COMMUNICATION APPREHENSION IN THE EFL CLASSROOM:
a study of Finnish and Finnish-Swedish upper secondary school students and teachers

Master's Thesis

Lauri Lahtinen

Department of Languages
English
University of Jyväskylä
October 2013

JYVÄSKYLÄN YLIOPISTO

Tiedekunta – Faculty Humanistinen tiedekunta	Laitos – Department Kielten laitos
Tekijä – Author Lauri Lahtinen	
Työn nimi – Title Communication apprehension in the EFL classroom: a study of Finnish and Finnish-Swedish upper secondary school students and teachers	
Oppiaine – Subject Englannin kieli	Työn laji – Level Pro gradu- tutkielma
Aika – Month and year Lokakuu 2013	Sivumäärä – Number of pages 99 sivua + 5 liitettä

Tiivistelmä – Abstract

Tämä tutkimus käsitteli suomalaisten ja suomenruotsalaisten englannin kielen viestintäarkuutta kvantitatiivisesta ja kvalitatiivisesta näkökulmasta. Tarkoitus oli ensiksi selvittää, miten paljon eng. puhumisen viestintäarkuutta koettiin yleisesti sekä eri tilanteissa, ja miten tutkitut ryhmät erosivat toisistaan. Lisäksi tutkimuksessa selvitettiin muutaman ennalta määritetyn taustamuuttujan korrelaatiota yleiseen viestintäarkuuteen. Viestintäarkuuden taustalla oleviin aspekteihin pureuduttiin neljän eri teeman kautta, jotka edustivat mahdollisia viestintäarkuuden syitä.

Kvalitatiivisessa osassa taas tutkittiin haastatteluin kuuden eri opettajan näkemyksiä viestintäarkuuden syistä ja vaikutuksista englannin luokassa. Lisäksi tiedusteltiin opettajien näkemyksiä viestintäarkuuden käsittelemisestä luokassa, ja näitä verrattiin kyselylomakkeessa kerättyihin oppilaiden näkemyksiin. Opettajista kolme oli suomalaisia ja kolme suomenruotsalaisia.

Tulokset osoittavat, että suomalaisten ja suomenruotsalaisten viestintäarkuus on keskitasoa. Sitä koettiin eniten ryhmä- ja esitelmöintitilanteissa. Tutkimukseen valitut aspektit taas koettiin viestintäarkuuden aiheuttajiksi vain vähäisesti. Virheiden tekoon liittyi voimakkain arkuuden tunne. Vaikka suomenruotsalaisilla oli keskimäärin hieman alempi arkuustaso, eivät erot olleet ratkaisevan merkittäviä. Miehet olivat vähemmän arkoja kuin naiset.

Opettajien näkemykset olivat pääosin yhteneviä. Viestintäarkuuden syiksi he näkivät toisaalta yksilön omat epävarmuudet, toisaalta luokan sosiaalisen ilmapiirin. Luokassa arkuus näkyi välttelykäyttäytymisenä ja fyysisinä oireina. Arkuutta hallittiin mm. luokkailmapiiriä, istumajärjestystä ja työtapoja muokkaamalla.

Asiasanat – Keywords viestintäarkuus, communication apprehension, foreign language anxiety
Säilytyspaikka – Depository Kielten laitos
Muita tietoja – Additional information

Table of Contents

1. INTRODUCTION

What is it to communicate? The question might as well be phrased "what is it to be?" We know communication is everywhere, it is an inseparable part of existence. From strains of bacteria that release chemicals to coordinate their function, or flocks of birds that organize their synchronous journey into warmer climates, to trees that exchange micro-nutrients with their surroundings, the foundation is unchanged: some type of communication, no matter how rudimentary it may seem to the human eye, has made possible developments towards increasingly complex and rich patterns of life.

Naturally, most, and the most awe-inspiring, human feats are made possible by communication. Surely a great degree of communication was involved in bringing into existence the architectural wonders of the ancient times, the inspired paintings of the Renaissance, not to mention the masterful works of literature from the Enlightenment. And although it may seem that the orators of Ancient Greece set the bar too high, the same truth still rings true: effective communication is needed to make a dent in the world. In the global world, communication is also highly marketable, some preaching about communication in the corporate environment, others offering relationship communication advice, and some therapeutic services to individuals struggling with public speaking, for example.

Therefore, the situation in Finland today could be considered alarming. Stereotypically, Finns are believed to have "missed the mark" when it comes to communication. It has been even suggested that the real Finnish export is silence (Purna 1999). Furthermore, for a country as heavily dependent on foreign trade relations as Finland, the situation seems even more unnerving. In the modern world, where English is used by default on a daily basis in negotiations, public relations and social networking, communicative competence in a foreign language has become an essential skill and an important asset to the national economy.

However, meeting such high demands for communicating in a foreign language is not a simple task, at least not for everyone. For many, it is not only a matter of occasional uneasiness or mild discomfort. They may have communication problems that have much more extensive ramifications. One such condition is *communication*

apprehension, or CA. CA is "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey 1977: 78). This study is concerned with this specific phenomenon in an EFL (English as a Foreign Language) classroom setting. Initially, individuals may become more susceptible to CA by way of hereditary personality traits (McCroskey and Richmond 1995), or as a result of various external or internal causes, such as counterproductive fears and negative self-beliefs (Korpela 2011). Furthermore, as a result of having a high level of CA, an individual will typically strive to avoid communication, leading to a situation where communicational development can be seriously slowed down.

The presence of other people monitoring one's speech is a potential cause for CA (Korpela 2011). Therefore, it does not come as a surprise that foreign language classroom environments are not excluded from the problem. Initially, the focus was more on CA in the first language, but a growing body of research has taken into consideration its connection to the second language, there are also some examples of studies on Finnish school students (Manninen 1984, Paakkanen and Pirinen 1990, and Korpela 2011). These studies have primarily looked at the causes of CA in the classroom environment. Some studies also have featured Finns as part of a larger, international comparison (Sallinen-Kuparinen et al. 1991).

The aim of the present study is to complement these studies by adopting a completely new perspective. For the first time, CA in the Finnish-Swedish population in Finland will also be addressed. The aim is to first measure the levels of CA of two groups of Finnish upper secondary school students, one Finnish and one Finnish-Swedish. Moreover, attempts will be made to find out the extent to which certain aspects of CA are identified by the students as problems. The second objective of this study will be to address the teacher's perspective, which has until this point been largely ignored.

In overview, chapter 2 will provide an introduction to the concept of CA and also discuss its cause and effects. Chapter 3 will have a description of the present study design: the participants and research methodologies. Chapters 4 and 5 are dedicated to reporting on the findings, starting from the quantitative in chapter 4 and concluding with the qualitative in chapter 5. In the final chapter 6, these findings will be discussed, and implications and suggestions for further research will be provided.

Hopefully, this study will not only produce new information about the levels and causes of CA as well as the methods for managing it, but also inspire teachers to wake up to the fact that in every classroom, there is likely an individual who struggles with CA. The first stage of minimizing the problem is to acknowledge its existence. If this study manages to take any steps in that direction, the goals will have been met.

2. COMMUNICATION APPREHENSION

The concept of communication apprehension was first introduced in 1970, when it was defined as a "broadly based anxiety related to oral communication apprehension." (McCroskey 1982: 137). Since then, the term has gone through minor modifications and has come to be regarded as "an individual's level of fear or anxiety associated with either real or anticipated communication with another person or persons" (McCroskey 1977: 78).

2.1 RELATED TERMINOLOGY

In the present study, CA is the central framework. However, many other terms exist that are rather close to it. Some of these have been used interchangeably in communication research. In this section, some of the more well known of these terms will be introduced.

Reticence has been a popular term in the scholarly field of interpersonal communication. A reticent person, according to an early classification, is a person "to whom the anxiety outweighs his projection of gain from the situation" (Phillips 1968, as cited in McCroskey 1977a: 78). This is closely tied to the individual's *willingness* or *unwillingness to communicate*, which are also frequently used concepts. *Shyness*, on the other hand, is more customary to the field of social psychology than communication studies, but it has even been dubbed the "conceptual twin" of CA by some (McCroskey and Richmond 1982: 459). Shyness is, however, different in that it is a condition more clearly originating from a broader source, e.g. *social anxiety* or *low social skills* (McCroskey 1982: 460).

Whether or not there is a need for a distinction between these terms is a question that should be addressed. Some terms are used more in certain fields of research, some in others. Also, it has been shown that, for example, the construct of shyness and CA can be measured as two distinct constructs, which entails they are terms which should be discussed separately (McCroskey and Richmond 1982).

Research on CA began in the United States, and has consequently focused largely on English, and more specifically, the first language. How CA interacts with the second, or

subsequent foreign languages has remained a more uncovered issue. In explaining the background of this study, it is therefore necessary to take advantage of the substantial body of research carried out under the label of *foreign language anxiety*. In doing so, the issue of CA in speaking a foreign language remains the sole interest, but it can be covered more comprehensively. Fortunately, including the two concepts can be done effectively because they are inherently connected.

First of all, *anxiety* is defined as "the subjective feeling of tension, nervousness, apprehension and worry associated with an arousal of the autonomic nervous system" (Spielberger 1983, as cited in Horwitz et al. 1986: 125). *Foreign language anxiety*, on the other hand, is "a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process" (Horwitz et al. 1986: 128). In this respect, foreign language anxiety falls into a specific subcategory of "anxieties".

Language anxiety experienced in both foreign and second language learning has been an emerging topic in the last three decades (Tran 2011: 69). Students and teachers generally feel strongly that anxiety is a major obstacle to be overcome in learning to speak another language (Horwitz et al. 1986: 125). In addition, as many as up to half of all language students experience debilitating levels of anxiety (Campbell and Ortiz 1991, as quoted in MacIntyre 1995: 90).

CA has a very significant role in the concept of foreign language anxiety. In fact, it is one of its three primary building blocks, which, in addition to communication apprehension, include *test-anxiety* and *fear of evaluation* (Horwitz et al. 1986: 127). CA was attached to the conceptualization of foreign language anxiety by Horwitz et al., specifically so that the term could account for oral communication and the different feelings of anxiety and fear students experience when speaking a foreign language.

There is also an example where, instead of using the structure provided by foreign language anxiety, the term *foreign language CA* has been used (see Korpela 2011). However, the relative scarcity of such cases may be explained by the previously mentioned fact that much of CA research has taken place in the U.S, with little attention being paid to other languages besides English, the first language. On the other hand, there is a discussion that CA in an individual's second language may be rather reliably

predicted by CA in the first language (McCroskey et al. 1985). It is therefore a possibility that while "both first and second languages are learned, the CA associated with them most likely is not" (McCroskey and Yung 2004: 170).

2.2 TRAIT VS. STATE - TYPES OF COMMUNICATION APPREHENSION

McCroskey and Richmond (1995: 42-48) divide CA into four different subcategories: *trait-like*, *context-based*, *audience-based* and *situational* CA. Arranged in this order, the spectrum of CA can be seen as a continuum consisting of two extremes, trait and state.

While state-like CA is a more transient form of apprehensio, traits refer to the more invariant characteristics, such as eye or skin color. Booth-Butterfield and Booth-Butterfield (1992) consider trait synonymous with personality. McCroskey and Richmond (1995) decided on the term "trait-like" to make a distinction between so called actual traits and consistently appearing aspects of personality. Trait-like personality variables are highly resistant to change, but that does not, however, mean that they cannot be changed. For measuring trait like CA, the most prominently used measure is the Personal Report of Communication Apprehension (PRCA-24) (McCroskey and Richmond 1995), which will also be featured in one part of this study.

Context-based CA is defined by McCroskey and Richmond (1995: 45) as "a relatively enduring, personality-type orientation toward communication in a given type of context". In other words, an individual with low CA in certain environments may experience high CA in others. These environments may include such functions as job interviews or meeting new acquaintances. McCroskey and Richmond (1995: 46) point out that there is a correlative link between traitlike and context-based CA: the higher an individual's traitlike CA, the more contexts he will find apprehensive. It is important to keep in mind that in certain contexts such as public speaking, it is more normal than not for a speaker to feel apprehensive. According to McCroskey and Richmond (1995: 46) the likelihood is as high as over 70 percent.

Audience-based CA denotes the apprehension an individual experiences as one caused by the people present in the communication situation. For example, an employee may experience high CA only when communicating to his boss, a student may feel similarly

about talking to the teacher or to a group consisting of his peers. McCroskey and Richmond's (1995: 46) definition for this type of CA is "a relatively enduring orientation toward communication with a given person or group of people". They stress that audience-based CA is not personality based, but rather a response to situational constraints created by the other person or group.

Finally, the category of situational CA refers to a passing sensation of apprehension with certain combinations of people (or groups of people) and situations. It is, again, normal for an individual to experience high CA in certain situations, but after the acute situation is over, CA will also begin to subside. McCroskey and Richmond (1995: 48) summarize situational CA: "a transitory orientation toward communication with a given person or group of people". Similarly to its context- and audience-based counterparts, situational CA is a reactive, passing state, not a personality-based condition.

The above list was a categorization of CA from the most trait-like (traitlike CA) to the most state-like (situational CA). The division of CA into a trait and state construct is considered an essential one. At the early stages of CA research, no such distinction was made, the overwhelming majority of work adopting the trait-like view (McCroskey and Beatty 1998: 217). Arguments for the trait perspective stem from the consistency of CA across different communication contexts (e.g. the four categories of the PRCA-24, see section 3.2.1.1). In a meta-analysis performed by Booth-Butterfield (1988), the main finding was that CA was consistent across different situations, both operationally and conceptually. He concluded by suggesting that the scientific community take it as a "scientifically demonstrated fact" that trait-type CA is systematically related to fear and anxiety across all communication situations.

Consequently, the present study builds upon CA as a trait-like construct. Partly because of the reality that the primary measures are designed for the trait perspective. In addition, McCroskey and Beatty (1998) have even gone as far as question the viability considering CA a situational phenomenon at all. They stress that the trait-like tendencies in an individual take precedence over state, controlling the response pattern he has to situational stimuli. They posit there are no situational causes of CA, only misunderstood trait responses to situational variations in the communication environment. In addition, it can be argued that the interest should be primarily in

identifying and treating trait CA. As a situation-related state, a certain level of CA may even be normal to the everyday experience.

2.3 POTENTIAL CAUSES OF COMMUNICATION APPREHENSION

Investigations into the causes behind CA in the school domain have been plenty. However, as the majority of research into the etiology of CA has been carried out in naturalistic environments, it has been difficult to reliably infer a causal pattern for CA (McCroskey 1997: 91). In this section, different theories that have been suggested to cause CA will be introduced, beginning with the hereditary and personality-related aspects, and moving towards the causes in different classroom environments. Lastly, the behavioral impact of reinforcement and modeling on CA will be discussed.

2.3.1 PERSONALITY CORRELATES

As mentioned previously, CA can on the one hand be perceived as a trait-like condition. This means that an individual can to some extent be "stuck with" his share of CA by nature. It is known that people are born with certain personality dispositions to some extent determining their sociability, for example (McCroskey and Richmond 1995). However, in the case of CA, nature does by no means do away with the influence of nurture. How and when a child is reinforced, i.e. rewarded or punished, for communicating, will determine whether the child will develop high CA or a more extroverted communication style (McCroskey and Richmond 1995).

The approach to CA as a genetic disposition has been labeled the "*communibiological assumption*" (McCroskey et al. 1998: 197). It is anchored in a psychobiological framework. Additionally, conceptualizations have been forwarded of CA as a reflection of inborn biological functioning, independent of behaviors learned later in life. McCroskey and Yung (2004: 179) found a significant correlation between the three types of temperament categories established by Eysenck (*extroversion*, *neuroticism* and *psychoticism*) and CA (results applied to both CA in the first and in the second language, the correlation with extraversion being negative). Moreover, a link between

high CA and (maladaptive or abnormal) *perfectionism* has been suggested (Shimotsu and Mottet 2009).

A high level of CA in a public speaking context is indicative of a sensing personality type, which is characterized by the individual being more attuned to their bodily sensations (e.g. rapid heartbeat, perspiration, trembling hands, etc.) (Kangas Dwyer and Cruz 2009: 441). On the other side, individuals with low CA in these situations may be able to direct more of their attention towards the creative aspects of the actual speech event. Booth-Butterfield and Booth-Butterfield (1992: 87) sum up the personality type associated with CA: they are likely to also experience higher anxiety in other areas besides communication (tests, math, writing and so on), exhibit withdrawn communicative behavior (e.g. aggression and argumentativeness) and a need for social structure (submissiveness, increased self-control and emotional maturity). A person with CA could be characterized as "an introvert who may suffer from low self-esteem and have very low tolerance of ambiguity and change" (McCroskey 1977a: 84).

