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Students’ Perspective on Speaking Anxiety and Dynamics in the ESL Classroom

Elevperspektiv på talängslan och dynamiken i ESL klassrum

Lejla Hadziosmanovic

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Examinator: Anna Wärnsby

Handledare: Björn Sundmark
Abstract

The purpose of this study is to examine speaking anxiety and classroom dynamics in the ESL classroom from the students’ perspective. This paper also sets out to investigate the specific behaviors or thoughts learners have in regards to speaking English. The investigation gives an explanation how these factors influence students’ ability to learn and perform in a particular instructional framework. The ESL classroom is looked upon as a group formation having its own dynamics that might have an effect on some students’ speaking anxiety. This study is conducted using both qualitative and quantitative method. The quantitative part is based on the survey designed to establish the presence and amount of anxiety related to speaking ESL in the classroom. The qualitative part is consisted of individual semi-structured interviews. The survey is also the basis for the choice of the interviewees. The investigation is carried out in a secondary school with students from the grades 7 and 8. Results of the analysis of data suggest that speaking in the ESL is not exclusively the source of the anxiety, but that speaking in front of the class is. The research points out and supports the fact that speaking anxiety is spotted in classroom settings. In other words, this indicates the significance of the relationship between speaking English, speaking anxiety and classroom environment. Furthermore, students investigated also show the awareness of their reactions: behavioral, emotional and cognitive.

Key words: Classroom Dynamics, English as a Second Language, Speaking Anxiety, Language Learning
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1 Introduction

Many of us have at some point in our lives experienced fear of the anticipation of speaking in public. There are many reasons why we could feel stressed when expected to speak in front of a group of people, but the symptoms of this fear are the same. Samuelsson (2011) explained these symptoms show variation from just trembling, blushing, and sweating to feeling out of breath, dizziness as well as frightening to faint at the moment of speaking.

This situation tends to follow one from everyday life situations to the school benches and especially in the language classrooms. As the teacher candidate, I have many times heard students try to avoid any speaking activities in the second language classroom explaining that they have stage fright. When learning language, oral communication becomes a natural and important part of second language learning. The subject feels relevant and current, and it should be an imperative for every teacher promoting the development of oral communication skills in ESL classroom. This is also confirmed by the Swedish Nation Agency of Education (Skolverket, 2011).

Language, learning and identity development are closely related. Every student shall have an option to develop their possibilities to communicate through many opportunities to talk, read and write and therefore acquire confidence in their speaking abilities. (National Agency of Education, 2011, p.8)

Swedish school syllabus (Lgr11) emphasizes the importance of oral communication saying that one of the school tasks is to give students opportunities to communicate. By active and meaningful communication the students are able to gain trust in their language skills. This statement is grounded in the fact that that language, learning and development of identity are closely related.

Based on the prescription from the syllabus, this paper is relevant for every teacher’s profession. It helps raise students’ consciousness of learning process and variables which stand in a way of their learning and identity development.
Further, the syllabus specifies one of the goals of secondary education as every student’s ability to communicate in English, orally and in writing. It should also provide a possibility to communicate effectively in another foreign language.

Secondary education has the responsibility that every student is able to communicate in English, orally and in writing; they also have to be provided with a possibility to communicate effectively in another foreign language.
(National Agency of Education, 2011, p. 13)

These are some of the reasons why I chose to investigate *speaking anxiety* in the ESL classroom. My intention is to acknowledge the aspects of speaking anxiety in ESL and to gain understanding of how students feel about speaking English and speaking anxiety in school. Hopefully, the anticipated findings of this research should also answer whether classroom dynamics has an effect on speaking performance and speaking anxiety of some students and, if so, what kind of impact.

### 1.1 Purpose and Research Question

The purpose of this study is to examine how students feel about speaking English in front of the class and to acknowledge the phenomenon of speaking anxiety in ESL classroom. This paper also sets out to investigate the specific behaviors or thoughts learners have in regards to speaking English. The investigation gives an explanation how these factors influence students’ ability to learn and perform in a particular instructional framework. The ESL classroom was looked upon as a group formation having its own dynamics that might have an effect on some students’ speaking anxiety.

The research questions that this essay aims to investigate are:

What are some students’ thoughts about *speaking anxiety* in the ESL classroom?

How does group dynamics affect speaking anxiety, according to some students?
1.2 Concepts

This section intends to define some of the concepts important for the research in order to give a clear direction of this study. At the same time it provides a brief outlook, giving possible perspectives in study of language learning in an instructional environment. The concept of speaking anxiety is studied in two contexts. First, it is treated in a purely psychological context providing setting for the inquiry of students’ subjective thoughts and feelings about this phenomenon. Secondly, it is studied as a phenomenon that occurs specifically in ESL classroom.

1.2.1 Speaking Anxiety in a Psychological Context

Preparing for this study, I came across an open lecture given by the Student Health Institution at Malmö University. This lecture, *Dare to Speak* is used as a promotion for the courses given at the University intending to help their own students dealing with speaking anxiety (Samuelsson, 2011). Since I have limited education in psychology, I decided to use the expertise of the lecturer and reconstruct the main ideas about speaking anxiety. This lecture is also a starting point for the preparation of the questionnaire used in my research (see section 7).

Samuelsson (2011) cites the cognitive-behaviorist approach which views *speaking anxiety* as the most common form of social anxieties. They define speaking anxiety as difficulty to speak in the group or before a group of people. These difficulties vary in the cases of prepared speeches, oral presentations, answering questions or simple presentation rounds among others. Samuelsson (2011) also claims that speaking anxiety is a specific social phobia that 15 - 20 % of human population suffers of, and it could be a hindrance in studies and life in general.

According to the Encyclopedia Britannica Online ("Anxiety" 2012), the term *anxiety* stands for “a feeling of dread, fear, or apprehension, often with no clear justification”. Different from fear, which is the response to an actual danger, anxiety is “the product of subjective, internal emotional conflicts the causes of which may not be apparent to the person himself.” Anxiety may also arise as a threat to a person’s self-esteem and ego. Behavioral psychologists like
Freud, Jung and Pavlov explain anxiety as a learned response to frightening events in ordinary life. Later this response becomes linked to the details from that environment. The variation of those details, in fact, results as the anxiety in a person regardless of the original surrounding of frightening events causing different symptoms. When such behavior is recalled by a specific situation or an object then it becomes a phobia (“Phobia” 2012).

Now, I would like to return to the symptoms of speaking anxiety and explain what occurs in a person’s mind and body when experiencing speaking anxiety. According to Samuelsson (2011), the most common symptoms, mentioned in the introduction are followed by thoughts directed towards a feeling of worry anticipating social disaster. So, an anxious person may think – I am going to faint! My heart is going to stop! and believe that the audience probably is going to laugh. This situation becomes embarrassing and an anxious person gets occupied by the thoughts of being strange, being a failure, etc. (Samuelsson, 2011).

Consequently, anxiety affects one’s behavior, continues Samuelsson (2011). The common behavioral trait is to try to avoid any speaking activities in front of the group. Another trait is concentrating on less important details as what to wear, neglecting the actual task. The situation is then taken to the level of worrying and obsessing by possible disaster scenarios. Finally, if an anxious person is confronted with an actual speaking activity, he/she risks talking too fast, skipping sentences, mumbling, reading notes directly, failing to have an eye contact with the audience among many other things. Due to these factors, an anxious person often performs poorly in speaking activities (Samuelsson, 2011).

1.2.2 Speaking Anxiety in a Context of ESL Classroom

Without doubt, most of the symptoms mentioned above are quite familiar to teachers of foreign languages. Therefore, it is of great importance to discuss which traits we can recognize observing anxious students when faced with speaking activities in an ESL classroom. Before I proceed, I need to define anxiety that may interfere with L2 apprehension, communication ability and overall learninglust.

According to Horwitz, et al (1986), anxiety is “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system” (p. 125).
Some people can find learning and speaking the L2 quite stressful. This could also be the case with e.g. math or science subjects where anxiety often arises in test situations. Here, anxiety is set in the frame of the language learning situations, and therefore it becomes one of the categories of specific anxiety reactions. Specific anxiety is the issue that had been studied before by many researchers e.g. Gardner, McIntyre, Brown and Oxford. However Horvitz, Horvitz & Cope (1986) felt the need to identify foreign language anxiety as a conceptually distinct variable in foreign language learning. In the spirit of this research, I categorize foreign language anxiety and give specific framework for my study in the following text.

The brief review of reference literature specifically dealing with second language anxiety provides some general categories considering the situations where anxiety occurs or the affect it has on an individual and his language learning. According to Horwitz et al. (1986), foreign language within academic and social contexts can be divided into three categories:

- Communication apprehension
- Test anxiety
- Fear of negative evaluation (p.127).

Communication apprehension, oral communication anxiety, “stage fright” and speaking anxiety are different terms for the manifestation of “difficulty in speaking in dyads or groups or in public, or in listening to or learning a spoken message” (Horwitz et al., p.127). Test anxiety occurs in any testing situation, and it refers to fear of failure in an individual’s performance. The reason for such anxiety is often that anxious students put unrealistic demands on themselves feeling that mediocre test performance is generally a failure (Horwitz et al., 1986) it is defined as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively”, (p.128). This category is an important concept in my study when making a parallel between speaking anxiety, classroom dynamics and assumed research findings. I argue that speaking anxiety in the ESL classroom often arises due to unsafe classroom environment. For some students this results with unenthusiastic self image frightening the negative evaluation from their peers. Such situation indirectly affects students’ L2 apprehension and their speaking performance. My argument is supported by the Oxford’s (1990) statement that “the effective side of the learner is probably one of the most important influences on language learning success or
failure” (p.140). The importance of situation specific anxiety and my arguments can be explained by the finding of Richards & Ranandya (2002) who claim that:

*Speaking a foreign language in public, especially in front of the native speakers, is often anxiety-provoking. Sometimes, extreme anxiety occurs when EFL learner becomes tongue-tied or lost for words in an unexpected situation, which often leads to discouragement and a general sense of failure. [...] They [learners] are very cautious about making errors in what they say, for making errors would be a public display of ignorance, which could be an obvious occasion of “losing face” in some cultures. [...] “Losing face” has been the explanation for their inability to speak English without hesitation. (p. 206)*

Moreover, according to Horwitz et al. (1986), language anxiety can also be categorized as facilitating or debilitating. This classification is formed on the basis of the influence that speaking anxiety might have on the L2 learner. They claim that in some cases anxiety in small amounts can have a facilitating influence on language learner making him more conscious and focused on the actual speaking task. Here, I need to emphasize some research limitations which I had to make. The foreign language anxiety in my research is set as situation specific or classroom speaking anxiety that has the debilitating affect on student’s language learning and performing. This means that I investigated speaking anxiety which affects learners’ speaking performance in a negative way. The debilitating speaking anxiety is regarded as a discouraging aspect that hinders their language learning success. The term situation specific anxiety indicates that I investigated speaking anxiety situated in the ESL classroom setting. I also attempted to define the forces steering group’s social behaviors and importance of good group dynamics in ESL classroom.

