesis will also suggest potential strategies to help teachers cope with and reduce their language anxiety, to make language teaching less intimidating in the long run.

This thesis aims to contribute to raising awareness to and stating the actual challenges that teachers of English in Norway face when it comes to language speaking anxiety on a daily basis. More optimistically, this knowledge will hopefully be considered among teacher educators and school administrators – for potentially developing tools and methods for supporting pre-service and in-service teachers who experience foreign language anxiety.

1.3 Research questions

The thesis will look into the topic of language anxiety in Norway but has a clear focus on primary school teachers who experience this. It will take the teacher perspective, rather than the more researched area of the learner perspective. Teachers' experiences, beliefs and teaching practices in English regarding their self-reported foreign language anxiety will be the focus. Therefore, the thesis asks the following main research question:

How do Norwegian teachers of English at the primary level experience their English speaking anxiety and how do they explain the impact it has on their teaching practices?

To better answer the main research question, four subordinate research questions have been designed:

1. What explanations do the teachers give for their English speaking anxiety?
2. What factors do the teachers describe as contributions for triggering their English speaking anxiety?
3. What strategies do the teachers use to cope with English speaking anxiety?

4. How do the teachers describe the implications English speaking anxiety have on their teaching practices?

The subordinate research questions function as support in answering the main research question. They will be discussed one by one based on the analysis of data collected through in-depth interviews and questionnaire of the participant teachers. However, the main research question will be the focus throughout, both for choosing theory, literature, data collection and analysis of data.

1.4 Relevance and Norwegian context

In the following chapter, the topic of foreign language anxiety among teachers in Norway will be placed in the relevant context for the thesis. Here, the position of English in Norway, as well as a subject in school will be presented, followed by an explanation of the relevance between the topic and the current English subject curriculum. After that, the role of, as well as the expectations of a teacher of English in Norway will be discussed.

1.4.1 English in Norway

English holds a strong position as a school discipline and as a language in Norway. According to the English Proficiency Index conducted by Education First (2022), the general level of English proficiency among the Norwegian population is ranked among the top five countries in the world where English is not an official language, with Norway being one of 13 countries with “very high proficiency” in English.

Traditionally English has been classified as a foreign language in Norway. In his widely known model, “Three Concentric Circles of English”, Indian linguist Braj Kachru (1985, pp. 12–15) describes the spread of English around the world. The inner circle contains of countries where English is the first language, such as the United Kingdom, the USA and Australia. The outer circle is explained as countries where English has an official status as a second language, such as former British colonies like India and Nigeria. Kachru (1985, p. 13) describes these countries as norm developing, because they have developed their own way of using English. In the third circle, the expanding circle, Kachru has placed countries where English has no official status and is normally not the language of internal communication. Kachru calls these countries norm dependent, because they are dependent of

the norms of use from the countries in the inner circle. Norway is, along with countries like Germany and Russia, placed in the expanding circle. Kachru says that the expanding circle is “expanding rapidly” (Kachru, 1985, p. 13) which leads to an increasing number of English varieties.

Around the world there is an increasing number of proficient English users that are starting to speak English more as a second language. This has raised the debate about whether some countries should have had a change in position from classifying English as a foreign language into a second language-position. British linguist David Graddol is among these. In his (1997, p. 4) briefing document “The Future of English?” he establishes the position of English as a growing world language outlining an increased usage of English in several parts of the world. Graddol refers to the Concentric Circles of English when he explains that some countries in the outer circle where English has an official status as a second language, are moving towards the inner circle, and some countries in the expanding circle are gradually using the language more as a second language, and therefore moving towards the outer circle. Graddol calls this process “status migration” (Graddol, 1997, p. 4). Norway is listed as one of the countries where English is transitioning from a foreign language into having a second language status (p. 11). In addition, Graddol does not consider Kachru’s model as the best tool for describing the future position of English in the next century (p. 10). Rindal (2014) shares this view on the status of English in Norway, calling the edges of Kachru’s model “incredibly fuzzy” (p. 8) because of the rapid development of English in the Norwegian context. Speitz (2018) also puts forward the shifting status of English in Norway, and points at the rapidly increasing presence of English language in Norwegian learners’ everyday lives through audio and audio-visual media, internet and social media and frequent travelling (Rindal, 2014, p. 8; Speitz, 2018, p. 41).

This thesis does not take a stand to this debate, neither does it refer to English as a second or foreign language. However, these are considerations that are important for knowledge about the current position of English language in the Norwegian context – that occupies a middle ground between second and foreign language. This is a particularly important consideration for the current situation in Norwegian schools regarding the relationship between pupil and teacher proficiency in English: pupils of 2023 are unquestionably more exposed to English language outside of school than their English teachers were during their childhoods.

Therefore, the shifting position of English in Norway might affect the self-esteem of both learners and teachers and the relationship between them in an English classroom situation.

1.4.2 Communication and Oral skills in LK20

In today's Norwegian education system, there is an overall agreement that communication is the main purpose and the goal for language teaching. Skulstad (2020b, p. 114) explains that "the ultimate aim is to develop confident speakers of English who are able to communicate successfully in a variety of situations and contexts, and for various communicative purposes". The importance of communication is also reflected throughout the English subject curriculum: the word "communication" appears in the first sentence of the subject's relevance and central values (The Norwegian Directorate for Education and Training, 2019, p. 2 (hereafter NDET)), communication being the first of three core elements (p. 3), in the interdisciplinary topics Health and life skills and Democracy and citizenship (p. 4), and in the competence aims from an early stage of learning, such as this (after Year 2): "participate in rehearsed dialogues and spontaneous conversations about one's own needs and feelings, daily life and interests" (NDET, 2019, p. 5). The ability described in this competence aim entails dialogue and oral conversations for the pupils.

The importance of oral skills in communication is emphasized in the English subject curriculum, as it is identified as one of four basic skills in the subject: Oral skills, writing, reading and digital skills (NDET, 2019). The basic skills are skills and focus areas for teaching – skills that are valued as important for mastery of the subject. The concept of oral skills is listed as the first of the four basic skills, and is explained by "creating meaning through listening, talking and engaging in conversation" (NDET, 2019, p. 4). Here, the curriculum emphasizes the importance of oral skills and the need for different competencies for using oral skills as a tool for communication. The three components "listening, talking and engaging in conversation" can be interpreted as directional for teaching the subject, something which has further implications for how teachers of English plan learning activities. Despite this, there are no direct guidelines for teaching methods or teacher talk in the current curriculum.

Although the curriculum emphasizes the importance of oral skills and communication, it does not specify a desired teaching method or approach, which gives the teacher a freedom of choice. However, Communicative Language Teaching (hereafter CLT) is an approach that traditionally has had a strong position in English teaching in Norway since the 1980's (Burner et al., 2019, p. 20). CLT has influenced teaching in Norwegian English classrooms with its focus on meaningful communication in authentic situations and that communication

needs to have a purpose for development of communicative competence (Skulstad, 2020a, pp. 48–50). Skulstad (2020a, p. 56) describes CLT as an approach to teaching rather than a teaching method because it does not originate from one single theory but has components from a set of different learning theories, such as Lev Vygotsky’s sociocultural learning theory. The social aspect of language learning and intercultural awareness in CLT along with the focus on authentic communication and purposeful use of language make CLT a proper fit as teaching method for the guidelines from LK20, even though it is not suggested directly in LK20.

The curriculum also lacks a formal pronunciation norm, which opens for a greater range of spoken varieties of English and might put less pressure on the English teacher. Ulrikke Rindal (2010) studied the preferred and used varieties of English among Norwegian learners of English, where American English came out as the dominant pronunciation form and was associated with being less formal than British English. British English, on the other hand, was associated with competence and status, and described as “posh” and “upper class” by one of the participants (Rindal, 2010, p. 255).

1.4.3 Expectations to the English teacher and English education in Norway

Certain expectations to English teachers in Norway are found in the national guidelines for teacher education in Norway, a document created for higher education institutions by Universities Norway (Universitets- og høyskolerådet, 2018). In this document, recommended skills and competencies of the English student candidate are presented. Here, it is stated that the main purpose of the English teacher is “to develop their own and the pupils’ linguistic, communicative and intercultural competencies” (Universitets- og høyskolerådet, 2018, p. 31, my translation). The importance of the teacher as a language model is further emphasised in the formulation “English teachers must be confident language models in the classroom” (p. 31, my translation). Regarding the required skills for the candidates of English 1 (30 credits), the guidelines say that the candidate should be “able to use oral and written English, reliably and independently” (p. 31, my translation). Another relevant aim is the first of the competencies expected of the candidate: (the candidate) “is able to convey relevant subject knowledge and communicate in English in way that is adapted for pupils in Years 1-7” (p. 31, my translation). These are all formulations that are highly relevant for the topic of foreign language anxiety among teachers. Even though the National guidelines for teacher education in Norway are only recommendations, it has had a

great impact on how educational institutes and administrators run their English courses, and the expectations that are set for English teachers, both future and present. This can be seen in the required skills for candidates of the first English course (English language) in the initial teacher education programme at Inland Norway University of Applied Sciences, which requires the student to “use oral and written English, reliably and independently, and to be a good language model for the pupils” (Inland Norway University of Applied Sciences, 2023 my translation).

1.4.4 Status of formally qualified teachers of English at the primary level

The number of formally educated teachers of English in Norwegian primary school is relatively low. In 2015/2016 nearly 54 percent of teachers of English in Norwegian primary schools lacked formal qualifications for teaching the subject, which involves a minimum of 30 credits in English (NDET, 2021). The number of unqualified English teachers in Norway has decreased year by year since then, most likely because of the Norwegian government’s requirements of formal education to teach the subject through *Lærerløftet* (Ministry of Education and Research, 2014) and the strategy *Kompetanse for kvalitet* (Ministry of Education and Research, 2015). Still, the relatively low numbers of qualified English teachers in primary school in Norway is problematic: in 2021/2022, 36 percent of English teachers lacked formal training in the subject (NDET, 2021). Formal training may have implications for the teachers’ teaching practices and their confidence in English, which in turn may affect their feelings towards the subject. Still, formal training leaves no guarantee for reduction of foreign language anxiety.

1.5 The role of the teacher

It is widely known that the teacher is an important role model in the classroom, as well as a language model in language teaching. If the teacher is happy with their work, this will most likely be mirrored in their pupils, according to Mercer and Gregersen (2020). Bandura (1997, p. 240) claims that teachers’ talents and self-efficacy are important determiners for creating a learning environment suitable for cognitive development, and Ellis (2012, p. 116) says that the teacher is a “major source” of input in the classroom. In addition, John Hattie’s (2009) research has shown that what the teacher does matter to the pupils’ learning (Hattie, 2009, pp. 22–23). Surprisingly, the teacher’s knowledge of the subject and teacher education are

found to have a low effect on learning (Hattie, 2009, p. 127). However, Hattie states that all teachers need an acceptable amount of subject matter knowledge. In the same study, Hattie found evidence that other teacher qualities such as feedback, a warm classroom-climate where errors are welcomed, teacher engagement and teaching of a range of learning strategies have a more positive effect on learning than specific subject knowledge (Hattie, 2009, pp. 23-38). In his highly influential book *Visible Learning for Teachers: Maximizing Impact on Learning*, Hattie (Hattie, 2012, p. 23) finds that the teacher's attitudes and expectations are what distinguish the effect the teacher has on pupils' learning – if the teacher can be defined as high-effect or lower-effect. In his study, Hattie (2012, pp.72-73) states that classrooms are dominated by teacher-talk; in average, 70-80 percent of class time is teacher-talk. He holds that when teachers talk less, student engagement increases – and the lower performing students benefit most from this. Hattie suggests that classrooms need a more dialogical approach to speech, more pupil-talk and involvement rather than traditional teacher-dominated talk (p. 73).

In the textbook *Twinkle Twinkle: English 1-4* (Munden & Myhre, 2020), which is obligatory reading in many teacher education courses in English in Norway, the authors encourage English teachers to talk as much English as possible from the very beginning of teaching. They suggest that everyday communication with the pupils in the target language is crucial for communication purposes, and that making mistakes is a natural part of the process of language acquisition: “A teacher who doesn't use English for fear of making mistakes is giving the children the wrong signals.” (Munden & Myhre, 2020, p. 87).

The current English subject curriculum does not contain any requirements or recommendations regarding the teacher's use of target language in teaching, nor does it specify suggested teaching method (NDET, 2019). This is in contrast to previous curricula from the 20th century where descriptions were provided regarding using target language for teaching. For example, L97 reads: “communication in the classroom shall mainly take place in English” (Norwegian Ministry of Education, Research and Church Affairs, 1996, p. 224 my translation). Formulations in LK20 give the language teacher the freedom of choice on how to teach and what language to use in teaching situations. The competence aims in the curriculum are guidelines to *what* the pupils are expected to have learnt after certain years of schooling, but they do not state *how* these competences should be learnt. An example of this can be seen in the competence aim after Year 4: “participate in conversations on one's own and others' needs, feelings, daily life and interests and use conversation rules” (NDET, 2019,

p. 6). This competence aim has a clear communicative focus, but it is not directly stated how the pupils will reach the aim: whether it is heavily involvement of teacher talk, via teacher's choice of digital material or pupil group work, to name a few. Even though the teacher role in learning situations is unidentified in the curriculum, it is clear that the teacher plays an important part in the learning situation and as a language model.

2. Theoretical framework

In this part of the thesis, relevant terms within foreign language anxiety will be defined and the development of the terms over time will be explained. Then, theories related to the topic of language anxiety in this thesis will be presented. The theories, Krashen's Affective Filter Hypothesis and Bandura's Self-efficacy theory, will form the basis for analysis of the data collected for the thesis. The theories originally relate to an acquisitional context, but for this thesis the theories' relevance to the teacher perspective will be examined.

2.1 Defining language anxiety

The topic of anxiety in general, and language anxiety in particular, needs to be further explained and defined for the specific purpose of the thesis. In the following, the most central research in the field and definitions related to this thesis will be presented.

The word *anxiety* has several explanations that are all similar in meaning. When explaining the term, P. D. MacIntyre refers to anxiety as “a negative emotional state with feelings of unpleasant tension and a sense of pressure to remove the source of anxiety or escape the situation” (MacIntyre, 2017, p. 12). This can be used as a definition of the term in a broad sense.

In an early phase of language anxiety research, Thomas Scovel (1978), made an important contribution to the field by differentiating between two concepts of anxieties based on the works by Spielberger and Kleinmann and Chastain: trait and state anxiety. Trait anxiety is linked to personality, when a person feels anxious in general (Scovel, 1978), while state anxiety can be explained as an arousal of anxiety at a particular moment – a temporary feeling of anxiety. Situation-specific anxiety is a third type of anxiety, which can be explained as a raised level of anxiety from repeated experiences in a certain type of situation (MacIntyre & Gardner, 1989).

In their widely acknowledged study “Foreign Language Classroom Anxiety”, Horwitz, Horwitz and Cope (1986) define foreign language anxiety as a concept on its own, describing it as “a distinct complex of self-perceptions, beliefs, feelings, and behaviours related to classroom language learning arising from the uniqueness of the language learning process” (p. 128). In the same study, they classified language learning anxiety as situation-specific.

The concepts of foreign language learning anxiety and foreign language teaching anxiety take different perspectives but are similar in many ways. Foreign language teaching anxiety was discussed by Elaine Horwitz in 1996, but because of limited research in the field it lacked a definition until Selami Aydin's research 20 years later. Aydin collected qualitative data, containing questionnaires, interviews and reflection papers from 60 pre-service teachers reporting sources and reasons to their experiences of language anxiety. In his collected data, he found similarities to foreign language learning anxiety and relates this to Horwitz' statement that teachers are still learners of the language. Still, Aydin was able to distinguish the teaching context from the learner context and define foreign language teaching anxiety as "an emotional and affective state that a teacher feels tension due to personal, perceptual, motivational and technical concerns before, during and after teaching activities" (Aydin, 2016, p. 639).

Professor in psychology Albert Bandura states anxiety and phobic dysfunctions as "the most prevalent forms of human distress" (Bandura, 1997, p. 319). He says that "most people suffer from social anxieties that are viewed as shyness" (p. 319), which make them constantly evaluate and worry about other people's opinions. Language anxiety can be one form of anxiety that makes people feel nervous and anxious about their own performance and other people's opinions.

2.2 Krashen – the Affective Filter Hypothesis

Linguist Stephen Krashen characterises a good teacher as "someone who can make input comprehensible to a non-native speaker, regardless of his or her level of competence in the target language" (Krashen, 1987, p. 64). Krashen contributed to the educational research field with his five hypotheses in second language acquisition, presented in "Principles and Practice in Second Language Acquisition" (Krashen, 1987). One of these hypotheses is the Affective Filter Hypothesis, where he argues what factors affect second language acquisition. Krashen points at variables within three categories: motivation, self-confidence and anxiety (Krashen, 1987, p. 31) that all affect second language acquisition. Krashen claims that low levels of either motivation or self-confidence, or high levels of anxiety create a filter for receiving language input for pupils, which further affects language acquisition in a negative way. He says that learners with high motivation, good self-image and low anxiety, either personal or classroom anxiety, tend to do better in language acquisition (Krashen, 1987, p. 31). Krashen links the Affective Filter Hypothesis to another one of his five

hypotheses, the Input Hypothesis, which entails that learners must understand the input and have focus on the meaning rather than the form to be able to develop and move forward in language acquisition (Krashen, 1987, p. 21). He sees the two hypotheses in combination and claims that language input will not reach the part of the brain for language acquisition because of the affective filter caused by motivation, self-confidence or anxiety (p. 31). Krashen says that the combination of the Input Hypothesis and the Affective Filter Hypothesis sets new standards to the effective language teacher, which he defines as “someone who can provide input and help make it comprehensible in a low anxiety situation” (Krashen, 1987, p. 32).

Related to the three affective factors, Krashen suggests implications for the classroom. Firstly, by focusing on the message rather than the form, using motivational material and speech-topics that interests the pupils, the filter can be lowered and pupils “forget” that their message is coded in another language (p. 74). Secondly, he suggests keeping the anxiety filter low by not forcing pupils to talk before they are ready. Krashen calls this form of forced output “the single most anxiety-provoking thing about language classes” (Krashen, 1987, p. 74). Thirdly, Krashen points out error correction a “typical reaction to error” and states that it is “a sure method for raising the filter” (Krashen, 1987, p. 74). Although the teaching and classroom practices have changed since Krashen’s hypotheses, this emphasizes the importance of creating a safe learning environment where errors are welcomed, as Hattie (2009) states (see chapter 1.5). These considerations on welcoming errors and a safe learning environment are also reflected in previous curricula, such as L97: “Errors can often be seen as a sign of development in the learning process” (Norwegian Ministry of Education, Research and Church Affairs, 1996, p. 224 my translation) and “The conditions in the classroom must be facilitated for a good learning environment” (p. 224, my translation). This shows that Krashen’s hypotheses had a big impact on English teaching in Norway in the years following his publications.

If input is comprehensible and the affective filter is low, dialogical speech is desirable and much more effective for language acquisition than just listening, according to Krashen (1987, pp. 60-61). A dialogical rather than a monological approach can help provide the learners with tools to communicate outside of the classroom, “the outside world” (p. 76), to help learners get “conversationally competent” (p. 77), as Krashen puts it. The English subject curriculum also puts forward the importance of this competence in its Relevance and central values: “The subject shall give the pupils the foundation for communicating with

others, both locally and globally, regardless of cultural or linguistic background” (NDET, 2019, p. 2). Further, it says that the English subject shall “prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication” (NDET, 2019, p. 2). Here, the curriculum bridges the purpose of the subject with both Krashen’s and Hattie’s research regarding a communicative approach to English teaching.

Krashen’s five hypotheses met a divided audience when they were published. However, the Affective Filter Hypothesis is not among the most criticised. In contrast, many researchers (Macaro, 2009; Scarcella & Perkins, 1987) have been more critical to the Input Hypothesis. Collectively, the hypotheses can be seen as hypothetical because the researcher lacks proper empirical evidence, although the hypotheses have been influential to school developers in many countries. As pointed out earlier in this chapter, Norway is one example of that, shown in the development of the curricula in the ensuing years.

2.2.1 Connections between the Affective Filter Hypothesis and English teaching in Norway

English has had a changing role as a discipline in the Norwegian education over the years. English made its entry in Norwegian upper secondary school in Christiania in 1798, but was not taught at the primary level, until around the 1870’s (Fenner, 2020). About 60 years later, in 1936, English was offered as a discipline, mainly in town schools.

The methods of teaching English has shifted through the years. Up until the 1940’s the main approach to language learning was the Grammar-Translation Method, where the sentence, not the holistic text, was of focus. Rules of grammar were explained to the learners in their L1, while dictionaries and word lists were frequently used instruments for translating and teaching (Burner et al., 2019; Fenner, 2020). In his analysis of the Grammar-Translation Method, Krashen (1987, pp. 128-129) claims that the focus is on the form rather than the message, and therefore does not provide conversational competence. In addition, the method is not “true” to the Input Hypothesis and will according to Krashen likely put pupils “on the defensive” (p. 129) which may cause raised anxiety and a higher Affective Filter.

After *Normalplanen*, the Norwegian curriculum of 1939, the Direct Method became the new way of teaching, a method that radically changed language teaching (Burner et al., 2019; Fenner, 2020). The name indicates that English was now to be taught directly through the

target language, not the learners' L1. Also, the spoken language became focus before the written, but accuracy was central. High frequency words and everyday language became the focus of instruction (Burner et al., 2019; Fenner, 2020). Krashen (1987, pp. 136-137) points at the teaching method as positive when it comes to providing the learner tools for conversations management and authentic interactions. However, the grammatical focus and the frequent use of error corrections during teaching, may cause anxiety and a high affective filter, according to Krashen (1987, p. 136).

After World War II, language teaching had a new change of course. The need for English proficiency in the world increased, and this together with Skinner's behaviouristic approach of teaching, the Audiolingual method was formed. Repetition and drilling were frequently used methods while language laboratories and tape recorders were among the instruments in use (Burner et al., 2019; Fenner, 2020). The 1974 curriculum, *Mønsterplan for grunnskolen* (M74), was clearly influenced by audiolingual methods. "English standard pronunciation" was considered as the preferred spoken form and the concept of communication made its debut in the English curriculum in Norway (Simensen, 2018). Krashen criticizes the method for its overuse of drill and repetition, and the expectation of error-free, immediate production, which all contributes to raised anxiety (Krashen, 1987, p. 131). He also points at the method's limitations regarding free conversation and authentic conversational management, as the dialogues were scripted.

While being sceptical to previous teaching methods, Krashen (1987, pp. 137-140) suggests his personally preferred approach to language teaching – the Natural Approach. The method has similarities to the principle of Teaching English through English (TETE); the teacher speaks only the target language in the classroom and the goal is to provide comprehensible input on interesting topics. Hence, the Natural Approach is true to Krashen's Input Hypothesis. Although the teacher speaks in the target language, the pupils choose to respond in either L1 or target language. This means that the pupil is not forced target language output until he/she is ready but is still provided the necessary language input through the teacher's spoken language. This method is described by Krashen (1987, p. 139) as tool-providing for conversational management, as well as a low-filtered regarding anxiety and for increasing motivation. The Natural Approach is Krashen's preferred choice, but the method can be looked at critically; even though the Natural Approach does not force output from the learner, it requires more output from the teacher.

Another method that requires teacher output is Total Physical Response (TPR). This method may help support pupils that are not ready to speak in the target language (Asher, 1977, cited in Krashen, 1987, pp. 71-72). Shortly explained, the method involves commands from the teacher that demands a physical reaction from the pupils, such as “Show me your thumb” (Krashen, 1987, p. 140; Munden & Myhre, 2020, pp. 94-95). Krashen argues that TPR meets the requirement of comprehensible input and provides the teacher with evidence that his/her output has been understood by the pupils. He also argues that TPR makes language learning interesting and lowers anxiety level because it does not force pupils to produce orally in the target language (Krashen, 1987, p. 141). The method allows the pupils a silent period while they still actively participate physically but requires target language output from the teacher.