2.3.2   CAUSES OF CA IN THE CLASSROOM ENVIRONMENT

Although a genetic predisposition exists, the individual's environment has an impact on how, and if, CA develops. For instance, students' general attitudes towards school have been shown to correlate strongly with levels of CA (Hurt, Preiss and Davis 1976, as cited in McCroskey 1977b: 32). This means that as the levels of CA increase, the more negative the attitudes toward school become, or vice versa. In addition, it has been shown that students who do not suffer from CA tend to prefer small classes over mass lectures, as they present a larger risk of having to communicate (McCroskey and Andersen 1977, as cited in McCroskey 1977b: 32). The opposite preference was observed in individuals with high CA. Bowers (1986: 375) confirms this correlation in his survey. Arguably, individuals with a high level of CA see the large group size as a means of avoiding communication.

The classroom is also a highly formalized zone. This means there are varying grades of restrictions on what passes as acceptable behavior. This narrowed-down room for self-expression and behavior may potentially provoke CA (McCroskey 1983). In the classroom, the formality may be pronounced by the position of power and authority

placed upon the teacher, who is also responsible for defining the boundaries of accepted behavior. Additionally, the status of the teacher is higher than that of the students, which results in a pattern of communication where one is subordinate to the other. This may function as yet another aggravation in the apprehension problem (McCroskey 1983).

Hurt et al. (1978: 153) point out that the school system has a system of expectations for students. The terms for describing a diligent and well-behaved student are "quiet" and "non-disruptive". This is problematic for the student with high CA, as it only reinforces him to continue his withdrawn behavior. In the context of foreign language learning, where a command of the communicative aspects of the target language has become one of the primary instructional aims, the atmosphere should be quite the opposite, and encourage communication.

In addition, individuals who suffer from CA also have to deal with the fact that in the classroom, their actions are subject to the attention and scrutiny of many other students. Especially in a language learning situation, the student is required not only to communicate, but also to attempt to do so in a language of which he has only a partial command. The mere thought of doing so in front of a large, peer audience, can be terrifying. On the other hand, being outright ignored by everybody may be equally bad. What seems to be the most comfortable situation is "a moderate degree of attention from others" (McCroskey 1982: 156).

The decision of including in the study the perspective of the teachers was made because of their central role in the classroom communication situation. The teacher can in many ways be part of the students' CA problem. Firstly, the communication apprehensive teacher is seen as one of the primary reasons for student CA (Hurt et al. 1978: 153). What is more, there seems to be a negative correlation between teacher immediacy and clarity, and student *receiver apprehension* (Chesebro and McCroskey 2001). An additional causal factor is evaluation, traditionally a task assigned to the teacher, but also carried out by peers in the same group. Students with low CA are not disturbed by the thought of evaluation of their performance, but to individuals with high CA, the mere knowledge that they will, and can, at some point be evaluated, is a cause of great distress (Booth-Butterfield 1986: 338).

"High apprehensives are viewed more negatively by the teacher in terms of expectation of achievement" (McCroskey 1977b: 31). This, in turn, has a worsening effect on student apprehension as well. There is, in the least, a perceivable risk of a vicious circle between the cause and the effect if the student is under the understanding that the teacher does not like him or that he thinks he is a poor student.

2.3.3 IN THE FOREIGN LANGUAGE CLASSROOM

At the inception of the concept of CA, scholars were mostly concerned with its effects in relation to the first language. As research has accumulated, the problem of foreign language and CA has become a more legitimate issue. Although an individual's level of CA in the first language may be one predictor of the level of CA in the second language (McCroskey et al. 1985), it does not take away from the importance of finding out the causes and effects of foreign language CA. In this section, causes shown to be related to CA in a foreign language are discussed.

For one, the students' self-evaluations have a bearing on CA (Manninen 1984). Students may often evaluate themselves in a negative light, and further compound the effect by setting goals that are unrealistically high, nearing perfectionism, a phenomenon known to relate to CA in meaningful ways (Shimotsu and Mottet 2009). Manninen also stresses the role of personality as a causal agent of CA. The most prominent personality-type features correlated with apprehension were poor tolerance of uncertainty and negative general orientation toward communication. Also, the fear of making mistakes when speaking English and being laughed at both correlated with a general apprehension about communicating English. In addition, when students talk, they are very wary of their pronunciation and accent (Paakkanen and Pirinen 1990). Students may even become frustrated as they compare their own English accent to those of native speakers, such as Americans, who have become a culture-defining norm in English, even in Finland.

The kind of error-centered mindset indicated by some studies is problematic in the context of foreign language learning. Many students seem to have a stringent set of strict beliefs concerning language acquisition: "nothing should be said in the foreign language until it can be said correctly" and that "it is not okay to guess an unknown

foreign language word" (Horwitz et al. 1986: 127). These beliefs are counterproductive considering the amount of trial and error required to reach a level of fluency in a foreign language. As a result, students who succeed in managing their anxiety usually use some kinds of specific coping strategies, such as self-encouragement or positive self-talk (Bekleyen 2001: 81).

Feedback is an instrument the teacher can use for both good and bad in the foreign language classroom. By interfering with errors in the student's output directly in front of an audience of peers, the teacher can create embarrassment and a lasting negative imprint, reducing the likelihood of future initiations of communication on the student's part (Hurt et al. 1977). On the other hand, the teacher can on his behalf play the role of a facilitator, and encourage the students to at least try to communicate. For a more comprehensive consideration of the effects of reinforcement and modeling, see section 2.3.4.

Young (1991), reports that foreign language anxiety stems from many sources. She highlights interpersonal relations, teacher interaction and instructional practice among others. Young advances competitiveness as one of the more important factors. On the other hand, anxious students often suffer also from low self-esteem, which makes them overly sensitive to peer opinion of their performance. Young also argues that expectations, if placed too high, can lead to anxiety. For example, some students may attach a great deal of attention to honing the perfect, native-like accent, and some may set a time limit of two years for becoming fluent in the target language.

As established in the previous section, there is a real problem that is presented to the student when he engages in foreign language communication in the classroom, namely the fact that his attempts are observed by a group of students the same age as him. If the audience reacts negatively, in a jokingly manner, for example, the willingness and motivation on the student's part to continue to offer himself up for such situations rapidly diminishes. These feelings of conspicuousness, or "sticking out" are likely to lead to an increase in CA (McCroskey 1982).

Students with high anxiety tend to envision their language skills lower than those of the other students in the classroom (Young 1991). Irrespective of what the reality of the situation is, it seems that it is the perception the students have of their confidence and

skills that matters (Paakkanen and Pirinen 1990). If the individual has deemed his own set of skills inadequate, he is a likely candidate for foreign language anxiety.

Korpela (2011) is a recent investigation into the causality of foreign language CA in Finnish upper secondary school students. The causes of English language CA were categorized based on whether they were internal or external. Students were, among other issues, found to be concerned over how they came across to others in the classroom as they spoke English. They were also found to have set a high level of demands for themselves. Additional pressure was placed on the students from external sources: the institutions, parents and peers.

From external prompts of CA, Korpela found lack of practice a frequent explanation. Although foreign language pedagogy in Finland has taken steps towards a more communicative approach (Takala 2003), there are still real problems in getting students to frequently use the target language in the classroom, not to mention in authentic situations. Most communication in the Finnish language classroom is restricted, exposition to real-life oriented conversations being highly infrequent (Korpela 2011).

As to why an individual is currently struggling with a high level of CA in a foreign language, there should be an interest in what has happened earlier. Discouraging teachers, along with negative learning experiences (to which the teachers often contribute), are pivotal building blocks of foreign language CA (Korpela 2011). Even if the incidents had happened years earlier, the painful memories still continue to influence the individual's emotional and behavioral orientation to communication. In addition, the large size and unfamiliarity of audience have an influence.

2.3.4 REINFORCEMENT AND MODELING

Personality traits and the impact of heredity on an individual's level of CA were discussed earlier, with the conclusion that high trait-like CA is a concept woven deeply into an individual's persona. That being said, as the discussion on classroom causes of CA demonstrated, the reinforcement patterns in the individual's environment, particularly in the early stages, may eventually lead to development of CA (McCroskey 1997: 92).

The key theorization of the process of human learning through social modeling and reinforcement tie into the idea that without learning through modeling "learning would be extremely laborious, not to mention hazardous, if people had to rely solely upon the effects of their own actions in order to inform them what to do" (Bandura 1977: 22). This indicates that observing the behavior of others and learning from past experiences are the primary channels of learning.

Prior history is certainly important in the question of whether or not an individual comes to develop apprehensive tendencies. The experiences and the success we have performing an action shape how confident we are about it the next time. If a student has had only negative experiences of speaking in a foreign language, a change in communication behavior for the worse is to be expected. If he has had failures before, it is increasingly likely that there is going to be a growing fear of failing again, and hence, more CA (McCroskey 1983). When an individual expresses himself poorly in a foreign language, he opens himself up to the possibility of ridicule, and even to the possibility of one kind of rejection (Johnson 2008). Of course the opposite is also true: success and positive experiences build up confidence towards communication, decreasing CA.

The causal ties of reinforcement and modeling to the occurrence of CA can be described as a combination of at least two factors (McCroskey 1997: 92). Firstly, the process in which CA is acquired through modeling can be viewed as a purely behaviorist one, i.e. a function of reinforcement and punishment. In short, the individual will modify his behavior according to what is reinforced. If a person communicates and gets reinforcement for doing so, the end result is an individual that communicates more.

Secondly, there is an understanding that communication behaviors are acquired through modeling or emulation of another persons' behavior (McCroskey 1997: 92). This builds upon the notion that human beings, especially in early childhood, are hard-wired to observing the behavior of others (teachers, parents, friends, etc.) and then to attempting to emulate it. Subsequently, with reinforcement either present or absent, the behavior patterns are adopted or abandoned.

Nevertheless, these two models do not provide a fully satisfying explanation to how modeling or reinforcement can be causally related to such a cognitively complex

phenomenon as CA. One way to explain how some suffer from CA on a consistent basis while some only in certain situations may be that people form expectations related to other people, as well expectations related to situations or behaviors, such as engaging in communication (McCroskey 1982). The extent to which these expectations are met is important, as the more they do so, the more confidence is developed.

In addition to the learned (negative) expectations described above, McCroskey (1982) introduces learned helplessness as another primary component behind trait-like CA. A language student, for example, may "learn" helplessness in communication if he is evaluated, reprimanded and punished by the teacher inconsistently and differently every time.

In sum, despite the influence of heredity, CA can be equally seen as "the product of an interaction of the behaviors of the individual and the responses of the other individuals in the environment." (McCroskey 1982: 159). Therefore, the surroundings should be seen as a decisive factor in the outcome. If the responses from the environment are mostly negative during the critical stages, a problem with CA is more likely. On the other hand, we can imagine an alternative where, instead of negative projections of communicational situations, the individual has learned to "discern differences in situations and has developed positive expectations for communication behaviors between and across different situations" (McCroskey 1982: 159).

2.4 IMPLICATIONS OF CA - STUDENT AND TEACHER PERSPECTIVE

In the previous section, the discussion concerned the factors that may potentially trigger CA in the individual. This section will look at the issue from a step further, focusing on the implications brought about by CA. At the heart of them is one which is both logical and simple: an individual with a high level of CA will engage in communication less frequently. Yet there is a variety of other implications that belong to the spectrum of CA. Much of it is experienced by the individual in an internal manner, which does not necessarily project itself outwards. However, there are myriad external responses to CA as well. First, the implications will be covered on the students' level, and the teacher's perspective will be explored in the subsequent section.

2.4.1 FOR THE STUDENT

A high level of CA can be in the fault for a number of undesirable behavior patterns in the classroom. The first, and perhaps most easily observed, are withdrawal and avoidance. Avoidance behavior is considered "a very common strategy used by individuals with high apprehension" (McCroskey and Richmond 1995: 62). Quite simply, the higher the anxiety linked to speaking, the more likely the student is to attempt to avoid communication, be it as simple as answering a question presented by the teacher, working in groups or talking to classmates (Booth-Butterfield and Booth-Butterfield 1992: 17). Secondly, where avoidance does not suffice, the student may either give a minimal response or choose to withdraw from communicating altogether.

Thirdly, the individual may exhibit disruptive communication behavior as a result of CA. McCroskey and Beatty (1998: 225) argue that it is a typical product of CA, and encompasses such flawed forms of expression as disruptions in verbal fluency and unnatural communication behavior. Additionally, the individual is more prone to poor choices of communication strategy, which can lead to subsequent self-reprimand and self-mocking. However, high CA alone is not necessarily the culprit behind these types of behavior. The reason can be as simple as inadequate communication skills.

The process of learning to communicate, according to McCroskey (1997: 103), consists of communication competence, i.e., knowing and understanding appropriate communication behavior, the physical skill of communication, and positive communication affect, which refers to the desire an individual has to produce appropriate communicative behavior. McCroskey (1997: 103) claims that CA can have a major, negative impact on all three aspects listed above. High CA, therefore, can be seen as a threat to the development of socio-communicative competence and skill. It is also an emotional setback which takes away from the motivation to communicate in a foreign language. A lower level of CA, on the other hand, can have the opposite, facilitative effect on these specific aspects.

Students who struggle with severe CA are less satisfied with school McCroskey (1977: 151). This can stem from the fact that school, to them, represents an environment where communication is mandatory, expected of all students. As such, it may not come as a surprise that students with high CA may do more poorly in school. The performance

assignments of students with high CA were evaluated more negatively by trained observers than those of others (Bourhis et al. 2006: 217), and foreign language grades have been suggested to be negatively impacted by foreign language anxiety (Bekleyen 2001). Furthermore, some students with high anxiety have feelings of guilt because of their shortcomings in the target language, especially when compared to their peers (Bekleyen 2001).

Students who are more anxious are more unlikely to volunteer to answer in the classroom and to participate in oral classroom communication (Ely 1986, as cited in MacIntyre and Gardner 1991: 296). In addition, unlike others, they tend to prefer simpler linguistic structures (Kleinmann 1977, ibid.), cannot as effectively recognize and react to their errors, which they make more, and rely more frequently on switching to their mother tongue (Gregersen 2003). This is possibly a result of the anxious learner's overly sensitive attunement to how he is perceived by others in the classroom.

Even listening comprehension has been found to suffer from the effects of foreign language anxiety (Lalonde et al. 1987, as cited in MacIntyre and Gardner 1991: 296). To the anxious individual, the foreign language class seems to move at too rapid a pace so that he feels left behind (Tobias 1986, ibid.). What is more, the very basic process of vocabulary acquisition and production seems to be impaired if the individual experiences apprehension (MacIntyre and Gardner 1991).

Overall, the affected individuals project CA outwards in many ways. Not only are they less satisfied in school and have lower academic achievement, they may also suffer from disruptions in the development of communication skills In addition, they feel physical discomfort such as rapid heartbeat and queasy stomach, and also emotional distress, such as feelings of inadequacy and insecurity (McCroskey and Richmond 1995). These internal and external effects give further weight to the importance of addressing the problem on the students' level.

2.4.2   FOR THE TEACHER

The effects and implications of CA are issues that concern the greater community of all teachers worldwide, as "no instructor, with the possible exception of the teacher of a

voluntary class in public speaking, is likely to ever face a class that contains no high communication apprehensive students" (McCroskey 1977b: 33). "The large number of language learners and language teachers who have personal experiences with tension and discomfort related to language learning, call for the attention of the language teaching profession" (Horwitz 2001:121).

One of the very first ways in which the phenomenon of CA challenges the teacher is that he needs to have a level of awareness in order for the problems and discomfort experienced by the student to be attributed to the correct source. Often, a student's unwillingness to communicate in English is linked in the teacher's mind to lack of motivation or "poor attitude" (Gregersen 2003, as cited in Tsiplakides 2009: 40). On the whole, teachers should make all possible attempts to get to know their students as well as possible and get a picture of what their orientation to communication is like.

The job of teacher, be that a teacher of a foreign language or math, is one which presupposes a certain level of communicative readiness and ability. Therefore, it is important to consider the possibility that teachers may not always have a high willingness to communicate, despite their occupational choice (Roach 1998: 130). In fact, a teacher with a high level of CA can foster a very negative classroom environment. Adding the status, influence and power that rest upon the teacher, there is a real risk for the students ending up suffering from it as well.

Horwitz (1996) mentions that while teachers of foreign languages may be experts at their craft, the process of acquiring a language is one which does not have a decisive endpoint. What this entails is that instructors sometimes experience the same type of discomfort and feelings of inadequacy as the language learners whose development they are striving to advance. As with their students, the teachers can show symptoms of this in their practice. One major implication is that teachers are more prone to refrain from the use of the target language in the classroom (Horwitz 1996).

Being apprehensive and anxious about communicating in the target language places great mental stress on the teacher. Add to that the situational components: focused attention on the speaker, an outspoken (and usually large) audience, and other components such as pressure from outside, and it can be understood why teaching a foreign language can place great stress and psychological challenges on the teacher.