1.2.3. Classroom Dynamics

Without doubt, we have all heard that groups have “a life of their own” (Dörnyei & Murphy, 2003, p. 13), and that individuals behave differently within and outside a group. This is a fact observable in real life situations as well as in group formations in schools. Groups may have different sizes, character, and purpose or composition, but they usually have certain futures in common. This is the case in schools and in language classrooms. Dörnyei and Murphey (2003) argue that “it is largely the dynamics of the learner group – i.e. its internal characteristics and its evolution over time – that determine the climate of the classroom” (p.
4). This notion is called classroom dynamics. According to my research questions, we can ask ourselves whether classroom dynamics have importance when analyzing speaking anxiety in the ESL classroom.

Every group has its norms that can be looked upon as the mechanism steering the individual’s behavior. Dörnyei & Murphey (2003) refer to group norms as “the way things are done around here” (p. 35). Such norms include common values and how individuals relate to one another, and they influence all the group details from e.g. dressing codes, the amount of laughter to taboo topics. From the teacher’s perspective, I argue that the goal in each language class is to have a cohesive group. Dörnyei & Murphey (2003) refer to group cohesiveness whereas students show signs of mutual affection and provide active support to each other. They continue by saying that students should also observe group norms and work easily with variety of their peers, and therefore they might actively participate in conversations not being reluctant to share personal details (p. 62). Here the emphasis is on the importance of the cohesiveness because “successful groups are usually cohesive” (Dörnyei & Murphey, 2003, p. 73).

After this brief presentation of classroom dynamics, we need to bear in mind that the focal point of this research is neither the student alone nor the group alone, but the phenomenon of speaking anxiety within the framework of the given group. That group is ESL classroom. The group behavior might be uniform or homogenous while interpersonal behavior can show numerous individual differences. However, my study explains speaking anxiety from the perspective of some students hoping to provide details of great importance for good classroom climate which facilitates both the student and the class.
2 Previous Research

In this chapter I present a summary of the previous research adequate for investigating the above mentioned concepts. My research is divided into two main parts: speaking anxiety and classroom dynamics. These parts are in that order presented in following review of literature. To avoid any confusion, I would like to mention that in the second part of this chapter, I included a section about motivational strategies used in the language classroom. Regardless that my study does not focus on motivation as a factor important for communication in English I use Dörnyei’s theory about motivational strategies (2001). I find that the connection that Dörnyei (2001) made between motivation and classroom dynamics could be applied to investigating speaking anxiety and classroom dynamics. This is explained further in the section 2.2. To point out the relevance and the link between factors affecting language apprehension I present following citation, consisted of factors, such as motivation which are important for learning L2.

Learner’s age is one of the characteristics which determine the way in which an individual approaches second language learning. But the opportunities for learning (…), the motivation to learn, and individual differences in aptitude for language learning are also important determining factors in both rate of learning and eventual success in learning (Lightbown and Spada, 2006, p.68).

2.1 Research on Speaking Anxiety

In the past decades, there has been great deal of research studying second language anxiety. These studies were conducted by researchers as Oxford, Brown, Horwitz or Gardner. They demonstrate undeniable relation between anxiety towards the L2 and achievement in this language (Horvitz et al., 1986). In this study Horwitz et al. (1986) indicate that anxious students are less willing to communicate or use communicative strategies in the language classroom. Some of the issues underlined in their study are students’ subjective feelings as e. g. worry and fear of speaking in front of the class. These feelings are, in my opinion, similar
to persons with speaking anxiety in any other aspect of life. Horwitz et al. (1986) claim that students with high level of anxiety also have difficulties concentrating, often miss classes, have palpitations and can even experience sleep deprivation (p.125). According to this study, anxiety towards L2 is focused, in particular, on speaking and listening. This is where the most problems are reported and anxiety is linked to the skill of speaking in the classroom. Their findings also show that learners expressed more anxiety over speaking than any other language skill (Horwitz et al., 1986, pp.128-131).

According to MacIntyre (1995), speaking anxiety often interferes with language learning. As a result, anxious students might fail to focus on the actual task since they are usually more worried about avoiding making mistakes (MacIntyre, 1995, p. 93). This phenomenon of speaking anxiety has negative effect on the students’ self-esteem: each time the students are expected to share authentic information in L2 they show evidence of vulnerability. Also, students who have high level of speaking anxiety expressed fear of making mistakes and being corrected by the teacher (Horwitz, 1986, p.129).

MacIntyre and Gardner (1994) emphasize the relationship between anxiety and L2 proficiency as a superior issue. This study dealt with anxiety as a broad concept. It showed that the two variables as motivation and anxiety have a reciprocal relationship. They suggested that anxiety affects motivation and motivation affects anxiety. Anxiety is combined with self-perceptions of language proficiency and it is essential factor important in obtaining self-confidence in L2 performance. However, these results clearly indicate that anxiety can play a fundamental role in creating individual differences in language achievement (p. 65).

In the area of L2 anxiety research, (Horvitz et al., 1986; Oxford, 1990; MacIntyre, 1995; Dörnyei & Murphy, 2003) point out that anxiety has debilitating effect on language learning process they fail to separate language learning anxiety from other forms of anxiety. However, MacIntyre and Gardner (1991) made distinction in this issue and identified three types of anxiety. They classified anxiety as trait, state or situation specific. Situation specific anxiety is a feature that recurs in language learning situations, specifically in classrooms (pp.87-92). In addition, perhaps the most dramatic social effect of anxiety, MacIntyre and Gardner showed, is a reluctance to communicate. They have found that the most anxiety provoking aspect of language learning is the thought of future communication (MacIntyre and Gardner 1991).
MacIntyre (1995) showed that anxious students are focused on both the task and their reactions to it. One example, mentioned by McIntyre, is when anxious students is asked to respond to a question in class, he focuses on answering the question and evaluating social implications this answer might have. In such cases self-related cognition increases while the task-related cognition is restricted, and performance suffers (p.96).

Thus, anxiety may also interfere with the students’ ability to demonstrate the level of their accurate knowledge, claims MacIntyre (1995). Here he gives us the classic example of the student who is prepared but “freezes up” on a test (pp. 96-97). Further, “the cyclical relation between anxiety and task performance suggests that as students experience more failure; their anxiety level may increase even more” (MacInyre, 1995, p. 97).

In the investigation of students’ perspectives on anxiety and speaking, Young (1990) has found that speaking in the foreign language is not exclusively the source of students’ anxiety, but speaking in front of the others is the real anxiety-evoking situation. Such findings, then suggest that L2 students experience fear of self-exposure; they are afraid of revealing themselves or being spotlighted in front of others (p.546). Also, Young suggests that instructor’s relaxed and positive response or correction of errors can greatly reduce language anxiety (1991, p. 550).

Woodrow (2006) conducted research concerning the conceptualization of L2 speaking anxiety, the relationship between anxiety and L2 performance, and the major reported causes of second language anxiety. A significant negative relationship was found between second language speaking anxiety and oral performance (p.315). According to Woodrow (2006), the study indicated that the participants attributed anxiety to a range of factors. The major stressor identified by the participants was interacting with native speakers and speaking in front of the class. Interaction with non-native speakers was not considered a stressor by most of the sample students in the study (p.323).

To summarize previous research on speaking anxiety to date, we can establish that it shows evidence of the existence of the relations between anxiety and L2 performance. It investigates the effect of these relations on language learning and performance. Still, anxiety is neither significantly related to the anguish the students experience in front of their peers nor to the social relations between the students and the class. Even though, workgroup sizes and peers
are mentioned as variables by almost all of these researchers (Horvitz et al., 1986; Oxford, 1990; MacIntyre & Gardner 1991; Dörnyei & Murphy, 2003), I find that they failed to consider students’ social interpersonal evaluation and self-cognition as members of the group.

### 2.2 Research on Classroom Dynamics

The main aim of my study is focused on situation specific speaking anxiety, namely speaking anxiety in the ESL classroom dealing with students’ different reactions and thoughts about it. Inevitably, as this study is placed in the context of speaking English in the classroom, I look into the students’ environment, namely the classroom and its dynamics. At this point, I repeat that regardless of amount of research about speaking anxiety, e. g. studies conducted by Gardner & MacIntyre, and classroom dynamics, e. g. studies by Dörnyei, as two separate concepts, there is a lack of any research linking the two. In the process of gathering reference literature about speaking anxiety, I noticed that, even though many studies (Gardner & MacIntyre, 1991, 1994, 1995) mention fear of speaking in front of the class with an emphasis on the class, they fail to explain the existing link between the class as a group and individual student’s speaking anxiety.

In fact, Dörnyei & Murphy (2002, p.4) claim that group dynamics is quite unknown concept in second language studies even the most of the teachers would agree that it is a vital element in learning process. According to Dörnyei & Murphy, the reasons for neglecting group dynamics are several. Perhaps, in schools and in studies as well, class group is often split into smaller independent units based on gender, competence or interests. The above mentioned researchers also acknowledge the lack of attention for this issue in university teacher education programs all over the world. Dörnyei & Murphy (2002) point out that “if you want to obtain, say, an English teaching degree, you are more likely to have to study Shakespeare or generative syntax than the psychological foundation of the classroom” (p.5). I agree with Dörnyei & Murphy (2002) because I find that the psychological and social behaviors in the classroom are the essential factor for obtaining successful learning environment.
2.3 The Theory of Motivation Strategies (Dörnyei, 2001)

Luckily, the research by Dörnyei & Murphy (2002) was written for more than a decade ago. Since then, modern language education has raised awareness about group dynamics. Therefore, there has been increasing number of material in this field. Due to the limitations of my research, I present brief summary of Dörnyei’s (2001) theory of motivation strategies in language classroom. The strategies chosen for motivating students involve classroom dynamics and their effect on motivation for learning. I argue that these strategies are also relevant for investigating speaking anxiety due to the connection between anxiety, motivation and language learning made by MacIntyre & Gardner (1994) and Horvitz et al. (1986) among many others.