2.3 Bandura’s theory on self-efficacy

“Insidious self-doubts can easily overrule the best of skills” (Bandura, 1997, p. 35)

Another theory that can be linked to the topic of English speaking anxiety is Albert Bandura’s theory on self-efficacy (Bandura 1977; Bandura, 1997). The self-efficacy theory is part of social cognitive theory (which Bandura presented later on in his research), which can be explained as mutual interactions between behaviour, personal factors and surrounding environment, depending on a set of regulative and motivational factors, where efficacy beliefs play a determinant role (Bandura, 1997, pp. 34-35; p. 424). Bandura (1977) released his self-efficacy theory as a social learning analysis in the 1970’s, where he states that a person’s self-efficacy affects our motivation to act, our behaviour and actions and feeling of control – either in a positive or a negative way. He says that “efficacy expectations are a major determinant of people’s choice of activities, how much effort they will expend, and how long they will sustain effort in dealing with stressful situations” (Bandura, 1977, p. 194). By this he means that their expectations of mastery will determine their coping behaviour; people with a high level of self-efficacy will have more stamina to work harder with a challenging task than people with low level of self-efficacy. In a social learning context, this stamina has a positive effect not only on the performer itself, but as a model for their surroundings as well. Bandura (1977, p.193) argues that not only will a person’s level of self-efficacy affect their motivation and amount of energy they put into the task - in a situation of low levels of self-efficacy, it is also likely to affect whether they are willing to give the challenge a try in the first place or if they give up before even trying: “Those who cease their coping efforts prematurely will retain their self-debilitating expectations and fears

for a long time” (Bandura, 1977, p. 194). By this, Bandura means that the level of people’s perception of self-efficacy will affect how they cope in situations in which they recognize the feeling of mastery or, in contrast, a conviction of failure. This part of the theory can be summed up in Bandura’s own words: “Successes raise mastery expectations; repeated failures lower them” (Bandura, 1977, p. 195).

In his book published 20 years later, Bandura (1997) distinguishes self-efficacy from self-esteem; “perceived self-efficacy is concerned with judgements of personal capability, whereas self-esteem is concerned with judgements of self-worth” (Bandura, 1997, p. 11). He argues that there is no fixed relationship between the two – one cannot compare a person’s perception of own competencies and capabilities with his/her perception of own value and likability of oneself.

Bandura (1977, p. 195) presents four sources that are believed to influence a person’s perception of self-efficacy: (1) performance accomplishments, (2) vicarious experience, (3) verbal persuasion and (4) emotional experience. (1) Performance accomplishments is explained as based on personal mastery in previous, authentic experiences, and therefore ranked by Bandura as the most influential source to self-efficacy and motivation. Even though experienced success is established as most effective for increased self-efficacy, Bandura emphasizes that this requires development of coping skills for stressful situations. He suggests participant modelling and exposure as two possible approaches for coping and building performance accomplishments. By cooperative modelling and exposure to stressful situations over time, Bandura (1977, pp. 196-197) argues that avoidance behaviour and emotional reactions will be reduced, and self-efficacy can be raised. He suggests a technique where supporting aids are gradually reduced as mastery experiences are increased, until the participant reduces fear and can cope unassisted. This can be seen as an example of scaffolding, which is a widely known and frequently used technique in education in general.

Another source that Bandura (1977, p. 197) argues as effective for raising self-efficacy is (2) vicarious experience. Seeing that others can overcome their fears can be inspiring and motivating for putting an effort into dealing with one’s own difficulties. Bandura calls vicarious experience as a form of social comparison where you watch others overcome their fears in a situation of planned, determined effort (Bandura, 1977, p. 197). Seeing others succeed, he says, can contribute to believing in one’s own performance capabilities and be motivational for one’s development of coping strategies.

The third explained source for increased self-efficacy is (3) verbal persuasion, which is a widely used technique for many. Reliability can be set as a precondition for the effectiveness of verbal persuasion; that they believe in what they are told. Bandura (1977, p. 198) claims that this source of information is not as effective for self-efficacy as (1) performance accomplishments and (2) vicarious experience because it does not contain authentic experiences. Yet he considers this kind of social persuasion as a good supplement to additional aids for mobilizing a greater effort to develop coping strategies to deal with difficulties.

The last source of influence to self-efficacy in Bandura's theory (1977, pp. 198-199) is (4) emotional arousal. Stressful situations are likely to give some fear-provoking thoughts and physiological reactions, such as racing heartbeats, sweat or shaking. These kinds of thoughts and reactions can, according to Bandura, generate an even bigger fear than originally experienced. Like the other three sources of information, emotional arousal and self-efficacy are mutually dependent; low levels of self-efficacy raise the emotional arousal, and raised emotional arousal decreases self-efficacy. For reducing anxiety caused by emotional arousal, Bandura again suggests modelling and exposure to stressful situations as potential strategies.

In the wake of the self-efficacy theory, evidence that self-efficacy affects achievement aroused. Evidence that a sense of mastery and a positive attitude to challenges influences the performance in a positive way were found in Bandura and Schunk's study on pupils in mathematics in 1981. In this study, pupils that had little interest in the subject increased their proficiency and motivation by the use of self-motivation and sub-goals (Bandura & Schunk, 1981). The study showed that motivation raised self-efficacy that again led to increased performance.

In his book on self-efficacy theory, Albert Bandura (1997) gives additional evidence to the effect self-efficacy has on achievement; if a person has a high level of self-efficacy and believes in mastery, they perform better – and vice versa. He (1997, pp. 214-216) refers to several studies on self-efficacy effects conducted by other researchers where both mathematical and language performance were measured. In these studies, pupils with the same ability level were divided into two: pupils with high and low perceived self-efficacy. The pupils' performances were tested and compared. The results of the studies showed that pupils with a higher level of perceived self-efficacy performed better than pupils with lower level of self-efficacy, even though their level of proficiency was the same to begin with.

Bandura's theories, his socio-cognitive theory generally, and his self-efficacy theory particularly, have been used as framework for an unknown number of studies after it was published. The self-efficacy theory can be seen as an important contribution to the psychological field and has been used for different topics of research in different parts of the world, such as medicine and lifestyle, in addition to the educational field (Everett et al., 2009; Linge et al., 2021; Parsons et al., 2011). This shows that the theory is embraced by many and easily adapted to different purposes, but on the other hand, has a broadness that can be interpreted as too general for research that for many is a given theory that goes without saying.

2.3.1 Strategies: Exposure and Guided mastery

Bandura (1997, pp. 326-332) suggests especially two strategies to cope with fears and threatening situations: stimulus Exposure and Guided mastery. The Exposure strategy is explained as repeated exposure to threatening situations until the situation is no longer seen as threatening. Bandura claims that "if such exposure is repeated often enough, phobics will eventually lose their anxiety and cease their avoidant behaviour." (Bandura, 1997, p. 326). Bandura points to research that showed raised efficacy beliefs and behaviour improvement that led to the necessary skills for coping with the situation after Exposure strategy (Bandura, 1997, p. 327). This can be seen as (1) performance accomplishments in Bandura's self-efficacy theory (chapter 2.3). By using (2) vicarious experiences (chapter 2.3) as an approach to Exposure strategy, Bandura (1997, p. 328) suggests exposure to a videotaped model who copes successfully for raised efficacy beliefs and acquiring coping behaviour.

Guided mastery is the other strategy that Bandura presents explicitly to be effective in socio cognitive theory. This strategy involves modelling as a first step to show people how to cope effectively in a stressful and threatening situation, and to disconfirm their fears (Bandura, 1997, p. 329). Modelling several successful situations that shows mastery of the situation and that the feared outcome of the situation does not occur, is considered to be effective for raised self-efficacy. This kind of modelling, while simultaneously providing the person with a variety of aids to cope with the situation is suggested as an effective way of reducing fear (Bandura, 1997, p. 329).

Bandura also suggests making use of the strategies over graduated time for best results. He says that people "will refuse threatening tasks if they will have to endure stress for a long

time, but they will risk them for a short period.” (Bandura, 1997, p. 330). He explains this as a gradual increased coping efficacy, that can be extended in time after mastering the threatening situation. In this way, exposure to the situation can gradually be extended in time, from seconds, to minutes, to hours for gradual tolerance of the threatening situation (Bandura, 1997, p. 330).

The two strategies have been tested and had proven success in the research that Bandura refers to, where Guided mastery proved to have better effect than Exposure, but both strategies were proven to have greater results than the control group and both can therefore be described as successful (Bandura, 1997, p. 327).

2.4 Similarities between Krashen and Bandura

All of the factors in Krashen’s Affective Filter Hypothesis are linked to Albert Bandura’s theory on self-efficacy; Motivation, self-confidence and anxiety. While Krashen’s theory is related to language learning in particular, Bandura’s theory on self-efficacy is central for the topics of self-confidence and motivation, but also the topic of anxiety, in the psychological field. Yet, the two have some closely related components that are all connected to the purpose of this thesis and will together form the framework for analysis of data collected. Both Krashen and Bandura take the learner perspective in their theories, but for this thesis, the transferability to the teacher perspective will be explored.

3. Previous research

In the following chapter, research considered relevant for the thesis will be presented. Even though this thesis takes the perspective of the teacher in a language anxiety situation, it is impossible to ignore the language learning context when it comes to research. Significant discoveries in the field of language anxiety for learners are relevant for any perspective of language anxiety research, as for this thesis. Still, the thesis will mainly draw on previous research on foreign language anxiety among teachers. Research on foreign language anxiety among teachers is limited, but because of the aims for contributing to this field of research, this will still be the main perspective of research presented in this chapter.

The first part of the chapter (section 3.1) will focus on research regarding causes and stressors that may trigger language anxiety. Next (3.2), research related to research regarding potential coping strategies for teachers struggling with language anxiety will be presented. The third and last part of the chapter (3.3) will take on potential implications foreign language anxiety has for teachers' practices. Research in the different fields of the topic will be presented chronologically since a great deal of the research builds on discoveries from preceding studies.

3.1 Causes and stressors

3.1.1 Horwitz, Horwitz and Cope (1986)

In one of the first significant studies on the topic of language anxiety, Horwitz, Horwitz and Cope (1986) developed a scale to explore experiences of foreign language anxiety among 75 early learners of Spanish as a foreign language at a university in the United States (Horwitz et. al, 1986). This study was among the first that established evidence around the unique phenomenon of language anxiety in the classroom, measuring language learners' levels of anxiety in language learning situations. For measuring this, they used their own scale, Foreign Language Classroom Anxiety Scale (FLCAS), which was developed for the study. The scale was designed as 33 statements reflecting three central aspects of language anxiety: "communication apprehension", "test-anxiety" and "fear of negative evaluation" in the foreign language classroom. A five-point Likert scale from "strongly agree" to "strongly disagree" was the tool of measurement for the 33 statements.

The aspect that showed to have the most negative effect was "test-anxiety" - 55 percent disagreeing to the statement "I am usually at ease during tests in my language class" (p.

129), which the authors link to performance anxiety that derives from a fear of failure (p. 127). The authors describe test anxious students as students that often have unrealistic demands for themselves, who accept nothing less than a perfect result on their oral performances.

The aspect “fear of negative evaluation” includes the social aspect in a learning situation; a fear that both teachers and peers would evaluate them negatively in social situations besides testing, such as speaking in a foreign language classroom. This is reflected through statements such as “I am afraid that the other students will laugh at me when I speak the foreign language” (p. 130).

“Communication apprehension” is explained as a type of shyness in oral communication with others, such as public speaking, which in a language-learning situation includes fear of not understanding or making oneself understood. An example of a statement reflecting this is “I get nervous when I don’t understand every word the language teacher says” (p. 130).

Although Horwitz, Horwitz and Cope defined the three components “communication apprehension”, “test-anxiety” and “fear of negative evaluation”, they do not limit foreign language anxiety to the three, but rather define the term as a “distinct complex of self-perceptions, beliefs, feelings, and behaviours” (p. 128) in the language learning process. In an article nearly 30 years later Elaine Horwitz gave an additional explanation to the three components presented in 1986. She says that they did not mean to argue that the three components would *result* in foreign language classroom anxiety but offered them as a possible explanation for the readers to consider why “some people might experience a specific anxiety in response to language learning” (Horwitz, 2017, p. 33).

Another important finding in the study from 1986 was the fact that foreign language anxiety is a common struggle in a learning situation, with over a third of the respondents agreeing to statements in the scale regarding foreign language anxiety (Horwitz et. al, 1986, p. 130). This finding established foreign language anxiety as a common struggle in the language learning classroom. For the group of students that reported high levels of anxiety in language learning situations the most intimidating aspect of their language anxiety was fear of speaking in a foreign language – reflected in statements such as “I start to panic when I have to speak without preparation in language class” and “I feel very self-conscious about speaking the foreign language in front of other students” (p. 129). This finding led the

researchers to question potential difficulties in development in communicative competence in the foreign language classroom (p. 132).

Horwitz, Horwitz and Cope's research can be seen as a breakthrough for the topic of foreign language anxiety and has later been widely used in research on foreign language anxiety among learners. The study has according to Google Scholar (n.d.) been cited over 9300 times to date (16 April 2023). The study and the Foreign Language Classroom Anxiety Scale have been acknowledged for its validity and reliability among researchers in the field (Cheng et al., 1999; Horwitz, 1986; MacIntyre, 2017).

Horwitz, Horwitz and Cope's study can be seen as pioneering within the topic (Horwitz, 2017). Nevertheless, the study has its limitations for this thesis. Even though the participants were adult learners of a foreign language, the study points at the learner perspective of language anxiety and how foreign language anxiety affects language learning, which is different from the effects it has on language teaching, where the teacher is the language model. Also, test anxiety showed to have most negative impact on learning – a component that is not directly related to the teacher perspective. Although “test anxiety” is explained by Horwitz et al. as performance anxiety stemming from fear of failure, which can be a factor from both learner and teacher perspectives, the aspect of test anxiety and its impact on language learning has also been questioned. In contrast to the findings from Horwitz et. al (1986), Aida (1994, p. 162) could not find a relation between test anxiety and foreign language anxiety in her factor analysis study based on Horwitz et. al's Foreign Language Classroom Anxiety Scale.

3.1.2 Scales and measurement tools

Even though research in the field of foreign language anxiety among teachers is scarce, the topic appears to have grown in interest among researchers in recent decades. Different scales to measure language anxiety among teachers, called Foreign Language Teaching Anxiety Scale (FLTAS), have emerged from different studies (Aydin & Ustuk, 2020b; Ipek, 2006, in Kobul & Saraçoğlu, 2020; Kim & Kim, 2004). These scales are called the same but are different: they have all been developed by the researchers behind the particular study and its context and show variations in reliability and validity. This indicates that the field of research lacks a valid and reliable tool for universal use and might be one of the reasons that research in the field of teaching is limited.

Kim and Kim's (2004) FLTAS is created for teachers experiencing language anxiety in English in the Korean context where English is considered the most influential foreign language (p. 181). South Korea is considered the 37th most English-proficient country in the world by Education First's English Proficiency Index, regarded as a population of "moderate proficiency" (Education First, 2022). Kim & Kim's (2004) scale examines the causes for foreign language teaching anxiety, potential stressors and strategies used by teachers. The authors say that results of the study "can only be cautiously generalized to other populations with different backgrounds" (Kim & Kim, 2004, p. 180).

The other two scales referred to in the thesis, also called Foreign Language Teaching Anxiety Scale, have been created for the Turkish context. Turkey is referred to as a country of "low proficiency" of English, ranked as number 70 of 112 countries based on the population's level of English proficiency (Education First, 2022). In Ipek's PhD dissertation from 2006 (cited in Kobul & Saraçoğlu, 2020) a scale for measuring foreign language teaching anxiety was developed in Turkey. Aydin & Ustuk (2020b) developed their Foreign Language Teaching Anxiety Scale after collecting qualitative data in Turkey, with the intention of providing a tool for measuring foreign language teaching anxiety because they claim that "no rigorous measurement tool is available" (Aydin & Ustuk, 2020b, p. 44) for this purpose.

A repeated message in studies presented in this thesis, is an expression of a need for an equivalent tool for measuring language anxiety among teachers, which researchers aim to contribute to. In this regard, one can question if such a measurement tool for universal use is possible, because of the different cultural and conceptual contexts around the world.

3.1.3 Horwitz (1996)

Elaine Horwitz is one of the few researchers in the field who has looked at both learner and teacher perspectives. In 1996 she published an article that drew attention to the teachers who experience foreign language anxiety when teaching: "Even teachers get the Blues: Recognizing and Alleviating Language Teachers' Feelings of Foreign Language Anxiety" (Horwitz, 1996). In the article she bridges the learner and teacher perspectives by saying that "language learning is never complete" (p. 365) - that the teacher is still a learner of the language they teach and can therefore experience the same reactions to language anxiety as a learner. Still, there is more at stake for the teacher experiencing language anxiety: the teacher

cannot choose to have a silent period and always needs to be ready for spontaneous speech. Horwitz also says that teachers are expected to be experts in the target language, even though their learning never will be completed. She (p. 367) argues that it is often higher achievers who feel the most anxious because they both recognize and see the smallest imperfections as failures. In a more general perspective, Horwitz has also repeatedly argued that people can experience an inability to be themselves when speaking another language, experiencing the language as a threat to their identity – comparing it to the feelings of a bad haircut or unflattering clothing – which makes communication non-authentic (Horwitz, 2017, p. 41). On the contrary, Horwitz, Horwitz and Cope (1986) open for a more liberated feeling regarding identity when speaking another language: “Ordinarily self-conscious and inhibited speakers may find that communicating in a foreign language makes them feel as if someone else is speaking and they therefore feel less anxious” (Horwitz et. al, 1986, p. 127). Horwitz’ article has been frequently cited and her work is valued as important contributions to the field, particularly in the Western world context.

3.1.4 Kim & Kim (2004)

The attention Horwitz drew to the teacher perspective of language anxiety influenced researchers to look at this perspective of the field. Sung-Yeon Kim and Joo-hae Kim (2004) developed their own measurement tool for their study, the Foreign Language Teaching Anxiety Scale (FLTAS), which aimed to identify language anxiety among English teachers in a Korean context. Using both qualitative and quantitative methods, they aimed to detect the causes to teachers’ foreign language anxiety, identify what classroom situations that raise their anxiety and coping strategies teachers used (Kim & Kim, 2004). 147 teachers, 94 of them teaching in primary school, participated in the study. Two thirds of the participants had majored in English-related subjects at university, and their teaching experience ranged from less than three years to over 20 years. The researchers claimed to prove the existence of foreign language teaching anxiety suggested by Horwitz (1996) as a common problem among teachers: around half of the participants self-reported moderate levels of foreign language anxiety in teaching English (Kim & Kim, 2004). The argument is further supported by another finding in the study: over 70 % of the participants agreed to five of the 30 statements on stressful and anxiety-provoking classroom situations. “I am anxious when I have to deal with unfamiliar idioms and expressions in English classes” was the statement with the highest score of agreeing participants (78 %). This statement is followed by “I feel

anxious when I teach students who are good at English”. In the following three places are “It is difficult to control students when I conduct group activities in English classes”, “I am afraid of making mistakes when I use English” and “I am nervous when I teach English through English”. From this finding, Kim and Kim (2004, p. 173) draw parallels to participants’ fear of negative evaluation and sensitivity to making mistakes. When self-reporting their believed sources of foreign language teaching anxiety, “Limited English Proficiency” came out on top, more than three times more common than self-reported reason number two and three; “Lack of confidence” and “Lack of knowledge about linguistics and education” (Kim & Kim, 2004, p. 176). The scale scored high on its reliability (Aydin & Ustuk, 2020b, p. 52; Kim & Kim, 2004, p. 172), which indicates quality within its purpose and context.

3.1.5 Yoon (2012)

Eight years after Kim and Kim’s study, a new study emerged in Korea, but this time limited to pre-service teachers only. Tecnam Yoon (2012) examined the sources of foreign language anxiety among 52 pre-service teachers during their teaching practice, when using Teaching English Through English (TETE) as teaching method. Through responses to a survey questionnaire based on Horwitz, Horwitz and Cope’s (1986) scale, Yoon (2012) sorted answers into four factors as sources to pre-service teachers’ raised language anxiety. The first and most influential factor was detected as “language anxiety on using English in the class”, which Yoon (2012, p. 1104) separates into two sub-categories; speaking English and speaking English in front of the class as a language teacher – which can be related to being a language model. The following two categories that caused raised foreign language anxiety was “language anxiety based on self-confidence” and “language anxiety about class preparation”. The last and least common category from the survey, “language anxiety overcome by efforts”, represents the participants that reported a satisfactory feeling of their English-speaking performance, which led them to overcome anxiety while speaking (Yoon, 2012, p. 1105). In open-ended questions, pre-service teachers reported their experiences with foreign language teaching anxiety, and the answers were sorted into five categories. This showed that a total of 92.3 percent responded that they were worried about linguistic features like pronunciation, intonation and stress while speaking, and 88.4 percent were stressed about making mistakes in front of pupils, also mentioning pupils with high levels of English proficiency (p. 1105). Yoon concludes that difficulties experienced when teaching in the

target language English were “followed by lack of self-confidence in English” (Yoon, 2012, p. 1105). Further, he suggests exclusive English training classes and mentoring programs with native speakers of English in teacher education programs to raise the students’ self-confidence and lower anxiety, a rather controversial suggestion. While Yoon’s intentions of interacting with native speakers are good, it can be questioned whether native-speaker interactions can contribute to raising anxiety rather than lowering it, at least in a short-term perspective. On the other hand, Yoon’s suggestion correlates with both Bandura’s and Krashen’s ideas of exposure and modelling (chapter 2). Even though Yoon’s study is limited to pre-service teachers in a Korean context, it provides a valuable indication of the sources of language teaching anxiety.

3.1.6 Tum (2015)

Turkey is one of the few countries where language teaching anxiety has been a topic for research in the last decade. In Turkish teacher education, pre-service English language teachers study English in an eight-semester English language teaching BA program (Aydin & Ustuk, 2020b, p. 47). As part of their formal studies students can in their fifth semester start teaching as community service, but obligatory practicum does not start until their seventh semester (Aydin & Ustuk, 2020b, p. 47). This is relevant information to keep in mind when seeing results of the studies conducted in Turkey involving pre-service teachers, such as Danyal Oztas Tum’s study from 2015. 12 pre-service teachers in their fourth and final year of teacher education in Turkey participated in qualitative interviews and were measured for their foreign language anxiety in English through Horwitz, Horwitz and Cope’s (1986) Foreign Language Classroom Anxiety Scale. By the time of the study, the participants had completed nine years of formal secondary English language study, in addition to English courses with a wide range of content during every year of their three completed years of their teacher education programme (Tum, 2015, p. 633). Tum (2015) presents a hypothesis that there are three possible periods in life where foreign language anxiety might have occurred: own schooling, towards the end of their teacher education and when practising language teaching as a licenced teacher. Tum refers to Horwitz (1996) when he explains the first possible period – during the teacher’s own schooling: pupils that have experienced language learning situations where the teacher’s attention was drawn to maintaining a “purity of language” (e.g. grammatical accuracy and perfect pronunciation), and errors were frequently corrected, are more likely to develop language anxiety (Horwitz,

1996). The second possible period for a teacher to develop language anxiety, is argued by Tum to be towards the end of their teacher training course, when the coming teacher gradually adopts the challenges of the teacher role instead of the learner role. Tum (2015, p. 631) says that this is the period when teacher students become aware of the challenges and responsibilities, feel the pressure and experience self-consciousness and anxiety – especially the ones who expect a lot from themselves. The third and last period Tum presents as potentially anxiety-developing is when the teacher starts teaching language as a licenced teacher – when reality kicks in. Tum (2015, pp. 631-632) says that teachers can be overwhelmed by encounters of a demanding profession, and that this may raise the level of foreign language anxiety.