Earlier in section 2.3.4, the significance of modeling and reinforcement in the makeup of CA was discussed. It is relevant to consider its role from the point of view of teaching practice: with his authority in the classroom, the teacher is capable of either facilitating a positive development by encouraging students to perform as best they can. Or, he can choose to "shut them down" by fixating on errors and pointing out the negative in their output. As Hurt et al. (1977: 154) argue, this type of behavior has no outcome besides an even more complete withdrawal on the students' part. In short, communication behavior should never be made an object of punishment in the classroom.

The nucleus of classroom discourse has been considered the question-response-evaluation pattern initiated by the instructor. From the point of view of the student with high CA, this is unfortunate. As McCroskey (1977b: 33) points out, eliciting a response from a student with high CA may only worsen the situation. Teachers should consider a more comfortable seat for the individual as well as ways of getting through the class without as high a requirement for communication This, however, is a highly problematic suggestion with regard to developing fluency in a foreign language. Keeping a student from having to communicate will backfire sooner or later, for example, when he begins employment and is required to communicate (McCroskey 1977b).

Finally, it is in the interest of the apprehensive student that language teachers strive to make the classroom environment as non-hostile to communication as possible. When students feel that the atmosphere in the class is safe, they can rehearse their skills without the feelings of embarrassment or judgment. It is critical that the teacher show his students that mistakes and errors are a part of the language learning process, not causes for guilt and shame. Perfectionism in the foreign language classroom is an unwelcome trait, linked to feelings of language anxiety and inadequacy in language learners (Gregersen and Horwitz 2002). In fact, students should be encouraged to explore and make mistakes (Price 1991).

There are a variety of things the foreign language teacher can do to seek to alleviate his students' CA. But at the same time, it has to be recognized that CA is a problem that can equally affect the teacher, in just the same way it does his students. In the worst case

this can lead to situations where there are severe problems in the classroom and not anyone present to address them.

2.5 PREVIOUS STUDIES

Earlier, a review of how CA as a condition has been researched along the years was discussed. Firstly, the background was discussed, and how CA related to other, similar terms in the field of communication research. Next, the hereditary, or personality-based foundation was explored. The discussion then moved on to consider the potential causes of CA in classroom environments, and continued to assess the role of behavioral feedback on its development. Finally, the implications of CA for both the student and teacher were explored. In this section, the main interest will be to elaborate on previous research on Finnish individuals most relevant to this study. The Finnish-Swedish perspective cannot be addressed at this point because they have not been the explicit interest of CA research so far. However, some studies featuring Swedish participants are discussed.

In her study, Manninen (1984) focused on 231 students in a Finnish university. Her aim was to chart the factors that lay behind anxiety experienced by Finns when they communicated in English. Selected parts of the PRCA-24 questionnaire were used (see section 3.2.1.1). Manninen found that the students' self-evaluations were among the most potential correlates to CA. Fear of errors, feedback from the teacher, as well as tolerance of uncertainty, were all found to have profound effects as well. The students in the study expressed a sentiment that the reliance on grammar was too great, and decried the lack of opportunities for actual use of English.

Paakkanen and Pirinen (1990), similarly to the present study, researched a group of Finnish upper secondary school students. They interviewed 28 students, who in preliminary screenings had been identified as having higher CA. In addition to the interview, the subjects were asked to write compositions. Higher CA was reported in half of the subjects. As the major factors behind CA, Paakkanen and Pirinen listed inadequate skills, lack of exercise and experience, fear of errors and ridicule, as well as low self-confidence. Females were found in this study to show more CA than males.

Sallinen-Kuparinen et al. (1991) carried out a comparative investigation into the level of CA amongst Finns. Their respondents consisted of 249 students at the University of Jyväskylä, Finland. They were asked to fill out the PRCA questionnaire (see section 3.2.1.1). In terms of CA as measured by the PRCA, the Finns' experienced most CA in public speaking (mean 18.1), followed by meetings (17.4), group discussions (16.7) and conversations (13.6). The total CA measured for Finns was 65.8. Interestingly with this result, Finns placed in the middle, reporting slightly less apprehension than Swedes and virtually as much as Americans. What is more, Finns considered themselves the most communicatively competent but were less likely to initiate conversations.

Korpela (2011), is one of the more recent studies on Finns and CA. It involved a questionnaire administered to 122 Finnish upper secondary school students. Furthermore, she supplemented the data with six theme interviews. Her aim was to find out the most potent causes of CA in the EFL classroom setting, and she categorized her findings into internal and external causes. The most significant internal causes of CA listed in her study included low self-assessed English proficiency, unrealistic demands, concern over errors, evaluation and the impression made on others. On the other hand, CA was caused externally by lack of authentic practice, discouraging teachers and past experiences, high demands, conversation partner's English proficiency and the large size and unfamiliary of the audience.

The studies listed above have considered the implications of CA largely on a student level. How CA affects the teacher, and how their awareness or competence can be addressed, are issues that have been more or less left out. This is possibly because of the Anglo-American focus of CA research: much of it is focused on CA in the first language, and the dynamics of the foreign language learning situation are absent.

Ohata (2005) also noted this as a problematic issue. He stated that the practices and beliefs of the foreign language teacher should be more closely examined, as he does have potential to create anxiety in students. In his study, seven ESL/EFL teachers were interviewed. His findings indicated that the teachers' beliefs corroborated previous research in the area, but gaps did exist between students' and teachers' views on the role of anxiety in language acquisition.

This concludes the explanation of the theoretical foundations of CA. In the next chapter, the design of this study will be introduced.

3. THE PRESENT STUDY

In the following sections, the design of the present study will be described.

3.1 AIMS AND RESEARCH QUESTIONS

The present study fills two specific gaps in the research on CA. Firstly, while Finnish students are also included, this study features a group of Finnish-Swedish students, who have not, until this study, been paid any attention in the field. The aim is to comparatively assess the levels and different aspects of CA in the two groups.

Secondly, the interviews will open a new perspective by hearing the voice of teachers. There are some previous examples, but in Finnish CA research, the teachers' input has been marginal. Through interviews of three teachers from both language groups, this study will offer new insight into how Finnish and Finnish-Swedish teachers of English perceive the causes of CA, its effects, and furthermore, how they manage it in their everyday teaching practice. Finally, to assess the effectiveness and relevance of their ways of managing CA, they will be contrasted with suggestions provided by the students in the questionnaire.

There are four research questions which the present study aims to address:

QUESTIONNAIRE (STUDENTS)

Quantitative section part one: Measuring the levels of context-specific and total CA

1. What are the levels of context-specific and total English language CA experienced in the EFL classroom by the Finnish and Finnish-Swedish upper secondary school students?
    1.1. How are the levels different by first language or gender?
    1.2. How do the following background factors correlate with total CA?
        - English grade and self-assessed English proficiency
        - Attitudes towards English, school, and CA
        - Choosing a remote seat in class

Quantitative section part two: Aspects of CA

2. How much do the different aspects of CA within the four themes cause the students CA?

    2.1. How are the results different by first language or gender?

INTERVIEWS (TEACHERS)

3. How do the teachers perceive the causes and effects of CA in the EFL classroom?

    3.1. Are there differences in the results based on the first language?

4. How do the teachers manage CA in the EFL classroom?

    4.1. Are there differences in the results based on the first language?

    4.2. How do the teachers' views compare with the students' suggestions?

3.2 RESEARCH METHODOLOGY

There are multiple methodological choices available when studying communication-related problems. As Korpela (2011) points out, information can be gathered in three ways. The first is *observation*, where information is acquired by observing how individuals behave. Avoidance behavior, for instance, may be one way of identifying an individual suffering from CA, or at least from severe discomfort related to communication. Secondly, information can be obtained by *measuring physiological reactions*. Certain individuals respond physiologically to apprehension, which can help isolate the causes. Finally, in *self-report* methods, respondents are asked to describe their feelings. CA is often a subtle condition not visible to the observer, which arguably gives self-report an advantage compared to the other two measures.

This study is carried out in two parts. In both, the self-report method is used for data collection. First, there are two quantitative parts, which are based on a questionnaire administered to Finnish and Finnish-Swedish upper secondary school students. In the subsequent part, interviews of Finnish and Finnish-Swedish upper secondary school teachers were conducted. The teachers were from the same schools where the questionnaires were administered. In the following section, the methodological rationale

and foundations will be explained, beginning first with the questionnaire portion and then discussing the interviews.

3.2.1   QUANTITATIVE SECTION: QUESTIONNAIRE

The questionnaire parts of this study (see chapter 4) will be conducted using quantitative methods. The purpose of the first part (research question 1) is to measure and compare the context-specific and total levels of CA, and to run a correlation analysis of selected background variables. In the second part (research question 2), the focus is on measuring CA related to a number of different aspects.

Quantitative methodology in the humanities is seen to be founded on the *positivist* assumption that "generalizations" about human behavior can be constructed on the basis of scientific, quantitative data (Tuomivaara 2005). One of the most well-known methods to collect data of this kind is a questionnaire. A questionnaire is "any written instrument that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting them from among existing answers" (Brown 2001, as cited in Dörnyei 2009: 3).

Collecting data by means of a questionnaire was considered the most appropriate for the purposes of this study not simply because it is a highly effective tool of measurement in terms of time and effort. As stated in section 3.2, one of the primary aims was to measure the levels of CA in the two student groups, and to eventually draw comparisons between them. This meant that data needed to be gathered from both groups to a degree that allowed for the research results to be generalized. To this end, the questionnaire is highly effective. Furthermore, as Dörnyei (2009: 6) points out, questionnaires are highly versatile, and make it possible for the researcher to simultaneously tap into many themes and topics.

A five-point *Likert-scale* was used for eliciting responses. The Likert-scale consists of "a characteristic statement accompanied by five or six response options for respondents to indicate the extent to which they "agree" or "disagree" with it" (Dörnyei and Csizer 2012: 76). In the present study, there were five alternatives: *completely disagree* (1), *disagree* (2), *agree* (3) and *completely agree* (4). The advantage of a closed-ended scale

such as Likert's is that the students' opinions on the desired issues can be measured in an efficient manner that minimizes rater bias (Dörnyei 2009: 26).

3.2.1.1   QUESTIONNAIRE STRUCTURE

The questionnaire consisted of a background information section (see Appendix 3), and the actual questionnaire parts. The contents of these parts will be described in the following. Questionnaire sections II and III are under the labels quantitative part one and two, as they will subsequently appear in the results section.

Background section

In section I, the respondents were asked to disclose the following information about their background:

- age, gender and mother tongue
- when (in which grade) they had begun to study English in school. They were also prompted to designate whether or not English was the first foreign language they had begun to study in school (Finnish classification A1) or a subsequent one (B1/B2/B3).
- their grades when leaving comprehensive school
- their last three grades in English in upper secondary school

Quantitative part one: context-specific and total CA

The first part of the quantitative analysis was carried out in section II of the questionnaire (items 1-24) was an adapted and translated version of *PRCA-24* questionnaire (see Appendix 3). PRCA-24 (the Personal Report of Communication Apprehension), has become the most frequently used and the most valid self-report measure for trait-like CA (Rubin et al. 1994). It measures trait-like CA in four different communication contexts: *public speaking*, *small group conversations*, *meetings* and *conversations*. Each subcategory includes six items. Then, to obtain *a total CA value*, i.e., the respondent's CA across all these contexts, the results from the individual categories are summed up.

One reason why this particular measure was decided on was its high reliability. PRCA-24 has been found to be internally consistent (Rubin et al. 1994). The internal reliability for the scale has been estimated at .97 (McCroskey et al. 1985). Assessments of the criterion- and construct-related validity of the instrument have also yielded lauding reviews: the criterion and construct-related validity of PRCA-24 is high across all contexts (see e.g. McCroskey and Beatty 1984).

In this study, the following adaptations were made to the communication contexts in the PRCA-24, firstly to emphasize the classroom context, and secondly, to bring the language and situations closer to the upper secondary school level students' (16-19 years of age) life experience:

- the *meetings* category was changed to *answering the teacher in English* and
- the *public speaking* category was renamed *speaking in front of the class in English*.

The rationale for making these adjustments was that given the age group of the respondents, there would have hardly been a great deal of experiences they could have drawn from to evaluate their emotional response to communicating in English in meetings, for example. But in Finnish EFL classrooms, it is normal for students to provide an answer to the teacher, while the entire other class observes. As a result, this type of contextual specification was thought relevant.

Changing the public speaking context to speaking in front of the class in English reflected the same logic. Finnish upper secondary school students cannot be expected to have much experience of speaking English publicly outside school. However, almost everyone has been required to speak in front of the class and hold presentations every once in a while, so they would have a more accurate sense of what they are responding to.

Quantitative part two: Aspects of CA

In the second quantitative part, which was section III in the questionnaire (items 25-58), the idea was to map out the intensity of different aspects in the EFL classroom environment that can contribute to the emergence of CA. These elements were selected

from four theme areas. They were included in the form of statements, and there was a number of them in every theme. The themes and statements were selected based on existing research literature. Multiple sources were used. Firstly, U.S. scholarly work on the etiology of CA was consulted (see e.g. McCroskey and Richmond 1995 and McCroskey 1997a). Secondly, information from previous studies on Finnish students (see e.g. Manninen 1984, Paakkanen and Pirinen 1990 and Korpela 2011) was used.

Table 1. Themes and questionnaire items

Theme	Questionnaire items	Cronbach's alpha
1. **Teacher-related aspects** (statements 1-8)	27, 29, 31, 35, 40, 41 and 53	.765
2. **Error-related aspects** (statements 8-13)	49, 50, 51, 52, 54 and 44	.803
3. **Aspects related to evaluations of self and others** (statements 13-23)	26, 32, 34, 36, 38, 39, 42, 43, 46 and 47	.922
4. **Reinforcement and modeling** (statements 23-27)	30, 33, 45 and 57	.698

The themes were tested for internal consistency using the Cronbach's alpha coefficient. Overall, the internal consistency was in all cases either acceptable ($\alpha > 0.6$), good ($\alpha > 0.7$) or excellent ($\alpha > 0.9$). The rating for the entire scale was excellent (.943).

Questionnaire section IV:

In the fourth and final section of the questionnaire, the respondents were asked to describe whether or not feelings of nervousness and apprehension during EFL classes had been mostly a positive experience for them. Secondly, they were asked if they had a preference to choose their seating place so as to try and minimize their requirement to communicate. They were also asked to rate their own English proficiency on a scale from 4 to 10.

The last three multiple-choice questions inquired the students' attitudes towards school and the English language, and their views on how big of a problem they experienced CA to be in EFL classes. In these cases, instead of the 5-point Likert scale, the response

alternatives reflected four different sentiments, from positive to negative and troublesome to minimal.

Lastly, there were two open-ended spaces where the students could freely explain in their own words, which elements in the process of speaking English in EFL classes they found distressful and CA-provoking, and how the situation could be alleviated and how it could be made easier for them to communicate in English in the EFL classroom.

At the very end of the questionnaire, a space was reserved for thoughts and feedback on the content of the questionnaire, as well as space for possible clarifications to answers.

Part of the responses in this section were used in quantitative part one, where the correlation between certain background factors and total CA (see research question 1.2., section 3.1) was examined. The rest of the responses were used in conjunction with research question 4.2.), where the objective was to contrast how the students' views of improving the situation compared with those of the teachers.

Piloting the questionnaire

The questionnaire was piloted before the data collection. It was filled out by a group of four Finnish-speaking upper-secondary school students, two females and two males. After the process, they were asked about certain pre-selected issues such as phrasing, and they could freely suggest possible improvements.

3.2.1.2   QUESTIONNAIRE PARTICIPANTS

In total, the questionnaire respondents in this study consisted of 185 Finnish upper secondary school students. Out of these, 81 were Finnish and 104 Finnish-Swedish.

Finnish students

The data was gathered in an upper secondary school located in a relatively small Finnish town, where the majority of people spoke Finnish. The ages varied from 16 to 19, but the average age was 17.1. Out of the 81 respondents, the majority, 53 (65%), were

female and 28 (35%) were male. All of the respondents had English as an A1 language, which means that they had started studying it in school in the third grade, at around the age of 10. One respondent had a Finnish-Hungarian bilingual background.

At the end of comprehensive school, the average grade of the Finnish respondents was 8.5/10, which indicates that the respondents were quite proficient in English, at least by academic standards. The average grade in upper secondary school, calculated on the basis of the three most recent course grades disclosed by the students themselves, was 8, which is considered a good level of proficiency.

Finnish-Swedish students

The data representing the Finnish-Swedish students was collected in the coastal region of Finland in an area where a considerable portion of the population spoke primarily Swedish. The ages varied between 16 and 19, the average being 16.6. While the majority had begun to study English as an A1-language in the third grade, as many as 31 (30%), had started a year later, and a few individuals had not started studying English in school until the fifth grade. On the other hand, four students had responded that their English studies had begun as early as in the first grade. Of the respondents, 11 reported to have a bilingual background, 9 of them speaking both Swedish and Finnish as a first language, and 2 others reporting English and German as their second first languages.