Dörnyei (2001) points out that “language learning is one of the most face threatening school subjects” (p. 40). This is because learners are being forced to explain themselves and make even the simplest statements with often limited means. Accordingly, there are some conditions that have to be fulfilled in order to generate motivational strategies. These conditions are as follows:

- appropriate teacher behaviors and a good relationship with the students;
- a pleasant and supportive classroom atmosphere;
- a cohesive learner group with appropriate group norms. (p.40)

We can see that the above fits to the explanation of the concept of classroom dynamics (see section 1.2.2 in this paper). Further, Dörnyei (2001) claims that the anxiety that students might feel when e.g. orally expressing their thoughts can be overcome by working on the classroom’s social atmosphere (p. 40). For someone who already suffers from low self-esteem, speaking activities can be agonizing. The classroom needs to be a risk-free place where learners can make mistakes, and not be criticized or feel embarrassed when they do (Dörnyei, 2001, p.41).

Group dynamics can have a beneficial as well as detrimental effect on learners’ motivation. A group working together towards a collective goal will act as a push and increase each others’ motivation. Dörnyei (2001) claims that a class which acts as “a cohesive community” never happens by chance. There are a number of factors which lead to this state occurring, and the
teacher is in command of a number of these (p. 43). In this manner, Dörnyei (2001) explains group norms consisted of the outspoken and the silent ones. One silent norm, among many others found in many classrooms today is to fit in and be normal. Clearly, a group norm which advocates academic success strengthens learner motivation. However, the norms that are, according to Dörnyei (2001), the most efficient ones for creating and maintaining learner’s motivation are the norms that are suggested, discussed, agreed upon and then adopted by the group of their own accord. This norm-building should be worked upon early in the group’s life (Dörnyei, 2001, p. 43).
3 Method

This research is conducted both as a qualitative and quantitative study. The qualitative part is consisted of individual semi-structured interviews, and quantitative is based on the survey. The survey is also the basis for the choice of the interviewees. I have decided to investigate speaking anxiety through a qualitative study, that is defined by Hatch (2002) as “a special kind of qualitative work that investigates a contextualized contemporary (…) phenomenon within specified boundaries” (p. 30). In this case, the phenomenon is speaking anxiety in the context of L2 learning that occurs in the ESL classroom. Since, the interview is the main strategy in qualitative data collection, I have obtained semi-structured interviews with 6 informants from classes 7 and 8 in a Swedish secondary school.

Initially, I intended to use the survey just as a method to choose the informants. However, it seemed appropriate to also analyze it as a quantitative method. This analysis provided the opportunity to substantiate my research even more. This choice of the method was satisfactory in regards to collected data which is used to provide answers to my research questions.

3.1 Informants, Survey and Interviews

The informants were chosen with the help of the survey (see appendix 1) about general thoughts on speaking anxiety in the grades 7 and 8. The questions in the survey have been formulated in accordance with earlier mentioned cognitive-behavioral approach to speaking anxiety. The survey was constructed with the help of both closed and open ended questions. The aim was to get the informants to express their opinions on a subject without any restrictions. The closed ended questions are an attempt to measure the level of the anxiety they might feel. The open ended questions were supposed to encourage sharing students’
subjective thoughts and feeling. Since, cognitive-behavioral approach to speaking anxiety involve different physical and emotional aspects of speaking anxiety, the purpose was to establish the variation of students’ beliefs and thoughts. Findings from the both survey and the interviews is discussed in the next chapter.

With the results or the answers from 46 students who participated in the survey in mind, I have chosen informants in order to get wide range of variables influencing language learning and issues of speaking anxiety in ESL classroom. The participants of the survey are between 13 and 14 years old, and they are all taught English as a second language. The interviewees were 4 girls and 2 boys, and they are further on addressed to with fictional names (Tilda, Ragnar, Tina, Alex, Albertine and Molly) in accordance with research ethical considerations on confidentiality. Due to some limitations, the gender of the students and the differences between them is not considered as a variable in the study, and it is not included in the results.

Both the survey and interviews were conducted in Swedish, providing all students a fair opportunity to express themselves regardless of their actual skills in English. My intention was to encourage students to speak freely about their feelings and experiences. This might be difficult task even speaking their mother tongue because the students were not very familiar with me. So, I decided to make students more comfortable by conducting interviews in Swedish, their L1. Thus, all results and quotes used in the analysis were later translated by me. In addition, I made an effort in making interviewees comfortable to express their thoughts and opinions. In that manner, I prepared interview guide to help me keep the focus on the research questions (see appendix 3). The interviewees were not all asked the same questions. In some cases, there was not the need to ask all the questions because our conversation went in a different than expected direction. All the interviews were conducted in the separate and private space in interviewees’ original school in order to enable students to be more comfortable talking to me as a researcher. The interviews were all recorded with the help of a voice recorder and they were later transcribed by me.
3.2. Ethical Considerations

In accordance with the Swedish Scientific Council’s prescription, some special considerations were made in the process of data collecting. There are four aspects of an ethical outline taken into consideration: the demand for information, consent, confidentiality and right of use (Vetenskapsrådet, 1990).

A brief introduction to the research project was presented to the informants. Here, the focus was to give the students a clear picture of what was being researched without giving away too much information. The classes were informed that their participation is voluntary and they may stop participating at any time. They were informed that all the personal particulars were treated with confidence and that the survey was anonymous. Still, they were asked to write their names to enable my choice of interviewees. All the names that were later used in presenting the results are fictitious. Students were also informed that all information gained was used just in research purposes (Vetenskapsrådet, 1990).

Further, informants chosen for interviews had to obtain the signature and permission from their parent or guardian, explained in an information notice (see Appendix 2).
4 Results

The findings of this study are presented in two different logical categories, the sections 4.1 and 4.2. The two categories were further divided into themes. The survey themes follow the psychological aspects of speaking anxiety as mentioned earlier (see section 2.1.1).

The first part, the survey (section 4.1) was calculated in a quantitative manner. The data from the survey was counted and presented in the graph form, and analyzed in proportion (percentage) to the total amount of 46 informants. Relevant data from the part of the survey with open ended questions was chosen to emphasize the most important remarks made by informants.

The second part, the interviews in the section 4.2 are presented in the broad form, providing significant remarks made by the students. The data from the interviews was further analyzed and discussed.

4.1 Survey

This section begins by presenting the results from the survey and the themes are the following: Speaking in general; Anxiety symptoms – Body and Mind; the Source, Awareness and Self-Help. The questions asked in the survey had two goals. First, the goal was to identify possible and adequate interviewees (see 3.2). Second, the goal was to establish the presence and amount of anxiety related to speaking ESL in the classroom. Closed questions were the attempt to evaluate speaking anxiety and its different aspects by matching the suggested statement with appropriate grade, from 1(not at all) to 10 (all the time). This part was analyzed as quantitative method, in the graph form. Both types of questions were combined to
fit the thematic titles of this section while the interpretation of the findings was added at the end of each thematic part.

Questions regarding the symptoms of anxiety were regarded as a possibility to point out students’ consciousness of their reactions to speaking in front of the class. Other open ended questions were asked to spot students’ way of coping with speaking anxiety, their perception of possible sources of this phenomenon and how well they could define the concept of speaking anxiety.

### 4.1.1 Speaking in General

As one of the first questions in the survey, students were asked to express their feelings about speaking in general and speaking English in front of the group of people, at home, in their spare time or in school. Their answers showed variation in feelings from *good, quite good, not good, not good at all, a bit embarrassing, and gravely embarrassing* to the expressions of feelings of aversion. The data results showed as it follows in the Figure 1.

![Figure 1. Speaking in General](image)

In the Figure 1. students’ answers show that 14 (30%) students feel good and 22 (48%), out of 46 students participating feel not so good about speaking English. Totally 9 (20%) students do not feel neither good nor bad but emphasize that their feelings depend on different factors.
Some of these factors, according to students, are “to whom” and “to how many” they speak. One student said: “It is easier to talk English to a person one enjoys being with and it depends on situation, too”. Another confirmed it commenting: “It feels good if I know them”, referring to those to whom he is talking. Still, the majority of remarks, 12 (28%) out of 46, were made on the difference of speaking in front of the others at home and in school. These students stressed that they do not feel nervous to speak English at home, nor with people they know well. They also expressed that speaking in front of the others in school is difficult, embarrassing and anxiety provoking because “one does not know how the class is going to react”. Even though this particular student said that it is not English that is a problem but the class, there was one student who remarked that speaking English is actually fun saying: “It is all about catching one’s attention because you do not want to speak if nobody listens.”

Regarding the feelings that students have towards speaking English, we can see that there are both positive and negative feelings involved. The fact that speaking English does not feel good does not necessarily mean that all these students experienced speaking anxiety. This is the case especially when students feel that it is easier to communicate with people they know well compared to those they do not know. The issue here is that students feel that the tension or the anxiety is connected to speaking English at school. In fact, 12 (28%) students out of 46 express that speaking in general is not a problem but speaking English in front of their peers in school is a problem. This confirms the fact that their anxiety for speaking is situation specific. The major trigger of their anxiety seems to be the surroundings that are their classmates.

### 4.1.2 Anxiety Symptoms – Body and Mind

*Ready to faint, stomach ache, sweating, fever! Once, I had to go to the Emergency when I was eight or nine years old. I had a severe stage fright. But, I believe I got over it, since then.*

This is how one of the students wrote when asked to explain what happens in her body experiencing anxiety about speaking in class. The mentioned four suggestions were just some of the symptoms mentioned by other students. Some students mentioned just one symptom while others mentioned two or more. The most frequent ones, according to the informants are
feeling nervous, stomach tingling, blushing or burning in the cheeks, trembling voice, increased heart rate, feeling sick, etc. This is shown in the Figure 2.

Figure 2. What happens in your body if you get nervous?

Figure 2. shows that same number, 8 (17%) students out of 46 expressed that they feel stomach tingling and/or nervousness when speaking English in class. Sweating, blushing and shaky voice were the symptoms mentioned by the same number of students, 4 or 9%. There were 3 (7%) students who expressed becoming frightened. But 10 (22%) out of 46 students wrote that they do not know what happens in their bodies, 5 (11%) students left the answer space blank while only 2 (4%) out of 46 explicitly wrote that they are not nervous at all.

However, in the second part of the survey students were asked to match the number with the degree of fear/nervousness/discomfort about speaking in front of the others.