In Tum’s study, findings showed that the interviewees in the study tended to compare themselves to peers, colleagues and pupils, and feared the feeling of appearing foolish in front of others. From this, Tum (2015) pointed at two factors that stood out as especially anxiety-provoking for pre-service teachers: “fear of making mistakes” and “fear of negative evaluation”. These factors are universal no matter what context language anxiety takes place, both “fear of making mistakes” and “fear of negative evaluation” can be seen as depending on personality and sensitivity caused by different factors.

Tum’s hypothesis regarding the three possible periods for when teachers start experiencing language anxiety, though, is not as transferable to all cultural and educational contexts as the most anxiety-provoking factors detected. In the Turkish context, teaching practise takes place for a longer period towards the end of the educational programme (Tum, 2015). In Norway, obligatory teaching practice comes in short periods starting the first semester and continues throughout the five-year education programme, which automatically provides pre-service teachers with gradual teaching experience.

3.1.7 İpek (2016)

The same two factors came out as two out of five categorized sources to foreign language teaching anxiety in a qualitative study conducted by Hülya İpek (2016). Qualitative data collected from 32 in-service teachers in Turkey showed five categories of sources to foreign language anxiety in the English classroom: making mistakes, fear of failure, using native language (Turkish), teaching students at particular language proficiency levels and teaching a particular language skill, such as grammar (İpek, 2016). İpek (p. 103) argues that the two

categories making mistakes (e.g. spelling or grammar mistakes), and fear of failure (e.g. not being able to answer pupils) are transferable to teaching any subject in school, while the other three categories that emerged from the study are exclusively related to language teaching. Participants in the study explained that using the native language instead of the target language was undesirable, but sometimes necessary, which lead them to feeling guilty using the native language during teaching (p. 101). This can be seen in relation to İpek's category of teaching students at particular language proficiency levels. In discovering this category, İpek (p. 101) surprisingly found that teachers reported just as much anxiety teaching pupils with low level of proficiency as pupils of high levels of proficiency.

3.1.8 Aydin & Ustuk (2016, 2020)

Selami Aydin (2016) started collecting qualitative data of the causes to pre-service teachers' language teaching anxiety over a year – a study that is part of a bigger study in collaboration with Ozgehan Ustuk, and that has been cited and used in other studies in Turkey in the following years. From his data, Aydin (2016, p. 638-639) was able to detect 12 factors to raised language teaching anxiety among 60 pre-service teachers of English at their third year in the English Language Department of Education. The most frequent of the 12 factors, “lack of teaching experience”, came out almost double the frequency than the three following reported factors; “fear of making mistakes”, “lack of learners' motivation and involvement” and “personality”. The 12 causes were further sorted into the six categories “personality”, “perception of low level language proficiency”, “fear of negative evaluation”, “teaching demotivation”, “technical concerns” and “teaching inexperience” – in which the latter ranked as most frequent. One can speculate if a lack of practicum in the education programme contributed to this, since one of the participants is quoted saying: “I feared. I felt nervous. I felt excited because this was my first teaching performance” (Aydin, 2016, p. 636). Aydin's finding regarding teaching inexperience may have implications for teacher education in the future, but in the case of language teaching anxiety it does not represent the common struggle of language teaching anxiety, since the aspect excludes experienced in-service teachers. Another finding in Aydin's research was that the participants experienced language teaching anxiety in three phases of teaching: both before, during and after teaching the target language (Aydin, 2016, p. 638). Aydin's qualitative study led to the next step in a bigger research project – developing a scale for potentially detecting teachers' sources to their language teaching anxiety: Foreign Language Teaching Anxiety Scale (FLTAS) (Aydin &

Ustuk, 2020b). The scale contains of 27 items related to foreign language teaching anxiety with a five-point Likert scale for occurring experiences with the items. Five main categories were created from the 27 items; “self-perceptions of foreign language proficiency”, “teaching inexperience”, “lack of student interest in classes”, “fear of negative evaluation by observers and students” and “difficulties with time management” (Aydin & Ustuk, 2020b, p. 49). The five categories are similar to Aydin’s (2016) six categories from the qualitative study but leaves out “personality” as a cause on its own. Aydin and Ustuk’s (2020b) FLTAS showed high reliability for Cronbach’s Alpha with a score of .95, slightly less than Kim and Kim’s (2004) scale with the same name, scoring .96.

Aydin and Ustuk used their own FLTAS as a tool for measurement in a quantitative study later that year. Here, the researchers aimed to obtain a cross-cultural understanding of foreign teaching language anxiety as they collected data from 156 teachers in different countries in Asia, Africa, Europe and South America, and included teachers of English in primary, secondary, high school and higher education institutes (Aydin & Ustuk, 2020a, p. 864). Results from the study showed that collectively, 17 percent of the participant teachers often or always felt embarrassed when they experienced students performing better than themselves, and even less experienced embarrassment when speaking English (p. 866). Fear of negative evaluation was given a higher score collectively, particularly related to nervousness when being observed by mentors; 26 percent answered they often or always experience nervousness in these situations (p. 868). 37 percent answered that they often or always feel tense when they are not prepared for class. Regarding fear of making mistakes, high school teachers gave the highest score of anxiety, while primary school teachers gave the second highest score on statements regarding this.

3.1.9 Kobul & Saraçoğlu (2020)

One recent study that considers Aydin’s (2016) qualitative research is Kobul and Saraçoğlu’s study from 2020 (Kobul & Saraçoğlu, 2020). Here, the researchers mention Aydin’s (2016) discovery of the twelve categories for raised level of language anxiety among teachers, but express that there still is a need for a proper measurement tool for recognising foreign language anxiety among teachers. Kobul and Saraçoğlu’s (2020) study, like Aydin’s, took place in a Turkish context, and included 90 pre-service and in-service teachers of English. The purpose of the study was to detect what fixed factors affect levels of foreign language teaching anxiety, such as the teachers’ gender, age, years of experience and educational

background (Kobul & Saraçoğlu, 2020). For measuring teachers' foreign language teaching anxiety, Kobul and Saraçoğlu (2020) used one of the scales developed for this purpose that fit their purpose and context, the Foreign Language Teaching Anxiety Scale developed by H. Ipek (2006, cited in Kobul & Saraçoğlu, 2020) in an unpublished PhD dissertation.

According to Kobul and Saraçoğlu (2020) the scale consists of 26 items for the participants to indicate their level of anxiety by choosing their level of agreement from a five-point Likert scale. Then, Kobul and Saraçoğlu (2020) compared the results to the background information of the participants to detect what factors that affect the levels of foreign language teaching anxiety. Results showed correlation between levels of teaching anxiety and different factors: both teachers' educational background, age and years of teaching experience showed to affect the levels of foreign language anxiety among the teachers in the study, although there was no significant difference in teachers' gender (Kobul & Saraçoğlu, 2020, pp. 357-358). Teachers' experience in teaching English varied from one to 25 years, and results from the study showed that in-service teachers with many years of experience showed less anxiety than more inexperienced pre-service teachers. Likewise, results showed that teachers' age matters to their level of language teaching anxiety: the older the teacher, the lower anxiety they showed. Also, teachers' educational background in English seemed to affect the levels of anxiety. More surprisingly, teachers who educated from the department of English language teaching, that includes English didactics, showed higher levels of anxiety than teachers educated from the department of English language and literature.

Kobul and Saraçoğlu (2020) also consider Horwitz' article from 1996 as an important contribution but also point out that there exists no proper measurement tool for foreign language teaching anxiety. They state that research in the field is scarce and much needed, speculating that the lack of a proper tool for research may have contributed to the limited research on the field of language anxiety among teachers (Kobul & Saraçoğlu, 2020).

Nevertheless, Kobul and Saraçoğlu's research (2020) contributes to the field with interesting correlations between fixed factors and foreign language teaching anxiety.

3.2 Coping strategies

3.2.1 Şimşek & Dörnyei: "Fighter", "Quitter" or "Safe player"?

Anxious learners' reaction styles and strategies to cope is the topic for research in Şimşek and Dörnyei's (2017) study on anxiety personalities and self-images. Through qualitative

interviews with student teachers at a university in Turkey, they were able to categorize the students' reactions to language anxiety within three categories: "Fighter", "Quitter" and "Safe player" – based on the students' self-reported coping actions and beliefs (Şimşek & Dörnyei, 2017, pp. 61-63). Students who explained that they wanted to work towards reducing their foreign language anxiety and had started developing a reaction pattern to combat their anxiety with continuous work, reading up on anxiety as a topic and facing the problem, were identified as "Fighter" (p. 61). "Quitter", on the other hand, were students who had resigned from trying to overcome their foreign language anxiety and therefore characterized as using flight rather than fight mechanisms; trying to get out of the language situation by changing courses or avoiding class (p. 62). The last category, "Safe player", included student teachers who attended class but minimized their chances of speaking, such as avoiding eye contact and sitting in the back of the room; so-called safety-seeking behaviour (p. 62). An important finding from the study was that the student who shared their worries and thoughts on language anxiety with others, had a more active approach to fighting their anxiety (p. 63). Even though Şimşek and Dörnyei's study considers student teachers, the findings on personalities and coping strategies are both interesting and transferable to the teacher perspective as well as the student perspective.

3.2.2 Horwitz: self-help strategies and colleague-support

In her previously mentioned article, Elaine K. Horwitz (1996) also suggests coping strategies to help teachers that experience language anxiety in teaching. Seven of the strategies can be considered coping strategies for the teachers experiencing language anxiety, while two strategies are suggested for the teachers' colleagues and educators. Acknowledgement of feelings of language anxiety is mentioned as the first of Horwitz' suggestions. She (1996, p. 368) says that it should be fine to experience these feelings, and that they are not alone. Horwitz gives ground to this by saying that "teachers who are willing to express their feelings of anxiety to a friend may find support and possibly a fellow sufferer" (Horwitz, 1996, p. 368). The second advice Horwitz provides is to give themselves permission to be "less than perfect speakers of the target language" (pp. 368-369). This is explained as acknowledging that errors are inevitable in a language learning process, and these errors are part of what makes a teacher a positive role model for the pupils – that they do not have to be perfect speakers to speak the target language (p. 369). The third advice for alleviating language anxiety is listed as recognizing the feelings of culture shock. Horwitz (1996, p.

369) explains this as exposing themselves to the target culture during a longer stay in a country where the target language is spoken, with the purpose of experiencing the differences in culture and bring a realistic view back to the classroom. Possibly more feasible, is the fourth advice for teachers; give themselves credit for their accomplishments in the target language (p. 369). By not underestimating their own language proficiency, teachers may find out that they are capable of a lot in teaching the target language even though they are not native language speakers. Horwitz argues that teachers who have a “realistic appreciation of their target language skills” are often more willing to improve while simultaneously making the most of their skills (Horwitz, 1996, p. 369). Awareness of the language learning process is Horwitz’ fifth suggestion for lowering teachers’ foreign language anxiety. Again, Horwitz identifies teachers as advanced language learners, and believes that an acknowledgement of this may help teachers realise that language proficiency is context-dependent and in constant development (p. 369). Horwitz also recognises the power of thought in her suggestions for decreased language anxiety, when she suggests that teachers should imagining themselves performing well and calmly in the classroom, which she argues is “one of the most effective antianxiety treatments” (Horwitz, 1996, p. 370). This, combined with deep-breathing and other relaxation exercises, can be very effective, claims Horwitz. Her last proposal for reducing anxiety for teachers is to make an improvement plan of their target language proficiency that might raise their self-confidence (p. 370). By this, Horwitz links language anxiety to self-confidence. She suggests that even though teachers may have high proficiency, they still might need feeling of improvement or “repeated target language boosts” (Horwitz, 1996, p. 370). The two suggested strategies for colleagues and educators are about providing support for in-service and pre-service teachers who experience language teaching anxiety; spending time listening, help them recognising their achievements and be supportive (Horwitz, 1996, p. 370-371).

Some of Horwitz’ suggested approaches for reducing anxiety can be seen as more helpful than others. However, they can all be linked to more overarching strategies like exposure, self-efficacy beliefs, modelled support and motivational acknowledgement and improvement.

3.2.3 Kim & Kim: preparation, supporting aids, acknowledgement and improvement

In a Korean context study, in-service English teachers have self-reported the strategies they use to reduce their anxiety in teaching English (Kim & Kim, 2004). The most frequently used strategy was “I prepare my English classes very thoroughly”, which was reported as a strategy over twice as common as the second and third; “I use songs, games and other activities” and “I admit that I do not know all there is to know about English”. The fourth most common strategy was reported to be “I try to improve my language skills” (Kim & Kim, 2004, p. 177). Following these results, combined with findings of lack of knowledge and confidence as reported causes and stressors (in chapter 3.1), Kim and Kim (2004) suggest some strategies teachers can make use of to reduce their foreign language teaching anxiety: 1) acknowledge that teachers are human and errors are normal, 2) see proficient pupils as potential language models rather than a threat, and 3) continue to improve own proficiency to raise their own confidence and knowledge.

3.2.4 Tum: reports of L1-use and memorized speech

Similar strategies are suggested by Tum (2015) in his study of anxious pre-service teachers. The participants in his study reported several day-to-day strategies for coping with their language anxiety in preparation for and during foreign language teaching. They reported use of L1 to avoid speaking the target language as one preferable strategy during teaching, in addition to choosing activities where the pupils do the talking instead of themselves. Their language anxiety also had implications for planning of a lesson: anxious pre-service teachers reported preparing as much of their intended speaking thoroughly, including memorizing instructional sentences to avoid unexpected, spontaneous speech. After analysing the data from interviews, Tum (2015, p. 650-652) offers strategies to help anxious language teachers cope and reduce their foreign language anxiety in a longer perspective. This can be summed up in six strategies: 1) Acknowledge the feelings of language anxiety: teachers have the right to experience these emotions and know that they are not the only ones. 2) Acknowledge that errors are inevitable, both for the pupil and the teacher. Fear of making errors should not hinder pupil encouragement of using as much target language as possible. 3) Take risks in speaking even though your language is not perfect. 4) Be proud of what you have already accomplished in your language acquisition. 5) Continue developing your own language proficiency and expand pedagogical competence. 6) Take use of supporting aids and

materials in language teaching in the classroom to help reduce the pressure on the teacher. In addition, Tum (2015, p. 652), invites teacher educators and colleagues to play a central role in helping a teacher reduce language anxiety: listen and offer support rather than evaluation.

Tum's suggested strategies are similar to Kim and Kim's, and they all reflect aspects of teacher as a role model, exposure to the target language and language teaching, and development of language proficiency to reduce anxiety and raise self-esteem.

3.2.5 Aydin: suggests identifying perfectionism, self-confidence and preparation

As a result of his qualitative findings in his study of causes to foreign language teaching anxiety among pre-service teachers, Aydin (2016, pp. 639-640) recommends several areas for focus in coping strategies for reducing language teaching anxiety. In his study, personality was identified as one potential cause, therefore Aydin suggests identifying perfectionism as a potential strategy. Other strategies suggested are development of self-confidence, positive self-talk and self-observing, which can be related to teachers experiencing insecurities. In relation to increased knowledge, Aydin (2016, pp. 639-640) suggests focusing on planning and preparation and content knowledge as possible coping strategies.

3.2.6 Kobul & Saraçoğlu: suggest supervision and observation

More recent suggestions to coping strategies were made by Kobul and Saraçoğlu in their study from 2020. After discovering that fixed factors like educational background, age and years of experience matter to teachers' level of foreign language teaching anxiety, Kobul and Saraçoğlu (2020) suggest strategies to help teachers decrease their anxiety level. Based on the results of their study, they (2020, p. 360) suggest reflective teaching and clinical supervision where teaching practices are observed and evaluated as possible coping strategies (Kobul & Saraçoğlu, 2020, p. 360). Clinical supervision is already a common practise in Norwegian teacher education, where the pre-service teacher is observed by an experienced supervisor educated for that manner in teaching practice. Even though this is common practise in teacher education, it may not be as relevant for in-service teachers, teaching a group of pupils in schools with limited human and economic resources. While Kobul and Saraçoğlu's suggested strategies relate to Bandura's suggested strategy of guided

mastery, it is still a paradox since the anxious teacher might experience discomfort being observed in a potentially sensitive situation.

3.3 Implications for teaching

Research in the last decades have shown that anxiety has a negative effect on language acquisition (Aida, 1994; Horwitz et. al, 1986; MacIntyre & Gardner, 1989). Among teachers, this aspect is not the same as from a learner's perspective, although it may have consequences and implications for their teaching practices.

3.3.1 Horwitz: target language avoidance and controlled interactions

Horwitz (1996) refers to her own unpublished studies that had taken place three-four years earlier, when pointing at possible consequences for language anxiety among teachers. Horwitz calls it “unfortunate” for the pupils’ well-being that teachers have not identified their foreign language anxiety and the negative consequences it may have on themselves and their teaching practices (Horwitz, 1996, p. 366). A teacher who experiences foreign language anxiety is more likely to plan for predictable and controlled interactions with the pupils rather than spontaneous interactions, claims Horwitz. She (1996, p. 368) puts forward that an arousal of language anxiety may lead to the teacher avoiding activities that require more target language use such as Total Physical Response, discussions in the target language, grammatical explanations in the target language and role play activities. This avoidance will in turn have “serious implications for foreign language learning” (p. 368). This may have a negative effect on communication over time and may provide the pupils with less exposure to daily, communicative language. Horwitz’ article has been acknowledged by other researchers in subsequent years (Aydin, 2016; Kim & Kim, 2004; Kobul & Saraçoğlu, 2020; Tum, 2015; Yoon, 2012), and her work has inspired further research on the area.

3.3.2 Tum: language-predictable activities and error correction

One study that builds on Horwitz’ work is the already mentioned study by Danyal Oztas Tum (2015). Here, Tum’s findings support Horwitz’ considerations regarding the potential effects language anxiety have for the teacher’s practice, such as avoidance of target language in teaching and avoidance of a certain type of activities because of this, using a questionnaire

based on Horwitz' (1996) work. In Tum's study, the high-anxious teacher students would prefer language-predictable activities like written grammar exercises, pattern drills and gap-fill exercises rather than more spontaneous target language-intensive activities like role play, small group work and class discussions in the target language. Like Horwitz, Tum (2015, p. 649; 652) argues that these methodological choices might affect both the quality and quantity of the pupils' language input in the classroom, especially when it comes to communicative competence.

Another interesting finding from Tum's study was that high-anxious student teachers found error correction more important than the low-anxious language teacher students. The high anxious pre-service teachers admitted striving to avoid errors and feared negative evaluation due to language errors, while the low-anxious pre-service teacher had a more relaxed attitude towards error correction for themselves and the pupils and had a more communicative approach to language teaching. Tum (p. 649) argues that this may have consequences for the pupils' perceptions of the teacher as a role model and language model, as well as a higher risk for the pupils to develop similar feelings towards foreign language learning.

3.4 Concluding remarks

This chapter has concentrated on different aspects of research within the topic of teacher language anxiety: the causes to foreign language anxiety and stressors for potentially raising this, strategies for coping with language speaking anxiety, and the possible implications language anxiety has for teaching practises. Together, these aspects reflect the research question of the thesis: *How do Norwegian teachers of English at the primary level experience their English speaking anxiety and how do they explain the impact it has on their teaching practices?*

Regarding the aspect of causes and stressors, the presented researchers have used different tools and approaches, but collectively indicate similar results: a teacher's fear of making mistakes, fear of negative evaluation and perception of low proficiency are repeated as potential causes and stressors in multiple studies. Coping strategies for both the short and long perspectives have been suggested in previous research. Short term-strategies such as using spoken language material and aids, and lesson planning have been suggested, in addition to strategies for a longer perspective, like improvement of skills and exposure. There is less research related to the potential implications for teaching, although important

points regarding this have been raised, such as avoidance of the target language of different manners, and the effects this might have for the pupils' input and development of communicative competence.

To the best of my knowledge, there exists no research regarding foreign language speaking anxiety among teachers in the Norwegian context. This thesis will hopefully contribute to the field with qualitative research, partly inspired by two of the studies presented in the chapter. First, Horwitz' work (1996) regarding preferred teaching methods inspired the first part of the questionnaire for informants, that was used as preparations for qualitative interviews. Next, Kim and Kim's Foreign Language Teaching Anxiety Scale (2004) inspired the second part of the questionnaire used as preparations for the interviews conducted for this thesis. The scale aims to examine how teachers feel about teaching English and to detect what raises their anxiety. With some adjustments, the scale was considered the best fit for Norwegian context as it was created to include more experienced in-service teachers. Further elaborations regarding these choices, will be provided in chapter 4. Methodology.

4. Methodology

The aim of the thesis is to seek to find answers to the main research question *How do Norwegian teachers of English at the primary level experience their English speaking anxiety and how do they explain the impact it has on their teaching practices?*. This chapter will give reasons to the choices made during the process of writing the thesis related to the research question. *What* was done to seek these answers, *how* it was done, and *why* it was done like this will be explained. Here, different components of the thesis regarding methodology will be described, for instance chosen methods for data collection, sampling and important methodological considerations for the thesis.

4.1 Research design

To examine the research question, a mixed-method empirical research design was chosen. Triangulation helps corroborate findings and strengthen research evidence by seeing the holistic picture of a complex reality from different views (Postholm & Jacobsen, 2018, pp. 236–237). Because of this, I wanted to triangulate methods to answer the research question. Qualitative interview was chosen as the main research method, while a questionnaire with qualitative purposes functioned as a supplement to the research and analysis.

Boeije says that the purpose of qualitative research is to “describe and understand social phenomena in terms of the meaning people bring to them” (Boeije, 2010, p. 11). This fits the purpose of this thesis. The thesis has been inspired by phenomenology, where the goal is to get an understanding of others’ perception of reality in a first-person perspective related to a certain phenomenon (Kvarv, 2021, p. 102). This builds on the constructivist thought that reality is created by people’s perceptions of it (Johannessen et al., 2016, pp. 78–79). Here, these views of qualitative research are bridged by seeking teachers’ perceptions of experiencing English speaking language anxiety.

Through qualitative interviews the informants have the opportunity to express their feelings, experiences and beliefs in their own words, so the researcher can get an understanding of their perspective of reality, as Kvale and Brinkmann (2015) argue. Qualitative individual face-to-face interviews were considered the best method for empirical data collection, because they can potentially provide in-depth perceptions of language anxiety from a first-person perspective. In addition, the informants answered a questionnaire on paper as preparation for the interview. The questionnaire was mainly used to complement the data

from the interviews, but also gave an insight into what topics within language anxiety that needed elaboration in the interview and provided the informants with a possibility to reflect on their perception of reality. Balancing this; closeness to someone's opinions and thought through interviews and distance to situational interpretations through questionnaires, is a preferable combination in research to better understand the informant's reality (Postholm & Jacobsen, 2018, p. 107).

4.2 Method

4.2.1 Semi-structured interview

Semi-structured interview was chosen as the main method for empirical data collection for the thesis, because it has the opportunity of getting an insight into the informants' feelings towards, experiences with, their beliefs and reflections related to a topic (Boeije, 2010, pp. 61-62), in this case: their self-reported foreign language anxiety. The interviews were carried out one-on-one because of the highly personal and sensitive nature of the topic, and the possibility to get thorough and comprehensive descriptions of the informants' feelings and experiences towards the topic (Johannessen et al., 2016, p. 144).

A semi-structured interview is flexible in its form and provides opportunities to ask follow-up questions related to what direction the conversation takes, which makes it close to a conversation in its form (Kvale & Brinkmann, 2015, p. 46). This allows the interviewees and their experiences to play a bigger role, but at the same time limits the conversation to the pre-defined topics prepared in the interview guide. This was a preferable form for the interviews carried out, as it gave the opportunity to ask additional questions or ask informants to elaborate or clarify a certain matter of interest when it occurred.