In terms of grade average, the Finnish-Swedish respondents had slightly higher grades than the Finns. Their average grade upon graduating from comprehensive school was 8.7/10. In upper secondary school, the number was 8.1.

3.2.2   QUALITATIVE SECTION: TEACHER INTERVIEWS

The second part of this study addressed research questions 3 and 4 (see section 3.1), and was carried out qualitatively, based on interviews with six English teachers.

Qualitative methods, at their core, refer to methods which gather data in text form (Eskola and Suoranta 2000: 15). Also, while the quantitative, positivist approach seeks

to generalize based on a large number of respondents, qualitative measures are more *hermeneutic* in nature. This means that they are concerned with describing, understanding and interpreting human behavior and the individual (Tuomivaara 2005: 29). The interview, for instance, is a widely used way of gathering new information (Hirsjärvi and Hurme 2001). This uniqueness stems from the fact that in an interview situation, it is possible for the researcher to be directly in contact with the research subject (Hirsjärvi et al. 2003). So in this respect, too, qualitative measures are different from quantitative. There are also different formats for interviews, ranging from the most rigid, or structured, to the most tentative, or open interviews (Hirsjärvi and Hurme 2001).

The format chosen for this study followed the principles of the more structured interview type. In this type of interview, the course of the interview is by and large dictated beforehand by the researcher, and the interviewees are asked a set of questions which they answer in a certain order. While the interviews were more or less strictly guided by the questions and objectives behind this study, the interviewees could nonetheless draw freely from their own experience and their own memories and elaborate if they so chose, much like they would in a more open interview.

This type of interview was chosen because the aims of the interview were relatively clearly defined by the research agenda (see research questions 3 and 4, section 3.1). A more structured interview is ideal for this type of a situation (Vuorela 2005). Additionally, because the intention was get the teachers' input on certain predefined issues, such as what they imagine could cause CA, the same set of questions had to be set for all of them, to which they then could elaborate on. This made it possible to accomplish an important function of the interview: to give individual *voice* to the respondents (Dörnyei 2009).

As mentioned earlier, not many studies have been conducted on CA from the perspective of the English teacher. This being the case, the interview is a valid method, for it allows the researcher to delve deeper into areas where there are no ready-made answers (Hirsjärvi et al. 2003). Moreover, the direction which the answers take does not have to be clearly mapped out beforehand even if the course of the interview was determined by the researcher.

3.2.2.1   INTERVIEW STRUCTURE

A structured interview was selected for the present study, as explained in section 3.2.2. The interview (see Appendix 4) therefore had as many as 23 questions. and was divided into three sections.

In the opening section, the teachers were asked some background factors, such as how long they had been working or where they had taught besides upper secondary school. Then the interviewees were provided a brief explanation of the contents and topic of the interview. The context specific to this thesis were explained to the participants (CA related to speaking English in EFL classes).

The following main subject areas were covered in the interviews:

- CA in the EFL classroom (causes, effects, and differences)
- The role of errors in the EFL classroom, and the attitudes towards them

Furthermore, in the end of the interview, the teachers were asked a few questions about their own relationship with CA

3.2.2.2   INTERVIEW PARTICIPANTS

In total, six teachers were interviewed in this study. The Finnish participants (N=3) were all from an upper secondary school located in a relatively small Finnish town, with Finnish as the majority language. The interviews of the Finnish-Swedish teachers (N=3) took place in a Swedish-speaking upper secondary school situated in the coastal region of Finland, where the Swedish-speaking population is larger (see Table 2). Of the city population, a significant section speaks Swedish as their mother tongue. The interviews were recorded in March of 2013. Each of the six interviews lasted between 20 and 35 minutes.

Table 2. List of interview participants

Interviewee number	Age	Sex	Mother tongue	Teaching experience (years)
1. (FIN)	40	F	Finnish	16
2. (FIN)	33	F	Finnish	3
3. (FIN)	44	F	Finnish	15
4. (FIN-SWE)	55	F	Swedish	22
5. (FIN-SWE)	63	F	Swedish	24
6. (FIN-SWE)	39	M	Swedish	10

Apart from the obvious gender discrepancy, the teacher group reflects quite comprehensively the different groups in the teaching profession. There are the young, up-and-coming teachers in both groups, but there are also those who have been in the profession for much longer, some already nearing retirement age. This was fortunate with regard to the interviews. Included are persons who have received their teacher education under very different circum stances, and from a pedagogical standpoint, in very different times. Finally, none of the teachers had ever heard of the term CA before, but its exact definition was made clear to them prior to the interviews.

A brief description of the work experience and background of the interviewees:

Finnish interviewees:

Interviewee 1, 40 years old, had already 16 years of experience teaching English. She had worked in comprehensive school for a few years before moving to teaching in an upper secondary school.

Interviewee 2, 33 years old and the youngest of the crowd, had only worked as an English teacher for a little over three years. However, she had experience of shorter periods as a substitute English teacher, and had also worked periodically as an elementary school teacher.

Interviewee 3, 44 years, had an estimated 15 years of teaching experience in English. What separates her from the other two is that besides upper secondary school and lower grades, she had taught in different vocational institutions and in a community college.

Finnish-Swedish interviewees:

Interviewee 3, 55, had work experience from elementary as well as comprehensive school, and for the last 17 years she had been working on the upper secondary school level.

Interviewee 5, 63, was the eldest in the group, and also the only male participant. He had taught for approximately 24 years. During his career he had worked in comprehensive and a teacher training school. Teacher training schools are an essential part of the Finnish teacher education system. They are schools where teacher students complete their teaching practicum by actually teaching ordinary classes under the supervision of a qualified teacher.

Interviewee 6, 39, had worked as an English teacher for a decade. She had worked periodically in adult education and in comprehensive school as a substitute teacher.

3.2.3 DATA ANALYSIS

Quantitative data analysis

In the analysis phase, the quantitative data from 185 individual respondents was first written down in a Microsoft Excel-document from the questionnaire sheets. Once finished, the document was imported into SPSS, a computer software program used for statistical analysis and processing of data.

In quantitative part one, the main object was to measure the participants' levels of CA in four contexts and also their total CA levels, and then compare the levels with each other. First, a formula provided in McCroskey and Richmond (1995) was used to calculate the results for the separate contexts and the total level. The t-test function of the SPSS program was utilized to subsequently compare the means with each other. The computation made it possible to assess the statistical significance of the values. If the

probability value (p value) for the significance was less than .05, the difference was considered significant, i.e. highly unlikely to have happened by chance. In addition to the t-test, a correlative analysis was run with the purpose of examining the link between level of CA and a selected group of background variables. The correlation coefficient chosen was Pearson's product-moment correlation, which is used to measure the relationship between two linear interval variables (Ravid 2010: 118).

In the analysis of quantitative part two, the data consisted of answers to statements within four different themes. Firstly, the neutral response alternative was coded as missing, so in the analysis there were actually only four answer alternatives. Then, the response frequencies were obtained for every answer alternative in every statement. In each alternative, the percentage of all responses was also calculated. These numbers gave an overall picture of the extent to which the items represented in the statements were experienced as causes of CA. Secondly, these frequencies were compared between the Finnish and Finnish-Swedish groups by using *Pearson's chi square*.

Pearson's chi square was used to estimate how significantly the observed frequencies in the present study differed from the *null hypothesis*, which is the expected base assumption that there were no proportional differences in the measured variable between the Finnish and the Finnish-Swedish groups. This would mean that the two variables (the first language and actual responses) were independent of each other (Ravid 2010: 186). The p value that was generated then referred to how confidently the null hypothesis could be refuted. The threshold for statistical significance (or *alpha*) used in the present study was $p \leq .05$. The main concern in comparing Likert-generated data is to assess which measure most meaningfully answers the research question(s) (Clason and Dormody 1994: 34). Thus, the Pearson's chi square method was chosen because it was considered the simplest way to see whether or not the first language or gender of the respondents had an influence on the results.

One limitation to the chi square method is that its reliability becomes a problem if any of the values in the null hypothesis, or expected value, is less than 5 (Bower 2003). As a result, when any of the values was observed to be too low, Fisher's Exact Test was used, which is applicable to all eventualities. In such cases, the Pearson chi square value was accompanied by a small letter F ([f]).

Qualitative data analysis

The interviews were recorded, and subsequently transcribed. A transcription is a written account of a spoken recording. The recordings were written down by the researcher word for word, so that the written and spoken data would correspond with each other as accurately as possible. No attention was paid to extra-textual details such as coughs or tone of voice. The reasoning for this was that a *dense* transcription (see Syrjälä et al. 1995: 140), where the atmosphere of the recording situation, or the nature of interviewee's voice are described, was not considered essential with respect to the objectives of the study. In contrast to the more "summative" transcription methodologies, exact transcriptions, such as the one used here, make it possible to perform a more in-depth analysis of the data and focus more extensively on the content matter of the interviews (see Tutkimusaineistojen tiedonhallinnan käsikirja 2013). Moreover, excerpts of the interviews were included in the analysis section, and in each case, relevant parts were bolded.

In the data analysis, advantage was taken from the principles of *content analysis*. In content analysis, the emerging data may be organized in a *data-* or *theory-oriented* manner (Tuomi and Sarajärvi 2006). In the former, the emerging data functions as the sole basis for inductions - i.e. - the interpretations and categorizations are not pre-selected, whereas in the latter, previously established theory has already provided an assisting framework for the interpretation. The present study utilized a combination of both approaches in the analysis. This meant the analysis was guided by the theoretical framework of CA (described in chapter 2). However, this approach does not directly emerge out of the theory and is not necessarily always based on it (Eskola 2001: 137).

First, the transcriptions were extensively studied so as to get a bigger picture of the variety of opinions expressed by the teachers. Then, the interview data that was relevant to each research question was organized and grouped under larger themes. These themes were formulated with the guidance of previous research findings. Nevertheless, no details were necessarily excluded because of it. While the analysis was focused on combining more recurrent patterns into larger findings, the teachers had a number of interesting individual opinions which were also reported.

The final part of the qualitative analysis included comparing the students' and teachers' views on managing CA. To execute this task, the same logic was followed: after getting an overall picture of the whole range of suggestions, three larger trends were constructed and then they were contrasted with the teachers' views which had been categorized in the previous parts of the analysis.

4. QUANTITATIVE FINDINGS: QUESTIONNAIRE

In this chapter, the results from the student questionnaires will be reported. First, in section 4.1, quantitative part one (research question 1, see section 3.1) will be addressed, and 4.2 will focus on part two (research question 2).

4.1 QUANTITATIVE RESULTS PART ONE: CONTEXT SPECIFIC AND TOTAL CA

The first part addressed research question 1 - the extent of context-specific and total English language CA experienced by the groups of Finnish and Finnish-Swedish respondents. Furthermore, the secondary question 1.1. examined the differences between the two groups, and 1.2. the correlation between CA and selected background factors.

There were 25 five-step Likert-statements which were based on the PRCA-24 research measure (see section 3.2.1.1). The results were calculated using a formula provided in McCroskey and Richmond (1995). The findings presented here consist of the means of the context-specific levels of CA, and the means for the total level of CA experienced by the individual, combining all the four different contexts (total CA).

Both the Finns' and Finnish-Swedes' context-specific results are provided along with the total CA values in Table 3. Also included are the standard deviations for each mean, and a statistically calculated significance of the mean differences (Sig. 2-tailed).

Table 3. Context-specific and total CA means by first language

Contexts (in the EFL classroom)	Mean score (Finnish)	Std. dev.	Mean score (Finnish-Swedish)	Std. dev.	Sig. (2-tailed)
Group discussions	16.79	3.27	16.11	2.68	.125
Answering in class	15.79	4.61	14.31	3.89	.023*
Speaking in front of the class	18.38	4.32	17.14	4.31	.055
Conversations	15.40	4.20	14.04	3.46	.020*
Total CA	**66.51**	**13.97**	**61.62**	**12.24**	**.014***

* mean difference significant at $p \leq .05$ level

In both groups, a similar hierarchy between the contexts was observed. Based on the means, it seemed that speaking in front of the class was the most CA-provoking communication situation in EFL classes, followed closely by group discussions. The categories with the smallest impact were conversations and answering in class.

The results were different between the groups in that the Finnish-Swedes had received lower means in every instance. In two of the contexts, the difference was calculated as statistically significant: answering in class (.023), and conversations (.020). Moreover, the Finnish-Swedes' total level of CA was significantly lower (.014).

A normative classification for the PRCA-24 results has been established, derived from a group of over 40 000 American college students (McCroskey and Richmond 1995):

- Individuals with high CA (total CA of 80 or more)
- Average CA (between 50 and 80)
- Low CA (below 50)

By categorizing the respondents into these groups based on their total CA levels, the actual number of individuals most (and least) affected by CA can be obtained. Following the guidelines of the above classification, the following frequencies were observed in this study (see Table 4):

Table 4. Categorization of respondents by first language based on total CA levels

	Finnish N (%)	Finnish-Swedish N (%)
High CA	19 (23%)	6 (6%)
Average CA	53 (65%)	79 (76%)
Low CA	9 (11%)	18 (17%)

In the two extreme categories, the first difference was that the percentage of individuals with low CA was higher among the Finnish-Swedes. Secondly, the percentage of Finnish-Swedish respondents with a high amount of CA was nearly four times lower than the corresponding Finnish group. These findings illustrate that while the Finnish-Swedes deviated from the average mostly due to an even lower level of CA, the opposite was true of the Finns. Overall, these findings, combined with the data in Table 3, indicate that both in terms of means as well as proportions, a larger amount of individuals among the Finns was negatively affected by CA.

Nevertheless, in both the Finnish and Finnish-Swedish group, the vast majority of respondents were in the "average CA" category. What this entails is that for the majority of the respondents, CA did not, after all, pose a considerable problem.

In terms of gender differences (see Appendix 1), the main finding was that the males had a consistently lower mean than the females. Secondly, in comparisons within the same gender, the Finnish-Swedes were lower in CA. Although the Finnish-Swedish males seemed to have the lowest levels of CA of all the gender groups, no statistically significant differences could be observed between them and the Finnish males. Concerning speaking in front of the class, though, the level of probability was at .051, which is very close to the .05 significance threshold. Between the female groups, the Finnish-Swedish females had means significantly lower means than the Finns in as many as four of the five categories. Speaking in front of the class was the only situation where no significant difference between the two groups could be observed.

Finally, the levels of total CA measured in this section (see Table 3) were used to run a correlative analysis between CA and selected background factors. To run the correlation

analysis, Pearson's correlate coefficient was used. If the correlation came out negative, it meant that the higher the variable X, the lower the value in Y (total CA). If the coefficient was positive, on the other hand, an increase in X would also mean an increase in Y. In interpreting the results, it is important to know that in the last three, attitude-measuring cases (4, 5 and 6), the rating scale was from the most negative (1) to the most positive (4), i.e. the more negative the correlation, the more positive the attitude, and consequently the lower the level of total CA.

Table 5. Correlation between background factors and total CA by first language

CORRELATIONS	Total CA (variable Y)	
Variable X	**Finnish-Swedish students**	**Finnish students**
1. English grade	-.310**	-.550**
2. Self-assessed English proficiency	-.440**	-.490**
3. Choosing a "distant" seating place in class	.460**	.590**
4. Attitude towards the English language	-.510**	-.650**
5. Attitude towards school	-.240*	-.140
6. Attitude towards CA in EFL classes	.001	-.470**

** Correlation is significant at the .01 level (2-tailed)

* Correlation is significant at the .05 level (2-tailed)

Although there was no clear pattern to differentiate between the groups, in both of them, the clear majority of the correlations was statistically significant. The following conclusions can be made based on this: in the case of background factors 1 (*English grade*) and 2 (*self-assessed English proficiency*) the higher grades the respondents had or the higher they had rated their own English skills, the smaller their total CA. Background factor 3 (*choosing a "distant" seating place in class*), revealed that the

more apprehensive the student, the more likely he was to select a seat in class where it would be less likely to be required to communicate.

The final three rows revealed two things about attitudes and CA: Firstly, the more positive the students' attitudes towards English and school in general, the lower the CA. Secondly, the more positive the view of potential feelings of CA during EFL classes, the lower the CA. However, the latter correlation was observed to only apply to the Finns, the correlation between the Finnish-Swedes' attitudes towards CA and the total CA being virtually non-existent (.001).

To conclude the findings discovered in this section, speaking in front of the class and group discussions were the most CA-provoking contexts in the EFL classroom in both groups. The means revealed that the Finnish-Swedes had consistently lower levels of CA than the Finns. Furthermore, this was supported by the fact that the percentage of high CA individuals among the Finns was nearly four times greater than corresponding number for the Finnish-Swedes. Moreover, the Finnish-Swedes had fewer individuals with low CA. Nevertheless, the means for the total CA scores showed that overall, both groups had mostly reported average levels of CA, indicating that although a certain number of the respondent struggled with CA, there was, after all, no major problem in either group. Lastly, in both groups, the female respondents had consistently higher means than the males.