Figure 3. How often students feel fear, nervousness or discomfort?
Above, The Table 3. shows how they answered. Here, we can see that the same number of students, 8 (19%) out of 46 answered that they do not feel any of the three mentioned symptoms, and other 8 students that they sometimes feel them all, grading the frequency with grade 5. Only 2 (5%) students graded the frequency occurrence of the feelings as fear, nervousness or discomfort with grades 9 and 10, whereas 1 is the lowest and 10 is the highest grade. The rest of the answers were balanced between higher and lower frequency of the occurrence of the symptoms. They graded the feeling of fear, nervousness or discomfort as it follows: grade 2 – 5 (12 %) students; grade 4 and grade 6 – 4 (10%) students; grades 7 and 8 – 6(14%) and 3(7%) students. If we count the number of students experiencing the symptoms mentioned in the Figure 3. We can see that the number of students on each side of the neutral grade 5 is quite balanced, 17 students leaning towards grade 1 (not at all), and 15 students towards 10 (all the time).

When the students were asked to describe their feelings Students were also asked if they ever feel shaky, sweaty, blushing or having lack of breath. Below, Figure 3. shows their compiled answers.

In the Figure 4. Students divided their opinions rating symptoms as shaking, sweating, blushing or lack of breath. The answers showed that the frequency of the feelings on the side lower than grade five is higher. The data showed that 24 % or 11 students chose to answer that they do not feel those symptoms at all. Those who felt the symptoms just occasionally graded their frequency as: grade 2 – 15%; grade 3 – 9%; grade 4 – 7%. Totally 9 students (20%) expressed that they do sometimes feel the above mentioned symptoms. Just 1 or 2
students marked this particular frequency with grades 6, 7, 8, 9 and 10. In total that is 16% out of 46 students.

There has been quite a lot of variation in the answers regarding what happens in students’ minds when faced with speaking English in class. 6 (13%) students answered that they do not know what happens in their mind when they get nervous about speaking. 13 (28%) students answered that nothing actually happens then. We notice also that the most common answers were that students were afraid of saying something wrong (11%), that others would laugh at them (9%) and that they are going to make fools of themselves or get embarrassed (9%) in front of the class. However, 2 (4%) students stressed that they are trying to relax and 6 (11%) students usually try to concentrate on the task.

When students were asked to grade how often they feel that they were going to make a fool of themselves or that others shall laugh at them, they answered as it follows in the Figure 7.

Figure 5. What happens in students’ mind when speaking English in class?

Figure 6. Feelings of getting laughed at or making fools of themselves
Figure 6. shows that 26% of students never experience feelings of “loosing face”. On the other hand 15% feel them all the time and 17% sometimes. The range of grading from 1 to 5 shows that the large number of students never gets feelings of making fools of themselves or getting laughed at, and only occasionally, 23%. Still, the number of those who have these feelings more than sometimes is not as low to get disregarded. This number is 19 students out of 46 which is equal to 41%. Here we can see that the students’ opinions are quite divided.

The findings in this section show that students mostly understand their reactions, both physiological, their body and cognitive, their mind. Most of these symptoms are not severe, but they seem to have one thing in common and that is that their origin is often related to the anticipated reaction of others or worries. The majority of students show consciousness of the reactions to anxiety even that they do not experience them all. However, the fear of “loosing face” or the fear of negative evaluation seems to be the leading force of speaking anxiety. The results also indicate that none of the students mention fear of negative evaluation created by the teacher but only by their peers. This fact was further discussed in the interview section.

4.1.3 The Source, Awareness and Self-Help

The students were also asked to give possible reasons for speaking anxiety. Here, we can draw the parallel to their answers in the previous section because the most frequent answers were that the source for speaking anxiety is an emotion inside the students. Some students explained that they were afraid to make fools of themselves or say something wrong. They also did not want everybody to laugh at them. One of those students said:

I am nervous because it is embarrassing. In my previous class everybody laughed loudly if one made a mistake.

For some, it depends on their state of mind, the fact that they are shy or that they actually just had stage fright, as they say. One student expressed it: “I am just not good at it” referring to speaking English. 4 (9%) students said that the source of their anxiety could be their lack of skill in English, mostly in pronunciation. 3 (7%) students agreed that speaking anxiety could be connected to the subject they speak about. Even though, 12 (26%) students wrote that they did not know what could be the reason for speaking anxiety, and 4 (9%) did not write anything. Students’ comments about the source of their speaking anxiety are not shown as a
bar graph because their answers maintained higher accuracy when retold in the text form. Thus, the counted answers were shown in percentages, but not the single comments.

Still, when students were asked to what degree they thought of the reasons or the source of anxiety they answered as it is presented in Table 8.

<table>
<thead>
<tr>
<th>Number of students</th>
<th>1 (not at all)</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 (sometimes)</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10 (at the time)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent</td>
<td>41%</td>
<td>13%</td>
<td>7%</td>
<td>11%</td>
<td>7%</td>
<td>4%</td>
<td>9%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 8. How often students think of the source of their anxiety?

When students were asked to grade how often they think of the possible reasons of speaking anxiety 41% or 19 students answered they do not do this at all. 6 students (13%) graded the frequency of their reflections with the grade 2, and 5 (11%) students with grade 5, sometimes. Those students who thought of this issue more answered as: grade 6 – 7%; grade 7 – 4% and grade 8 – 9%. The indication show that the thoughts of majority of students are not often occupied with their reflections about the source of speaking anxiety.

Contrary to the table above, 34 (74%) students in total could write down an acceptable definition of speaking anxiety. Just 4 (9%) wrote they did not know what speaking anxiety was and another 4 (9%) students left the answer space empty.

The last question students were asked was to express their thoughts about what they could do to reduce or moderate speaking anxiety in the ESL classroom. They answered as it is shown in the Figure 9.
When asked what they could do to cope with speaking anxiety, 7 (15%) students suggested that they could practice more and become more confident in speaking. They also could practice speaking in their spare time. 4 (9%) students said that they could pay more attention to preparations for the task of speaking. 3 (7%) students suggested breathing calmly. Still, 6 (13%) students thought that there was nothing they could do, and 14 (30%) students did not know if one could do something to cope with speaking anxiety. Thus, 6 (13%) students actually suggested that they could try to avoid any speaking activities in class.

Conclusively, the indications in this section show that students have various suggestions for the sources of speaking anxiety. The most of the reasons, mentioned by the students are considered to have emotional nature, such as fright of being laughed at, nervousness before anticipated embarrassment, etc. Still, there is a significant number of those students who could not recollect any reasons, or they simply wrote that they did not know. Students’ answers also showed that they do not spend much time reflecting about the possible sources of speaking anxiety. However, most of the students could accurately provide the definition or acceptable explanation for the phenomenon of speaking anxiety.

Unfortunately, students did not demonstrate the knowledge of many suggestions for coping with speaking anxiety. Their answers indicated the opposite, they showed poor or no knowledge of the strategies for coping with speaking anxiety.
4.2 Interviews

This section presents the findings from the interviews with 6 students: Tilda, Ragnar, Tina, Alex, Albertine and Molly. As I mentioned earlier, two of them are boys, Ragnar and Alex and other four are girls, Tilda, Tina, Albertine and Molly. Their gender was not taken in consideration in this study, so all of their answers will be regarded independently of their gender (see section 3). In my analysis of the interviews, I noticed few topics that students have touched upon. They are presented and analyzed under thematic titles: Speaking English in General; Exposure and Peers; Instruction and Errors. These themes are equivalent to Dörnyei’s (2001) conditions intended for motivation strategies which correspond to the concerns regarding classroom dynamics (see section 3.2).

4.2.1 Speaking English in General

In the introduction to the interviews, I asked the informants to name which of the four skills in English reading, listening, writing and speaking is the most difficult and which is the easiest. Molly and Albertine felt that speaking was easiest while Tilda and Alex felt that it was the most difficult skill in English. Alex specified what he meant saying that it is mostly the case due to pronunciation difficulties. However, when they were asked how confident they were in speaking English, all students could see themselves as “good” in English. Tilda hesitated a little and said she was neither good nor bad, but “in the middle”. Tina also added that she was not as good as in Swedish.

As the interviews proceeded, I asked each student how nervous they felt when speaking English. Only Tilda and Tina directly mentioned the nervousness when speaking English. Tina said that the reason was that she was afraid of making mistakes. Tilda, on the other hand, said that she was shy. In the following excerpt from the interview transcription, we can see what she actually meant.

I: When you say you are shy, how does it feel?
Tilda: Well, one just does not dare to speak in front of others, they are many, and one just does not dare.
I: What do you think about, then? Do you think that you are bad at something or that you are going to make fool of yourself, or just that you are going to say something wrong?
Tilda: Well, you think if you say something wrong, like… everybody is going to start laughing…
I: So, you are mostly afraid of your classmates?
Tilda: Nee… (HASITATES) well, yes especially boys.
I: Would it be better if you could have all the speaking activities in smaller groups?
Tilda: We have actually tried that, too. But, no, it’s the same anyway.
I: Do you think that your teacher could do something to make it easier for you to speak English in class?
Tilda: No!

We can see that Tilda’s anxiety seems to be related to the reaction of others in class. This anxiety is pointed out as a fright to be laughed at, or, perhaps, we can say in other words that her shyness is about anticipated humiliation. We can also observe that Tilda feels especially uncomfortable speaking in front of boys. At the same time Tilda feels that neither smaller working groups nor, the teacher could help her not to feel this way. She also added that her shyness or speaking anxiety is present in case of English and in Spanish which is her other foreign language.

Other students who felt confident in speaking English, Ragnar and Albertine, also added that they do not do many presentations in class, so it was difficult to see the difference. Albertine stressed that she speaks English exclusively in class.

4.2.2 Exposure and peers

As we could see in Tilda’s case, anxiety tends to be closely related to the risk of exposure. For some reasons exposure is more intense in front of the boys in class. By exposure, I refere to the contact of a student with the rest of the class that is, here, limited to the speaking activities. Tilda’s exposure could be interpreted as quite negative. She feels anxious speaking in front of her peers. Still, I noticed the signs of student’s positive support related to their contact with the class. Exposure could sometimes be a strengthening factor in the issue of speaking. Alex and Molly, for example, feel very confident speaking English in front of the class. Alex explains that speaking feels easy for him and the presence of his classmates is
important because: “I know my class, kind of… well, because I have talked to everybody and we are not enemies, etc.”

Molly agrees:

*I feel more confident speaking English with my classmates because when I am supposed to talk to the people I am not familiar with, I could start stammering and so on... But when I am with my friends I feel safe because I know they will not judge me.*

On the other hand, both Ragnar and Tina feel that speaking English becomes more difficult in front of the class. When students were asked to explain what actually hinders them from speaking English in class, Tina, Tilda and Ragnar repeated that speaking in front of the class is anxiety provoking. Their explanation was that if one is nervous, it becomes more difficult to speak; then a person feels that they are making a fool out of himself/herself.