Interviews were carried out in Norwegian so as to avoid possible misunderstandings and for giving the informants the possibility to speak freely (Buckingham, 2016, p. 64). Conducting the interviews in Norwegian was considered crucial for this thesis because of the nature of the topic. The informants have self-reported English speaking anxiety, so conducting the interviews in their mother tongue was considered the only option for the sake of their well-being, keeping their language anxiety low and being able to speak freely to express their feelings and experiences about the topic.

For ethical reasons and securing the anonymity of the informants, all interviews were conducted outside of the workplace. Anonymity towards colleagues, pupils and school leaders was considered important for some informants regarding their willingness to participate. The individual interviews were carried out in a neutral place of the informant's choice, creating a safe environment for the informants to speak freely and to reduce potential triggers and possible interruptions from the workplace (Johannessen et al., 2016, p. 157). All interviews started with the informants answering a questionnaire to set their minds for the topic and prepare them for the semi-structured interview that followed. The semi-structured interviews lasted between 35 and 50 minutes. Interviews were audio-recorded with consent from the informants and later transcribed for analysis.

4.2.1.1 Audi-recordings and anonymity

Because of restrictions regarding informants' identity and storage of personal data through audio-recordings, approval from Sikt (name changed from the Norwegian Centre for Research Data during the process) was necessary before approaching informants and starting to collect data (Appendix 1). In addition, I needed consent from informants for storing their recorded voice as personal data during the project (Appendix 2). I considered protecting the informants' anonymity particularly important for this thesis, because of the personal and potentially sensitive topic and the possible negative consequences for the informants should they be identified (Kvale & Brinkmann, 2015, p. 107).

Participation was completely optional for the informants. As suggested by Kvale and Brinkmann (2015, pp. 104-106), informants were informed about participating in the project in a consent form, which they signed before participating (Appendix 2). Informants kept the written information about the project, with information about possible withdrawal from the project.

The application *Nettskjema*, provided by the University of Oslo, was used as recording instrument for safe storage of data from the interviews. The application is widely used for research purposes and approved as a secure platform for safe storage of personal data. Even though the informants were informed and agreed to this, recordings may have affected the data from the interviews, as informants may consider their speaking more closely when knowing that they are being recorded (Buckingham, 2016, p. 66). Nevertheless, audio-recording the interviews was considered appropriate and necessary for several reasons:

firstly, audio-recordings gave me the chance to fully concentrate on interviewing during the interview-situation (Kvale & Brinkmann, 2015, p. 205). I considered this as especially weighty for this thesis, as the personal topic requires personal presence for the interviewer in the interview situation (p. 107). Secondly, by doing audio-recordings I could listen to the interview multiple times for transcription and analysis. Thirdly, audio-recordings are authentic audio evidence that make sure nothing is missed out from the interview, unlike through note-taking.

4.2.1.2 Interview guide and questions

The interview guide prepared for the interviews (Appendix 3) evolves around teachers' experiences, beliefs and reflections around their personal perceptions of English speaking anxiety that were considered relevant to the thesis. Questions were formulated as mostly open-ended starting with *what*, *how* and *why*. This opens for a wide range of responses which is preferable when examining people's beliefs or reflections (Buckingham, 2016, p. 59). The interview guide had an originally planned structure: simpler questions at first, building up to more complex, personal questions towards the end of the interview with the purpose of gaining the informants' trust and natural building of complexity towards the topic (Buckingham, 2016, p. 68; Ringdal, 2018, p. 207). However, the questions were not asked in the same order during the interviews since they followed the natural flow of conversation which semi-structured interviews allow. Some follow-up questions were prepared in the interview guide, depending on the informant's answer to the initial question. However, follow-up questions were often spontaneous, asking the informants to further elaborate their answer for deliberations of details, more depth or nuances or more closed to ensure a shared understanding of the given answer (Postholm & Jacobsen, 2018, p. 122).

4.2.2 Questionnaire

A survey, which a questionnaire usually is part of, can be defined as "a systematic method to collect data from a sample of people to give a statistic description of the sample's population" (Ringdal, 2018, p. 191 my translation). Even though questionnaires are often used in quantitative research, it has qualitative purposes for this thesis. Here, it served to complement the findings from qualitative interviews and to balance the closeness and

interpretive findings from these with more distance and concrete nuances from the questionnaire (Postholm & Jacobsen, 2018, p. 107).

The informants answered the paper questionnaire (Appendix 4) prior to the interview, as a starting point for setting their minds to the topic and as a warm-up exercise to their experiences regarding English speaking anxiety. It also functioned as a natural starting point for the interview, where the informants were given an opportunity to reflect upon or comment on their experiences with the questionnaire. In addition, the fixed questions and answering options offered a standardisation of answers (Johannessen et al., 2016, p. 259) for support in the analysis. This written product was used to compare and contrast findings from interviews and visible comparison between informants.

The questionnaire consisted of two main parts: the first part was based on Horwitz' (1996) work, where informants were asked to choose from two sets of teaching activities; language-intensive activities: whole-class discussions in English, pronunciation exercises, games, small-group work and roleplay *or* the five less language-intensive activities: translation, gap-fill exercises, written grammar exercises, pattern drills and multiple-choice reading comprehension questions. The purpose of this part of the questionnaire was to give an indication to what implications English speaking anxiety has for the teacher's teaching practises. The topic of implications for teaching was further elaborated in the interviews.

The second part of the questionnaire was based on the main part of Kim and Kim's (2004) Foreign Language Teaching Anxiety Scale (FLTAS). But, since the original scale was used for quantitative purposes in a Korean context in 2004, it needed adjustments to fit the purpose of this thesis and the Norwegian context. These adjustments include leaving out statements irrelevant to the topic of English speaking anxiety (e.g. leaving out statements regarding aspects of writing and reading, such as "I am anxious when I teach writing skills" and "I am anxious when I teach reading skills"), adjustments to fit the Norwegian context (e.g. replacing Korean proficiency contest and admission rates with national tests for the Norwegian context), placing statements in a suitable order for the thesis and combining similar statements. Combining statements like "I am anxious when I have to deal with unfamiliar idioms or expressions in English classes" and "I worry when I happen to deal with unknown vocabulary in English classes" into "Jeg blir stresset når jeg må håndtere ukjente ord og uttrykk på engelsk" ("I get stressed when I have to deal with unknown words and expressions in English") is one example of combining similar statements for reduction. This process left me with 18 statements instead of the original 30. Informants ranked the

level of agreement to the statements in a five-point Likert scale, graded from “Strongly disagree” to “Strongly agree”, like in Kim and Kim’s FLTAS. The purpose for this part of the questionnaire was to indicate what causes and stressors to English speaking anxiety the informants identify with and to what degree.

In addition, the questionnaire was introduced with background information about the informants: years of experience, main level for teaching (lower/upper primary) and educational background in English. This was added to give me a possibility to analyse the findings in relation to their background. The informants’ responses to the questionnaire can be found in Appendix 5.

4.2.3 Pilot

I decided to carry out a pilot of the questionnaire and interview to detect potential adjustments needed before the actual data collection could take place (Ringdal, 2018, p. 194). The pilot was conducted with a co-student in October, after receiving approval from Sikt and prior to the interviews. The co-student did not self-report language speaking anxiety but simulated answers to make the situation as authentic as possible for me as an interviewer. The purpose of the pilot was to estimate a time frame for the interviews, check the wording and order of the questions and how to use the questionnaire as a starting point or background information.

The pilot turned out to be a valuable experience of what might occur and how to prepare for an interview. It showed a need for clarification of instructional wording in part one of the questionnaire. Here, the wording was revised and clarified to avoid potential misunderstandings for the informants. Besides this, no changes were made in the interview guide or the questions.

4.3 Sampling and informants

4.3.1 Purposive snowball sampling

The sample in this thesis consists of three teachers of English in Norwegian primary schools who were all recruited from purposive sampling because of their self-reported English speaking anxiety in teaching. I wanted to get an insight into Norwegian primary school teachers of English that identify with English speaking anxiety; their perceptions of the topic

and their personal experiences. Therefore, choosing the informants for this thesis has the purpose of appropriateness rather than representativeness (Johannessen et al., 2016, p. 115). That is why purposive sampling of teachers to fit the criteria (Buckingham, 2016, p. 57) was considered the best form of recruitment.

The criteria for participating resulted in a rather narrow group of potential participants. Based on experience of informal conversations and small talk, the number of teachers experiencing English speaking anxiety is surprisingly large. However, many of these teachers do not teach the subject because of this anxiety. Hence, the number of teachers that identify with English speaking anxiety and teach English, seems to be significantly lower. Out of these, there are even fewer teachers that want to share their experiences, feelings and beliefs regarding the topic in a research project.

Informants were recruited through snowball sampling from personal network, asking my friends, colleagues, and acquaintances if they knew teachers who would fit the criteria for participating, then I contacted potential informants directly (Johannessen, 2016, p. 121).

4.3.2 Informants

The informants who participated in this study represent different backgrounds: they all differ in age, years of experience, level of teaching (lower/upper primary) and come from different parts of the country. Despite not being representative of the population of English teachers as a whole, they still give a valuable, qualitative insight into the reality of a sample of teachers experiencing English speaking anxiety.

The collective criteria that served as precautional for participating were 1) self-reporting English speaking anxiety, and 2) teacher of English in a Norwegian primary school. All informants identified with this at the time of participation. The informants are all female, which is arbitrary. Gender is not considered as a factor of importance for the thesis. All informants also reported to have formal education in English (a minimum of 30 credits), even though this was not considered a prerequisite for participating.

Informants were given pseudonyms in the process of analysis and for presentation of findings, as a name can be seen as easier to follow and more engaging for the reader compared to a number or a single letter. The pseudonyms cannot be linked back to the informants' real identity, it is simply a random name starting with the informant's letter from the data collection process; teacher A (Anna), B (Bree) and C (Cara).

4.4 Data Analysis

4.4.1 Transcriptions

When audio-recording interviews, it is necessary to transcribe interviews from audio into writing for structuring the material for analysis (Kvale & Brinkmann, 2015, p. 206). Denaturalised transcriptions were chosen as the preferable approach for transcribing the interviews in this study (Oliver et al., 2005, p. 1277). This means that stuttering, filled pauses like “eh” and conversational prompts were left out because of the flow of the conversation for analysis, and considered less relevant to the content of the interviews – which is the focus for this thesis. When transcribing, information that could potentially lead back to the informant in any way, was anonymised. Even though a piece of information could not identify the informant on its own, a combination of pieces could help identify. That is why I chose to anonymise pieces of the transcriptions. Changes regarding anonymising are marked with [...] in the transcriptions. In total, transcriptions of the three interviews left me with 19923 words for analysis, in addition to the qualitative questionnaire. Interviews were transcribed in Norwegian, but relevant quotes were translated into English during the analysis, for potential use in the writing process. Because of the sensitivity of the topic, I chose to add excerpts of the analysed transcribed interviews instead of the full transcriptions to protect the anonymity of the informants. Excerpts of analysed transcriptions can be found in Appendix 6. Full transcriptions can be made available on request.

4.4.2 Thematic qualitative text analysis and coding

Qualitative text analysis is a form of content analysis that allows the researcher to understand and interpret the data to a greater degree than traditional content analysis (Kuckartz, 2014, p. 33). The process of data analysis in this thesis was inspired by Kuckartz’ (2014, p. 70) explanation of thematic qualitative text analysis by combining deductive and inductive methods: The transcriptions of the interviews were read multiple times and analysed in several phases. In the first step of the analysis, empirical data was analysed and colour-coded and numbered from pre-determined main categories from 1 to 6 (Table 1). This was seen necessary for reduction of complexity and to maintain the mindset of existing ways of thinking (Eriksen & Svanes, 2021, pp. 287–289). Main categories were created deductively from the four subordinate research questions (see chapter 1.3 Research questions) and

relevant theory and previous research. These categories are also reflected in the questions in the interview guide. The six main categories are: 1. Causes, 2. Stressors, 3. Coping strategies, 4. Implications for teaching, 5. Potential strategies and 6. Implications for motivation.

In the second phase of the analysis, sub-categories to each main category were created inductively from empirical data in the process of analysis. These were colour-coded and given a subordinate number from the main categories. Next, additional notes were taken. Examples of the analysis described, can be seen in Appendix 6. Then, reduction of data and sub-categories were central phases of the analysis.

This form of combining deductive and inductive methods for categorising is characterised as deductive-inductive categorising by Kuckartz (2014, pp. 62-63) and abductive by Postholm and Jacobsen (2018, pp. 102-103). The approach is commonly used in thematic qualitative text analysis (Kuckartz, 2014, p. 70). The full category system developed in the analysis, can be found in Table 1. After the data was coded by colour and numerically, findings related to the main- and sub-categories were structured in a table of categories. Data from each of the informants were first analysed as individual cases, then the findings from each of the informants were compared, to look for similarities and differences in the data, for possible determination of shared opinions of the matter (Kuckartz, 2014, p. 34; Postholm & Jacobsen, 2018, p. 139).

In the following table, pre-determined categories and inductively created sub-categories that emerged from analysis are presented.

Category system

How do Norwegian teachers of English at the primary level experience their English speaking anxiety and how do they explain the impact it has on their teaching practices?

Main category with description (deductive)	Sub-category (inductive)
1. Causes Description - Sub-RQ 1: What explanations do the teachers give for their English speaking anxiety?	1.1 Limited English proficiency
	1.2 Self-confidence in speaking English
	1.3 Own schooling
2. Stressors Description - Sub-RQ2: What factors do the teachers describe as contributions for triggering their English speaking anxiety?	2.1 High-proficiency pupils
	2.2 Expectations of being a language expert
	2.3 Fear of negative evaluation
	2.4 Fear of making mistakes
	2.5 Unexpected situations
3. Coping strategies Description - Sub-RQ 3: What strategies do the teachers use to cope with English speaking anxiety?	3.1 Switching to L1 to avoid target language
	3.2 Preparation and planning
	3.3 Identity switching
	3.4 Aids to replace teacher speaking English
4. Implications for teaching Description - Sub-RQ 4: How do the teachers describe the implications English speaking anxiety have on their teaching practices?	4.1 Less target language
	4.2 Less spontaneous speech
	4.3 Limitations of activities
	4.4 Less teacher talk
5. Potential strategies Description: What are their thoughts about potential strategies to reduce their English speaking anxiety?	5.1 Exposure to teaching
	5.2 Observation from colleagues
	5.3 Observing other teachers experiencing English speaking anxiety
	5.4 Improvement of skills - more education
6. Implications for motivation Description: What implications do their English speaking anxiety have on their motivation for teaching the subject?	6.1 Pressure to teach English because of lack of formally educated teachers in English
	6.2 Motivation to teach English

Table 1: Category system

4.5 Methodological considerations

4.5.1 Reliability

Reliability in research is often related to what degree the data can be reproduced if collected in another context (Kvale & Brinkmann, 2015, p. 276). Obviously, data from qualitative research is hard to reproduce because of the nature of qualitative research – a collection of words from individuals and not generalised statistics as in quantitative research (Kvale & Brinkmann, 2015, p. 276; Postholm & Jacobsen, 2018, pp. 223-224). In qualitative research it is not likely that we will get the same findings with another researcher or other informants since we all have personal and contextual thoughts and experiences. However, this study had no intentions of generalising results to reflect the population, rather to get an insight into the informants' views on English speaking anxiety as members of the group of Norwegian teachers of English experiencing the phenomenon.

It has been debated whether the terms reliability, validity and generalisation are appropriate to use in qualitative research (Kvale & Brinkmann, 2015; Postholm & Jacobsen, 2018; Ringdal, 2018) because of the close relevance to quantitative research. Therefore, trustworthiness is considered a preferable term to use in qualitative research rather than reliability. According to Ringdal (2018), qualitative research can be considered trustworthy if it is “conducted in a trustworthy way” (p. 247). He further ties this to the researcher’s ability to reflect upon methodological choices and possible limitations of data collection.

Trustworthiness and reliability are strengthened when data collection is triangulated through different methods (Postholm & Jacobsen, 2018, pp. 236-237). The possibility to compare data from interviews with data from the questionnaire is considered a strength to the reliability of the thesis. If the results were to be retested, the questionnaire has potential of providing a higher degree of reproducing the same results than from interviews, because the questionnaire has closed options for answers. The questionnaire also has potential of being used for quantitative data collection, which potentially could have provided the thesis with a higher reliability by combining qualitative and quantitative methods. The interview, on the other hand, can be considered as more difficult to reproduce the same results if retested. The interview is considered more personal and contextual, regarding both the interviewer, interviewee, time, place, mood etc. In addition, the interview guide consisted of open-ended questions which provide the informants with the opportunity to express themselves freely based on their interpretations and experiences. The semi-structured interview also allows the interviewer to ask follow-up questions, for elaboration or clarification. Since follow-up questions also are contextual, these would also be difficult to reproduce in another setting or context.

4.5.2 Validity

Validity is often referred to as a question of whether you have measured what you wanted to measure (Johannessen et al., 2016; Kvale & Brinkmann, 2015; Ringdal, 2018). This perception can be seen as problematic for qualitative research like this study, because of the lack of numeric results. That is why it is necessary to look at a wider perception of validity in qualitative research. In a broader perspective that includes qualitative research, validity can be explained as “to what degree our observations actually reflect the phenomenon or variables we want to obtain knowledge about” (Pervin, 1984, in Kvale & Brinkmann, 2015, p. 276, my translation). Still, other terms than validity can be more appropriate in qualitative

research, such as “verifiability”, which Ringdal (2018) links to “the quality of interpretations made, and the insight the project provides, supported by other research” (Ringdal, 2018, p. 247, my translation). This explanation links validity to verifiability in qualitative research.

Kvale and Brinkmann (2015, p. 277) argue that validity does not belong to a particular part of research. They rather explain it as a continuous process that should be present throughout all phases of research. In working with this thesis, validity was considered in all phases, from planning to analysing and finalising writing. Validity was closely considered in the phase of choosing methods appropriate for the topic. Observation was considered as a preferable method early in the process of the thesis - a method that potentially could have strengthened validity of the thesis. However, the method was discarded for ethical reasons during the search for participants. Because of the nature of the topic, it seemed likely that the informants would prefer not to be observed in a research context. Observations of teachers that identify with English speaking anxiety, could have caused unwanted consequences for the informants: observations would have involved pupils, colleagues and school leaders in the process, which the informants did not want because they would lose their anonymity towards these groups of people concerning a topic that for some is sensitive. In addition, the observation effect would in the case of language anxiety have been so strong that it most likely would have affected the validity of the findings. All in all: the idea of observation as method left the informants uncomfortable with participating. For these reasons, observations were eventually left out of the research design.

I still wanted to triangulate methods by examining the research question through different methods, since this helps strengthen validity (Johannessen et al., 2016; Kvale & Brinkmann, 2015; Postholm & Jacobsen, 2018; Ringdal, 2018). Therefore, a mixed method research design was chosen to examine the research question, including both semi-structured interview as the main method and a supporting questionnaire, both with qualitative purposes. Regarding the interview, asking follow-up questions for possible elaborations and clarification of potential misunderstandings (Larsen, 2007, p. 26) can be considered strengthening the validity and verifiability of the collected data.

4.5.3 The researcher’s role

The researcher should always take a step back in all phases of a research study to reflect upon her or his own role in the research, and how it potentially can affect participants and

results, including its reliability and validity. A researcher is never 100 percent neutral in a study because of the researcher's interpretation and perception of the reality of the topic, in addition to the researcher's moral integrity, empathy, sensitivity and engagement for the topic (Kvale & Brinkmann, 2015, p. 108). Also, there is always an asymmetrical relationship between the researcher and participants, where the researcher is the one in power and the one who steers the interview (Kvale & Brinkmann, 2015, p. 110; Postholm & Jacobsen, 2018, p. 108). This can be particularly important to reflect upon in qualitative research and face-to-face interviews. For this thesis, the search for informants was done through purposive snowball sampling from personal network, which means that there was to some degree a relation between the interviewer and the interviewee. One of the teachers participating in the study I had met occasionally before the interview took place, while the other two informants were recruited through acquaintances and had therefore never met the researcher before the interview.

Despite all the above considerations, I have tried to play an as objective part as possible in the research process, which is one of the reasons why a questionnaire was chosen as supportive method – to reduce potential researcher bias in data collection. Still, the thesis is a result of my choices, interpretations and perceptions of the data material that all have a degree of engagement and subconscious subjectivity.

4.5.4 Limitations

The thesis includes a small sample of informants, which makes it hard to argue for generalisation of the findings. Data from qualitative interviews and additional questionnaire in this thesis are not representative for the population as a whole but represents the individual perspectives of the purposive sample of informants in this study.

Another limitation to qualitative research is subjectiveness, as it looks into the perspective of the informants (Kvale & Brinkmann, 2015, p. 46). An interview is not an exact representation of reality since it is constructed in a relational context between the interviewer and the interviewee. The interview provides the interviewee with a possibility to choose their wordings in a way they want to be perceived and the context may affect the answer given (Boeije, 2010, p. 58). In addition, it may be difficult to transform an actual feeling into words.

When discussing limitations of the thesis, it is important to remember the purpose of qualitative research; to gather experiences and views of the world in words, and to obtain an understanding the views of the world from the informants' perspectives (Kvale & Brinkmann, 2015). This subjectiveness can be seen as both the purpose and a limitation to qualitative research.

4.6 Concluding remarks

In this chapter, reflections around the choices in the process of working with this thesis were expressed. An explanation of methodological choices to examine the research question, ethical considerations related to the topic, informants and process, and insight into the process of analysis will hopefully give the reader a clearer view of why these choices were made. In the next chapter, the results of the data collection and analysis will be presented.

5. Findings

In the following chapter, findings from analysis of the empirical data collected from interviews and questionnaire are presented thematically from six predetermined main categories: 5.1 Causes, 5.2 Stressors, 5.3 Coping strategies, 5.4 Implications for teaching, 5.5 Potential strategies and 5.6 Implications for motivation. Findings will be presented in inductively created sub-categories from the main categories and structured as sub-chapters in the following section.

All findings are presented thematically from main categories, as results of analysis of interviews and questionnaires collectively. Findings from interviews as the main method are central for all categories, while findings from questionnaires are particularly relevant for 5.2 Stressors and 5.4 Implications for teaching. Direct quotes from the informants in interviews are marked with both italics and quotation marks, such as this quote from Cara: *“I have always found English difficult”*. Examples of the transcribed interviews can be found in Appendix 6.

The following table is an introductory presentation of the informants and their background, collected from both the interview and the questionnaire. The bottom row of the table, which represent the informants' level of anxiety is based on responses to part two of the questionnaire (Appendix 5), where informants were given 18 different statements reflecting potential anxiety-raising factors. The stronger they agreed with these, the higher the level of anxiety. The response she gave to the statements got Bree to reflect: *“Why on earth am I an English teacher? I am terrified of it.”* Anna describes her experiences with English speaking anxiety like this: *“The moment I enter an English class, I get tense, more stressed, terrified of pupils asking me something I don't know, terrified of saying something wrong. (...) Who I am generally speaking, is someone completely different from who I am in the English classroom.”*

Background profiles	Anna	Bree	Cara
Age and time of own schooling	In her early 40's Started school in mid-1980's	In her early 30's Started school in mid-1990's	In her late 40's Started school in early 1980's
Formal education in English	30 credits as part of her ongoing teacher education (at master's level)	30 credits as part of her recent teacher education	30 credits through "Kompetanse for kvalitet" almost 20 years into her teaching career
Experience in teaching English	Less than 3 years	Between 3 and 10 years	More than 20 years
Most frequent teaching level in primary school	Equal amount of upper and lower primary	Upper primary	Lower primary
Level of English speaking anxiety from statements in questionnaire	<ul style="list-style-type: none"> • Agree to strongly agree to 17/18 statements: - strongly agree to 10/18 statements, agree to 7/18 	<ul style="list-style-type: none"> • Agree to strongly agree to 13/18 statements: - strongly agree to 10/18 statements, agree to 3/18 	<ul style="list-style-type: none"> • Agree to strongly agree to 13/18 statements: - strongly agree to 1/18 statement, agree to 12/18

Table 2: Background profiles of the informants

5.1 Causes

In this section, I present data that reflect answers to the subordinate research question number 1: *What explanations do the teachers give for their English speaking anxiety?*

Inductive data analysis to help answer this research question found three subordinate categories to the main category Causes as explanations to the informants' experience of English speaking anxiety: 5.1.1 Limited English proficiency, 5.1.2 Self-confidence in speaking English and 5.1.3 Own schooling.