A correlative analysis between several background factors and total CA showed that attitudes, as well as both self-perceived and actual competence, had a similar influence on the level of CA in both groups. The main trend was that the more positive the attitudes, and the higher the individual's real and perceived competence in English, the smaller the total level of CA.

4.2 QUANTITATIVE SECTION RESULTS PART TWO: ASPECTS OF CA

The second part of the quantitative analysis consisted of four theme areas (listed in Table 1), each featuring a number of statements representing aspects that possibly cause CA. These statements were based on previous research (see sections 2.3-2.4). The research question addressed in this section was question 2, which focused on the extent of CA observed in the theme areas, and also on whether or not the results are different based on the respondents' first language.

The statements were each preceded by the same opening statement "*I feel apprehensive about speaking English in EFL classes because...*", and a five-step Likert-scale was used for recording the responses. The alternatives ranged from 1 (*completely disagree*) to 5 (*completely agree*). Subsequently in the data processing phase, the neutral alternative 3 (*cannot say*) was calculated as a missing value, and the analyses were run with four different answer categories.

In the following four sections, the themes will be individually discussed under their own separate headings (sections 4.2.1 to 4.2.4). The formula used to discuss the results of the individual themes is carried out in the order established in research question 2 (see Figure 1).

.

Figure 1. Analysis of the four themes
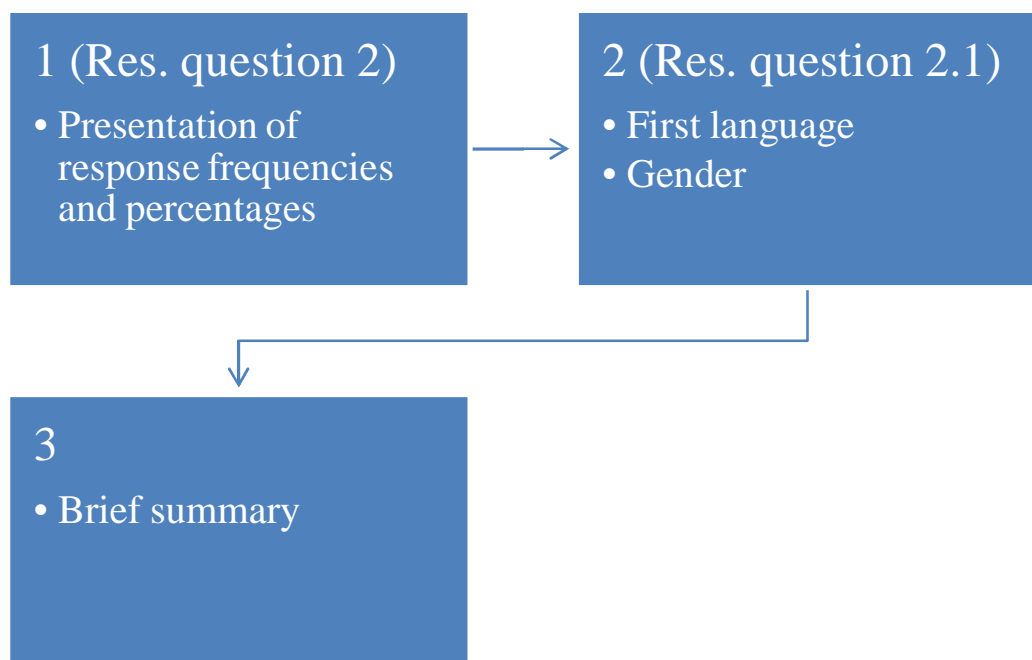
4.2.1   TEACHER-RELATED ASPECTS

The first theme focused on the relationship between the teacher-related aspects and CA. Seven statements were included in the theme. They measured aspects such as how the students felt they had been perceived by the teacher (statement 1), how the students perceived the teacher's level of CA (2) or his demands (3). The following statements dealt with how intelligible the teacher was and how well the students understood him (4 and 7). Finally, the teacher's authority in the classroom and the influence of disliking the teacher were in focus (5 and 6).

The frequency of responses in each of the four answer alternatives was calculated and subsequently categorized by the respondents' first language (Table 7 and Figure 2). They provide a view of the extent to which the students agreed that the teacher-related aspects had caused them CA. Furthermore, a statistical analysis was carried out to examine the statistical significance of the differences between the two groups (*Pearson's chi square*). In one case, the Fisher's Exact Test was used.

Table 6. Teacher-related aspects, response frequencies and percentages by first language

"I feel apprehensive about speaking English in EFL classes because…"	N (%)				First language	Pearson's chi square
	1 Compl. disagree	**2** Disagree	**3** Agree	**4** Compl. agree		
1/ "…I think the teacher thinks I am a poor student"	29 (39.7)	29 (39.7)	13 (17.8)	2 (2.7)	FIN	.036*
	53 (54.6)	35 (36.1)	7 (7.2)	2 (2.1)	FIN-SWE	
2/ "… I think the teacher is also apprehensive about speaking English"	65 (80.2)	15 (18.5)	0 (0)	1 (1.2)	FIN	.626[f]
	74 (76.3)	20 (20.6)	3 (3.1)	0 (0)	FIN-SWE	
3/"…the teacher is so demanding"	26 (34.7)	33 (44)	13 (17.3)	3 (4)	FIN	0.168
	40 (41.2)	44 (45.4)	11 (11.3)	2 (2.1)	FIN-SWE	
4/"…I do not understand everything the teacher says in English in class"	33 (40.7)	32 (39.5)	13 (16)	3 (3.7)	FIN	0.151
	61 (61)	27 (27)	11 (11)	1(1)	FIN-SWE	
5/ "…I do not like the teacher"	41 (53.9)	27 (35.5)	5 (6.6)	3 (3.9)	FIN	0.474
	53 (53.5)	32 (32.3)	10 (10.1)	4 (4)	FIN-SWE	
6/ "…I feel the teacher has such a high status and authority"	32 (42.7)	40 (53.3)	3 (4)	0 (0)	FIN	0.002*
	38 (43.2)	33 (37.5)	14 (15.9)	3 (3.4)	FIN-SWE	
7/"…It irritates me when I do not understand the teacher's corrections of my English"	28 (40.6)	30 (43.5)	8 (11.6)	3 (4.3)	FIN	0.788
	46 (47.4)	37 (38.1)	12 (12.4)	2 (2.1)	FIN-SWE	

* difference significant at p ≤.05 level

Figure 2. Teacher-related aspects by first language, percentage of responses

"*I feel apprehensive and nervous about speaking English in EFL classes because...*"

Statement 1: "*...I think the teacher considers me a poor student*"
- FIN: 39,7 | 39,7 | 17,8 | 2,7
- FIN-SWE: 54,6 | 36,1 | 7,2 | 2,1

Statement 2: "*...I think the teacher is also apprehensive about speaking Eng.*"
- FIN: 80,2 | 18,5 | 1,2
- FIN-SWE: 76,3 | 20,6 | 3,1

Statement 3: "*...the teacher is so demanding*"
- FIN: 34,7 | 44 | 17,3 | 4
- FIN-SWE: 41,2 | 45,4 | 11,3 | 2,1

Statement 4: "*...I do not understand everything the teacher says in Eng in class*"
- FIN: 40,7 | 39,5 | 16 | 3,7
- FIN-SWE: 61 | 27 | 11 | 1

Statement 5: "*...I do not like the teacher*"
- FIN: 53,9 | 35,5 | 6,6 | 3,9
- FIN-SWE: 53,5 | 32,3 | 10,1 | 4

Statement 6: "*...the teacher has such a high status and authority*"
- FIN: 42,7 | 53,3 | 4
- FIN-SWE: 43,2 | 37,5 | 15,9 | 3,4

Statement 7: "*...I do not understand the teacher's corrections of my Eng. speech*"
- FIN: 40,6 | 43,5 | 11,6 | 4,3
- FIN-SWE: 47,4 | 38,1 | 12,4 | 2,1

Legend: Completely disagree (1) | Disagree (2) | Agree (3) | Completely agree (4)

The Finnish respondents were in strong (around 80-90%) disagreement with the majority of the statements. The only exceptions were statements 6 (*"…I feel the teacher has such a high status and authority"*) and 2 (*"… I think the teacher is also apprehensive about speaking English"*), in which cases the disagreement was even higher, at almost 100%.

The Finnish-Swedes' rates of disagreement were also around 80-90% in each statement. Similarly to the Finns, they also reached a very high percentage of disagreement (96.9%) in statement 2 (*"… I think the teacher is also apprehensive about speaking English"*). However, in statement 6 (*"…I feel the teacher has such a high status and authority"*), the two groups had responded very differently: the Finnish-Swedes had a 19.3% agreement compared to the Finns' 4%.

In two cases, the null hypothesis, or the presupposition that the first language did not play a part in the results, had to be rejected. In statement 1 (*"…I think the teacher thinks*

I am a poor student"), the Finns had a significantly (.036) larger amount of agree or completely agree responses compared to the Finnish-Swedes. On the other hand, in the case of statement 6 (*"…I feel the teacher has such a high status and authority"*), the contrary was observed: the Finnish-Swedes had clearly a larger proportionate amount of agreement.

Gender was a decisive factor to some extent (see Appendix 2). The tendency was that males had responded agree or completely agree less frequently than the females, indicating that the teacher-related causes of CA were more marginal to them. In relation to statements 1 (*"…I think the teacher thinks I am a poor student"*) and 3 (*"…the teacher is so demanding"*) the differences between the genders were significant.

In summary, the vast majority of the participants in both groups had responded either disagree or completely disagree to every statement, which means that overall, the teacher-related aspects were not experienced as a major problem, except by a small minority. The first language was noticed to affect the results significantly among the Finns in relation to their perception of the *teacher's view of their competence*, where they had responded agree or completely agree more frequently. However, of the Finnish-Swedes, a significantly larger number of individuals experienced more CA related to *teacher status and authority*. Despite these two findings, the differences were relatively small. To what these two differences can be attributed is still a question worth consideration.

4.2.2   ERROR-RELATED ASPECTS

Errors are a fundamental part of learning a foreign language, but unfortunately they have also been suggested to cause CA. Consequently, the second theme was constructed around the error-related aspects of CA. In this part, there were six statements (see Table 8). They addressed the relationship between CA and perfectionist tendencies (statements 8 and 9), different aspects of making mistakes while speaking a foreign language (10-12), and lastly, the association between lack of practice and CA (13).

The analysis will continue to address research questions 2 and 2.1. (see section 3.1). The response frequencies and percentages for each statement and response alternative

are shown in Table 7 and Figure 3. Furthermore, results for the statistical significance of the differences are provided.

Table 7. Error-related aspects, response frequencies and percentages by first language

"*I feel apprehensive about speaking English in EFL classes because…*"	N (%)				First language	Pearson's chi square
	1 Compl. disagree	**2** Disagree	**3** Agree	**4** Compl. agree		
8/ *"…I am not sure that what I am about to say does not contain any mistakes"*	8 (10.3)	25 (32.1)	37 (47.4)	8 (10.3)	FIN	.004*
	28 (31.5)	29 (32.6)	25 (28.1)	7 (7.9)	FIN-SWE	
9/ *"… I demand perfect performance from myself"*	12 (15.4)	27 (34.6)	32 (41)	7 (9)	FIN	.947
	23 (22.8)	28 (27.7)	31 (30.7)	19(18.8)	FIN-SWE	
10/ *"…I am afraid of making mistakes"*	10 (12.5)	31 (38.8)	30 (37.5)	9 (11.3)	FIN	.189
	28 (28)	33 (33)	29 (29)	10 (10)	FIN-SWE	
11/ *"I am afraid of the teacher pointing out mistakes or deficiencies in my speech"*	22 (27.8)	38 (48.1)	16 (20.3)	3 (3.8)	FIN	.392
	37 (36.6)	45 (44.6)	14 (13.9)	5(5)	FIN-SWE	
12/ *"…I feel like the others want to see me make mistakes or fail"*	40 (51.9)	30 (39)	7 (9.1)	0 (0)	FIN	0.811
	67 (67.7)	24 (24.2)	8 (8.1)	0 (0)	FIN-SWE	
13/ *"…I have not had enough practice speaking English"*	22 (27.8)	27 (34.2)	27 (34.2)	3 (3.8)	FIN	0.221
	38 (38.4)	32 (32.3)	23 (23.2)	6 (6.1)	FIN-SWE	

* difference significant at p ≤ .05 level

Figure 3. Error-related aspects, percentage of responses by first language
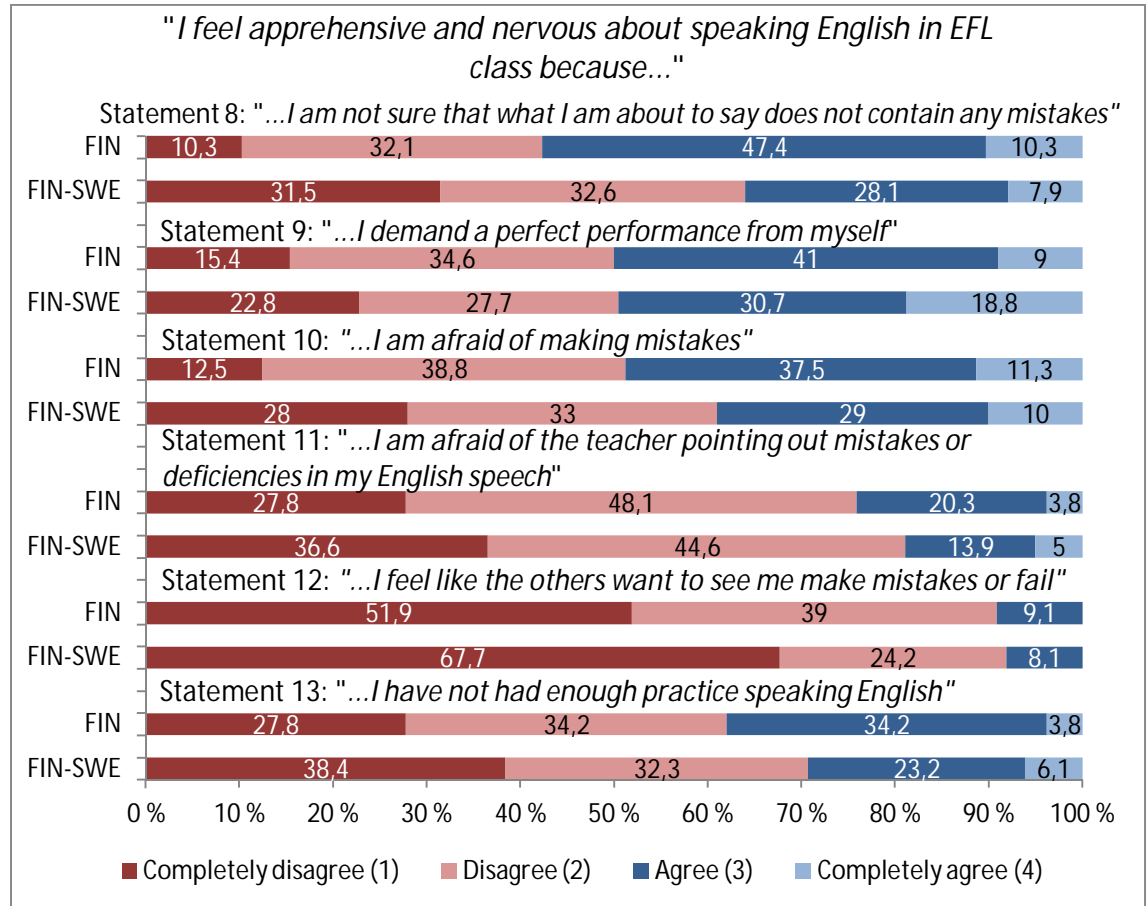
With the topmost three statements, 8-10, the Finns were approximately in 50% agreement, which was by far the highest percentage of agreement so far. A noticeable drop occurred subsequently in statement 11 (*"I am afraid of the teacher pointing out mistakes or deficiencies in my speech"*), to which the clear majority (some 75%) had responded disagree or completely disagree. Disagreement rose to as much as around 91% in statement 12 (*"...I feel like the others want to see me make mistakes or fail"*). In statement 13 (*"...I have not had enough practice speaking English"*), agreement with the statement was again somewhat higher, the percentage of disagreement still being 61%.

The Finnish-Swedes had a similar development in the frequencies. Nearly half of the responses to statement 9 (*"... I demand perfect performance from myself"*) were either agree or completely agree. In statement 10 (*"...I am afraid of making mistakes"*), the ratio between disagreement and agreement was around 60%/40%. Similarly to the Finns, in statement 12 (*"...I feel like the others want to see me make mistakes or fail"*),

the disagreement was at its highest at over 90%. In the final statement 13 ("...*I have not had enough practice speaking English"*) there was an around 70% disagreement.