### 4.2.3 Instruction and Errors

All the interviewees were asked to give their opinions on the teachers’ role in struggling with speaking anxiety. Particularly since the focus of this study is the emotional side of classroom issues, I asked the students to suggest what teacher personality characteristics could help them to feel more confident speaking English. Some suggested that a teacher should be understanding and patient; others said that a teacher should be confident in his knowledge or the mixture of all of the above. However, Tina and Alex thought that a teacher should be able to correct mistakes in the proper way. Tina motivated the propriety of error correction as it follows:

*The teacher should be kind and able to correct one in a good way, not just say you made a mistake but... For example, if one pronounces a word wrong, he should not correct it in a way that makes you think just about it... Or simply to give a negative... how do you call it? (I: Response!) Yes, exactly!*

Four of the students suggested that the errors should be corrected afterwards. As I anticipated, students brought up the issue of errors and correcting themselves. Therefore, they were also asked to comment on error correction during speaking activities. Opinions about errors were divided. Three students agreed that it is positive to be corrected directly in the moment of speaking to insure that they do not speak inaccurately. Other three preferred to be corrected
after, not in front of the class, because one could lose concentration and become more nervous due to interruption.

Students were also asked to express their attitude in cases when they do not understand something that the teacher is talking about. Without any hesitation, five of the students said that they would ask for an explanation. One student said that he usually does nothing in such cases. This fact gives substance to the conclusion that when focus in speaking is shifted to the teacher, the students have no problems in raising their voices asking for an explanation. Perhaps, this shows either great confidence they have in their teacher, or that the relation between the teacher and his/her student, is basically positive and non-threatening.

Still, a result equivalent to those in the survey section (see 4.1.3) is that five out of six students find that speaking anxiety is not a phenomenon that could be dealt with in order to reduce its effects and its reactions. They also believe that neither they nor the teacher could provide strategies for coping with speaking anxiety.
5. Discussion

Finally, to summarize findings in this study, we can conclude that more than a half of students investigated do not feel positive about speaking English in class. The interviewees in the study felt generally positive about speaking, but most of them state that they often feel anxious when speaking in front of the class.

The research points out and supports the fact that their speaking anxiety is spotted just in school and in classroom settings. In other words this proves the existence of the relationship between speaking English, speaking anxiety and classroom environment. The trigger for speaking anxiety is often the class climate. Students investigated also show the awareness of their reactions: behavioral, emotional and cognitive. Their behaviors show variation in reactions to anxiety, their classmates, and to the teacher’s error correcting. Behavioral reactions also involve purely physical symptoms as blushing, trembling, lack of breath, etc. Emotional reactions are consisted of feelings of fright, embarrassment, discomfort, etc. The cognitive reaction to speaking anxiety is noticed in students’ perception of the self, in relation to the class, especially in the fear of “loosing face”. In fact, students investigated confirm that the strongest feeling is a feeling of worry for the anticipated negative reaction of the others. This feeling can be interpreted as the fear of negative evaluation by their peers or the fear of losing face. The source of these emotions is placed exclusively in the relation to their classmates. So, the classroom climate or group dynamics in the class can be looked upon as both a weakening and strengthening factor in the analysis of speaking anxiety. In this case, the evidence is that most of the students fear the exposure in front of their peers.

Group dynamics in a class consists of students and teachers, too. The relationship between them is the basis for positive learning climate. So, as students expressed, there are some teacher characteristics that can assist avoiding speaking anxiety. Still, the most important factor of those related to the teacher is teacher’s attitude towards mistakes. Hence, this study
indicates a disturbing and devastating fact, in my opinion. Students believe that there is no help available when combating speaking anxiety, not even provided by their teachers.

Nevertheless, I argue that students would benefit from teaching strategies and scaffolding of the speaking activities. Scaffolding should be offered to support each part of students’ preparation as much as the final speaking performance. I would suggest working with common parts of presentations, possible vocabulary, making notes, reading notes, and most of the parts of the traditional rhetoric. In this way the teachers would be able to provide different techniques challenging students’ speaking anxiety. Woodrow (2006) confirms this stating that anxiety is an issue in language learning and has a debilitating effect on speaking English for some students. So it is important that teachers are sensitive to this in classroom interactions and provide help to minimize second language anxiety (p.323).

The weakness of this study is that I did not find the way within this framework to investigate how much the students actually are involved in speaking activities or in which form. However, the results are significant regarding that this study was conducted to identify students’ thoughts and feelings about speaking anxiety regardless of their accuracy. So, the results of this study should be interpreted to reveal a tendency rather than a fact. In addition, I would like to say that interviewing students was one of the most challenging parts of this research. It could be the case due to my lack of experience in interviewing, and for this reason I found it difficult. As a result, the interviews were not always based on open ended questions as I, in fact, preferred them to be. Perhaps, I also experienced some of the symptoms of speaking anxiety, so the planned questions were not manifested in a satisfactory way. Even Hatch (2001) provided an introduction in doing qualitative research for a novice, and offered appropriate interviewing techniques, I believe that my techniques need to be an issue for further development.

In conclusion, the ability to speak a second language is a complex task. It is influenced by many factors and variables. Among others there are influences of age, listening ability, socio-cultural knowledge and influences of affective factors, which play essential role regarding the ability to speak a second language (Lightbrown & Spada, 2006). According to Oxford “the affective side of the learner is probably one of the most important influences on language learning success or failure” (1990, p.140).
McIntyre (2002) refers to factors influencing language learning as affective variables clearly differentiating them from more purely cognitive factors associated with it: intelligence, aptitude and related variables. I, on the other hand, find that combining cognitive and affective learning variables is useful, especially for teachers. In this way, teachers could adapt their teaching techniques to the needs of different learners. We can observe the importance of both cognitive and affective factors in the example of speaking anxiety in my study.

The results of this study confirm some of the findings from previous research. Students’ thoughts indicated the support for the fact that speaking in front of the class is a stressor that triggers anxiety and variety of other reactions. These reactions can be seen as an inner force reflecting worry or appearance of emotionality. Emotionality involves physiological reactions of speaking anxiety e.g. blushing or increased heart rate and behavioral reactions such as trembling and stuttering. Worry and fear, on the other hand are cognitive reactions and they refer to self-inflicted thoughts. Such reactions are more weakening because they occupy one’s thoughts, which should instead be focused on the actual task (MacIntyre, 2002).

Speaking anxiety is, here, found as situation specific and limited to the classroom settings. That is why we need to ask ourselves what about the classroom setting makes students anxious. If a student and the class are involved in the negative relationship, this relationship seems to be an important factor for students’ language performance. Since, speaking anxiety and speaking performance also relate to each other negatively, I consider the relation between a student and the class as one of the major causes of anxiety in language classrooms. Assessing this relation and its relevance, according to the students investigated did not demonstrate very high levels of speaking anxiety in general. However, those who have shown signs of anxiety also confirm that anxiety tends to hinder their success in L2.

Feeling uncomfortable to speak English does not necessarily mean that a student suffers of speaking anxiety. Still, the fact that he/she feels uncomfortable speaking in front of the class suggests that the problem rests in the interaction between the student and the class. In this relation, the classroom environment and the classroom atmosphere tend to result in speaking anxiety for some students. This tendency is suggested by the students investigated who claimed that speaking English feels good in communication with friends and relatives. However, significant number of students expressed that speaking anxiety arises exclusively in the classroom setting. Therefore, I observed the class as a group formation.
As mentioned earlier, each group is driven by its dynamics (see 2.2). Classroom dynamics involve certain norms and roles for its group members, together they make learning environment. A teacher and a student are some of the general roles in the group. In a qualitative part of this study, we established that none of the students expressed fear of performance failure in front of the teacher. However, they emphasized the fear of negative evaluation by their peers. Here, the students investigated discussed the importance of familiarity with other group members, their classmates. In reality, it is a teacher who is responsible for the evaluation of student’s performance. In my experience as a student, I noticed that the evaluator or examiner is often seen as anxiety evoking factor due to the formal power of evaluation. Contrary, my study indicates that some students are conscious about the reaction of their peers rather than the teacher’s reactions. So, the power of evaluation is shifted from the teacher to the classmates.

Consequently, incoherent groups with dysfunctional classroom dynamics tend to be devastating for students’ self-esteem, self-image, and particularly for students’ speaking anxiety. So, either teachers need to cease being soft and understanding in their evaluation, or they need to work towards creating good classroom dynamics. Perhaps, at the same time, the students would be forced to consider solidarity as a norm in their classroom. In addition to Dörnyei’s (2001) conditional strategies, I find solidarity between students to be one of the key concepts for enhancing classroom dynamics and combating speaking anxiety, simultaneously.

Certainly, being afraid of something is never a positive feature in a group, or in a class. Still, this fear can be real or unreal (Anxiety, 2012). Unreal fear is devastating due to the fact that it is irrational. Therefore, it makes the phenomenon of speaking anxiety very difficult to combat. Hence, I argue that speaking anxiety could be treated from its source, its symptoms to the consequences. Treating symptoms, but not the reasons could provide only temporary solution. So, giving advices as breath calmly, repeat in front of the mirror, etc. can linger but not prevent speaking anxiety. Perhaps, this is why students investigated find speaking anxiety non-treatable.

The discrepancy in findings between the survey and the interviews could be explained by students’ self-image that can show variation in different situations or, in this case, different forms of investigation. Still, I argue that their self-image is very important issue to be discussed here. As mentioned earlier, Dörnyei (2001) finds language learning one of the most face threatening school subjects.
Consequently, on the emotional level, students investigated have a way of perceiving themselves, this perception is often called self-image. I find that a self-image usually is more, or less confident. This confidence or the lack of it seems to be an essential factor predicting students’ worries and fears. The same is found regarding speaking anxiety in the framework of L2 classroom, and it is considered a debilitating factor. Therefore, I argue that the results of this study confirmed students’ worries about the reactions of their peers, rather than the reactions of their teachers. Subsequently, these worries strengthen speaking anxiety, and have a debilitating effect on the students’ self-confidence and their apprehension of L2. Young (1990) also found that speaking in L2 is not exclusively the source of students’ anxiety, but it is speaking in front of the others. Young’s findings suggest that L2 students experience fear of self-exposure. They are afraid of revealing themselves or being spotlighted in front of others (p.546).