5.1.1 Limited English proficiency

A feeling of lack in skills in English is unison for the three informants. Further, they all report limited vocabulary in English as a cause to their speaking anxiety in the language. Having a small repertoire and struggling to find the right words in front of the pupils have seemingly left the informants with a feeling of insecurity. This is described as particular problems with productive vocabulary by Anna: *"People can speak to me and I understand everything, but when I am going to speak, it's like 'Oh, what was that word again'"*.

Besides vocabulary, all three informants point to phonology and pronunciation as challenging, here exemplified by Cara: *"I have always found English difficult, because I have never reached an understanding of the sounds of the language"*.

5.1.2 Self-confidence in speaking English

All informants are happy with their didactic competences, and all emphasize their insecurities in *speaking* English, not teaching the subject. Bree goes as far as saying that she feels she “*is making a fool out of myself*” when speaking English, but that this is limited to “*only when I speak*” while she admits to being confident in making lesson plans and teaching the subject in general.

In addition, analysis found that all informants compared themselves to others, depending on context. They all admit to comparing their own speaking to pupils they teach, as well as to their fellow pupils or the teacher from their schooldays. An interesting finding related to this, is that Bree experiences a feeling of mastery in certain situations outside of the classroom, for instance when travelling with family members that she considers having a lower English proficiency than herself: “*That is just fun, because they are impressed by what I am able to. That is a completely different setting. (...) They are not there to judge me. And then, I perform a lot better. I do.*”

5.1.3 Own schooling

Anna, Bree and Cara all state that they started to experience English speaking anxiety when they first started learning English in primary school. When describing the English teaching from their time in primary school, it all follows the same pattern: teaching from the book, with different nuances. As the oldest of the three, Cara remembers reading tasks, drilling and glossary tests from primary school, and describes it as “*old-school*” in the middle of the 1980’s. They all experienced a great lack of oral activities from teaching, and practically no dialogue between teacher and pupils. Anna remembers some oral activity, but with a strong focus on error-correction from the teacher, that often led to embarrassment in front of her peers: “*He corrected our speaking a lot. He said it out loud: ‘You said that wrong. That it not how it is pronounced’.* (...) *There was a strong focus on right or wrong.*” She further explains this as memories that have stuck with her ever since, that it is “*ingrained in me from my childhood, that ‘ugh, you don’t say everything right’ and ‘now you are saying something wrong’*”. Bree also believes that her primary school English teacher “*definitely*” is one of the reasons why she does not experience mastery of English today - getting told on

several occasions that her skills were “poor”: *“I felt like he gave up on me right away, like ‘you are so bad at this, that we cannot help you.’”*

5.2 Stressors

This main category seeks answers to the second subordinate research question of the thesis: *What factors do the teachers describe as contributions for triggering their English speaking anxiety?* Part two of the questionnaire is particularly central when it comes to defining stressors. Five sub-categories were detected from analysis of both the questionnaire and the interviews: teaching pupils who are highly proficient in English (5.2.1), expectations from pupils, leaders and colleagues of being an expert of English (5.2.2), inner fear of being evaluated negatively (5.2.3), inner fear of making mistakes while speaking English (5.2.4) and a fear of speaking English when unexpected situations arise during teaching (5.2.5).

5.2.1 High-proficiency pupils

According to answers from both interview and questionnaire, the aspect of teaching high-proficiency pupils stands out as the most stressful factor for raising language anxiety for all informants. They all say that they have experienced teaching pupils of a higher proficiency level than themselves many times. Bree says *“it is horrible. I am up there, and I am so embarrassed”*, while Anna describes it as *“extremely stressful”*. All three informants say pupils in upper primary catch up with the teacher’s proficiency level, and that they dread teaching English in upper primary. Anna says *“Teaching Year 5 and up – that is a nightmare”*. They all express significantly lower anxiety when teaching lower primary. Anna explains this difference with reference to the pupils’ level of proficiency: *“I’m a lot more confident in speaking English in [lower primary] than [upper primary] – that is a big difference. (...) Because they have a completely different level of proficiency. I don’t expect them to be more proficient than me”*. The difference in the informants’ anxiety between upper and lower primary is also supported by their answers to statements regarding the pupils’ proficiency in the questionnaire: all informants give a higher score of their language anxiety when teaching pupils of a higher level of proficiency.

Another interesting finding is their unison belief that the generation gap they experience between the English proficiency level of today’s pupils and teachers, is caused by societal

development and rapidly increased exposure to English language outside of school; from social media, communication through gaming and Western influence in media such as movies, streaming, music and the internet in general. Anna says *“Now, you watch more movies, listen to more music (...), it is YouTube and TikTok and all those things that contribute. And my generation is not good at that. It is our kids that are good at those things”*.

5.2.2 Expectations of being a language expert

Anna and Bree express expectations of being a language expert as a factor that raises their level of anxiety. They also express a feeling of failure in fulfilling this expectation, particularly towards pupils. *“There are certain expectations to an English teacher. You think that ‘Wow, she is really good at speaking English’”*, says Anna. Bree also feels this expectation from pupils: *“I feel they expect me to be flawless because I am their English teacher”*. Besides experiencing expectations from her pupils, Bree also experiences expert expectations from her colleagues and leaders, whom she hides her English language anxiety from, because it is *“embarrassing”*. She is the only teacher in her workplace with formal education in English and is therefore considered to be the English expert in her school: *“Because I am an English teacher, I have 30 credits. I am supposed to be good at this. Orally.”*

None of the informants identify with being a language expert, and all claim to have limited proficiency. Despite this, they all – reluctantly – chose to study English; Anna chose English as *“the lesser of two evils”*, Bree reluctantly worked her way through it as a part of her educational programme, and Cara felt pressured to formally study English nearly 20 years into her teaching career as a result of the introduction of formal requirements for teaching subjects in Norwegian schools in 2014 (Ministry of Education and Research, 2014) and the recommended state-sponsored in-service programme *Kompetanse for kvalitet*.

5.2.3 Fear of negative evaluation

All informants worry about other people’s opinion to some degree and with different nuances. In answers given to statements regarding the issue in the questionnaire (statements # 3, 4, 7 and 10) they all report the lowest score in fear of negative evaluation from parents. Cara reports higher score on statements regarding fear of negative evaluation internally from

colleagues and leaders based on results from national tests and screening tests. This view is supported by Bree: *“When pupils perform poorly on national tests, all eyes are at me, even though I may not have taught that group of pupils, because I am ‘the English teacher’”*. This reflects her perspective of both fear of negative internal evaluation and expectations of being a language expert, as presented in chapter 5.2.2.

Anna reports the highest score among the informants on statements related to fear of negative evaluation in the questionnaire. She strongly agrees to three out of four statements regarding the issue. She expresses error-correction from pupils as particularly intimidating in her interview: *“I am terrified that pupils will ‘bust’ me and correct my pronunciation”*. Related to this, Anna points to English as a subject that stands out because of the nature of a different language: *“In all the other subjects you teach, you don’t pronounce the words wrong. It is in Norwegian, it is a language we know, right?”*. This view is also related to the following and closely related reported stressor for raising language anxiety; fear of making mistakes.

5.2.4 Fear of making mistakes

This issue also shows to have great impact on raising the informants’ level of language anxiety. Fear of making mistakes seems to be particularly related to phonology and pronunciation, as presented in 5.1.1 and 5.1.2. This is evident from the informants’ answers to statement # 14 and 17 in the questionnaire, where Anna and Cara report a higher score on statement # 14 regarding wrong pronunciation than statement # 17 regarding making mistakes when speaking English more generally, while Bree classifies the statements as equally deterring. Cara describes her experiences with having wrong pronunciation in lessons as uncomfortable: *“I feel that ‘now, I am making a fool out of myself in class’”*. Bree says repeatedly in her interview that she is *“terrified of making mistakes”*, while Anna shows a pattern of being afraid of making mistakes particularly related to pronunciation, such as *“saying it right”*.

Both Anna and Bree say that they are especially concerned with cultivating a classroom atmosphere where making mistakes and errors are welcome, but both admit that they struggle with living by this themselves. *“I want the pupils to experience a culture where it doesn’t matter if you make mistakes. Here, making mistakes is a good thing. (...) I tell the pupils this, but I don’t dare to do it myself”*, says Bree.

5.2.5 Unexpected situations

All informants give a high score to all statements in the questionnaire regarding unexpected situations (# 1, 11 and 15); Anna and Bree report the highest score (5: strongly agree) to all statements, while Cara reports the second highest score (4: agree). Anna and Bree also emphasize this in the interview. Anna says that *“The worst things are often the things that appear unexpectedly, that you have not predicted”*. Bree also explains this by saying *“It is fine as long as they only answer my questions. If they ask me back, I can look for words for a long time.”* She says that oral activities are fine, as long as she has prepared what to say. While admitting to unexpected situations as a stressor, Cara says that this is not that common and relevant for her situation in teaching lower primary, because of less use of spoken English in these years.

5.3 Coping strategies

Here, findings regarding the coping strategies the informants make use of, will be presented. The findings reflect the subordinate research question 3: *What strategies do the teachers use to cope with English speaking anxiety?* Four sub-categories emerged from analysis: Switching to L1 to avoid target language (5.3.1), Preparation and planning (5.3.2), Identity switching (5.3.3) and Aids to replace teacher speaking English (5.3.4).

All the sub-categories in this category and the next; 5.4 Implications for teaching, are closely related since the informants' coping strategies will naturally have implications for their teaching practices. Even though the categories are similar, the findings will be kept apart since coping strategies are connected to the teacher perspective exclusively, while implications for teaching also affect the pupils.

5.3.1 Switching to L1 to avoid target language

Turning to the first language (L1), in this case Norwegian, to avoid speaking the target language English, is the most common coping strategy among the informants; they all report doing this as a first choice when things get difficult. Bree says that she switches to L1 *“without hesitation”* when everything stops and her speech is blocked because of limited vocabulary or raised anxiety when she sees the reaction in the pupils' faces to something she

said. *“Instead of making a fool out of myself up there, I say it in Norwegian”*, she says. Anna says that she *“often”* switches to Norwegian, but that she sometimes camouflages it as intentional; *“I say that ‘we have to speak Norwegian too, to get everyone on board’, but to be honest, the truth is that it is the easiest for me”*.

5.3.2 Preparation and planning

All informants have a shared practice about planning and preparing English lessons significantly more than any other subject. Cara says that *“it is the subject that needs the most preparation”*. Bree says that preparation is the strategy that works the best for her: *“That’s the only thing I do: prepare incredibly well”*. Anna says that her preparation time for an English lesson is *“miles away”* from other subjects and calls herself *“insanely well prepared”* for English lessons. She even uses digital tools to rehearse her English speaking prior to lessons: *“I basically went to Google translate, wrote down what I was planning to say, and just listened to it. Are there any potential pitfalls here, something I could say wrong?”*, Anna says. Her fear of spontaneous speaking has also led her to record her voice when reading to avoid spontaneous oral interactions in the classroom; *“I have prepared what to say in advance, where I record a video of me reading a text”*, she says.

5.3.3 Identity switching

While Anna admits unintentionally taking on a different identity when teaching English, Bree is the only informant using identity switching as an intentional strategy to cope with her English speaking anxiety. She explains doing this by taking on a British accent when speaking in class in this passage from her interview: *“Because when I do, I play a role. (...) Then, I am the British English teacher. Then, it’s not necessarily me standing there making a fool out of myself, it’s the English teacher. It is kind of a safety net, where I can be a bit silly. If I fail, I can just make a joke about it. Then, I am the British English teacher.”*

Interviewer: *“...because then you can blame the British teacher and not yourself?”*

Bree: *“Yes.”*

5.3.4 Aids to replace teacher speaking English

All informants report using multiple aids and other language models besides their own voice to avoid speaking English themselves. When reading English texts, Bree sums up her approach to reading English texts like this: *“I use audio-recorded reading from the publisher. (...) Or the pupils read it out loud. I never read it myself, I am afraid of making mistakes”*. Both the aids used and the reason why, reflect collective findings from data from all three informants.

Anna says she uses Google Translate in class as a language model for correct pronunciation. She also admits using videos from the internet for explaining an educational topic in English: *“So, I just found a replacement for myself, it was just someone else saying the things I could have said”*, she says. Cara also says she often uses videos in lower primary, but also brings an important perspective on this into the interview: showing the pupils videos is not just because of her English speaking anxiety, but also because the young pupils *“need visual support”* and variation to learn. This is also why Cara often uses songs and nursery rhymes in her teaching.

For the older pupils, Anna has made use of interactive digital tools, such as this experience from teaching upper primary: *“Every week you get news with a lot of tasks and quiz, Kahoot, everything. A lot of independent work and group work, and I didn’t have to be the focus. So, I guess that was the background for everything I did.”* Anna sums up her ways of coping with her language anxiety like this: *“You choose so simple strategies and so simple language that you constantly choose the easiest way out, and neither challenge yourself nor get a progression in your own learning.”*

5.4 Implications for teaching

In the following, I present results from data analysis regarding subordinate research question 4: *How do the teachers describe the implications English speaking anxiety have on their teaching practices?* The informants’ answers to part one of the questionnaire are central for this part of the findings, particularly regarding the choice of activities for teaching.

Findings within this category are all consequences for the informants’ English teaching as results of their strategies to cope with English speaking anxiety mentioned in chapter 5.3. The relations between these are presented in each of the following sub-categories: Less

target language (5.4.1), Less spontaneous speech (5.4.2), Limitation of activities (5.4.3) and Less teacher talk (5.4.4).

5.4.1 Less target language

Less exposure to oral English produced by the teacher is a direct result of switching to L1 as an avoidance strategy, mentioned in chapter 5.3.1. Also, when asked whether they would speak more English in teaching if they were more comfortable speaking it, all informants strongly agree straight away. Bree adds “*guaranteed*”, and Anna leaves no hesitation to the answer by saying “*without a doubt*”. Cara also agrees to this, and later adds that “*I speak more English after I studied it*”, which indicates a raised self-confidence in speaking the language after having acquired new skills. Bree says that whether or not the curriculum would have guidelines regarding the amount of spoken target language, it would not affect her: “*I need to be comfortable with my own teaching. So, if the curriculum had required only English speaking and as little Norwegian as possible, I still wouldn’t care that much about it.*”

5.4.2 Less spontaneous speech

Planned, and less spontaneous speech is an implication for teaching which can be seen as a result of fear of unexpected situations and preparation as a coping strategy. All informants admit to planning what to say, often word-by-word, to avoid unexpected speech and raised anxiety. Besides all informants reporting to have rehearsed their speech, Anna has also recorded her speech to avoid spontaneous interactions, as mentioned in chapter 5.3.2. This has implications for the speech pattern the pupils are exposed to in the classroom and their opportunities to engage in meaningful spontaneous speech.

5.4.3 Limitation of activities

This category is a consequence of trying to avoid oral activities with teacher involvement, as all the informants do. A related finding to this, is the teachers’ use of aids to replace the teacher’s oral production, as mentioned in chapter 5.3.4.

Anna, Bree and Cara all admit to choosing activities to avoid speaking English. Answers to part one of the questionnaire show that Anna and Bree would prefer giving their pupils less

language-intensive activities, such as translation, gap-fill exercises and written grammar exercises. Anna says that she “*absolutely*” plans for specific activities to avoid speaking English, but still strives to care for oral activities for the pupils: “*They talk more with each other. I try to have more oral activity, like having them talk, sit with their headsets, record their answers to questions and record reading*”.

Bree wishes she dared to carry out more oral activities with the older pupils: “*I limit myself and the pupils. I don’t dare to do everything I want to. I would really like to be creative and do a lot of fun stuff in English, but a lot of that involve oral activities*”. One specific activity she would like to do, is having a class debate: “*Talk about topics, not just read about it. Where I could speak about a topic of my interest, speak freely and show my enthusiasm for the topic. But that enthusiasm fades when I am terrified of making mistakes*”, she says.

Cara, on the other hand, chose more language-intensive activities in the questionnaire, such as role play, games and pronunciation exercises, showing that she is comfortable with this from her background in teaching mainly lower primary for over 20 years. Still, she admits to avoiding “*more extensive texts*”, and wishes she dared to carry out circle time reading children’s literature: “*You have to be so well prepared for that. Be focused, confident that you know it so well. And I don’t feel that I’m there yet*”.

5.4.4 Less teacher talk

Less teacher talk can be seen as a result of reported coping strategies like using aids to compensate for less speaking (chapter 5.3.4) and planned speech (chapter 5.3.2) combined with avoidance of oral activities (chapter 5.4.3). Anna says that she “*definitely*” talks “*100 percent more*” during teaching in subjects other than English. An example of this is when she organises pupils in smaller groups for them to talk to each other instead of her; for instance giving the pupils picture cards to talk about in pairs instead of her leading a plenary conversation. Bree says that she normally “*talks a lot*”, but avoids oral activities in English: “*I plan for activities where I know I can provide guidance. (...) I have very little oral discussions. I don’t feel safe and strong enough to lead those conversations*”, she says. She also admits that her pupils notice her limitation of oral activities in English compared to other subjects: “*When I teach other subjects, they say ‘why can’t we do stuff like this in English?’*”. This aspect can also be seen in relation to chapter 5.4.3 Limitation of activities.

5.5 Potential strategies

All informants expressed a willingness to work towards reducing their English speaking anxiety to ease the burden they experience of teaching the subject. Potential strategies were therefore discussed in the interviews.

5.5.1 Exposure to teaching

Anna and Cara express strong resistance towards more teaching in English to battle their English speaking anxiety, using wording like “*absolutely not*” and “*no, no, no*”. Bree, on the other hand, is more torn: “*Yes, because I would get to practice every day. And no, because it takes so much extra time and energy for me. It wears me out*”, she says.

5.5.2 Observation from colleagues

All informants respond with an absolute “*no*” to being observed in their English lessons from colleagues as a strategy, for guidance and support regarding their English speaking anxiety. Anna describes the potential situation as “*terribly frightening*”, saying that “*They can observe me in any other subject, any other lesson, but in English... That’s... No*”.

Bree brings in another aspect of language anxiety. Her shame in experiencing speaking anxiety in English has led her to hide it from her colleagues, and observation would therefore be out of the question. “*I don’t want them to know how bad I actually am. But I’m happy to be observed by someone externally. That doesn’t bother me, as long as nobody I know gets to know.*” Here, she explains that she does not want to demolish her colleagues and leaders’ perception of her as the English expert in her workplace, because of her formal education in the subject. Yet, she is open for observation by someone outside her workplace.

5.5.3 Observing other teachers experiencing English speaking anxiety

When the table is turned, and the informants are the potential observers, the thought of observation is a complete opposite. All the informants would accept an opportunity to observe others with great interest. Anna relates the situation as a possibility to develop coping strategies: “*It would be interesting to see how they solve it. What activities they choose, what words, what level they strive for*”.

A professionally directed network of English teachers experiencing language anxiety is a concept all informants express a positive attitude towards, with Bree stating that it would not involve observation from colleagues and leaders for her.

5.5.4 Improvement of skills – more education

While neither Anna, Bree nor Cara would pursue further studies for potentially reducing their English speaking anxiety, they all give different reasons. Cara believes that *“something else should be prioritised”* if she was to educate more as an experienced teacher, that she has the education she needs to teach at lower primary level. Bree does not think she is able to complete additional education in English because of her limited skills: *“I know that my English proficiency would fall short”*. Anna, on the other hand, relates the strategy directly to her speaking anxiety: *“I am so uncomfortable with it. (...) It’s not desirable when you have these experiences, to have more of it? It’s not.”* She also admits that educating in English raised her competencies, but that her English speaking anxiety stayed the same. This makes her doubt that more education is the solution for her: *“In many ways, I have become a better English teacher by educating. Yet, my language anxiety towards English has not diminished.”*

5.6 Implications for motivation

For this part of the analysis, the informants’ explanations to what implications their English speaking anxiety has on their motivation for teaching the subject were central. Two sub-categories emerged from the analysis: Pressure to teach English because of lack of formally educated teachers in English (5.6.1) and Motivation to teach English (5.6.2).

5.6.1 Pressure to teach English because of lack of formally educated teachers in English

Because of the lack of formally educated English teachers in Norway, the teachers that possess these formal qualifications form an exclusivity in many schools. All informants express that this is an issue which has led to pressure to teach English because of their formal education in the subject, even though they have strong resistance towards it. Anna explains this as a common problem: *“People do not want to speak English, it is a common*

thread from where I live and work – very few teachers have formal English education, and those who don't, are not willing to teach it, so there is a great lack of educated teachers. So, when it is in your papers, you get moved around to teach English". Bree also explains similar examples of being moved around to teach English because of her education in English, being the only formally educated teacher in her workplace. They both believe they are "stuck" with teaching the subject for the rest of their teaching career.

5.6.2 Motivation to teach English

The feeling of anxiety affects all informants' motivation to teach the subject. Teaching English in the lower years is explained as manageable and an okay experience to all informants. But when teaching Year 3 or 4, depending on the pupils' English skills, Cara begins to feel unsecure, and admits she would rather have a dedicated English teacher to come and teach English in her class. All explain that English stands out as a subject they are hesitant to teach.

Anna expresses the strongest language anxiety of the three informants and is also the one who expresses the greatest implications for her motivation to teach English. She says that her English speaking anxiety affects her motivation to teach English "to a great degree" compared to other subjects and that "Being a teacher is so enriching, but I dread going to work when I am to teach English in upper primary". She says that she would "definitely" prefer not to teach English if this was an option for her.

5.7 Summary of findings

This chapter has presented findings from data analysis which jointly address the main research question: *How do Norwegian teachers of English at the primary level experience their English speaking anxiety and how do they explain the impact it has on their teaching practices?* Findings were presented thematically according to predetermined main categories, reflecting the informants' perspectives on the causes and stressors of their speaking anxiety, as well as the strategies they use to cope, and implications for their teaching practices and motivation, in addition to their beliefs on potential future strategies.

All informants mentioned their former English teachers and the methods they were exposed to as pupils as contributing causes to their English speaking anxiety. They also highlight

aspects that reflect low self-confidence in linguistic knowledge and vocabulary as a potential reason for their experiences with English speaking anxiety.

These reported causes might be explanatory to the stressors they explain as most certain to raise their anxiety, where pupils they consider to have a high level of proficiency in English rank on top. This, in addition to their inner fear of making mistakes and errors reflect the detected causes that indicate low self-confidence. In addition, they report expectations from others and unexpected speech as triggers for their anxiety.

Both Anna, Bree and Cara make use of avoidance strategies to cope with their English speaking anxiety. All report switching to L1 as the most common strategy during teaching. Using aids or other people as language models to avoid speaking English, and admitting to adapt their teaching practices to avoid activities where they need to speak English spontaneously. Besides avoidance strategies, they all report preparation as an important coping strategy. Without a doubt, these strategies have implications for their teaching practices and the pupils' English teaching. Less use of the target language, controlled interactions and limited oral activities are all consequences of the teacher's English speaking anxiety and their way of coping with it.

All informants are willing to test new strategies to combat their English speaking anxiety further, as long as the process does not raise any further anxiety, such as observation, more exposure to teaching and more education. They already admit to anxiety-raising experiences, such as feeling pressure to teach high-proficient pupils because of their formal competencies in English, which they again felt pressured to some degree to educate. They are all positive towards a professionally directed network of English teachers experiencing language anxiety, for shared experiences and development of strategies.

English speaking anxiety has implications for the informants' motivation to teach English. All informants are hesitant to teach English, especially in upper primary. Still, their formal education is explained as exclusive within the workplace. Because of this, they all feel some degree of pressure of having to teach more English than desirable. These findings indicate a lowered motivation to teach English because of their English speaking anxiety.