Although the Finnish-Swedes seemed to have higher percentages of disagreement across the board and thus be less affected by the error-related aspects of CA, statistically, the first language had a significant bearing on the outcome in only one case: statement 8 (*"...I am not sure that what I am about to say does not contain any mistakes"*), where the Finns had a proportionately much larger amount of responses of agreement. This finding was highly significant at .004.

Gender, on the other hand, seemed to play a significant role in the results (see Appendix 2). In all statements except 9 (*"... I demand perfect performance from myself"*) and 12 (*"...I feel like the others want to see me make mistakes or fail"*), the males had a significantly higher amount of disagreement with the statements. The differences were either significant (p ≤ .05) or very significant (p ≤ .01).

To sum up the second, error-related theme, the following can be stated: for the Finns, there were three cases which half of the respondents reported had caused them CA. These were related to *insecurities about* or outright *fear of mistakes,* and *demanding a perfect (oral English) performance*. Of these two, *demanding a perfect performance* had also affected around a half of the Finnish-Swedes, whereas for the other two, the percentages were around 40%. The majority of the responses to the rest of the error-related issues strongly indicated disagreement, i.e. they were identified as causes of CA by only a small minority. The first language was a decisive factor in only one instance, but in terms of gender, the males were noted to have a consistently smaller amount of agree or completely agree responses than the females.

4.2.3   ASPECTS RELATED TO EVALUATIONS OF SELF AND OTHERS

The third part, after error- and teacher-related aspects of CA, focused on CA related to the students' perceptions of themselves and others in the EFL classroom situation. As discussed in the background section (see section 2.3.3), self-evaluations have been suggested to play a role in foreign language anxiety and CA.

This part consisted of 10 statements (see Table 8). Most of the statements (statements 14, 19, 21, 22, 23) focused on the students evaluations of their English speaking skills. Some (15, 16, 18, 20) centered around evaluations related to the other students in the classroom. Finally, one statement (17), touched on the expected outcome of speaking English in the classroom.

As in the previous stages, the relevant research questions here are 2 and 2.1., so the first task is to examine the extent of CA related to self-evaluations, and then the possible differences between the Finnish and Finnish-Swedish groups. The analysis will begin with the frequencies and percentages of responses (see Table 8 and Figure 4).

Table 8. Aspects related to evaluations of self and others, response frequencies and percentages by first language

"*I feel apprehensive about speaking English in EFL classes because…*"	N (%)				First language	Pearson's chi square
	1 Compl. disagree	**2** Disagree	**3** Agree	**4** Compl. agree		
14/ *"...I think I do not speak English as well as the others"*	22 (27.8)	30 (38)	15 (19)	12 (15.2)	FIN	.052
	47 (47.5)	31 (31.3)	14 (14.1)	7 (7.1)	FIN-SWE	
15/ *"... I am embarrassed to speak English in class"*	34 (42.5)	26 (32.5)	12 (15)	8 (10)	FIN	.422
	45 (45)	35 (35)	17 (17)	3 (3)	FIN-SWE	
16/ *"... I am afraid that the others will notice my nervousness"*	22 (27.5)	33 (41.3)	22 (27.5)	3 (3.8)	FIN	.629
	34 (33.7)	32 (31.7)	31 (30.7)	4 (4)	FIN-SWE	
17/*"...my expectations of speaking English in school are negative"*	31 (40.8)	36 (47.4)	7 (9.2)	2 (2.6)	FIN	.767
	51 (53.1)	35 (36.5)	6 (6.3)	4 (4.2)	FIN-SWE	
18/*"...there are so many others in the classroom who listen to me speak English"*	16 (20.3)	29 (36.7)	29 (36.7)	5 (6.3)	FIN	.508
	24 (24)	28 (28)	34 (34)	14 (14)	FIN-SWE	
19/ *"...I think the other students are better at speaking English than I am"*	20 (25.6)	29 (37.2)	15 (19.2)	14 (17.9)	FIN	.695
	33 (33.3)	32 (32.3)	24 (24.2)	10 (10.1)	FIN-SWE	
20/*"...I am afraid the other students will laugh at me"*	30 (38.5)	29 (37.2)	17 (21.8)	2 (2.6)	FIN	.072
	52 (51.5)	35 (34.7)	10 (9.9)	4 (4)	FIN-SWE	
21/*"...I believe my conversation partner speaks English better than I do"*	17 (23.3)	27 (37)	20 (27.4)	9 (12.3)	FIN	.294
	37 (38.1)	29 (29.9)	26 (26.8)	5 (5.2)	FIN-SWE	
22/*"...I just belong to those who are not good at languages"*	28 (36.4)	28 (36.4)	16 (20.8)	5 (6.5)	FIN	.261
	47 (49.5)	29 (30.5)	15 (15.8)	4 (4.2)	FIN-SWE	
23/*"...I do not trust my skills as an English speaker"*	24 (30)	20 (25)	26 (32.5)	10 (12.5)	FIN	.004*
	45 (44.6)	31 (30.7)	20 (19.8)	5 (5)	FIN-SWE	

* difference significant at p ≤ .05 level

Figure 4. Aspects related to evaluations of self and others, percentage of responses by first language

"*I feel apprehensive and nervous about speaking English in EFL class because...*"
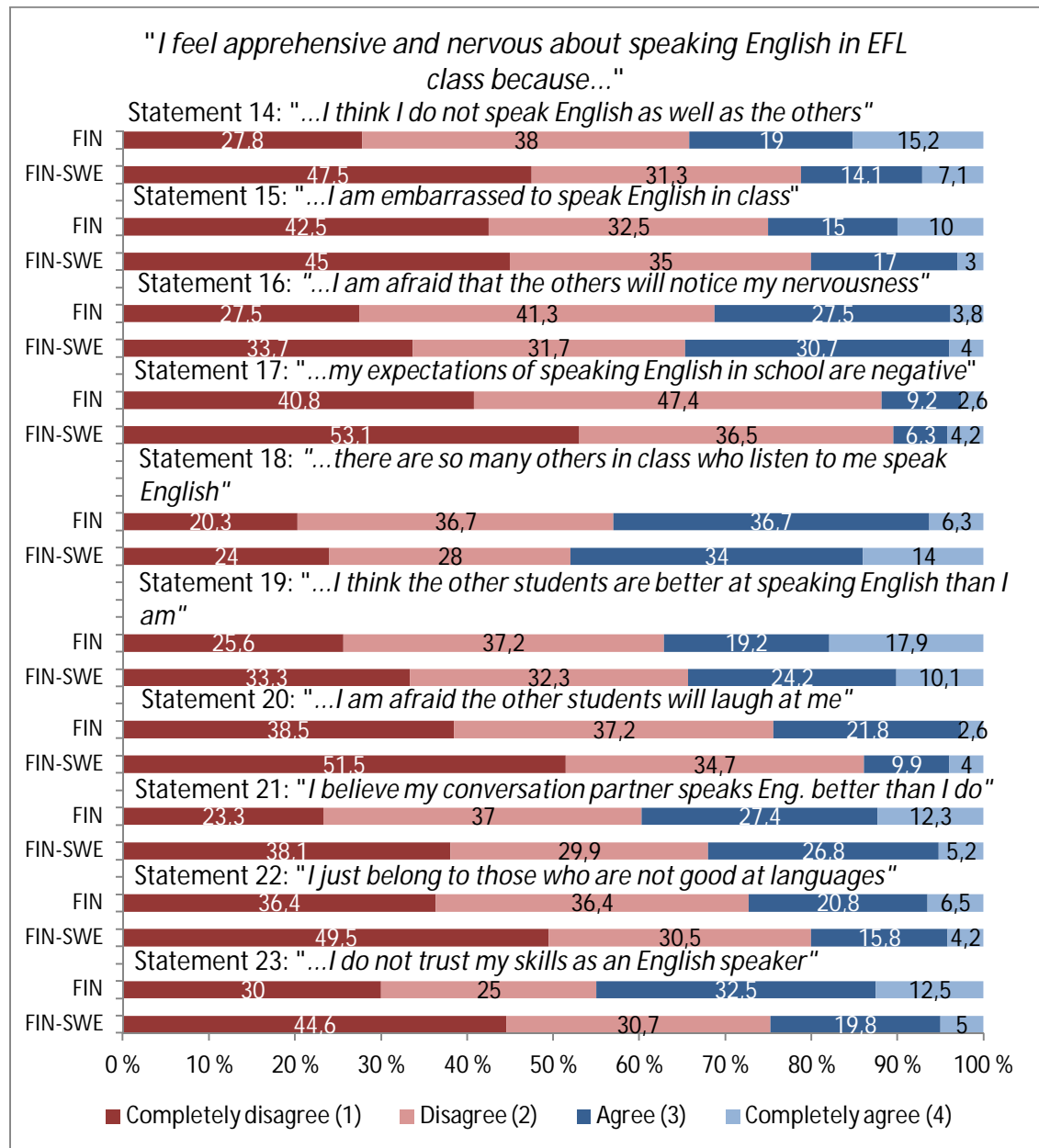
In all statements, a varying majority had responded disagree or completely disagree. Among the Finnish respondents, the majority of the statements (14, 15, 16, 19, 20 and 22), received disagreeing responses from around 65-75% of respondents. In the case of three statements (23, 21 and 18), the rate of disagreement was lower than that, at around 55-60%. Statement 17 (*"...my expectations of speaking English in school are negative"*) was faced with very high (88.2%) disagreement.

Among the Finnish-Swedes, the percentage of disagree or completely disagree was generally even higher in almost every statement. In half of the statements (14, 15, 17, 20

and 22), it was very high, between 80-90%. In four of them (16, 19, 21 and 23), 65-75% of the Finnish-Swedes disagreed. In statement 18 (*"…there are so many others in the classroom who listen to me speak English"*), the ratio was practically half and half.

The response frequencies of the four alternatives were quite similarly spread out in both groups (see Figure 2), but in the final statement 23 (*"...I do not trust my skills as an English speaker"*), the first language was discovered to have a very significant (.004) impact on the result, indicating that *distrust in their English speaking skills* caused the Finns proportionately much more CA than it did the Finnish-Swedes.

Furthermore, gender once again was a critically important variable: it was seen to significantly affect the results in all cases except for statement 22 (*"...I just belong to those who are not good at languages"*) (see Appendix 2). The trend was the same as it had been so far: the males clearly had a lower amount of agree and completely agree answers, indicating that CA, and in this case CA related to self-evaluations, was a more minor problem to them. Furthermore, the p values for the significances were, for the most part, very significant ($\leq$ .01).

To conclude the third theme on the self-evaluation aspects of CA, it has to be reiterated that the overall level of CA was consistently quite low, with the agreement to the statements being clearly in the minority in both groups. It was still, on average, slightly greater among the Finnish respondents. Nevertheless, the first language did not come up as a significant predictor of the level of CA except in one case. Gender, on the other hand, played a highly significant role.

4.2.4   ASPECTS RELATED TO REINFORCEMENT AND MODELING

CA is a phenomenon that does not exist in a vacuum. The behavior and feedback of others are critical factors in the development of the condition (see section 2.3.4). In this fourth and final theme, the focus was on reinforcement and modeling and its connection to CA. There were four statements (see Table 9). The first statement addressed the modeling aspect, pertaining to the focus on the other students' behavior (statement 24). The rest (25-27) dealt with reinforcement by approaching different processes of giving feedback in the EFL classroom.

Table 9. Aspects related to reinforcement and modeling, response frequencies and percentages by first language

"*I feel apprehensive about speaking English in EFL classes because…*"	N (%)				First language	Pearson's chi square
	1 **Compl. disagree**	**2** **Disagree**	**3** **Agree**	**4** **Compl. agree**		
24/ *"…the other students do not speak English in class either"*	27 (33.8)	42 (52.5)	11 (13.8)	0 (0)	FIN	.705
	46 (49.5)	36 (38.7)	8 (8.6)	3 (3.2)	FIN-SWE	
25/ *"… I think the teacher will give negative feedback about my English speech"*	31 (38.8)	37 (46.3)	11 (13.8)	1 (1.3)	FIN	.574
	47 (47.5)	40 (40.4)	11 (11.1)	1 (1)	FIN-SWE	
26/ *"…I feel the teacher is not giving me enough encouraging feedback"*	22 (29.7)	35 (47.3)	17 (23)	0 (0)	FIN	.620
	36 (36.4)	37 (37.4)	22 (22.2)	4 (4)	FIN-SWE	
27/*"…I have received so much negative feedback in EFL classes"*	45 (56.3)	27 (33.8)	8 (10)	0 (0)	FIN	.204
	66 (66.7)	28 (28.3)	5 (5.1)	0 (0)	FIN-SWE	

* difference significant at p ≤ .05 level

Figure 5. Aspects related to reinforcement and modeling, percentage of responses by first language
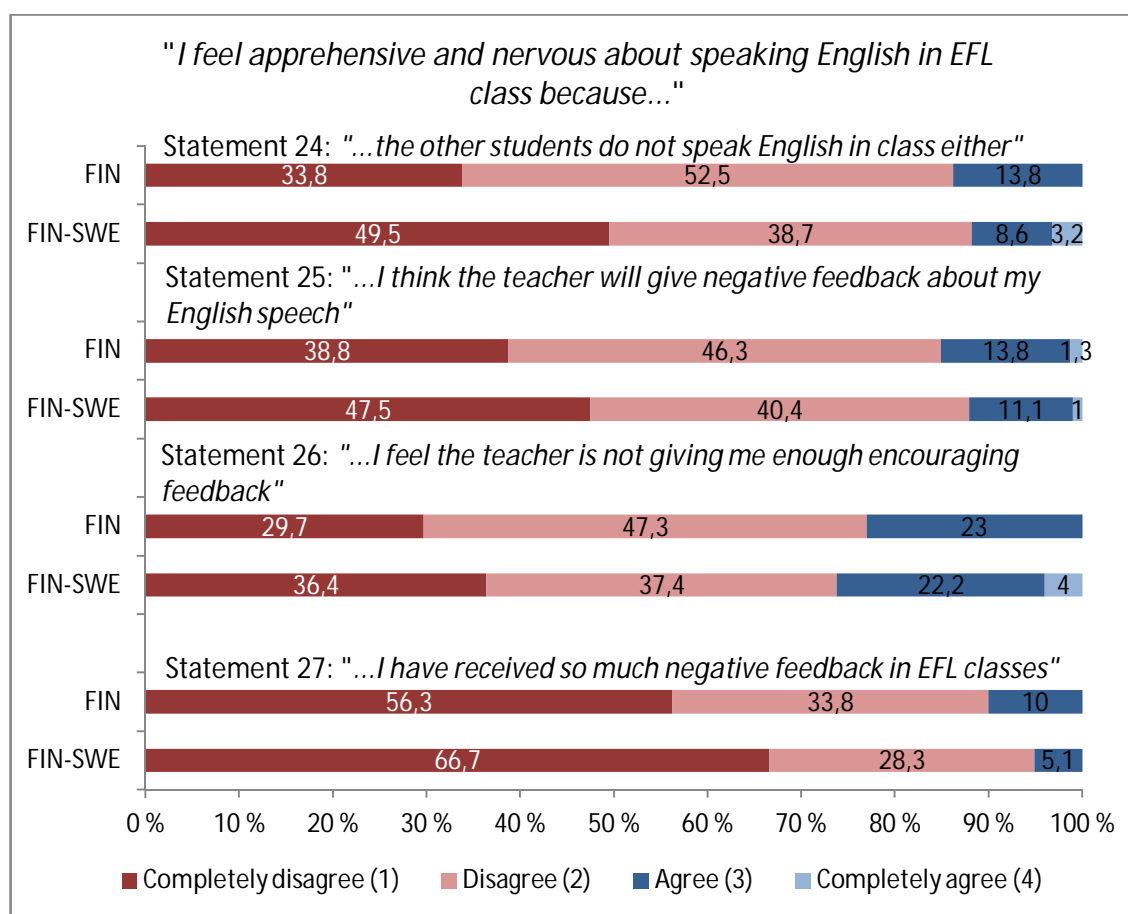
A very clear majority in every statement had responded disagree or completely disagree. The percentage for the Finnish respondents was between 85 and 90% in all cases except for statement 26 (*"…I feel the teacher is not giving me enough encouraging feedback"*), where it was slightly lower at around 80%.

The percentage of disagreement among the Finnish-Swedes was closer to 90% in all cases, but similarly to the Finns, it was lower in statement 26 (*"…I feel the teacher is not giving me enough encouraging feedback"*), where some 75% had responded disagree or completely disagree.

The analysis of the significance of the first language in this section did not yield any significant results, and the null hypothesis was accepted in all cases. However, gender (see Appendix 2) was again a meaningful variable: the females had responded agree or completely agree significantly more frequently than the males in half of the statements

(statements 25 and 26), supporting the trend that the males were less affected by the selected aspects of CA.