In addition, a path for the future research would be to conduct action research indentifying any changes in students’ speaking anxiety before and after provided scaffolding, concentrating on some particular speaking activities. Certainly, future research could be conducted to investigate the types of anxious learners, in different situations and the sources of their anxiety. I assume that it would be possible to notice if speaking anxiety is related to the personality of different types of anxious learners.

Finally, I would like to conclude this paper with one of the students’ words hoping that language teachers would continue working towards the reinforcement of positive attitudes in language learning, offering their students the best possible assistance in coping with speaking anxiety.

*You may look at it like you are not the world’s best in English, but you learn all the time. The most important thing is that there is no one who is absolutely perfect in English. This is how, I believe, you should think and you will not get nervous because everybody makes mistakes. You learn all the time. It’s nothing to worry about!* (Molly, 8th grade)
6 References


7 Appendices

7.1 Survey

NAMN ........................................................... klass................................................

VÄNLIGEN SVARA PÅ FRÅGOR OCH BESKRIV DINA KÄNSLOR SÅ UTFÖRLIGT SOM MÖJLIGT:

1. Hur känns det att prata inför en grupp personer i skolan, hemma eller på fritiden?

2. Hur känns det att redovisa på engelska inför klassen?

3. Om du blir nervös av att prata på engelska inför klassen vad händer i din kropp?

4. Om du blir nervös av att prata på engelska inför klassen vad tänker du mest på?
5. Vad kunde du göra för att undvika vara rädd / nervös / obekväm av att prata på engelska inför andra.

6. Vad menas med uttrycket *talängslan (scenskräck)?*

VÄNLIGEN MARKERA NUMMER UNDER PÅSTÅENDEN SOM MEST FÖRKLARAR HUR DU KÄNNER KRING FÖLJANDE:

1. Blir du rädd/nervös/obekväm av att prata inför andra?
   - inte alls
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - hela tiden
   - ibland

2. Brukar du känna dig andfådd, darrig, svettig, att du rodnar eller liknande när du ska prata inför andra i skolan?
   - inte alls
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - hela tiden
   - ibland

3. Hur ofta känner du att du ska göra bort dig eller att alla kommer att skratta åt dig när du pratar på engelska?
   - inte alls
   - 1
   - 2
   - 3
   - 4
   - 5
   - 6
   - 7
   - 8
   - 9
   - 10
   - hela tiden
   - ibland
4. Hur ofta har du försökt att undvika att redovisa på engelska inför andra?

inte alls 1 2 3 4 5 6 7 8 9 10 hela tiden ibland

5. Har du funderat varför är du rädd/nervös eller inte gillar att prata på engelska inför andra?

inte alls 1 2 3 4 5 6 7 8 9 10 hela tiden ibland

7.2 Informationsblad till föräldrar

Hej,

Jag är lärarstudent som går nionde och sista terminen på lärarutbildningen i Malmö. Jag skall under denna termin skriva mitt examensarbete. Under utbildningens gång har jag kommit att intressera mig för hur barn och unga handskas med scenskräck eller talängslan i skolan och särskild på engelska lektioner.

Min undersökning kommer att baseras på intervjuer med barn som blir utvalda genom en enkät som uppskattas kunna ge brett spektrum av funderingar kring talängslan.

Allt insamlat material kommer att behandlas konfidentiellt och barnens identiteter kommer att vara skyddade.

Om ni har några frågor angående projektet får ni gärna ta kontakt med mig via mejl: LLO30376@student.mah.se

Stort tack på förhand,

Lejla Hadziosmanovic, Malmö högskola

Enligt de forskningsetiska principerna behöver jag målsmans underskrift och jag ber härmed om er tillåtelse att låta ert barn ställa upp i en intervju rörande ovanstående ämne.

Jag godkänner härmed att mitt barn .................................................. medverkar i denna undersökningen.

Målsmans Underskrift:

.................................................................
7.3 Interview Guide

1. Background of each informant (age, length of English studies, other languages at home).

2. Define heaviness level of different skills in English (writing, reading, listening and speaking)!

3. How does it feel to speak English in class?
   - How good are you in speaking English?
   - What hinders you in speaking English freely?
   - How much should one prepare before presenting in English?

4. How important is it what you talk about?

5. Describe your thoughts about class, workgroups and your peers!

6. How could a teacher help you to be less nervous when speaking English?
   - Role plays, exercising different situations, which class activities?
   - Attitude towards mistakes, corrections and their timing.

7. How a teacher should be to help you feel safer when speaking in English?

8. What could you do yourself to be less nervous speaking?

9. In which way you learn the best? How do you go about learning e.g. glossary?
7.4 Interview Transcripts

Malmö, den 8 december 2011 (jag = J, Eleven = E)

Elev 1 Tilda

J: Hej, -----------------! Kan du berätta lite om dig själv?
E: Jag heter ------------,
J: Hur gammal är du?
E: Jag är 13
J: OK, 13 år… och du går i 7:an?
E: Mmmm
J: Och när har du börjat läsa engelska?
E: I 4:an
J: Och innan dess hade du ingen engelska?
E: Nej
J: Och dina föräldrar, de kommer från Sverige?
E: Nej, de kommer från Polen.
J: Och hemma pratar ni svenska eller polska?
E: Mina föräldrar bruka prata polska och vi [syskon] pratar svenska
J: Du förstår polska också?
E: Ja
J: Om jag frågar dig så här: De fyra delar i engelska (att lyssna, att prata, att skriva och att läsa) Vilken av dem är lättast, svårast?
E: Lättast… eller svårast är - skriva, tycker jag, och typ, lättast är - lyssna
J: Lyssna! Och prata då?
E: Prata? Det är också lätt! (SNABBT SVAR)
J: OK, varför tycker du det är lätt att skriva?
E: Svårt!? Skriva?
J: Hmmmmm, ja, det är svårt att skriva?
E: Jag vet inte. Det är bara så.
J: Har det någonting att göra att det är många regler hur man gör saker, att man ska stava rätt, och sådant

E: Och sedan är det så många is, at och alla sådana


E: Nej, alltså jag är, typ, ganska blyg, ja, när jag skulle sagt det…

J: Men, vad menar du med att du är blyg? Du är blyg i övrigt när du ska prata med folk…

E: (SNABBT) Jaaa, speciellt, typ, framför klassen eller typ, ja…

J: Är det någonting som brukar vara på andra lektioner, typ matte eller är det bara för att det är på engelska?

E: Nej, på spanska också…

J: Så det är ju lite så att det är främmande språk, du känner dig lite osäker…

E: Ja.

J: Mmm, men tycker du är bra på att prata på engelska?

E: Alltså, jag är inte dålig men jag är inte bra, jag är på mellannivå…

J: Ja, men därför är du i skolan (ler) Finns det någonting som hindrar dig, när du är i skolan, i klassrummet, att du inte vill prata på engelska, skulle du känna dig friare om… (om klassen, klassrummet, dina kompisar varit annorlunda…)

E: Nej, inget speciellt…

J: Tycker du det finns något som gör att du inte vill prata på engelska i klassrummet, förutom att du är blyg?

E: Nej

J: Tycker du att det är viktigt att man ska förbereda sig när man ska göra något framträdande?

E: Ja, det tycker jag.

J: Hur mycket ska man förbereda sig?

E: Eeee, alltså typ, vet inte … så att man ska kunna det?

J: Mmm, att du är så lagom förberedd…

E: Mmm

J: Är det något som hindrar dig att prata på engelska förutom att du är blyg?

E: Nej

J: Men när du säger, du är blyg, hur blir det då?
E: Alltså, man bara inte vågar prata högt för alla, det är så många, man bara vågar inte,

J: Vad tänker man då, tänker man att man är dålig på någonting eller att man ska göra bort sig eller att man ska säga fel, …?

E: Alltså, Man tänker typ så om man säger fel, typ alla kommer börja skratta…

J: Så man är mest rädd för sina kompisar…

E: Näå, alltså killarna speciellt…

J: Skulle det bli bättre om man kunde köra alla muntliga framträdande i små grupper?

E: Det har vi faktiskt provat, men nej det blir ändå likadant

J: Tycker du att lärare kan göra någonting att det blir lättare för dig att prata på engelska

E: Nej

J: Typ, om man fick öva med olika rollspel, karaktärsspel, om man testar olika situationer, att man övar så man blir fri på att prata på engelska utan att man behöva tänka att man ska göra bort sig…

E: Jag vet inte.

J: Blir du rädd eller störs du om läraren ska rätta till när du pratar på eng.?

E: Nej

J: Tycker du om att bli rättad?

E: Ja, då kan man prata rätt

J: Ska man ta det upp då, framför hela klassen eller efteråt?

**E: Det spelar ingen roll, bara man blir rättad då vet man till nästa gång.**

J: Ja, Då lär man sig bättre kanske. Men är det viktigt vad man pratar om, om något roligt, att man pratar om något som man känner till väl, blir det lättare då att prata engelska?

E: Ja, det blir lättare då, då känner man det, eller hur

J: Man kanske har egna åsikter då?

E: Ja

J: Hur läraren ska vara att du ska känna dig tryggare att prata engelska (rolig, tålmodig, förstående…) eller ska lärare vara på något speciellt sätt

E: Nej, det tycker jag inte.

J: Men beter du dig med alla lärare på samma sätt?

E: Ja, jag tror det.

J: Du anpassar dig till lärare?
E: Ja

J: Vad kan du göra själv att du blir bättre, inte så rädd att prata på eng.?  

E: Jag vet inte… Det är bara sådan känsla man har…  

J: Men kan man jobba men den känslan?  

E: Nej, det tror jag inte.  

J: Vilken känsla du menar, att man ska göra bort sig och alla skrattar, eller…  

E: Näää, det gäller vad man ska redovisa om, typ, om man ska redovisa om en kompis är man inte rädd, men om man ska redovisa om något land, eller man skriver något som inte är sant, t.ex. då kan andra se om det inte är rätt.  

J: Då är det värre!  

E: Ja.  

J: Man kan faktiskt jobba med det. Tror du om läraren låtit dig välja om när du vill prata att det skulle det kännas bättre.  

E: Ja, det skulle varit bättre…  


E: Ja, alltså om jag inte fattar då frågar jag då frågar jag,  

J: Du är inte rädd att fråga?  

E: Nej.  

J: På vilket sätt lär du dig bäst? T.ex. du har 20 glossor att lära dig, hur gör du då?  

E: Jag tar papper och penna, väljer jag ett ord, skriver ner den flera gånger, säger till den i huvudet och sedan lär jag mig.  