In the next chapter, the findings reported here will be discussed in relation to relevant theory and previous research on the topic.

6. Discussion

In this chapter, I will discuss the findings related to the theory, previous research and contextual issues. In the following, all findings related to the four subordinate research questions will be discussed. In three sub-chapters, I will discuss the Affective Filter Hypothesis by Stephen Krashen (1987), presented in chapter 2.2 of this thesis, to test its transferability and relevance for the context of this study. After that follows a discussion about potential strategies to reduce English speaking anxiety in the future. At the end of the chapter, I will look at the findings more broadly in light of the Affective Filter Hypothesis.

6.1 Research question 1: What explanations do the teachers give for their English speaking anxiety?

Analysis of the informants' responses point to three main reasons for their English speaking anxiety. Their low confidence which is limited to speaking and oral production of English only (chapter 5.1.2), relates the informants' speaking anxiety to the explanation of language anxiety as being situation-specific, what MacIntyre and Gardner (1989) explain as raised anxiety from repeated experiences in a certain type of situation. This also supports the view of Horwitz et al. (1986), who describe language learning anxiety as situation-specific. However, it needs to be pointed out that their study takes the learner perspective. In Horwitz et al.'s study, language learners who reported high levels of language anxiety reported fear of speaking a foreign language as the most intimidating aspect of language anxiety, which correlates with the findings in this study. This also indicates similarities between the teacher and the learner perspectives of language anxiety, which Horwitz (1996) later bridged by saying that "language learning is never complete" (Horwitz, 1996, p. 365).

Regarding their confidence in speaking English, all informants also tended to compare their spoken English to others, such as their pupils or their former English teacher as a language model. This comparison supports the results from Tum's study (2015), where pre-service teachers compared themselves to others and feared appearing foolish in front of them. The comparison to others is also related to situations where they see themselves as a high achiever of spoken English, such as Bree's out-of-school-experiences with her family. This is an interesting finding which is in line with Bandura's self-efficacy theory; that you perform better if you believe in your own capability of the task: "Successes raise mastery expectations; repeated failures lower them" (Bandura, 1977, p. 195).

Lowered self-confidence in speaking English is closely connected to the informants' perception of having limited English proficiency (chapter 5.1.1). Limited English proficiency ranked on top as the most frequently believed cause of language anxiety in Kim and Kim's study (2004), and this is also expressed by the informants in the current study. The informants point at limited vocabulary and pronunciation as particular areas for their insecurities. The two are also stated in previous research as problematic areas of limited English proficiency which establish insecurities (Aydin, 2016; Horwitz et al., 1986; Kim & Kim, 2004; Yoon, 2012). All the studies that show vocabulary and pronunciation as particularly problematic for anxious language learners have been conducted in different geographical contexts and periods of time. This may indicate a need for a stronger focus on these linguistic features in language teaching. In the context for this study, this involves not only the primary and secondary teaching of the language, but also the institutions offering teacher education in English, for potentially building future teachers' confidence in the areas, reflected in Cara's difficulties with the English language: *"(...) because I have never reached an understanding of the sounds of the language"* (chapter 5.1.1). This might also raise questions regarding the lack of a pronunciation norm in the English subject curriculum in Norway. Regarding this, Flognfeldt and Lund (2021) say that "the curriculum provides teachers and learners with the freedom to decide what "correct" pronunciation is" (p. 208). While this might be beneficial for promoting all varieties of English and potentially lowering expectations of what is seen as "correct" pronunciation, some teachers might call for certain guidelines to avoid insecurities regarding the issue. In relation to this, Bøhn (2019) found in his doctoral research that teachers struggle to operationalize a pronunciation construct when assessing pupils' oral skills because of the vagueness regarding this in the curriculum. He therefore recommends a clearer definition of pronunciation criteria for both teaching and assessment purposes. This could also be helpful for teachers experiencing insecurities in their own oral production, such as the informants in this study.

The low self-confidence in English reported by the informants in this study may have been caused by experiences from their own schooling (chapter 5.1.3). All informants point to their former English teacher and their respective methods and personalities as possible reasons for their English speaking anxiety. They also describe experiences with English that stuck to their self-image ever since. All informants remembered their English teaching from their schooldays as a mostly static pattern of following the book, drilling exercises and a lack of oral activities. This static pattern shows the opposite of Hattie's (2009), who found that

teacher engagement and conducting a variety of learning strategies in teaching are among the most important aspects of language teaching. Also, the reported pattern experienced in early teaching can be related to the Audiolingual method, which the former curriculum *Mønsterplan for grunnskolen* (M74) was influenced by (Burner et al, 2019; Fenner, 2020), and which also was the applicable curriculum from some of the informants' early schooldays. Krashen (1987, p. 131) has criticised the Audiolingual method for limiting free and authentic conversation, and for raising anxiety by its use of drill and repetition as well as expectations of error-free oral production. This correlates with the informants' experiences of error-correction, that Krashen calls "a sure method" for raised language anxiety for the learner. In this manner, the informants' development of language anxiety can be seen as a result of their teachers' methods, which supports Krashen's view on the matter.

By frequently being corrected for her spoken English, Anna believes error-correction from primary school is the main reason to her English speaking anxiety today. She remembers these situations when the teacher corrected her pronunciation out loud with embarrassment and great discomfort, and as a definite reason for her English speaking anxiety. This finding supports both Krashen's and Horwitz' beliefs in effects of error-correction – pupils that have been frequently corrected by their teachers have a higher risk of developing language anxiety (Horwitz, 1996; Krashen, 1987). On the other hand, the experienced error-correction from their own schooling has led the informants to emphasize the importance of an error-welcoming learning environment for their pupils. I will return to this perspective of the topic in chapter 6.2, when discussing fear of making mistakes as a stressor.

This sub-chapter has discussed reported reasons to language speaking anxiety which all involve the English teacher as a role model - which support Hattie's (2009) research emphasizing the importance of the teacher in the learning process. The findings from this study emphasize the importance the teacher plays for all learners and for their futures. All factors can be seen as indications for low self-confidence in English stemming back to the informants' own schooling, which relates to Tum's (2015) hypothesis that there are three possible periods for occurrence of language anxiety. Here, the findings are in line with the first of these three: the period for own schooling. All the reported causes; Self-confidence in speaking English, Limited English proficiency and Own schooling, have all provided the informants with experiences that undoubtedly affect their feelings towards the subject and their behaviour in the classroom.

6.1.1 The Affective Filter Hypothesis: Self-confidence as an affective filter

In short, Krashen (1987) claims that there are three main factors that affect language acquisition: self-confidence, motivation, and anxiety. He says that low levels of self-confidence or motivation, or high levels of anxiety create a filter for second language acquisition. Here, I will discuss findings related to the first of the three factors, self-confidence. The other two factors, motivation and anxiety, will be discussed in sub-chapters 6.2.1 and 6.2.2.

All findings related to the first main category of this study, Causes (chapter 5.1) are indications of low self-confidence among the informants: Limited English proficiency (chapter 5.1.1), Self-confidence in speaking English (chapter 5.1.2) and Own Schooling (chapter 5.1.3). These are mostly static factors for their English speaking anxiety which form the informants' background and reported reasons for their English speaking anxiety. Reports of Limited English proficiency indicated low self-confidence in linguistic skills in the subject they teach, which they believe is one of the reasons for their English speaking anxiety. All reported a lowered self-confidence in speaking English and admitting to comparing their speaking to others. Experiences from their own schooling, particularly regarding error-correction and a lack of oral activities have contributed to the informants' development of English speaking anxiety. In sum, it is safe to say that all findings from the main category Causes are indications of low self-confidence, which creates a filter for their desired oral output in English teaching, as visualised in Figure 1 in chapter 6.5.

6.2 Research question 2: What factors do the teachers describe as contributions for triggering their English speaking anxiety?

All informants in the study mention teaching pupils that they consider having a high level of English proficiency (chapter 5.2.1) as the most intimidating factor to trigger their English speaking anxiety. This is also reported as a common stressor in previous research (Aydin, 2016; İpek, 2016; Kim & Kim, 2004; Yoon, 2012). In Aydin's study (2016), the informants reported feeling embarrassed when teaching pupils they perceive to have a higher level of proficiency than themselves, which is also the case for the informants in this study. They all said that by upper primary they consider the pupils to perform better than themselves in English. This may be a result of the informants' perceptions of their own proficiency being limited, but also their impression of a growing group of proficient pupils - or a combination

of both. The informants all believed the rapidly increasing English proficiency among Norwegian pupils today is linked to the societal exposure to English in Norway today, mentioning social media, internet and streaming as contributing acts, which is also pointed out by Rindal (2014) and Speitz (2018). Considering what the world looked like a few decades ago when today's teachers learned English at school – it is safe to say that the situation and access to English exposure painted a completely different picture. The informants believe that this development has caused a generation gap between today's pupils and teachers, here illustrated by Anna: “*And my generation is not good at that. It is our kids that are good at those things*” (chapter 5.2.1). This can be linked to the ongoing debate about the position of the English language in Norway, related to Kachru's (1985) model of the “Three Concentric Circles of English”, where Norway is considered a part of the third circle, the expanding circle, where English has no official status. The rapid development of English proficiency may be an argument to support the shifting position of the English language in Norway, which Rindal (2014), Speitz (2018) and Graddol (1997) put forward. Regardless of the status of the English language in Norwegian society, teaching pupils of high proficiency in English, is likely to affect the self-confidence of teachers experiencing English speaking anxiety when feeling embarrassed of their own skills in front of the pupils. This can also be seen in relation to the aspect of comparing themselves to others, as discussed in chapter 6.1.

Another stressor that emerged from data analysis is unexpected situations (chapter 5.2.5). This is also shown to be a stressful factor to teachers from other contexts in previous research. In their 1986-study, Horwitz, Horwitz and Cope found that students who reported a high level of language anxiety agreed to the statement “I start to panic when I have to speak without preparation in language class” (Horwitz et al., 1986, p. 129). This reflects the aspect of having to speak unprepared, expressed by Anna and Bree. For Cara, the issue of unexpected situations of English speaking was not considered relevant for her situation teaching lower primary only. She explains this by a greater amount of L1-use in teaching to meet the understanding and level of proficiency of the pupils in lower primary. The issue can therefore be connected to upper primary, that again is a context considered particularly anxiety-raising by these informants. These situations can be seen as frightening because of the lack of opportunity to prepare and make use of strategies other than switching to L1.

Fear of negative evaluation (chapter 5.2.3) and fear of making mistakes (chapter 5.2.4) have shown to be common factors that contribute to raised language anxiety in previous research

in different contexts at different periods of time (Aydin, 2016; Horwitz et al., 1986; Kim & Kim, 2004; Tum, 2015). Both factors were reported as stressors for raising English speaking anxiety in this study, which emphasize these factors as stressors regardless of the context of a study. Albert Bandura (1997) holds that it is common to worry about other people's opinion, which can be related to a fear of negative evaluation. Experiencing a fear of being evaluated negatively, relates to results from national tests and screening tests that the informants believe point back to their teaching performance. This may come from a feeling of responsibility and wanting to do a good job. Analysis showed informants to experience less fear of being negatively evaluated by parents, while evaluation from pupils, colleagues and leaders score higher in their level of anxiety. This finding may indicate a raised fear of negative evaluation from people they frequently interact with, rather than people of less frequent personal meetings. Anna fears her pupils' evaluations the most, linking this to them negatively evaluating her from making mistakes, connecting a fear of negative evaluation to fear of making mistakes.

Fear of making mistakes ranks higher as a factor for raised anxiety in previous research and has shown to be one of the most intimidating factors for language anxiety. In Horwitz et al.'s pioneering study from 1986, the most intimidating factor that emerged from the study, test-anxiety, is linked to a fear of failure. Even though Horwitz et al.'s study takes place in a learner context, the findings from the current study indicate a transferability from the learner perspective to findings from the teacher perspective related to language anxiety, which will be further discussed in chapter 6.5. In the current study, Bree repeatedly admitted her fear of making mistakes in front of her pupils, which leads her to take on a range of coping strategies to avoid this. Struggling to avoid making mistakes can be a mistake on its own, according to Munden and Myhre: "A teacher who doesn't use English for fear of making mistakes is giving the children the wrong signals" (Munden & Myhre, 2020, p. 87). They see making mistakes as a natural part of language learning and stress the importance of the teacher as a role model for the pupils in this manner. Teachers making errors in front of the pupils are also viewed as good role models by Elaine Horwitz (1996) in her article on language teaching anxiety. In his study from 2009, John Hattie found that the teacher's knowledge in the subject they teach matter less to the pupil's learning than other teacher qualities such as welcoming mistakes and errors and having a warm classroom-environment (Hattie, 2009). This relates to the finding that all informants strive to maintain a learning environment where making mistakes and errors are welcome, despite their own struggle to

live by this. This can be explained by their own experiences with error-correction from their own schooling, making them consider this approach to be non-desirable and highly affective to the pupils. In relation to this, Tum (2015) found that teachers who have a relaxed relationship towards error-correction had a more communicative approach to teaching. A communicative approach like CLT (chapter 1.4.2) is believed to be a preferable approach to work towards the main goal of developing pupils' communicative competence in language teaching (Skulstad 2020a; 2020b).

Fear of negative evaluation and fear of making mistakes can be connected to another factor the informants reported as triggering to their English speaking anxiety: outer expectations of being a language expert (chapter 5.2.2). This can be seen in relation to the teachers' beliefs about increased pupil skills – one can question whether this leads to a gathered expectation from Norwegian society to have certain level of easily noticeable oral skills from first impressions - such as fluency and accent. In the national guidelines for teacher education in Norway, certain skills are recommended for English student candidates, such as being “able to use oral and written English, reliably and independently” (Universitets- og høyskolerådet, 2018, p. 31, my translation) and “must be confident language models in the classroom” (p. 31, my translation). Informants in this study admitted to feeling these expectations from their pupils combined with a fear of not fulfilling the expectations of being “*flawless*”, as Bree says (chapter 5.2.2). She also says that her formal education in English has unintentionally put her in a position of being the English expert internally in her workplace, being the only formally educated teacher of English. As mentioned, there is a general lack of formally qualified English teachers in Norway – 36 percent of practicing English teachers in primary school lacked formal qualifications in 2021/2022 (The Norwegian Directorate for Education and Training, 2021). This has led to the informants, all having exclusive formal qualifications, to being moved around to teach English to a greater extent and a greater amount than desirable (chapter 5.6.1), especially in upper primary – which again raises their anxiety further because of level of pupil proficiency. This can be seen as a vicious circle of language anxiety, which has great implications for their motivation towards teaching the subject.

6.2.1 The Affective Filter Hypothesis: Motivation as an affective filter

The third and last factor in Krashen's hypothesis is motivation. This can be seen in relation to the findings from the last main category of this study: Implications for motivation (chapter

5.6). Findings from the sub-category pressure to teach English because of lack of formally educated teachers in English (chapter 5.6.1) tell us that this aspect affect the informants' motivation negatively, when experiencing being moved around to teach more English than desirable, particularly in upper primary, which Anna describes as a “*nightmare*” to teach (chapter 5.2.1). Also, the informants' English speaking anxiety clearly affect their motivation to teach the subject negatively because they all have negative associations connected to it. From this, it is safe to say that English speaking anxiety unquestionably lowers the informants' motivation for teaching English. A visual representation of this can be seen in Figure 1 in chapter 6.5.

6.2.2 The Affective Filter Hypothesis: Anxiety as an affective filter

The Affective Filter Hypothesis' second factor, anxiety, can be linked to the findings from the main category Stressors (chapter 5.2). All of the detected sub-categories are factors the informants report contributing to raise their anxiety. The discussed stressors represent factors that cause a dynamic level of English speaking anxiety, depending on the situation. High-proficiency pupils (chapter 5.2.1) are seen as the most triggering aspect to the informants, which Anna describes as “*extremely stressful*”. They explain that these pupils affect their English output in the classroom and their willingness to speak. Expectations of being a language expert (chapter 5.2.2) is a stressor that involves situations in the classroom as well as outer expectations. “*I am supposed to be good at this*”, says Bree (chapter 5.2.2), who is stressed by not living up to her pupils' and colleagues' expectations. Fear of negative evaluation (chapter 5.2.3), particularly from pupils, is a factor that clearly raises the informants' anxiety both in and outside of the classroom. Fear of making mistakes (chapter 5.2.4), illustrated by Bree who repeatedly says she is “*terrified of making mistakes*” is even more closely related to classroom situations and a factor that makes the informants hold back on their output. Unexpected situations (chapter 5.2.5), where the informants cannot prepare what to say in advance, are also highly stressing to the informants. As seen in the findings and discussion, this makes the informants make use of avoidance strategies and prepare their speech, which clearly affects their output. These stressors are, both separate and all together, contributions for a dynamic level of raising the affective filter for the informants' English output, visualised in Figure 1 in chapter 6.5.

6.3 Research questions 3 and 4: What strategies do the teachers use to cope with English speaking anxiety? and How do the teachers describe the implications English speaking anxiety have on their teaching practices?

Findings related to research question 3 regarding coping strategies leads directly to findings to research question 4 regarding implications for teaching. Therefore, findings regarding both research questions will be discussed collectively.

The most frequently used strategy for all the informants was found to be switching to L1, in this case Norwegian, to avoid target language, in this case English (chapter 5.3.1). This might be related to triggering factors discussed in chapter 6.2, particularly regarding their experiences with embarrassment stemming from fear of making mistakes (chapter 5.2.4). Bree bridges the two by saying *“Instead of making a fool out of myself up there, I say it in Norwegian”* (chapter 5.3.1). L1-use can be seen as a quick and easy way to deal with language anxiety in teaching situations when struggling to find words due to vocabulary limitations, which all informants in this study self-reported as a reason for their English speaking anxiety. Switching to L1 has also shown to be a preferable way to cope with language anxiety in previous research (Tum, 2015). When discussing the learner perspective of language anxiety, Krashen (1987) says that forcing target language output can be seen as “the single most anxiety-provoking thing about language classes” (Krashen, 1987, p. 74). The informants in this study also have a general perception of being expected to speak English because of expectations to the teacher despite their resistance towards oral production in the language. Yet, the current English subject curriculum does not contain any specific requirements regarding the teacher’s language use during teaching (NDET, 2019), which can be seen as positive for teachers experiencing English speaking anxiety and supportive for switching to L1 as a coping strategy to avoid raised anxiety.

Switching to L1 to avoid target language has implications for the teachers’ practices, which again affect for the pupils’ exposure to target language from their teacher as a language model. Less target language (chapter 5.4.1) can therefore be seen as a direct consequence of switching to L1 to avoid target language. All informants say that they would definitely speak more English if they were comfortable with it and admit to using less target language because of their English speaking anxiety. Even though teachers are encouraged to speak as much English as possible in literature for teacher education, such as Munden and Myhre

(2020), along with recommended expectations to English teachers such as being a “confident language model in the classroom” (Universitets- og høgskolerådet, 2018, p. 31, my translation), there are no formal requirements regarding this in the curriculum. Even if there were such requirements, Bree says that she “*still wouldn’t care that much about it*” (chapter 5.4.1) because she needs to feel “*comfortable*” with the ways she conducts her teaching. This shows a great deal of autonomy among Norwegian teachers to plan their own teaching and being confident in their methods and didactic choices.

Even though their English speaking anxiety cause the informants to make use of more L1 in teaching, it does not mean that the pupils are not exposed to the oral target language in teaching. As a consequence of their anxiety, the informants all admit to using other aids to compensate for their reduced oral production (chapter 5.3.4). Competence aims in the English subject curriculum are aims for *what* the pupils shall have acquired after given time of teaching (NDET, 2019), not guidelines to *how* the teaching should take place. This opens for making use of a range of other language models to expose the pupils to the English language to reach the competence aims of the curriculum. This freedom of choice can be seen as especially beneficial for teachers experiencing English speaking anxiety. Making use of other language models is also found to be a frequently used strategy in previous research (Kim & Kim, 2004; Tum, 2015). Tum (2015) suggests making use of proficient pupils as language models as a strategy to reduce speaking anxiety for the teacher, which informants in this study admit to having used. Cara also brought up the aspect of visual support as an argument for using supporting aids in English teaching. This can also be seen as a method for variation and teaching different learning strategies, which Hattie (2009) found influential for pupils’ learning. In sum, using both human and digital tools as supporting aids can be seen as an effective way for the teacher to cope with speaking anxiety while still providing pupils with target language input.

Making use of aids and other language models of English leads directly to the finding of less teacher talk (chapter 5.4.4) as a consequence. But less teacher talk is not necessarily a negative consequence of using other aids. Even though this might have a negative effect on the pupils’ perception of the teacher being a role model and language model, research has shown that less teacher talk also can be beneficial. Krashen (1987) says that a dialogical rather than a monological speech is more effective for learning – this can be linked to the positive implications less teacher talk has on teaching. In relation, Hattie (2012) also suggests a more dialogical approach to teaching rather than teacher-dominated talk, and he

puts forward that this increases pupil engagement in their own learning process, which is more effective for learning. In this way, less teacher talk, which was found as a consequence of English speaking anxiety in this study, can be an effective way of letting the pupils take more active part in their learning, simultaneously as English speaking anxiety is lowered for the teacher facilitating the dialogue.

Preparation and planning to a great extent was also detected as a highly important and frequently used coping strategy among the informants of this study (chapter 5.3.2). This correlates with Kim and Kim's (2004) study, where preparation came out as over twice as common as other strategies. All informants shared the experience that English is the subject that requires the most planning for them, and Anna describes her time spent planning English lessons as "*miles away*" (chapter 5.3.2) from other subjects. This can be seen in relation to the informants' fear of unexpected speech and fear of making mistakes which contributes to triggering their English speaking anxiety, as discussed in chapter 6.2. In their study from 2020, Aydin and Ustuk (2020a) found that 37 percent of the participant teachers from around the world felt tension when not being prepared for class. The finding regarding preparation in the current study emphasizes that this view is unison and non-context-dependant. Also, wanting to be prepared for what to say and to be in control of the situation, are also reported as reasons for the informants' planning of English lessons. All informants admit rehearsing what to say in advance, and even record their speech to avoid potential unexpected interactions. This was also a finding from Tum's (2015) study, where anxious pre-service teachers memorized lines of instruction to avoid unexpected speech. This pattern of preparing and extreme planning confirms Horwitz' (1996) claim that teachers who experience language anxiety are more likely to plan for controlled interactions in the classroom. On the other hand, she also says that language teachers cannot choose to have a "silent period", which Krashen (1987) suggests as beneficial for pupils, and that teachers always need to be ready for spontaneous speech (Horwitz, 1996).

Unprepared speech being one of the most frightening aspects of the informants in this study, unquestionably leads to a problematic situation for these teachers. Their coping strategy of rehearsed and recorded speech leads to less spontaneous speech as a direct result (chapter 5.4.2). This obviously has serious implications for the informants' teaching and their pupils' exposure to spontaneous, everyday conversations in English. One can easily point to the potentially negative consequences of this over time that may affect the development of communicative competence in the English language, a question Horwitz et al. (1986) also

raised in their study. Communicative competence is emphasized as one of the most important areas of focus in the curriculum (NDET, 2019) and as the ultimate aim for English teaching in Norway (Skulstad, 2020b). The approach to oral communication in class described by the informants in this study can be seen as rigid and leaving little room for improvisation, which has consequences for a communicative approach to teaching. Teachers who intentionally avoid spontaneous speech might also meet challenges facilitating for pupils to reach related competence aims from the curriculum, such as this aim after Year 2: “participate in rehearsed dialogues and spontaneous conversations about one’s needs and feelings, daily life and interest” (NDET, 2019, p. 5).