To conclude the fourth theme, reinforcement and modeling, despite its suggested links to CA, was not identified as a major cause of CA in the present study. The statements were consistently disagreed with by some 80% of the respondents or more. Additionally, the respondents' first language did not have any significant effect on the results. Gender, on the other hand, significantly affected the outcome in two cases out of four.

4.2.5   SUMMARY: ASPECTS OF CA

In section 4.2, the aim was to examine the extent to which the respondents had been affected by the aspects of CA embedded in the four theme areas (sections 4.2.1-4.2.4). The primary conclusion was that at no point was there a major problem with CA. Error-related aspects of CA (section 4.2.2) on three occasions impacted slightly more than or close to half of the respondents. Furthermore, there were three aspects of CA related to self-evaluations that had influenced more than 40%

The Finnish-Swedes generally reported lower frequencies of agreement than the Finns, suggesting that their CA problem would be more minor. However, the statistical comparisons provided only partial support to this: of all the sections combined, the Finnish-Swedes had a significantly lower agreement in only three statements. In addition, in one case, the difference was in the Finnish respondents' favor. Sufficient evidence could therefore not be gathered to warrant any far-reaching conclusions on the differences based on the first language.

On the other hand, gender seemed to play a rather significant part in the results, the clear trend being that the males had proportionately a much smaller amount of completely agree or agree responses to the statements than the females. There were a large number of very significant differences, indicating that the males did not suffer from the aspects of CA to the extent the females did.

5. QUALITATIVE FINDINGS: INTERVIEWS

In the previous chapter, the quantitative results of this study were reported. The following sections will focus on the interview data, which consisted of six interviews, with three Finnish speaking and three Finnish-Swedish speaking teachers.

The relevant research questions for this part were questions 3 and 4, and they will be presented in this section in the respective order. Question 3 inquired into the way the Finnish and Finnish-Swedish teachers perceived the effects and causes of CA in the EFL classroom, and if there were any differences between the two groups in these perspectives. Section 5.1 will address this question. Question 4, then, looked at how CA was managed by the teachers, and if their methods were different from each other. Finally, it also looked at how their views corresponded with the open-ended responses elicited in the student questionnaires. The data relevant to this question is reported in section 5.2.

Excerpts from the interviews were made use of in the analysis. They were translated from Finnish or Swedish into English to better accommodate readers outside Finland. They were numbered and translated as true to the original message as possible.

5.1 THE CAUSES AND EFFECTS OF CA IN THE EFL CLASSROOM

Primary causes of CA in the EFL classroom

Behind CA can lie a multitude of different causes, ranging from hereditary personality characteristics to pressures from the external world (see the discussion in section 2.3). The first part of research question 3 concentrated on what the teachers interviewed for the study saw as the primary causes of CA in their EFL classes. Next, these results will be addressed.

First of all, a simple way of classifying the range causes to CA is to distinguish between *internal* and *external* causes (see Korpela 2011). After the interviews had been recorded and the contents analyzed, this classification was considered suitable and was used in the present analysis.

Internal causes

Perfectionism was an issue linked to CA:

> (1) *There are groups that are really competent and they **demand a perfect performance** of themselves... the "stereotypical" Finns who get great grades but do not speak a word (of English) abroad. **If you cannot speak perfectly**, **then you do not say anything at all**.* (FIN)

Many students would avoid communicating because to them it was essential that there be no mistakes at all. On one occasion it was associated more with female students, who stereotypically may have been extensively concerned with their performance. On the other hand, perfectionism was also regarded as a typically "Finnish" characteristic. The *Finnish mindset* was seen in this sense as particularly susceptible to CA:

> (2) *...maybe the Finnish personality, maybe the mentality... **fear of doing something wrong**.* (FIN-SWE)

This interviewee had taught abroad for a period of time, and described the attitudes he had come across as the polar opposite: students in the foreign country had been more concerned with the *what* was being said rather than the *how* it was being said.

A closely related consideration was an outright *fear of errors*, which came up elaborately in the interviews:

> (3) *And then you can also get **a more permanent kind of apprehension** if you have to speak and something goes wrong, and you think you just made a really big mistake, and you will get even more nervous.* (FIN)

> (4) *I do not think the students **are afraid of making mistakes** not because of the teacher, but rather **the other students in the classroom.*** (FIN-SWE)

It was thought that students could, as a result of errors, get a more "permanent" kind of CA. This reflected the very high importance that the students placed on avoiding errors at all costs, and how grave their attitude towards them was.

Furthermore, if there were students in the group who regularly *laughed, made remarks or comments on other students' mistakes*, it would have an impact on future communication:

(5) and ***it only needs to happen once in the beginning of the course***, *and even if I interfere immediately and say that you cannot behave like that, that everybody makes mistakes, even the teacher, and we should be encouraging each other instead,* ***it has still affected the way certain individuals have communicated for the rest of the course.*** *(FIN)*

This teacher reported that it had been especially the boys who had engaged in this kind of hurtful commentary. If there had been these types of individuals in the group, and for some reason they had been absent on one occasion, the individuals affected by their commenting had been much more active.

Insecurities and *social pressure* were also brought up:

(6) *I believe they are* ***afraid of what the others think about them***, *and that they are insecure speaking English.* (FIN)

(7) *Peer assessment and judgment.* (FIN-SWE)

Not only was CA thought to stem from insecurities about using the language, but also from the disturbing *worry of what the other students in the class are thinking about the person speaking English. Fear of peer assessment and judgment* was another way of wording the issue. CA was also attributed to *low self-esteem*, something that is symptomatic of these insecurities:

(8) *Especially in oral communication, there are* ***a lot of different emotions involved that are related to one's self-esteem and self-beliefs***. (FIN-SWE)

Furthermore, *previous communication experiences* were seen to have an influence on how the student's communication behaviors would turn out:

(9) *Many students have said that* ***previous experiences of how they have communicated have an impact***, *the experiences do not leave them.* (FIN)

If a student kept making mistakes, the cost of communication would soon become too high compared to the comfort of remaining silent. However, experiences of having the courage to open up and communicate could change the situation. Experience of situations where one had dared to communicate had reportedly affected students' future communication choices in a positive way.

Inadequacies in pronunciation were considered another potential cause of CA:

> (10) *... maybe when you have to answer a question posed by the teacher, the hardest thing is **whether or not it is correct, and how well you can pronounce.***
>
> *... and when I ask them how to say this in English, many students **do not say anything because they are unsure of their pronunciation**. When I ask to translate into Finnish, **the same individuals become significantly more active**.* (FIN)
>
> (11) *You clearly notice that **when you ask in Finnish, the students are much more reactive**. Many feel apprehensive **about answering in English**.* (FIN)

It was prefaced by the fact that teachers are becoming increasingly busy with the changing emphases of each language course and do not necessarily have much, or any time, to dedicate to practicing pronunciation. So the real cause here may, in addition to the individual student's skill, lie in how ill-equipped they are in terms of pronunciation.

Lastly, *low competence in the language* was regarded as an internal trigger of CA:

> (12) ***Low competence** and **low self-esteem**.* (FIN-SWE)
>
> (13) *...that you **do not meet the demands**.* (FIN-SWE)

Not being able to perform well would then lead to feelings of *embarrassment*, making the problem even worse. Consequently, the teacher's role in preventing individual students from being ridiculed or bullied by the others was important. In fact, one of the teachers reported having herself been embarrassed by one of her prior teachers, who, instead of choosing a more discrete manner, had made her feel embarrassed by correcting her speech in front of the entire class.

External causes

The fear of embarrassment and being laughed at can, on the one hand, also be seen as an external cause of CA, in that the condition is often caused by an external stimulus that, apart from the affected individual's reaction, is not directly under his control. Another

significant external factor, based on the interviews, was *group size*, which can be seen to have an impact on how strong the reactions would become:

> (14) *...there is a lot of apprehension about talking in front of the others,* **but in pairs and groups they speak more freely,** *experiment and make mistakes without being embarrassed about it... but I do think that it is an issue more related to the* **group's level of competence and the group dynamic**. (FIN)

> (15) *Probably* **group size**... *you tend to notice instantly that* **the larger the group, the less they communicate**. *And then you also think about the* **atmosphere** *in class, if there are people who make fun of others' mistakes and point them out, it does have an effect. If they are not present in class, the others are immediately more willing to communicate*. (FIN)

A larger audience was thought to be very distressful to the student. Additionally, one factor linked to group size was the *atmosphere* in class:

> (16) *I see it from two different perspectives. Primarily, the issue is* **the atmosphere created by the teacher**, *and on the other hand,* **the social climate** *within the group. If the group dynamic is one where you feel safe to communicate, it is a good thing.* (FIN-SWE)

> (17) *In English classes, the atmosphere* **has to be free and relaxed**, *it would not work otherwise.* (FIN-SWE)

Ultimately, the group atmosphere perhaps determined the extent to which the large group size would become harmful and create CA. Again, the teacher's initiative and actions in the matter were emphasized.

Effects of CA in the EFL classroom

The varying implications of CA were touched upon in section 2.4. The second part of research question 3 focused on how the teachers had perceived the effects of CA in their actual teaching practice. Next, these findings will be reported on.

Primarily, many kinds of *avoidance behavior* was described:

> (18) *There are students who* **make themselves "invisible"**. *Meaning that they are not heard or seen in the classroom like the more extroverted individuals.* (FIN-SWE)

(19) *I do not necessarily know how to describe it, but you **clearly see** with some students **that they do not want to be in any type of contact at all**.* (FIN)

(20) *they just stare at their desks and hope you do not ask them.* (FIN)

(21) *Even in smaller groups you notice that there may be students who **do not dare to communicate at all**. So even a small group can cause it. And in a situation where I ask them something, the more apprehensive students **tend to not answer**, especially in larger groups.* (FIN)

Avoidance behavior was specified to include avoiding eye-contact with the teacher or refusing to answer a question posed by the teacher. This might also extend to the point where the student might refuse to present anything in front of the class. For the most part, the avoidance was related to situations where the whole class was listening. Nonetheless, even in smaller groups, some students would remain silent.

Secondly, a variety of *physiological and emotional symptoms* had also been perceived:

(22) *...it does create **a lot of fears** and you (the student) get the feeling that you are not as competent... **you start losing motivation** and with that, **the level of learning and competence goes down as well**. I think it has a very big influence.* (FIN)

(23) *Made me think **about presentations in particular**, where you see it very clearly. You see it in class everyday but more clearly in presentations.* (FIN)

(24) ***Body language** tells part of the tale.* (FIN-SWE)

*(25) **Nervousness**, that students stumble with words.* (FIN-SWE)

Some students would be nervous, stumble with and be at a loss for words. Others experienced shakiness of voice and notably irregular breathing patterns. The students would also use subtle cues to indicate to the teacher not to approach them. Furthermore, they would attempt to choose their seating and partners so as to minimize the chance of having to communicate. As the excerpts above indicate, the distress extended to the emotional level, too. One student had, for instance, begun to cry in anticipation of an English language communication situation.

Furthermore, it was speculated that the process of communicating in a foreign language had to do with emotions, the individual's confidence and self-image. It could even *bring out different personality traits* in some students. This was associated with the possibility of taking on different roles based on the language spoken. For example, a Finnish-speaking student might suddenly go from being shy and withdrawn in Finnish to outspoken and extroverted in English. Furthermore, other students in French and German classes would communicate much more carefully than in English classes, but this might have had more to do with English being a much more familiar language to the students.

Causes and effects of CA - Finnish vs. Finnish-Swedish teachers

Above, the causes and effects of CA given by the teachers were reported. Now, as designated in research question 3.1., the aim is to see if there were any differences between the views of the Finnish and Finnish-Swedish teachers. To reiterate, the teacher responses were not coded, and the intention is not here to quantify the answers but rather to contrast them on a more superficial and general level.

In terms of what CA was caused by, the responses in each group reflected similar trends of thought. The individual responses are outlined in Table 10.

Table 10. The teachers' views on the causes of CA by first language

	Finnish teachers	**Finnish-Swedish teachers**
INTERNAL CAUSES	- **Perfectionism** - **Previous communication experiences** - **Fear of errors** - **Insecurities and fear of peer assessment**	- **Finnish personality and mindset (perfectionism)** - **Low self-esteem** - **Fear of errors** - **Fear of peer assessment and judgment** - **Low competence**
EXTERNAL CAUSES	- **Group size and atmosphere** - **Social pressure** - **Laughter and comments from peers and teacher** - **Inadequate teaching of pronunciation**	- **Atmosphere and group dynamics** - **Failing to perform "up to standards"**

In both groups, three main causes emerged. Considering internal causes, both viewed CA as a problem mostly related to individual emotions: fears (of errors, peer assessment and judgment) and insecurities (low self-esteem, previous negative experiences). The difference between the two categories was that one Finnish-Swedish teacher directly cited low competence, while two Finnish teachers approached CA more as a result of previous communication experiences.

Secondly, of the external sources, the social dimension of the classroom was the primary issue, boiling down to group size and the overall group dynamics. Both groups recognized that the larger the group became, the more distressful the process of communication was to the student. Furthermore, having tensions within the group would have an adverse impact, as would not being familiar with all the other members of the group. The Finnish teachers emphasized more clearly the negative influence of other students or the teacher laughing or making comments about one's speech. Another point where the two were slightly different was that whereas a Finnish-Swede mentioned CA as a result of not performing "up to standards", a Finnish teacher approached the problem from the other direction, as the teacher's shortcoming (in not teaching enough pronunciation).

Interestingly, the Finnish teachers had cited roughly the same amount of external and internal causes, while the Finnish-Swedish teachers were more oriented towards the internal factors.

With regard to the effects of CA, the situation was similar in that both groups had largely identified the same main trends:

Table 11. The teachers' views of the effects of CA by first language

	Finnish teachers	Finnish-Swedish teachers
EFFECTS OF CA	- **Avoidance behavior**: (avoiding eye-contact etc., asking to hold presentations in private, refusing to try) - **Physiological symptoms** (shaky hands, irregular breathing etc.) - **Decreased motivation and competence**	- **Avoidance behavior**: (not volunteering to speak, refusing to hold presentations, making themselves "invisible" to the teacher, choosing a remote seat) - **Physiological symptoms** (nervousness, stumbling with words, body language)

Briefly, the first and most prevalent effect that was cited by both groups was avoidance behavior. There were many ways the students would project their inner discomfort outwards. They would try to minimize the likelihood of having to communicate using measures varying from more subtle indications to outright refusal to communicate. Secondly, when the students would communicate, different physiological symptoms could be observed, such as general symptoms for nervousness, shaky hands and notably irregular breathing.

One Finnish teacher hypothesized that CA may be a self-fulfilling prophecy in the sense that when a student has engaged in avoidance behavior for an extended period, it would eventually lead to decreased motivation and competence to participate. This would then create even more difficulties for communication.

To sum up, it can be said about that the teachers' views on the causes and effects of CA in their everyday classroom practice were, overall, quite similar. Both groups identified CA as a condition born out of two main sources: individual emotions and attitudes (fear of errors, assessment and judgment, as well as insecurities and low self-esteem), and the social dimension in the classroom (group size, atmosphere, familiarity). In both groups, there were teachers who also were of the opinion that inadequacies in competence had a role in CA.

The same applied to the effects of CA. Both the Finnish and Finnish-Swedish teachers had come across primarily two types of effects. The first was avoidance behavior. This would include avoiding eye-contact, refusing to answer or any similar indication or message of the sort. Secondly, physiological symptoms were associated with CA. Examples of these included shaky hands, stumbling with words, being at a loss for words etc. An additional effect was the possibility of decreased motivation and competence as a result of avoiding communication.

5.2 MANAGING CA IN THE EFL CLASSROOM

In research question 4, the focus was on how the teachers had attempted to manage CA in their EFL classrooms. This section is dedicated to reporting on these results.

Firstly, the teachers had taken measures to accommodate *seating order* so as to make EFL classes more comfortable for apprehensive students. One approach was to let students themselves choose partners they knew:

> (26) *I think many teachers have a system where they let their students* **work with familiar** *people so that the apprehension does not come off so strongly.* (FIN)

> (27) *If you have free seating order, apprehensive students* **pair up with someone they feel safe with**. (FIN-SWE)

> (28) *usually you* **get to be with the same partner***, so that you do not get the fear of being with someone else... we rarely change pairs and even then you get to select someone you are familiar with.* (FIN)

This is arguably the less challenging way, considering that apprehensive students may proactively seek a safe partner to sit with. On the other hand, it was suggested that a

teacher who has become familiar with the group dynamics of the class knows about the different personalities of the students, and may arrange the seats in a way that is helpful to the students with CA, for example, by pairing them up with more extroverted individuals:

> (29) *Many times when we do pair work, I select **random pairs**, and it is often a big help that they **get to know each other**... it opens you up when you see that the other students are nice too.* (FIN)

> (30) *In the freshman year I divide the students into pairs so that they **do not get to choose their best friend**, but have to **work with everyone in class** and become safe in that group.* (FIN-SWE)

> (31) *...you **get to know your students** pretty fast and how they are. And so **you have to guide who sits with whom**. This usually works really well.* (FIN-SWE)

Another reason for why it was seen as beneficial for the teacher to organize the seating was that it forced the students *to get to know each other*, which, with time, would make the classroom environment more familiar and safe, possibly lowering the threshold for English communication.