J: Ligger du i soffan, sitter du vid bordet, eller…  

E: Jag sitter vid mitt bord.  

J: Jag skulle vilja tacka dig för din tid, det var roligt att prata med dig.

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**Elev 2 RAGNAR**

J: Hej, -----------! Kan du berätta lite om dig själv?  

E: (sammanfattning) 13 år gammal, går i 7:an, familj: mamma, pappa, 2 syskon; föräldrar är svenska, hemma pratas det svenska; började läsa engelska i 3:an;  

J: Om du måste jämföra de fyra delarna i engelska (att lyssna, att prata, att skriva och att läsa) Vilken av dem är lättast, svårast?

J: Hur känns det att prata?
E: Det känns också bra.

J: Tycker du att du är duktig att prata på engelska?
E: Ja

J: Känner du dig helt fri att prata på engelska i klassrummet?
E: Ja.

J: Blir du nervös när du ska prata på engelska?
E: Nej


E: Det känns bra.

J: Har det hänt någon gång att du skulle redovisa och att du kände dig lite: usch, hur ska jag göra detta?
E: aaaaa, (TVEKAR) jag kan inte komma ihåg att jag har redovisat på engelska någon gång, men det är lite nervöst, det kan vara så ibland och ibland inte…

J: OM jag kommer t.ex. in i ditt klassrum och frågar dig att du berättar om din favorit semesterort bara så där att du blir ställd, hur skulle det känna?
E: Det skulle kännas helt O.K.

J: Är det någon skillnad på engelska och t.ex. svenska, matte och andra lektioner? Eller du känner dig lika säker i alla ämnen?
E: Det är lite svårare med engelska uppgifter än med svenska, just för att det är engelska och inte svenska.

J: För att det är ett annat språk?
E: Ja, det är lite svårare.

J: Hur viktigt är det att man ska förbereda sig när man ska redovisa på engelska?
E: Lite måste man förbereda ändå. Jag behöver nog förberedda mig själv om jag ska göra något, lite grann, om jag bara har pratat igenom det och se hur det känns, och sedan så är det bra

J: Finns det något som underlättar dig/hindrar dig, når du är i skolan, i klassrummet, att du inte vill prata på engelska, skulle du känna dig friare om… (om klassen, klassrummet, dina kompisar varit annorlunda… [eleven tvekar] Förstår du vad jag frågar dig?
E: Det är svårare att prata inför klassen.
J: Inför hela klassen? Varför blir det så?
E: Ja, jag vet inte, det är mer så avslappnat inför liten grupp eller kompisarna.
J: Hur känns det när man ska prata inför hela klassen?
E: Ja alltså, man vill inte göra bort sig.
J: Det är det värsta!
E: Ja, det är man ju rädd för.
J: Det är det man tänker på? Man vill inte göra bort sig och andra skrattar!
E: Kanske det.
J: Finns det någonting som läraren kan göra att du känner dig trygga att prata.
E: Nej, jag vet inte.
J: Kanske välja mindre grupper eller någon typ av aktiviteter, att man övar genom rollspel eller olika situationer…
E: Jag vet inte.
J: När du pratar på engelska vill du helst att läraren ska rätta till dig då eller inte?
E: (TVEKAR) typ direkt! Det blir bättre så man inte står där uppe och pratar fel
J: Ja, Då lär man sig bättre kanske. Men är det viktigt vad man pratar om, att man pratar om något som man känner till väll, blir det lättare då att prata engelska?
E: Ja, om det är svårare så känns det mer nervöst, man får träna och så…
E: Det mesta är det nervöst när man går upp först men sedan när man börjar prata så är det helt O.K. och det inte är så nervöst heller, tycker jag.
J: Du måste inte övertala dig själv att du inte ska göra bort mig, det ska gå bra, osv.?
E: Nej,
J: Du känner dig själv säker?
E: Ja.
J: Hur läraren ska vara att du ska känna dig tryggare att prata engelska (rolig, tålmodig, förstående…) eller ska lärare vara på något speciellt sätt
E: Jag tänker inte på det så mycket.
J: Hur känns det om du inte förstår allt som läraren säger?
E: Jag räcker upp handen, jag frågar.
J: Det känns inte att du är för blyg att fråga!
E: Nej.
J: På vilket sätt lär du dig bäst? T.ex. du har 20 glossor att lära dig, hur gör du då?
E: Jag kollar på de och sedan börjar jag rabbla de i huvudet för mig, hela tiden så, och jag kollar den ena raden om jag kan och sedan nästa och tränar mer på dem jag inte kan. Sedan rabblar jag de för mig själv.
J: Ligger du i soffan, sitter du vid bordet, eller…
E: Hemma hos min mamma brukar jag sitta i soffan och hos pappa sitter jag på mitt rum.
J: O.K. Men är det tyst? Ingen musik, eller?
E: Jo, jag brukar ha musik ibland.
J: Skulle man kunna säga att du känner dig rätt så självsäker i övrigt? Att du känner dig trygg i dig själv?
E: Ja
J: Det är viktigt. Jag skulle vilja tacka dig för din tid, det var roligt att prata med dig.

Malmö, den 8 december 2011 (jag = J, Eleven = E)

Elev 3      Tina

J: Hej, *******! Kan du berätta lite om dig själv?
E: (sammanfattning) 14 år gammal, född i Malmö, började läsa eng. i 2:an, pratar svenska hemma, hennes mamma är född i Danmark men pratar inte danska,
J: Om du måste jämföra de fyra delarna i engelska (att lyssna, att prata, att skriva och att läsa) Vilken av dem är lättast, svårast?
E: Läsa, tycker jag är lättast, men höra är svårast,
J: Att höra och förstå?
E: Ja, jag förstår men att lyssna är svårt, tycker jag.
J: Och skriva och prata?
E: Skriva är också svårt, prata kan jag men jag tycker inte om att prata. Så det blir lätt fel. Jag blir jätte nervös när jag ska prata engelska
J: Varför tror du, du blir så nervös?
E: Jag vet inte, jag är rädd att göra fel antar jag.
J: Tror du att du gör fel eller du är bara rädd att du gör fel?
E: Jag är bara rädd att göra fel, tror jag.

J: Blir det så på andra språk eller bara på engelska?

E: Nej, det är värst att det är annat språk och jag är inte lika bra på att prata engelska jämfört med svenska.

J: Så du känner vad jag än säger det blir fel?

E: Ja

J: Vad tror du hindrar dig mest att prata på engelska i klassrummet?

E: Att jag blir nervös, tror jag så jag inte kan uttala ett ord och sådant.

J: Finns det något annat som påverkar hur du presterar på engelska, t.ex. vilka som sitter i klassrummet, hur läraren är…?

E: Nej.

J: Hur viktigt är det att man ska förbereda sig när man ska redovisa på engelska?

E: Ja det tror jag, om jag gör det mer så kommer jag inte att bli lika nervös.

J: Så du känner om du förbereder dig mer det ska inte vara så närvigt.

E: Ja

J: Hur känns det att prata inför hela klassen?

E: Om jag är helt ensam blir jag mer nervös än om jag är med i en grupp. Så det är olika och det berör på vad jag pratar om också.

J: Vad känns bra att prata om?

E: Om jag pratar om en film t.ex. är det inte lika jobbigt som om jag skulle prata om en person.

J: Du menar om en film som du har sett och känner än om en person som du vet ingenting om.

E: Ja, om en person jag fått i uppgift att skriva om.

J: Du menar det är nya fakta och du lär dig nytt, så det är nytt för dig?

E: Mmm.

J: Vad tycker du hur läraren ska vara att du känner dig tryggt med, skulle man rätta till direkt om du säger något fel, eller?

E: Näää, jag tycker att de ska göra det efteråt, alltså vänta… det är jobbigt om man pratar och sedan man blir avbruten när man säger fel och så…

J: Tycker du att läraren kan göra något annat att hjälpa till? Kanske välja mindre grupper eller någon typ av aktiviteter, att man övar genom rollspel eller olika situationer…

E: Jag vet inte riktigt.
J: Ska läraren ha någon specifik karakteristik, tillmötesgående, trevlig, tålamodig, eller liknande så att du ska känna dig tryggare att prata på engelska?

E: Ja så tycker jag en lärare ska vara, den ska vara snäll och rätta en på ett bra sätt inte bara säga du gör fel utan..., t.ex. om man uttalar ett ord fel, man ska inte bara rätta en så man tänker bara på det … och för att ge en negativ … vad heter det?

J: Respons?

E: Ja, precis

J: Så du vill inte ha kritik utan mer att läraren säger du har gjort fel men … du gör så här… att du inte känner dig liksom straffad!? 

E: Ja

J: Vad kan du göra själv att du inte blir nervös att prata på engelska?

E: Jag kan ha stöd ord, jag kan träna mer, tror jag.

J: Finns det någonting du kan göra åt den känslan ” jag ska göra bort mig”?

E: (TVEKAR) jag vet inte riktigt.

J: Tror du att läraren kan hjälpa dig med sådant?

E: Näå, jag vet inte.

J: På vilket sätt lär du dig bäst? T.ex. du har 20 glossor att lära dig, hur gör du då?

E: Antingen tänker jag att jag ska använda eller skriva de orden i en mening eller skriver jag de, typ, först på engelska och sedan på svenska, skriver jag det på papper, sedan försöka lära sig vad de betyder, det är ganska lätta saker

J: Ligger du i soffan, sitter du vid bordet, eller…

E: Sitter ner, eller det kvittar

J: Vid bordet eller på golvet?

E: Vid mitt skrivbord, antar jag

J: Ingen musik?

E: Nej! Jag är rätt svår koncentrerad av mig.

J: Du har inga koncentrationssvårigheter, dyslexi, eller liknande

E: Nej.

J: Man bara tänker på annat. O.K. Det har gått snabbt… Jag skulle vilja tacka dig för din tid, det var roligt att prata med dig.
Malmö, den 8 december 2011 (jag = J, Eleven = E)

Elev 4 Alex

J: Hej, -----------! Kan du berätta lite om dig själv?

E: (sammanfattning) 14 år gammal, bor i en liten by utanför Malmö, började läsa eng. i 3:an, jag också började kolla på engelska filmer, läsa texten på dem och sådant, min syster har spenderat lite tid i Irland så hon lärde mig lite också, svenska föräldrar, pratar svenska hemma

J: Om du måste jämföra de fyra delarna i engelska (att lyssna, att prata, att skriva och att läsa) Vilken av dem är lättast, svårast?

E: Att skriva, tycker jag är nog lättast, och att prata är svårast, om jag ska vara ärlig.