This issue can also be seen in relation to the finding of teachers limiting activities as a consequence of English speaking anxiety (chapter 5.4.3). Horwitz (1996) puts forward that language anxiety may lead to teachers avoiding language-intensive activities that require the teacher’s use of target language, such as class debates and role play, which Tum (2015) was able to detect in his study. This is supported by the findings in the current study, where two out of three informants are most comfortable providing less language-intensive activities to their pupils. On the other hand, the informant who teaches lower primary only, chooses more language-intensive activities. This finding further emphasizes a limitation of activities as related to upper primary teaching in particular, where the triggering aspects of high-proficient pupils and fear of making mistakes (discussed in chapter 6.2) increases. Both Horwitz (1996) and Tum (2015) argue the negative consequences that limitation and avoidance of a certain type of activities have for the pupils’ development of communicative language and the implications this might have for both the quality and quantity of the pupils’ teaching.

Another interesting finding in the data regarding coping strategies was that one of the informants admitted to taking on a British accent as a coping strategy by playing a role: “*Then, it is not necessarily me standing there making a fool out of myself, it’s the English teacher*”, she says (chapter 5.3.3). This supports Horwitz et al.’s (1986) speculation that inhibited speakers may feel like it is someone else speaking in another language, which makes them less anxious. In her study, Rindal (2010) found that a British accent was associated with being “posh” and “upper class” by the pupils. One might speculate whether this aspect allows the informant to “*be a bit silly*” and create a more harmless experience while speaking the language.

Overall, from the findings regarding coping strategies that mainly involve avoidance strategies, one can interpret that all the informants in this study to be characterized as “Safe player” from Şimşek and Dörnyei’s (2017) study. This profile category involves safety-seeking behaviour like minimalizing speaking. This relates to the findings of this study, such as switching to L1, using aids to replace teacher speaking English which affect the choice of activities and preparation of speech.

6.4 Suggested strategies for decreased anxiety

Here, suggested strategies for decreasing English speaking anxiety for practicing teachers will be discussed from the findings that emerged from the data analysis. The following potential strategies are all strategies suggested in theory and previous research and can all be seen as long-time projects rather than the more immediate coping strategies discussed in chapter 6.3.

Exposure to the threatening situation is suggested by Bandura (1997) as one of two potential strategies for people to cope with and eventually reduce their fears. Bandura says that repeated exposure to the threatening situation can gradually decrease anxiety. This strategy is linked to the first of Bandura’s four sources to influence a person’s self-efficacy for raising the feeling of mastery: performance accomplishments, which is based on personal mastery from previous experiences. Bandura (1977) holds this as the most effective factor to raise self-efficacy. Even though theory points to exposure as an effective method for reducing anxiety, findings from this study point to unwillingness from the informants to expose themselves to more teaching (chapter 5.5.1) as a strategy to potentially decrease their English speaking anxiety. This strategy would involve exposure to situations that raise their level of anxiety, which is regarded as stressful and energy-consuming to the informants and is therefore considered undesirable for them. They all feel pressure to teach more, hence more exposure to teaching, because of their formal qualifications (chapter 5.6.1), which negatively affects their motivation to teach (discussed in chapter 6.2). This can be seen as contributing to them not experiencing exposure to English teaching as a successful strategy of reducing anxiety, rather the opposite, as explained by the informants.

To be observed and guided by colleagues and supervised teachers is a common and obligatory part of the teacher education programme in Norway (Universitets- og høgskolerådet, 2018). Even though the method has good intentions, it is a situation that

raises anxiety and nervousness, according to the informants. All informants gave a definite “no” to being observed by colleagues (chapter 5.5.2) to reduce their English speaking anxiety. This can be related to the informants’ reported stressors fear of negative evaluation (chapter 5.2.3) and fear of making mistakes (chapter 5.2.4), discussed in chapter 6.2. These stressors contribute to an increased feeling of embarrassment among the informants, which is a probable cause of their unwillingness to be observed. This can be related to Bandura’s (1977) fourth factor to affect self-efficacy: emotional arousal, situations that raise fear-provoking thoughts and physical reactions – which he believes can create an even bigger fear (Bandura, 1977). The informants’ negative response to being observed is supported by Aydin and Ustuk’s (2020a) finding, that being observed by mentors caused nervousness to some informants.

None of the informants had a positive attitude towards improving their skills as a strategy to combat their English speaking anxiety (chapter 5.5.4), either because of a belief that their limited English proficiency would fall short in the process of educating, or directly related to the anxiety-provoking aspect of the situation, here represented by Anna: *“It’s not desirable when you have these experiences, to have more of it?”*. Anna said that formal education in English did nothing for her anxiety. By this, she does not believe that more schooling would be a successful strategy for her, rather the opposite, by raising her anxiety even further. Horwitz (1996) suggests that teachers experiencing language anxiety would benefit from making a plan for improving their skills, which she says may lead to raised self-confidence. In line with this, Cara admitted to speaking more English after she educated in the subject (chapter 5.4.1), which indicates that building skills could be beneficial for some in the long run – if they expose themselves to raised anxiety from the strategy for a period of time in the first place. Improvement of skills is suggested as a strategy in previous research conducted in different contexts (Aydin, 2016; Horwitz, 1996; Kim & Kim, 2004; Tum, 2015), but is met with scepticism from the informants in this study.

A potential strategy that met far more positive attitudes, was observing other teachers experiencing English speaking anxiety in their teaching (chapter 5.5.3) – all informants were positive towards this. This is a strategy that does not arouse any further anxiety among the informants, being the passive part in the observing situation. This strategy links to Bandura’s (1997) suggested strategy of Guided mastery – modelling to show how to effectively cope in a stressful situation – which Bandura (1997) holds as more successful than his other suggested strategy, Exposure, discussed above (related to exposure to teaching). This can

also be seen in relation to Bandura's (1977) second source of raised self-efficacy: vicarious experience – seeing others overcome their fears. However, the potential strategy will involve someone identifying with English speaking anxiety to be observed. This might be managed through a professionally directed network of teachers experiencing English speaking anxiety, which all informants were positive towards. This could be a way to meet the informants' desired strategy, which is needed for motivation for it to be feasible. This kind of network for sharing experiences and building competencies of coping strategies, is supported by findings from previous research. Şimşek and Dörnyei (2017) found that teachers who shared their worries with each other took more active part in fighting their language anxiety. From his findings related to language anxiety among pre-service teachers, Tum (2015) invites educators and colleagues to contribute by offering their support instead of evaluation – one way of doing this could be through a network created for the issue of language anxiety. Horwitz (1996, p. 368) explains that expressing their feelings and finding “a fellow sufferer” for acknowledging this and experience that they are not alone in feeling this way as beneficial to cope with the issue. The strategy of observing other teachers experiencing English speaking anxiety through a network would involve discomfort from the teacher being observed, which would eventually involve the informants as well. But in a closed network of fellow sufferers, it might be easier to accept and overcome their fear of being observed.

One might think that a network of this kind would be unrealistic and too optimistic because of what might seem like a narrow topic within the English subject. However, Norwegian municipalities already operate with different internal local networks consisting of teachers of the subject. In addition, a creation of subject networks is currently in process by the Union of Education Norway (Utdanningsforbundet), Norway's largest trade union for teacher personnel that work for Norwegian teachers' working conditions including psycho-social working environment and enhancement of competencies (Utdanningsforbundet, n.d.b). The union is currently working on creating subject networks for the subjects Norwegian, PE and natural science as pilot networks for developmental work in content knowledge and development in the respective subject's position in school and education (Utdanningsforbundet, n.d.a). This indicates that professional networks are considered a good contribution in teacher development in the subject, which Jenssen (2023) also argues in her recent doctoral thesis. She also says that professional learning communities are potential solutions to teacher isolation and arenas for effective collaboration for development of

teaching practices (Jenssen, 2023). A professional network is therefore supported as a beneficial way of working towards reducing English speaking anxiety, which the informants both prefer and believe in. Seeing the consequences the highly problematic issue of language anxiety among teachers has for English teaching and the pupils, one can hope for a professionally directed network regarding this in the future, involving both teacher unions, teacher educators and school leaders.

Findings from this study show that informants were negative to all strategies that involve raised anxiety for the informants. These strategies are suggested as potential strategies in theory and research, which shows a gap between theory and practice. Therefore, a possible solution for practicing teachers experiencing this, could be to involve teacher unions and educators and school leaders to work for a network for fighting to reduce English speaking anxiety and hence change the implications it may have on English teaching.

6.5 Transferability to the Affective Filter Hypothesis

The Affective Filter Hypothesis (Krashen, 1987) was based on a hypothesis on how language anxiety affects language acquisition in a learning situation. Here, I will look at the relevance the hypothesis has for output in a teaching situation. The following figure is a visual presentation of the Affective Filter Hypothesis in relation to the findings and context of this study. Here, each of the pillars represent each of the three affective factors from Krashen's hypothesis: self-confidence (chapter 6.1.1), anxiety (chapter 6.2.2) and motivation (chapter 6.2.1). As we can see, the factors create a filter that hinders realisation of desired output from the teacher experiencing English speaking anxiety. Like Krashen (1987) explains, either lowered self-confidence, lowered motivation or raised anxiety creates a filter for language acquisition. As we can see from the figure, this is also the case for teacher output.

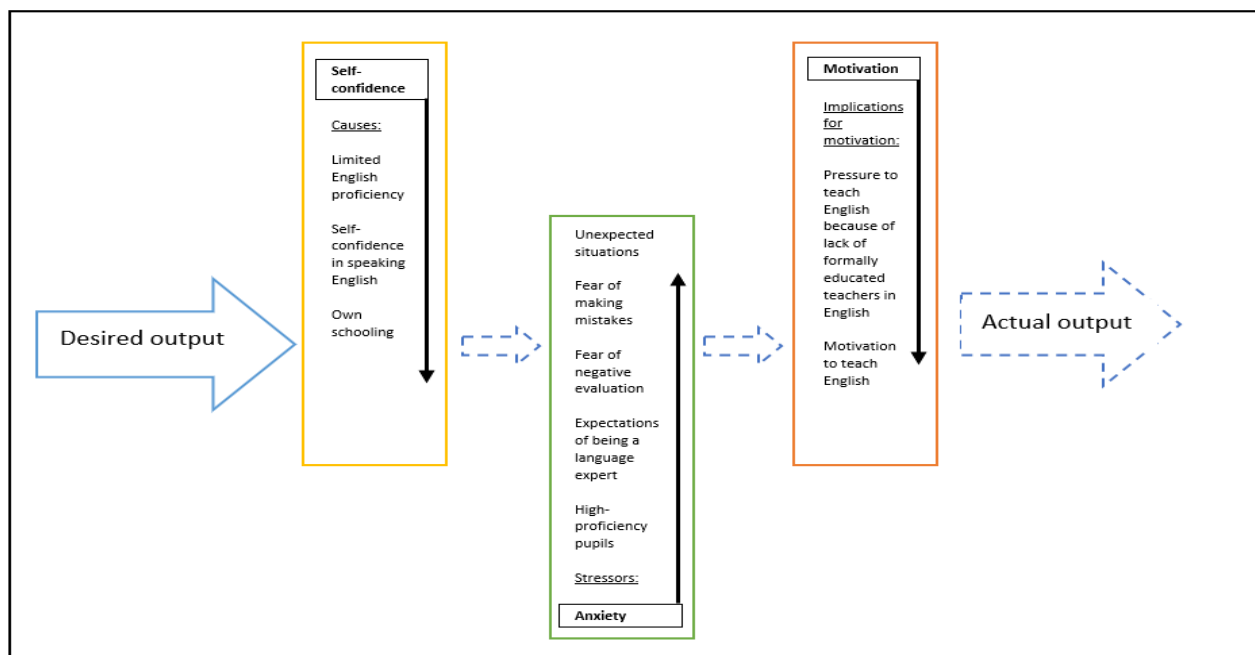


Figure 1: Visualisation of the Affective Filter Hypothesis in the context of this study

From this, one can conclude that the Affective Filter Hypothesis (Krashen, 1987) is transferable to the teacher’s spoken language output when experiencing English speaking anxiety. The hypothesis is therefore still relevant for other contexts than language learning. Another important aspect in this matter, is Krashen’s (1987) suggestion to keep all three filters low by not forcing output from the learner to facilitate language learning. This has shown to be less feasible from the perspective of this study; the teacher. Horwitz (1996) brings this up by putting forward that the teacher cannot choose to have a silent period, which findings from this study show lead them to make use of coping strategies for reducing output - such as use of L1 and supporting aids to compensate for their reduced output in the target language. Horwitz also bridges learner and teacher perspectives by saying that “language learning is never complete” (Horwitz, 1996, p. 365). This is a highly important aspect to consider, but, as we have seen, it is easier said than done to acknowledge for teachers experiencing English speaking anxiety wanting to live up to their perception of what is expected of them.

7. Conclusion

In this final section of the thesis, I will present main findings to the research question *How do Norwegian teachers of English at the primary level experience their English speaking anxiety and how do they explain the impact it has on their teaching practices?* Additionally, the contributions and implications the thesis have for further research on the topic will mark the closing for the thesis.

7.1 Main findings

Researching the topic of language anxiety among teachers has been like stepping into relatively unknown territory, particularly in a Norwegian context. The field of research seems to have overlooked a highly important group responsible for the pupils' learning in English, their exposure to and input of the language in school and the feelings they develop towards the subject and language: the teachers. The aim of this thesis has been to contribute to filling this gap in research.

English speaking anxiety is explained by the informants of this study as a situation-specific anxiety limited to speaking English in front of others, which is inevitable for English teachers. All informants in this study indicate low self-confidence in speaking English, caused by earlier experiences with English in school. Their former English teacher has played a significant part in their development of self-confidence as English speakers. The informants' English speaking anxiety is triggered especially when teaching pupils they consider having a higher level of proficiency than themselves, who they encounter on a regular basis in upper primary in Norwegian primary schools today.

This feeling of inferiority is explained by all informants as a result of the pupils' increased exposure to the English language outside of school compared to the teachers' exposure to English when they were the same age. This can be seen as a generation gap in experienced oral skills in English which creates an insecurity among the teachers, who no longer feel like the expert in the classroom. Here, the English subject is in a special position compared to other subjects in Norwegian primary school: no other subject than English can be said to have had the same rapid growth of societal exposure due to the digital revolution, hence the exposure to the English language through Western influence, both in popular culture and through media in general. A few decades ago, when today's teachers started learning English, neither pupils nor teachers were as easily exposed to the English language to the

same degree as today. However, in a decade or two from now, when today's generation of young pupils who grew up being widely exposed to English have become English teachers, the current gap in experienced English skills will most likely have decreased.

From this study, English speaking anxiety among teachers can be seen as a phenomenon particularly regarding English teaching in upper primary. Even though the pupils' level of proficiency is reported as the main reason for this, one can speculate if there are other aspects about teaching upper primary that contribute to raised anxiety and feeling of pressure for the teachers. In these years, there are undoubtedly raised requirements to what competences the pupils should have acquired in the subject. Competence aims in the curriculum reflect a rapid progression in acquired skills in the changed formulations from "participate in rehearsed dialogues" and "experiment with writing" by Year 2, to the more advanced "initiate, maintain and conclude conversations" and "write cohesive texts" by Year 7 (NDET, 2019, pp. 5-8). In addition, accountability in form of national tests in Years 5 and 8 accompanied with public announcement of the results, might certainly increase the pressure on insecure English teachers in upper primary compared to lower primary. Therefore, it is safe to say that the reported trigger of teaching highly proficient pupils in English can be seen as a more complex issue than pupil proficiency only.

In front of the pupils, the informants experience a fear of making mistakes and therefore try to avoid unexpected, unprepared speech. This results in multiple strategies to avoid speaking English in the classroom, where avoidance of oral activities and switching to L1 are most common. This again leads to serious implications for the pupils' English teaching, like a lack of spontaneous, communicative speech and less exposure to their teacher being a language model of English.

All informants are heavily affected by their English speaking anxiety in their daily work. Being told to teach the subject to a greater extent because of their exclusive formal education in English, only raises their English speaking anxiety further. This can be seen as a vicious circle of the highly problematic issue for the teachers who experience English speaking anxiety in Norwegian primary schools. The informants all want to work to reduce their English speaking anxiety, but only through ways that do not cause any further discomfort. Therefore, traditional strategies such as more education, more teaching and being observed for guidance seem to be out of the question. They are all positive towards a professionally directed network of teachers experiencing English speaking anxiety to fight the problem, where an involvement of teacher unions, -educators and school leaders might be both

beneficial and effective. However, a professional network might sound like a possible solution in theory for the informants in this study, it might not necessarily be that simple in practice. A joint network consisting of these different parts of interest, might cause disagreements about how it should be organized and implemented into teachers' daily work, and to what degree the participant teachers should play an active part. Teachers in primary school do not have a natural arena for sharing of experiences across schools like in secondary school, where settings regarding for instance exam assessment becomes a natural arena for meetings and cooperation between schools. Therefore, it is often up to local forces to make arrangements to fit the need of the teachers in the area. Norwegian municipalities have different approaches to this, and different areas of focus depending on pupils' achievement results or teachers' reported needs. The core curriculum is also clear regarding school leaders' responsibility for teachers' development and well-being, saying that good leadership requires "good understanding of educational and other challenges" their staff members face (Ministry of Education and Research, hereafter MER, 2017, p. 22). In addition, it also makes teachers responsible for reflecting on development needs, requiring them to take an active part in developmental processes (MER, 2017, p. 23). This calls for an open dialogue regarding own challenges that might result in a network of "fellow sufferers" of teachers experiencing English speaking anxiety. This again will support what the core curriculum calls a promotion of a sharing culture through "Well-developed structures for collaboration, support and guidance between colleagues and across schools" (MER, 2017, p. 23). But, for this to be feasible, openness about the topic of language anxiety is needed for potential development.

The informants all believed their English speaking anxiety to be permanent. Although they all explained different levels of it and would not exclude the possibility of improvement in the long run. From this, one can assume that there is no simple cure to the problem that developed early in life, and certainly no quick and effortless solution to the problem. This means that one cannot expect teachers experiencing English speaking anxiety to have full recovery. Thus, an increased openness about the topic may contribute to establishment of supporting programmes for the best possible recovery for sharing experiences with fellow sufferers and potentially further development of coping strategies.

7.1.1 How do Norwegian teachers of English at the primary level experience their English speaking anxiety and how do they explain the impact it has on their teaching practices?

English speaking anxiety is thus described by the informants in this study as a permanent phenomenon caused by early experiences with learning the language and a limited self-confidence in language competence. These feelings are triggered by a feeling of inferiority in encounters with highly skilled pupils of the 21st century combined with outside expectations to the English teacher of today. Teachers experiencing English speaking anxiety make use of preparation and avoidance strategies to lower their level of anxiety, and these strategies have consequences for their teaching practices. The strategies may have particular implications for the pupils' development of communicative competence in English.

7.2 Contribution, limitations and implications for further research

The most evident limitation of this thesis is its small number of informants. This small sample provides only limited answers to represent a phenomenon and may leave out other perspectives that might have occurred with another sample. Because of the small sample, the study does not give a complete overview of English speaking anxiety among Norwegian primary school teachers. Still, the informants contribute with important first-hand experiences with English speaking anxiety.

This thesis has presented the experiences of Norwegian primary school English teachers with self-reported English speaking anxiety - a highly problematic issue for these teachers, which also might have significant consequences for the pupils they teach. Informal conversations about the topic in staff rooms, suggest that the phenomenon of Norwegian teachers experiencing English speaking anxiety is a common issue in Norwegian primary schools, but numbers and statistics about its prevalence and severity are missing. This deserves to be examined in a quantitative approach, to detect the frequency of the actual problem. These potential statistics may again contribute to raising further attention to the phenomenon and even more research to help teachers experiencing English speaking anxiety recover in the best possible way, which consequently may involve cooperation between teacher educators, school leaders and teacher unions. For this to be possible, openness about the topic from the teachers experiencing it and raised attention to the phenomenon in general is essential, along with necessary support and understanding from their surroundings. This might allow

interinstitutional collaboration to take action to help teachers cope and recover in the best possible way from their English speaking anxiety.

As we have seen, English speaking anxiety has great consequences for the involved teachers, and for the future of Norwegian English speakers: the pupils. Considering the importance of the teacher role shown in this study, there is no doubt that English teachers in primary school are of great importance to the pupils' future feelings towards the subject. The topic deserves increased attention because of the great implications it has on English teaching in Norway today, in a shifting position of a language of growing national and global importance.

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Appendices

Appendix 1: Approval from Sikt

16.01.2023, 11:31

Meldeskjema for behandling av personopplysninger



[Meldeskjema](#) / [How do Norwegian teachers of English at the primary level experience...](#) / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer
422915

Vurderingstype
Standard

Dato
27.09.2022

Prosjektittel

How do Norwegian teachers of English at the primary level experience their self-reported English speaking anxiety and how does it impact their teaching practices?

Behandlingsansvarlig institusjon

Høgskolen i Innlandet / Fakultet for lærerutdanning og pedagogikk / Institutt for pedagogikk og samfunnsfag - Hamar

Prosjektansvarlig

Knut Oystein Høvik / Hege Larsson Aas

Student

Anne Ingeborg Raade

Prosjektperiode

01.09.2022 - 01.07.2023

Kategorier personopplysninger

Alminnelige

Lovlig grunnlag

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 01.07.2023.

[Meldeskjema](#)

Kommentar

OM VURDERINGEN

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

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

VIKTIG INFORMASJON TIL DEG

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

DEL PROSJEKTET MED PROSJEKTANSVARLIG

For studenter er det obligatorisk å dele prosjektet med prosjektansvarlig (veileder). Del ved å trykke på knappen «Del prosjekt» i menylinjen øverst i meldeskjemaet. Prosjektansvarlig bes akseptere invitasjonen innen en uke. Om invitasjonen utløper, må han/hun inviteres på nytt.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til den datoen som er oppgitt i meldeskjemaet.

LOVLIG GRUNNLAG

Prosjektet vil inhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

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

PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om: lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelige angitte og berettigede formål, og ikke behandles til nye, uforenlige formål dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

MELD VESENTLIGE ENDRINGER

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

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Appendix 2: Consent form



Samtykkeerklæring

Vil du delta i forskningsprosjektet “How do Norwegian teachers of English at the primary level experience their self-reported English speaking anxiety and how does it impact their teaching practices?”?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å redegjøre for muntlig språkvegring blant engelsklærere i barneskolen i Norge. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med dette prosjektet er å få innsikt i hvordan språkvegring oppleves blant lærere som underviser i norsk barneskole. Lærernes refleksjoner rundt grunner til deres språkvegring, deres undervisningspraksiser og erfaringer knyttet til språkvegring vil bli undersøkt. Målet er å intervju tre-seks engelsklærere anonymt, samt at de svarer på et papirbasert spørreskjema som en del av intervjuet. Prosjektet skal resultere i en masteroppgave ved grunnskolelærerutdanning 1-7, hvor engelsk er valgt som masterfag. Med dette prosjektet ønsker jeg å rette oppmerksomhet mot lærere som opplever språkvegring, en gruppe som ofte har blitt oversett i tidligere forskning, særlig i norsk skolesammenheng.

Opplysningene du gir vil kun bli brukt til arbeid med masteroppgaven som er beskrevet. Oppgaven vil bli lagt ut i Høgskolen Innlandets bibliotekdatabaser. Oppgaven kan potensielt bli referert til av fremtidige studenter, lærere og forskere, men alle opplysninger du gir vil bli anonymisert. Det skal ikke være mulig å kunne gjenkjenne eller spore deg gjennom masteroppgaven. Jeg som intervjuer har taushetsplikt, og behandler opplysningene som du gir konfidensielt. Jeg sørger for at opplysninger som kan identifisere personer eller avsløre annen taushetsbelagt informasjon ikke kommer frem.

Hvem er ansvarlig for forskningsprosjektet?

Masterstudent Anne Ingeborg Raade ved Høgskolen Innlandet er ansvarlig for prosjektet. Veiledere er Knut Øystein Høvik og Hege Larsson Aas ved Høgskolen Innlandet.

Hvorfor får du spørsmål om å delta?

Du blir spurt om å delta fordi du er engelsklærer i barneskolen som identifiserer seg med språkvegring i engelsk, som er temaet for prosjektet. Jeg har blitt gjort oppmerksom på at du kunne være en

potensiell kandidat for prosjektet, enten av deg selv, eller gjennom andre bekjente, da du har uttrykt følelser om språkvegring.

Hva innebærer det for deg å delta?

Dersom du velger å delta i prosjektet, innebærer det at du deltar i et intervju. Det vil ta deg ca. 60 minutter. Intervjuet vil bli delt i to deler: første del vil bli et papirbasert spørreskjema med påstander om hvordan og i hvilke situasjoner du opplever språkvegring, samt et valg av undervisningsmetode. Dette spørreskjemaet vil ta deg ca fem minutter. Svarene fra spørreskjemaet blir kun registrert på papir, og vil bli brukt til analysen og som grunnlag for andre del av intervjuet. Andre del av intervjuet tar utgangspunkt i skjemaet fra første del av intervjuet, samt spørsmål rundt dine erfaringer og opplevelser av språkvegring og hvordan det påvirker deg. Jeg tar lydopptak og notater fra intervjuet.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Student Anne Ingeborg Raade og veilederne Knut Øystein Høvik og Hege Larsson Aas vil ha tilgang til opplysningene som blir samlet inn i prosjektet.

Vi vil sikre at ingen uvedkommende får tilgang til personopplysningene som kan bidra til å identifisere deg eller andre. Lydopptaket fra intervjuet blir oppbevart på en sikker forskningsserver som brukes av flere norske høyskoler og universitet ved denne typen prosjekter. Intervjuet transkriberes og anonymiseres før lydopptaket slettes.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes rundt 01.07.23. Fram til dette, vil lydopptaket oppbevares trygt og sikkert. Ingen navn vil bli nevnt i oppgaven. Hvis noen navn nevnes i intervjuet, vil de bli anonymisert i den skriftlige transkripsjonen. Etter oppgitt dato, når masteroppgaven er levert og bestått, vil lydopptaket fra intervjuet slettes.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Høgskolen Innlandet har Personverntjenester vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Dine rettigheter

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:

- Høgskolen Innlandet ved Anne Ingeborg Raade på epost: anneingeborg.raade@gmail.com eller på telefon: 95776191 eller du kan kontakte veilederne Knut Øystein Høvik, knut.hovik@inn.no (tlf. 92460183) eller Hege Larsson Aas, hege.aas@inn.no (tlf. 98800499), som er høgskolelektorer ved Høgskolen Innlandet.
- Vårt personvernombud: Høgskolen Innlandet - personvernombud@inn.no

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

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Knut Øystein Høvik / Hege Larsson Aas
(Veiledere)

Masterstudent Anne Ingeborg Raade

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "How do Norwegian teachers of English at the primary level experience their self-reported English speaking anxiety and how does it impact their teaching practices?", og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i et to-delt intervju med masterstudent Anne Ingeborg Raade

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

(Signert av prosjektdeltaker, dato)

Appendix 3: Interview guide

Intervjuguide

1. Hvordan vil du beskrive deg selv? Som person? Som lærer?
2. Hvordan identifiserer du deg med språkvegring? Hvordan vil du forklare hvordan det oppleves?
3. Når startet du å oppleve muntlig språkvegring?
4. Hva tror du er grunnen til at du synes det er ubehagelig å snakke engelsk?
5. Kan du fortelle om hvordan engelskundervisningen var da du selv gikk på barneskolen?
6. Hvordan var engelsklæreren din? Hvilke metoder brukte han/hun?
7. Hvordan vil du beskrive engelskundervisningen i dine timer?
8. Hvordan forbereder du deg til en engelsktime?
9. I hvilke situasjoner snakker du norsk/engelsk i timene?
10. Hvilke andre språkmodeller enn din egen stemme bruker du i undervisningen?
11. Hva tenker du rundt læreplanens fremstilling av varianter av engelsk, uten klare retningslinjer for uttale?
12. Hvordan tolker du LK20 når det kommer til muntlige ferdigheter og bruk av engelsk/norsk språk i engelskundervisning?
13. Hvordan er det forskjell på å undervise i engelsk på småtrinnet og i 6.-7. trinn når det kommer til språkvegring?
14. Har du kjent på ubehag ved at en elev har vært bedre enn deg i engelsk? Hvordan kjennes det?
15. Hvordan opplever du språkvegring i situasjoner utenfor klasserommet?
16. Hvor fornøyd er du med egen engelskkompetanse?
17. Kunne du tenke deg å prøve ut noen strategier for å redusere språkvegringen over lengre tid? Undervise mer, eksponering, observasjon, mer utdanning
18. Om det var opp til deg: Skulle du ønske du ikke trengte å undervise i engelsk?

Appendix 4: Questionnaire

Undervisningserfaring i engelsk (ring rundt)

- 1) Under 3 år
- 2) Mellom 3 og 10 år
- 3) Mellom 10 og 20 år
- 4) Over 20 år

Undervisningsnivå (hovedsakelig) (ring rundt)

- 1) Småtrinn (1.-4. trinn)
- 2) Mellomtrinn (5.-7. trinn)

Har du formell undervisningskompetanse (minst 30 studiepoeng) i engelsk? (ring rundt)

- 1) Ja
- 2) Nei

1. Hvilke av disse type oppgavene er du mest komfortabel med å gi elevene dine dersom du fikk velge helt fritt – uten å ta hensyn til læreplaner, kompetansemål, forventninger utenfra, forventninger til deg selv etc?

(ett kryss)

Klassediskusjoner på engelsk, øvelser på uttale, leker, arbeid i små grupper/par, rollespill	
Oversetting, utfyllingsoppgaver, skriftlige grammatikkoppgaver, repetisjonsøvelser, leseforståelsesoppgaver med svaralternativer	

2. Ta stilling til påstandene under, og sett ett kryss for hver av påstandene:

Påstand	Helt uenig (1)	Litt uenig (2)	Verken enig eller uenig (3)	Litt enig (4)	Helt enig (5)
1.Jeg blir stresset når jeg må håndtere ukjente ord og uttrykk på engelsk.					
2.Jeg er ikke trygg på å snakke engelsk.					
3.Jeg er redd for at elevene skal synes at jeg er en dårlig engelsklærer.					
4.Jeg er redd for at foreldre skal synes at jeg er en dårlig engelsklærer.					
5.Jeg blir stresset når jeg underviser elever som er gode i engelsk.					
6.Det er vanskelig å kontrollere elever når jeg organiserer gruppearbeid i engelsktimene.					
7.Jeg er redd for at arbeidsgiveren min skal synes at jeg er en dårlig engelsklærer fordi elevene ikke har forventede resultater (kartleggingsprøver, nasjonale prøver etc)					
8.Jeg synes det er ubehagelig når elevene kjeder seg i engelsktimene.					
9.Jeg er ikke selvsikker når det gjelder min egen engelskuttale.					
10.Jeg er redd for at kollegaer som snakker flytende engelsk skal synes at jeg er en dårlig engelsklærer.					
11.Jeg er redd for at elevene skal stille meg spørsmål jeg ikke kan svare på.					
12.Jeg synes jeg mangler kunnskap om teorier og undervisningsmetoder i engelsk.					
13.Jeg er nervøs når jeg underviser i engelsk på engelsk (Teaching English through English)					
14.Jeg er redd for å uttale ord og setninger feil.					
15.Jeg blir stresset når jeg må håndtere ukjent materiale (grammatikk, kulturelle temaer etc)					
16.Jeg synes det er ubehagelig når jeg underviser elever på lavt nivå i engelsk.					
17.Jeg er redd for å gjøre feil når jeg snakker engelsk.					
18.Jeg er nervøs når jeg underviser i muntlige ferdigheter.					

Appendix 5: Questionnaires from data collection

(Teacher A)

Undervisningserfaring i engelsk (ring rundt)

- 1) Under 3 år
- 2) Mellom 3 og 10 år
- 3) Mellom 10 og 20 år
- 4) Over 20 år

Undervisningsnivå (hovedsakelig) (ring rundt)

- 1) Småtrinn (1.-4. trinn)
- 2) Mellomtrinn (5.-7. trinn)

Har du undervisningskompetanse (minst 30 studiepoeng) i engelsk? (ring rundt)

- 1) Ja
- 2) Nei

1. Hvilke av disse type oppgavene er du mest komfortabel med å gi elevene dine dersom du fikk velge helt fritt – uten å ta hensyn til læreplaner, kompetansemål, forventninger utenfra, forventninger til deg selv etc?

(ett kryss)

Klassediskusjoner på engelsk, øvelser på uttale, leker, arbeid i små grupper/par, rollespill	
Oversetting, utfyllingsoppgaver, skriftlige grammatikkoppgaver, repetisjonsøvelser, leseforståelsesoppgaver med svaralternativer	X

2. Ta stilling til påstandene under, og sett ett kryss for hver av påstandene:

Påstand	Helt uenig (1)	Litt uenig (2)	Verken enig eller uenig (3)	Litt enig (4)	Helt enig (5)
1.Jeg blir stresset når jeg må håndtere ukjente ord og uttrykk på engelsk.					X
2.Jeg er ikke trygg på å snakke engelsk.				X	
3.Jeg er redd for at elevene skal synes at jeg er en dårlig engelsklærer.					X
4.Jeg er redd for at foreldre skal synes at jeg er en dårlig engelsklærer.				X	
5.Jeg blir stresset når jeg underviser elever som er gode i engelsk.					X
6.Det er vanskelig å kontrollere elever når jeg organiserer gruppearbeid i engelsktimene.			X		
7.Jeg er redd for at arbeidsgiveren min skal synes at jeg er en dårlig engelsklærer fordi elevene ikke har forventede resultater (kartleggingsprøver, nasjonale prøver etc)					X
8.Jeg synes det er ubehagelig når elevene kjeder seg i engelsktimene.				X	
9.Jeg er ikke selvsikker når det gjelder min egen engelskuttale.					X
10.Jeg er redd for at kollegaer som snakker flytende engelsk skal synes at jeg er en dårlig engelsklærer.					X
11.Jeg er redd for at elevene skal stille meg spørsmål jeg ikke kan svare på.					X
12.Jeg synes jeg mangler kunnskap om teorier og undervisningsmetoder i engelsk.				X	
13.Jeg er nervøs når jeg underviser i engelsk på engelsk (Teaching English through English)				X	
14.Jeg er redd for å uttale ord og setninger feil.					X
15.Jeg blir stresset når jeg må håndtere ukjent materiale (grammatikk, kulturelle temaer etc)					X
16.Jeg synes det er ubehagelig når jeg underviser elever på lavt nivå i engelsk.				X	
17.Jeg er redd for å gjøre feil når jeg snakker engelsk.				X	
18.Jeg er nervøs når jeg underviser i muntlige ferdigheter.					X

B

Undervisningserfaring i engelsk (ring rundt)

- 1) Under 3 år
- 2) Mellom 3 og 10 år
- 3) Mellom 10 og 20 år
- 4) Over 20 år

Undervisningsnivå (hovedsakelig) (ring rundt)

- 1) Småtrinn (1.-4. trinn)
- 2) Mellomtrinn (5.-7. trinn)

Har du formell undervisningskompetanse (minst 30 studiepoeng) i engelsk? (ring rundt)

- 1) Ja
- 2) Nei

1. Hvilke av disse type oppgavene er du mest komfortabel med å gi elevene dine dersom du fikk velge helt fritt – uten å ta hensyn til læreplaner, kompetansemål, forventninger utenfra, forventninger til deg selv etc?

(ett kryss)

Klassediskusjoner på engelsk, øvelser på uttale, leker, arbeid i små grupper/par, rollespill	
Oversetting, utfyllingsoppgaver, skriftlige grammatikkoppgaver, repetisjonsøvelser, leseforståelsesoppgaver med svaralternativer	X

2. Ta stilling til påstandene under, og sett ett kryss for hver av påstandene:

Påstand	Helt uenig (1)	Litt uenig (2)	Verken enig eller uenig (3)	Litt enig (4)	Helt enig (5)
1.Jeg blir stresset når jeg må håndtere ukjente ord og uttrykk på engelsk.					X
2.Jeg er ikke trygg på å snakke engelsk.					X
3.Jeg er redd for at elevene skal synes at jeg er en dårlig engelsklærer.				X	
4.Jeg er redd for at foreldre skal synes at jeg er en dårlig engelsklærer.			X		
5.Jeg blir stresset når jeg underviser elever som er gode i engelsk.					X
6.Det er vanskelig å kontrollere elever når jeg organiserer gruppearbeid i engelsktimene.	X				
7.Jeg er redd for at arbeidsgiveren min skal synes at jeg er en dårlig engelsklærer fordi elevene ikke har forventede resultater (kartleggingsprøver, nasjonale prøver etc)				X	
8.Jeg synes det er ubehagelig når elevene kjeder seg i engelsktimene.	X				
9.Jeg er ikke selvsikker når det gjelder min egen engelskuttale.					X
10.Jeg er redd for at kollegaer som snakker flytende engelsk skal synes at jeg er en dårlig engelsklærer.				X	
11.Jeg er redd for at elevene skal stille meg spørsmål jeg ikke kan svare på.					X
12.Jeg synes jeg mangler kunnskap om teorier og undervisningsmetoder i engelsk.	X				
13.Jeg er nervøs når jeg underviser i engelsk på engelsk (Teaching English through English)					X
14.Jeg er redd for å uttale ord og setninger feil.					X
15.Jeg blir stresset når jeg må håndtere ukjent materiale (grammatikk, kulturelle temaer etc)					X
16.Jeg synes det er ubehagelig når jeg underviser elever på lavt nivå i engelsk.		X			
17.Jeg er redd for å gjøre feil når jeg snakker engelsk.					X
18.Jeg er nervøs når jeg underviser i muntlige ferdigheter.					X



Undervisningserfaring i engelsk (ring rundt)

- 1) Under 3 år
- 2) Mellom 3 og 10 år
- 3) Mellom 10 og 20 år
- 4) Over 20 år

Undervisningsnivå (hovedsakelig) (ring rundt)

- 1) Småtrinn (1.-4. trinn)
- 2) Mellomtrinn (5.-7. trinn)

Har du formell undervisningskompetanse (minst 30 studiepoeng) i engelsk? (ring rundt)

- 1) Ja
- 2) Nei

1. Hvilke av disse type oppgavene er du mest komfortabel med å gi elevene dine dersom du fikk velge helt fritt – uten å ta hensyn til læreplaner, kompetansemål, forventninger utenfra, forventninger til deg selv etc?

(ett kryss)

Klassediskusjoner på engelsk, øvelser på uttale, leker, arbeid i små grupper/par, rollespill	X
Oversetting, utfyllingsoppgaver, skriftlige grammatikkoppgaver, repetisjonsøvelser, leseforståelsesoppgaver med svaralternativer	

2. Ta stilling til påstandene under, og sett ett kryss for hver av påstandene:

Påstand	Helt uenig (1)	Litt uenig (2)	Verken enig eller uenig (3)	Litt enig (4)	Helt enig (5)
1.Jeg blir stresset når jeg må håndtere ukjente ord og uttrykk på engelsk.				X	
2.Jeg er ikke trygg på å snakke engelsk.			X		
3.Jeg er redd for at elevene skal synes at jeg er en dårlig engelsklærer.			X		
4.Jeg er redd for at foreldre skal synes at jeg er en dårlig engelsklærer.			X		
5.Jeg blir stresset når jeg underviser elever som er gode i engelsk.					X
6.Det er vanskelig å kontrollere elever når jeg organiserer gruppearbeid i engelsktimene.				X	
7.Jeg er redd for at arbeidsgiveren min skal synes at jeg er en dårlig engelsklærer fordi elevene ikke har forventede resultater (kartleggingsprøver, nasjonale prøver etc)				X	
8.Jeg synes det er ubehagelig når elevene kjeder seg i engelsktimene.				X	
9.Jeg er ikke selvsikker når det gjelder min egen engelskuttale.				X	
10.Jeg er redd for at kollegaer som snakker flytende engelsk skal synes at jeg er en dårlig engelsklærer.				X	
11.Jeg er redd for at elevene skal stille meg spørsmål jeg ikke kan svare på.				X	
12.Jeg synes jeg mangler kunnskap om teorier og undervisningsmetoder i engelsk.				X	
13.Jeg er nervøs når jeg underviser i engelsk på engelsk (Teaching English through English)				X	
14.Jeg er redd for å uttale ord og setninger feil.				X	
15.Jeg blir stresset når jeg må håndtere ukjent materiale (grammatikk, kulturelle temaer etc)				X	
16.Jeg synes det er ubehagelig når jeg underviser elever på lavt nivå i engelsk.			X		
17.Jeg er redd for å gjøre feil når jeg snakker engelsk.			X		
18.Jeg er nervøs når jeg underviser i muntlige ferdigheter.				X	

Appendix 6: Excerpts of analysed transcriptions

Interview, teacher A:

<p>Du, klasse [mellomtrinnet], nå fikk jeg et spørsmål her. Er det noen som kan det ordet?" Og så er det alltid noen som kan det ordet. Så da er egentlig jeg redda, da. Skjønner du?</p> <p>Int: Ja. Men da sier du det på norsk? Akkurat sånn som du sa nå?</p> <p>A: nettopp. Da sier jeg det på norsk, ja.</p> <p>Int: Prater du mer når du underviser i andre fag?</p> <p>A: Ja ja, definitivt. Ja. 100 prosent mer.</p> <p>Int: Selv om du snakker på norsk i engelsk også?</p> <p>A: Ja. Ja, for det er jo egentlig litt feil å snakke mye norsk i engelsken, så da kutter du ut litt så du snakker litt mindre.</p> <p>Int: Men læreplanen har jo ingen helt klare retningslinjer på akkurat det nå, med hvor mye engelsk man skal snakke. Det står jo faktisk ingenting om at man skal snakke engelsk eller norsk. Har det påvirket deg i tankene dine og i engelskundervisning?</p> <p>A: Ja, det har egentlig det fordi at selv om det ikke står, så ligger det forventninger til deg. Så for min del så spiller det ikke noen rolle hva som står der eller ei sånn egentlig. For når du skal lære et nytt språk, så er den beste veien til å lære det språket å høre og lytte til det språket og få det inn og kommunisere, prate det, øve det litt, gjøre litt feil. OK, så har du lært av den feilen, og så går du videre, så det er jo en helt selvfølgelighet at til mer engelsk du snakker til bedre er det.</p> <p>Int: Hvor føler du de forventningene kommer fra? Føler du særlig press fra ett sted, eller er det bare sånn forventning du har til deg selv?</p> <p>A: Jeg tror det er en generell forventning når du skal lære et språk, at det språket blir brukt, jeg. Både blant elever og foreldre, og ikke minst kollegaer og samfunnet generelt.</p> <p>Int: Hadde du snakket mer engelsk hvis du hadde vært mer komfortabel med det?</p> <p>A: Uten tvil. Ja.</p> <p>Int: Jeg hører at du synes at muntlig engelsk er viktig.</p> <p>A: Det er kjempeviktig.</p>	<p>Camouflage as pupil exercise</p> <p>L1 <u>use</u></p> <p>Less talking – teacher talk, exposure</p> <p>Expectations to language teachers of speaking English</p> <p>Exposure, communication</p> <p>Expectations → exposure</p> <p>Pressure to talk <u>English</u></p> <p>Overall expectation Fear of negative evaluation: supported in <u>Questionnaire</u>, part 2: statement # 3, 4, 7, 10 → strongly agree (4: agree)</p> <p><u>Less target language</u> – avoidance</p> <p>Supported in <u>Questionnaire</u>, part 1: chose less language intensive <u>activities</u></p>
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Interview, teacher B:

engelskundervisningen og mye av det gøye er gjerne muntlig.

Int: Hva skulle du ønske at du turte?

B: Jeg skulle ønske jeg kunne tørre å ha en skikkelig klassesdiskusjon. Rett og slett snakke om temaer og ikke bare lese teksten, og at jeg kunne formidle et tema som jeg er opptatt av, for eksempel, at jeg kunne stå og snakke fritt om det og vise den entusiasmen jeg egentlig har for temaene. Men den entusiasmen blir jo litt borte når jeg egentlig står og er livredd for å gjøre feil.

Int: Ja. Tror du elevene merker at du har en muntlig språkvegring der?

B: Ja, det tror jeg.

Int: Du tror det. Hvordan merker de det?

B: Fordi jeg også underviser dem i andre andre fag og da sier de, "hvorfør gjør vi ikke sånne ting i engelsken"?

Int: Ja. Kan de se det på deg?

B: Ja.

Int: Fysisk?

B: Ja.

Int: Åssen reagerer du når det oppstår?

B: Jeg blir jeg blir stiv i blikket, og så blir jeg stående å tenke noe voldsomt. Så da... en av de klassene jeg har nå der har jeg noen som er superflinke, så de bare sier ordet til meg, og så sier jeg ordet, og så går vi videre. Så de har på en måte tatt på seg den veilederrollen for meg da. Som er noe fryktelig flaut egentlig. Men jeg tror de gjør det bare for å være hyggelige egentlig, og det synes jeg er fint, men da blir det jo veldig synlig for de andre da igjen, ikke sant?

Int: Men du synes det er flaut?

B: Ja.

Limitation of activities – avoids oral activities

Limitation of activities – class debate, speak freely about engaging topic:

Supported in Questionnaire: chose less language intensive activities in 1)

Fear of making mistakes:

Supported in Questionnaire: statement # 14 and 17 → strongly agree (5)

Limitation of activities in English compared to other subjects

Physical reactions

High proficiency pupils

Other language models – pupils modelling language

Embarrassment

Interview, teacher C:

C: Ja. Ut fra temaet da.

Int: Hva tror du... Du har jo vært litt inne på det, men jeg må stille spørsmål for det. Hva tror du er grunnen til at du synes det er ubehagelig å snakke engelsk?

C: Nei, det er at jeg føler meg fryktelig utrygg og klart - når du ikke vet helt hvordan du skulle uttale verken bokstaver, lyder og ord - og kanskje oppdager mye nytt som andre rundt deg kan, som er i samme alder som deg? He he he---

Int: Ja, for da er det det med uttale som er særlig... For deg?

C: Ja, uttale, og det å komme på ord i farten, liksom?

Int: Ja, vokabularet ditt?

C: Ja, ikke sant? Og har nok å spille på. Så det ikke blir det samme kjedelige, liksom.

Int: Mmm. Åssen er det å undervise i engelsk når du misliker å snakke språket sånn da?

C: Nei, det... På småskolen, så er det greit. Første til fjerde er liksom greit, men jeg har jo hatt femte til sjuende også, og da gikk jeg på, hadde jeg en fådelt skole, så der hadde vi sjetten og sjuende sammen. Ja og da var det 3 elever i sjuende - det er nesten så jeg skammer meg litt nå - men da hadde vi en assistent i den klassen, så jeg brukte hun på de 3 i sjuende, for det var så voldsomt mye. Og hu var flinkere enn meg engelsk, så hun satt med de, og jeg hadde sjette-trinn. Ha ha ha ha. Så ja.

Int: Ja. Mmm. På hvilke måter tror du språkvegringa påvirker undervisningen din?

C: Jeg velger nå vekk de større tekstene, tenker jeg. Sant? Og der er det mye som jeg ikke... Ord og uttrykk, som jeg ikke kan.

Int: Bortvelging?

C: Ja, for det kan vi jo. For det har vært litt dårlig med bøker. Så vi har trikset og mikset litt her og der, og tatt ut fra temaet og brukt temabasert undervisning i engelsk.

Int: Ja, det er jo metodefrihet. Så man står jo fritt.

C: Ja. Så da har jeg gjort det mye.

Low self-confidence

Proficient co-pupils

Limited English proficiency:
Vocabulary, pronunciation

Limited vocabulary

Lower primary ok

→ Support from Q: statement
16: 3

High proficiency pupils

→ Support from Q: statement
5: 5

Upper primary – avoidance

Limitation of activities