J: Varför är det svårast att prata?

E: Jag vet faktiskt inte, uttal kanske

J: Är det svårt att formulera sig eller är det svårt att säga rätt och uttala rätt?

E: Ibland… att formulera sig, tycker jag.

J: Har det någonting att göra med att det finns många grammatiska regler

E: Ja det är ganska eller lite annorlunda än det svenska språket. Jak nog inte säga att det är svårt för att jag har kollat mycket på engelska filmer och sådant, men det är nog den svåraste.

J: Känner du att du är duktig på engelska och att prata på engelska?

E: Ja, det tycker jag faktiskt.

J: Du kan flytande kommunicera med andra människor på engelska?

E: Ja.


E: Fri.

J: Helt fri?

E: Ja

J: Du blir inte nervös ett dugg?

E: Nej, faktiskt inte.


E: Ja, att jag känner min klass bra liksom, att jag har pratat med alla, att vi inte är ovänner, osv.
J: Hur viktigt är det att du känner folk runt omkring dig?

E: Jag tycker att det är ganska viktigt eftersom då vet jag att de känner mig, osv.

J: Du skulle inte föredra att prata kanske i en mindre grupp?

E: Kanske i vissa sammanhang, men det har fungerat framför klassen, så…

J: Hur skulle det känna det att prata inför helt främmande grupp, om du t.ex. fick gå på en annan skola och skulle berätta något för dem?

E: Det är nog ganska nervös eftersom jag inte känner någon där.

J: Gjorde du det någon gång?

E: Nej

J: Om du måste göra det skulle det känna att du bara vill fly eller skulle du satsa och göra det?

E: Nej, men eftersom jag inte gjort det så skulle det nog känna nervöst men jag skulle gjort det ändå.

J: Vad tycker du hur en lärare ska vara? Tillmötesgående, trevlig, tålamodig, eller liknande så att du ska känna dig tryggare att prata på engelska?

E: Jag tycker att läraren ska ge feedback efter att man har gjort det, inte när man står där eftersom de kan säga att man gör fel och då blir man ännu mer nervös, det är svårt att förklara …

J: Du menar om du gör ett misstag att man inte ska rätta till det då direkt?

E: Ja, exakt! Då kan man ta det med personen efter själv.

J: Mmm. Men om du tänker att du ska prata om olika saker har det någon betydelse vad man pratar om?

E: Ingen aning faktiskt.

J: Om du behöver prata om en film som du har sett?

E: Det är ganska lätt.

J: Och om du behöver prata om någon person, t.ex. om någon författare som du inte vet vem han är, och du behöver samla fakta om, blir det svårare?


J: Hur viktigt är det att man ska förbereda sig?

E: Det är ganska viktigt.

J: Men brukar du göra det?

E: Ibland. Om jag känner att jag behöver det. Om jag inte är så säker vad jag ska säga.
J: Tror du att du kan göra själv någonting att man inte känner sig nervös?
E: Jag vet faktiskt inte... försöka våga...
J: Om läraren säger något och du inte förstår, något ord eller annat, hur gör du då?
E: Ingenting oftast, ibland bara frågar.
J: På vilket sätt lär du dig bäst? T.ex. du har 20 glossor att lära dig, hur gör du då?
E: På bäst sätt? Är det nog att både öva på att skriva dem och att uttala dem
J: Ligger du i soffan, sitter du vid bordet, eller...
E: Det berörs på. Ibland kan jag sitta i soffan, ibland...
J: Men på bästa sättet?
E: Sitta vid ett bord och verkligen göra det.
J: Skriva de med penna och papper?
E: Det berörs på hur mycket jag känner orden, om jag inte vet hur man stavar, osv.
J: Ingen musik eller tv?
E: Nej!

Malmö, den 8 december 2011 (jag = J, Eleven = E)

Elev 5    Molly

J: Hej, ------------! Kan du berätta lite om dig själv?
J: Om du måste jämföra de fyra delarna i engelska (att lyssna, att prata, att skriva och att läsa) Vilken av dem är lättast, svärest?
E: Jag har lättare att prata med en person eller jag kan också prata inför hela klassen men det är lite svårare att läsa upp från en engelsk text. Men jag gillar att läsa engelska. Att skriva var alltid min svaga punkt på engelska, lite svårare ord har alltid varit för mig. Så det är nog att prata och läsa som är mina starka sidor på engelska.
J: Känner du att du är duktig på engelska och att prata på engelska?
E: Ja, man kan säga bara det som man tycker själv eller som man har hört från andra. Jag tycker jag är O.K. och folk förstår vad jag säger på engelska.

E: Ja.


E: Jag pratar engelska mycket med mina kompisar så någon gång kommer det naturligt för mig och jag pratar engelska för mig själv hemma, så övar jag hur jag jag uttalar orden. Det är också ett sätt för mig att lära mig engelska.

J: Är det också ett sätt för dig att förbereda dig? Hur viktigt är det att man förbereder sig inför att man ska redovisa?

E: Jag memorerar texten och så ändrar jag på lite ord som om jag har samtal med dem. Men jag gillar också att förbereda de svåra orden flera gånger hemma.

J: Päverkar dina kompisar din trygghet att prata på engelska och hur känns det i klassen att prata på engelska?

E: Jag känner mig mer bekväm att prata engelska med mina kompisar för att när jag ska prata engelska med folk som jag inte känner kan jag stamma och sådant, men när jag är med mina kompisar då känner jag mig trygg och vet att de inte dömer mig.

J: Men nu i din klass känner du dig trygga att prata engelska oförbered?

E: Alltså, ja, det gör jag.

J: Vad tycker du hur en lärare ska vara? Tillmötesgående, trevlig, tålamodig, eller liknande så att du ska känna dig tryggare att prata på engelska?

E: Det jag tycker är viktigast med engelsklärare är att de själva känner sig bekväma att prata engelska, kan uttala orden och skriva rätt, men mest att läraren få en att känna sig bekväma att prata på engelska framför andra och visar att det gör ingenting om man inte är så bra. Man lär ju sig hela tiden. Så, jag tycker definitivt det är viktigaste vad läraren kan göra.

J: Du menar om du gör ett misstag att man inte ska rätta till det då direkt?

E: Jag tycker inte att man ska göra det direkt för att i början är man fortfarande rädd för att prata och sedan om läraren säger ett ord då kan det vara mer nervöst och man kan tappa bort sig. Och det har man ju inte lust till. Jag tycker att det är bättre att säga efteråt om det är några enkla saker men om det är stora saker så kan man ta det efteråt enskilt eller på utveckling samtal eller bara prata lite med personen efteråt, inte så framför alla så man blir dissad eller så…

J: Mmm. Men om du tänker att du ska prata om olika saker har det någon betydelse vad man pratar om?

E: Det är alltid svåtrakt… Om man känner något då har man de orden i huvudet redan, liksom, man kan beskriva personen bra. Men om det är något man inte känner bra, tycker jag, är alltid svåraare för att det är kanske ord man inte känner till. Känner man bra någonting då kan man de orden automatisk och det är vad man själv tycker.

J: Tror du att du kan göra själv någonting att man inte känner sig nervös?

J: På vilket sätt lär du dig bäst? T.ex. du har 20 glossor att lära dig, hur gör du då?

E: Först memorerar jag de, alltså läser igenom alla glosorna och sen viker jag pappret så man ser bara halva, alltså de på engelska och sedan skriver jag orden vid sidan av och sedan upprepar jag detsamma på svenska. Eller om jag lärt mig de orden så min mamma, pappa hjälper mig och förhör mig.

J: Ligger du i soffan, sitter du vid bordet, eller…

E: Jag har svårt att koncentrera mig om jag sitter i vardagsrummet och tv är på eller musik. Då lyssnar jag på musik istället. Så jag gillar bäst att sitta vid mitt skrivbord eller ner på golvet på mitt rum, tyst.

J: Tack för din tid, ---------.

Malmö, den 8 december 2011 (jag = J, Eleven = E)

Elev 6 Albertine

J: Hej, ---------! Kan du berätta lite om dig själv?

E: (sammanfattnings) 13 år, läser engelska sedan 2:an, båda föräldrar är svenska, pratar svenska hemma, har släkt i Skotland

J: Om du måste jämföra de fyra delarna i engelska (att lyssna, att prata, att skriva och att läsa) Vilken av dem är lättast, svårast?

E: Skriva är svårast, lättast är prata

J: Varför är det lättast att prata?

E: Jag vet inte faktiskt.

J: Har du lätt att prata på svenska?

E: Ja.

J: När du ska redovisa i klassrummet hur känns det? Känner du dig helt fri? Nervös?

E: Jag tror inte det är så stor skillnad. Det är nästan bara i klassrummet som jag pratar engelska så…

J: Hur känns det jämfört på att prata på andra lektioner?

E: Ja, det är lite svårare på engelska men inte så stor skillnad.
J: Du känner dig trygg att prata på engelska i klassrummet?

E: Ja

J: Kan du beskriva någon gång när du kände dig lite nervös när du skulle redovisa på engelska?

E: Jag vet inte, kommer inte på något.

J: Tycker du att det är viktigt att förbereda sig för lektioner?

E: Ja, i vissa tillfällen.

J: Är det viktigt att förbereda sig bara när man ska redovisa eller inför varje lektion?

E: Lite både och.

J: Tycker du att det finns något som din lärare kan göra som underlättar att prata engelska?

E: Jag vet inte.

J: Om du gör ett misstag ska läraren rätta till det direkt eller?

E: Ja, direkt.

J: Varför?

E: Jag vet inte.

J: Det är inte skamligt eller pinsamt?

E: Nej

J: Vad tycker du hur en lärare ska vara? Tillmötsgående, trevlig, tålamodig, eller liknande så att du ska känna dig tryggare att prata på engelska?

E: Lite av varje, lite förstående, tålamodig, osv. lite av varje.

J: Tror du att du kan göra själv någonting att man inte känner sig nervös?

E: Nej, jag vet inte, kommer inte på något.

J: Om läraren pratar i klassrummet och du inte förstår hur gör du?

E: Jag frågar.

J: På vilket sätt lär du dig bäst? T.ex. du har 20 glossor att lära dig, hur gör du då?

E: Jag skriver ner de flera gånger utan att titta, jag lär mig de och sedan skriver ner de på ett annat papper.

J: Ligger du i soffan, sitter du vid bordet, eller…

E: I köket, vid ett bord.

J: Musik?

E: Ja, jag har musiken på.
J: Det stör dig inte?
E: Nej
J: Tack för din tid, ----------.