An *open dialogue* about the problem with the students had been helpful. Different ways of managing stressful communication situations could be discussed amongst the group:

> (32) *It is part of the program that **we go through the preparation and practice**, what are the things you can do if you get really apprehensive. And many times we talk about how they are **more afraid of communicating in English than going to the dentist**. We talk about it openly.* (FIN)

The focus could vary from the students' fears (of pronunciation, social pressure etc.), to emphasizing the importance of trying despite the possibility of making a mistake or feeling embarrassed.

Furthermore, the *attitudes towards errors and mistakes* were discussed in a variety of contexts:

> (33) *...I try to soften it and maybe even lead the student on a little bit and say that **it does not matter if you get it wrong**, and **I do not make a big***

deal out of it. Sometimes I have tried to help by, for example, interjecting with question or paused the situation. (FIN)

Some students were very merciless to themselves in relation to mistakes. They did not always see that there could be many correct ways to express an idea. Some strategies around this were to never dwell on the mistakes, but move on with the class. Another was to encourage the students to focus more on the message, and generally not to interfere with their speech unless the error was very frequent. Thirdly, one could make notes of the more frequent errors and bring them up in the next lesson.

> (34) *...we are there to learn that it is okay to make mistakes. I make mistakes myself. You cannot always find the right words, so I try to **actively create the atmosphere that "you improve by making mistakes.*** (FIN-SWE)

> (35) *...The most important thing is that you learn to communicate in a foreign language so if you go abroad, you know how to state your business, **not to be perfect, but to be understood**. And this creates the atmosphere that it is not so exact. Even though we may do pronunciation exercises and others, **the expectation is not that we execute them perfectly.*** (FIN)

However, the main goal was to *create a safe, error-allowing classroom atmosphere*, in which the students could freely make errors and communicate without the fear of negative feedback. Errors were understood more as an educational opportunity rather than something that was highly avoidable.

A preference for *smaller groups* was noted in the interviews. The interviewees recognized that speaking or answering when the whole class was listening could be a very apprehensive situation:

> (36) *... when you know there are students that are more quiet, you **select teaching methods where they do not have to be in the spotlight**, but nevertheless **express themselves**. Maybe in smaller groups or with a partner who can make the situation easier.* (FIN-SWE)

> (37) *Some students can come up to me and say that they do not like to do presentations for the class. But usually, **when we have done group and pair work they realize it's ok...** but it is pretty important that they get the opportunity to practice in smaller groups or pairs before saying something to the class.* (FIN-SWE)

Pair and group work was seen as a good way to give some of the students the chance to rehearse before voluntarily speaking up in front of the class

It was mentioned earlier that speaking a foreign language may cause an individual to exhibit different, sometimes more extroverted personality traits. Consequently, it was suggested that the students' CA could be alleviated by giving them the possibility of *taking a role* other than their own:

> (38) *You construct a frame for your teaching, different situations and what kind of communication is natural to them. You then give students **roles that are not necessarily their own**.* (FIN-SWE)

Finally, one solution to the problem was a musical one. While the students were doing an exercise, the teacher would *play music* in the background, and also speak herself. The music would "loosen up" the atmosphere, and create enough background noise so that the discussion could not be heard by the others in class. Furthermore, the teacher would walk around the class and talk in English herself, and this also had a positive impact on the students. This would also allow the teacher to more discretely listen in on the groups' progress and give individual assistance.

Managing CA in the EFL classroom - Finnish vs. Finnish-Swedish teachers

Research question 4.1. sought to answer whether or not the Finnish and Finnish-Swedish teachers viewed managing CA in the EFL classroom any differently. Next, the responses will be contrasted, beginning with a side-by-side presentation (Table 12).

Table 12. The teachers' ways of managing CA by first language

	Finnish teachers	**Finnish-Swedish teachers**
WAYS OF MANAGING CA	- **Arrange seating order:** Variation between forced and self-selection - **Reducing the audience** Groups and pairs - **Attitude towards errors** Not focusing on errors, showing students that they do not have to be avoided - **Open dialogue** - **Playing music in the background**	- **Arrange seating order:** Variation between forced and self-selection - **Reducing the audience** Groups and pairs - **Attitude towards errors** Not focusing on errors, showing students that they do not have to be avoided - **Role-play** - **Teaching vocabulary before communication**

Both groups of teachers had experimented with seating order. There was the same contrast: on the one hand, highly apprehensive students wanted to be seated with someone they knew well and hence felt safe with. But on the other, the teacher should have "forced" students to work with each other in class so that they could have become increasingly familiar with the rest of the group and consequently have felt safer in the group that way.

Next, presenting in front of the class was recognized by both groups as potentially a highly apprehensive situation. So the ideology was to carry out communicative tasks in a smaller scale, such as pair and group work, rather than putting them in front of a larger audience.

The attitude towards mistakes was understanding. Errors and mistakes were seen as essential parts on the way to becoming more proficient in the language, and neither group had interfered with them unless the error had been serious or otherwise meaningful to the task at hand. The teachers wanted to show that it was alright to make mistakes, and that they themselves were "only human" and made mistakes, too.

The final two suggestions listed on both sides of the table were more or less mentioned by only one teacher each, and they showcased the creativity and alternate ways to tackle

CA. One Finnish-Swedish teacher had found help in assigning different roles to the students, another in preparing them for the task by providing essential vocabulary beforehand. A Finnish teacher, on the other hand, had received positive feedback about playing music in class, and another for having open discussions with students.

To conclude, the primary methods employed by the teachers to address CA in EFL classes reflected the primary causes they envisioned to be causing it. They attempted to show their students that making mistakes was not something highly avoidable, and emphasized the importance of at least trying. Group and pair work was seen as an essential method of enabling communication, while presentations were recognized to cause students a great deal of apprehension. To improve the dynamics and atmosphere of the group, the teachers had experimented with seating arrangements, occasionally forcing the students out of their comfort zone to work with everyone to potentially create a more safe environment for communication.

Teachers' views vs. students' views

Finally, to answer research question 4.2., the teachers' ways of managing CA were contrasted with the open-ended suggestions elicited from the students. They were given at the end of the student questionnaire (see appendix 3). This comparison was considered suitable to be included in this part of the study, because although teacher-teacher comparison provide useful knowledge of differences in practice and competence, teacher-student comparisons give insights into another core issue: how well are the students' needs met when it comes to managing CA in EFL classes?

In the responses, three needs were voiced most often by the students (see Table 13).

Table 13. Managing CA, student and teacher responses

Method suggested by students	Student N (N total = 185)	Recognized by the teachers (N total = 6)
1. Pair work / smaller groups	41	All
2. More opportunities to speak English	34	None (explicitly)
3. Creating a safer, more relaxed atmosphere	10	All

The first one was *having small groups*. The students were very much against the thought of having to do any kind of presentation in front of the class. Also, they emphasized that it was easier to speak to people they knew well. On the other hand, some did mention that it would be helpful if the group members be made to get to know each other better.

> (39) *...we could always speak* **with a familiar partner or group**. (Student, FIN)

> (40) *A lot of people you do not know. Make* **groups of people who know each other**. (Student, FIN-SWE)

Fortunately, the interviews gave the perception that the teachers were also well aware of the importance of this particular issue, and were especially wary of the negative effects of their students having to do presentations.

The second suggestion was *getting more opportunities to use English*. Many of the students said their situation could be alleviated if they had more practice opportunities:

> (41) **If I could speak better**. *It would be nice if we had more discussions so that I could improve. It is the most unnerving thing about speaking English.* (Student, FIN)

(42) *Talk more so that it would really **become "normal" to speak English.*** (Student, FIN-SWE)

(43) ***The teacher could "make" everybody talk**, it would make nervousness disappear!* (Student, FIN-SWE)

Speaking should not be made "the big deal" it is today, but rather something that is more inherently a part of EFL classes. The nervousness could be prevented through practice. Some students said that too much focus was put on grammatical instruction, and communicative tasks were introduced far too late. Unfortunately, from the teachers' point of view, the importance of adequate oral exercise in English, albeit implied by many, was not identified as a real problem behind CA in this study.

Thirdly, the *atmosphere* in the classroom should, according to some students, be shaped to better fit the needs of foreign language learning. The teacher should contribute to it by not being too strict or demanding, and tensions in the group atmosphere should be worked out, for example, through exercises that help the students get to know each other:

(44) *It helps when **you get to know the other students and the teacher**.* (Student, FIN-SWE)

(45) ***You should not judge others** and let people themselves correct their own mistakes.* (Student, FIN-SWE)

(46) *If I **imagine that I am speaking with a friend**, I feel better and can relax.* (Student, FIN)

(47) *The atmosphere in class should be **much more relaxed**.* (Student, FIN)

(48) *it depends a lot **on the group and especially the teacher**. Some teachers **could be less harsh**.* (Student, FIN)

The need to address the atmosphere was explicitly mentioned by some 10 students. According to the teachers' responses in the interviews, the values regarding good atmosphere were very much in line with the students' wishes. Although some were more emphatic of the disciplinary side of things, they all were in agreement that a relaxed atmosphere would best serve the purposes of learning to speak English.

In sum, based on the findings it seemed that for the most part, the teachers and students were in agreement as far as what could be done in EFL classes to alleviate CA. Nevertheless, the mismatch in the second suggestion to create more opportunities to speak English indicates that there are issues that teachers should be more considerate of.

6. DISCUSSION AND CONCLUSION

6.1 MAIN FINDINGS

The primary objective of the present study was to examine CA in EFL classes from both teachers' as well as students' perspectives. In this chapter, the main findings will be discussed, starting from the results based on the student questionnaires, and moving towards the results from the teacher interviews. After the discussion part, a section will be dedicated to an assessment of the limitations and validity of the study, as well as suggestions for further research.

Quantitative results part one: context-specific and total CA

In the first quantitative part, the aim was to answer research question 1 which sought to measure the respondents' levels of context-specific total CA, and to see if the first language or gender had an influence on the results. Furthermore, a correlative analysis between CA and a number of background factors was run.

First of all, looking at CA in the different contexts, speaking in front of the class and group discussions were experienced by both groups as the most apprehensive scenarios in EFL classes. As McCroskey and Richmond (1995) stated, CA can be situational and vary depending on situational features, which here seemed to be related to the number of others present. Similarly, Sallinen-Kuparinen et al. (1991) found that the highest levels were measured in public speaking and meetings. Also, Korpela (2011) discovered that a large, and unfamiliar audience caused CA. It seems that the more people were involved in the communication situation, the more there was potential for CA.

The results showed that Finnish students had much more individuals with high CA, and less individuals with low CA. In addition, Finnish-Swedes had consistently lower levels of CA than the Finns. Despite these differences, the total CA still settled at the level of "average CA" in both groups, which suggests that although Finnish-Swedes did have lower means, the problem of CA was still not severe among Finns either.

Males were observed to have lower mean scores than females. This finding adds to a consistent trend that has been documented earlier (see e.g. Sallinen-Kuparinen 1986 and Paakkanen and Pirinen 1990).

Correlative analyses did not reveal trends separating the two groups, but shed more light on the negative aspects connected to CA. Higher levels of CA were linked to more negative attitudes towards English and school in general. A link has been suggested between negative attitudes and CA before (Hurt, Preiss and Davis 1976, as cited in McCroskey 1977b: 32). On the other hand, the more positively the student could perceive CA during EFL classes, the smaller the level of CA. Moreover, the higher the perceived and actual competence in English, the lower the level of CA. This supports the understanding that individuals who are affected by foreign language anxiety downplay their language ability (Young 1991), and may not have developed positive expectations of communication situations (McCroskey 1982).

Quantitative results part two: causes of CA

In the second part of the quantitative analysis, the students were presented with a number of statements concerning different causes behind CA These elements fell under four labels: teacher- and error-related causes of CA, and causes of CA related to self-evaluations, and reinforcement and modeling. The aim was to respond to research question 2, which sought to examine the extent to which the different aspects listed under these themes were identified as causes of CA, and whether or not there were differences based on the first language or gender.

The main trend shown by the response frequencies was that there was, at no point, a major issue with CA in either group, based on the fact that the majority was consistently in clear disagreement with the statements. There were some instances, though, where around half of the respondents in both groups had been affected. These were mostly error-related, where one issue was the demand for a perfect performance when speaking English. Earlier studies have indicated that in the Finnish language classroom there is a great concern over and fear of errors (Manninen 1984, Paakkanen and Pirinen 1990 and Korpela 2011), and even a culture of perfectionism (Lehtonen 1983). This kind of a mindset is very problematic in the EFL classroom, because the process of learning to speak a foreign language is one where mistakes are made on a frequent basis. Another

item that stood out was related to the high number of other students listening to one speak, which aligns with the findings in part one where it was concluded that CA was a condition particularly strong in group discussion and presentation situations.

Although Finnish-Swedes generally had a lower percentage of agreement with the statements, statistical analyses did not give substantial proof of a conclusive difference between the groups: they had a statistically significantly lower proportion of completely agree or agree responses in only three cases. Therefore, it can be stated that while the Finnish-Swedes generally reported less CA, the differences were mostly too insignificant to make far-reaching conclusions.

However, the responses seemed to be divided more clearly by gender. The trend was consistent with the findings in the previous part: males had proportionately a much smaller amount of agreement with the statements than females. There were enough significant occurrences to suggest that although the problem of CA was only minor in both groups, males emerged as less apprehensive than females.

Qualitative results - teacher interviews

The purpose of the six teacher interviews incorporated into this study was firstly, in response to research question 3, to see what the teachers perceived as the causes and effects of CA, and how these perceptions compared to each other. The second objective, set in research question 4, was to inquire how they had tried to manage CA in their EFL classrooms, and if any methodological differences could be observed. Moreover, the teachers' views on managing CA were contrasted with the students' open-ended responses.

Firstly, the causes will be reported on. In the present study, similarly to Korpela (2011), the primary causes of CA given by the teachers could be classified into internal and external causes. The results showed that CA was seen by teachers to consist, on the internal side, of individual emotions and attitudes: these included fears (of errors and peer assessment), perfectionism, insecurities and previous communication experiences. As mentioned earlier, all of these issues have previously been identified as potential causes of CA (see Manninen 1984, Paakkanen and Pirinen 1990, McCroskey 1982, McCroskey and Richmond 1995, and Korpela 2011). The findings thus provide further

indication of the problematic nature of the attitude towards making mistakes and being socially interactive with the other students in the classroom. If there is a prevalence of such fears and insecurities, it is unfortunate because having to tolerate errors and the attention of other students in the class are undoubtedly essential characteristics in the process of learning to speak a foreign language.

Regarding the external causes of CA, they mostly had to do with the social dimension of the EFL classroom: group size, dynamics and atmosphere. Large group sizes were identified by the teachers as potential reasons for CA. Additionally, if there were individuals in the group who would make comments about others attempting to communicate, the result would be an even more introverted student. The atmosphere in class should be tolerant of mistakes and provide a safe environment for the student to experiment with English communication. With proactive efforts on the teacher's behalf, the group cohesion and dynamics could possibly be improved in order to reduce the "hostility" towards communication. One possible method, as suggested in Korpela (2011), might be to address the unfamiliarity aspect, i.e. to help the students get to know each other better.

As for the effects of CA, avoidance behavior was the primary observation in both groups. The students would either refuse to communicate altogether or do their best to indicate their reluctance to do so. Previous studies have shown that avoidance behavior is "a very common strategy used by individuals with high apprehension" (McCroskey and Richmond 1995: 62). The problem with these individuals who engage in avoidance behavior is that they may, to an extent, become invisible to the teacher, making it much harder to grade and assess their development, not to mention give them adequate means and preparation for their future communicative endeavors.

The other effects cited were different physiological and emotional symptoms. These would include symptoms associated with nervousness, such as trembling hands, shaky voice and irregular breathing patterns. Also, the emotional symptoms would range from more permanent, underlying feelings of apprehension to concerns of self-esteem and waning motivation and competence. Certain CA-related personality types are believed to be more closely attuned to their bodily sensations (Kangas Dwyer and Cruz 2009: 441), which may to a degree explain why the condition is so observable in some students. Nevertheless it also raises the question if further education and training might

help these students be more at ease in classroom communication situations which are clearly uncomfortable to them currently.

Regarding how the teachers had attempted to manage CA in EFL classes, it was discovered that some measures had been taken by the teachers to accommodate apprehensive students. For one, there were different ways of arranging the seats of the students: some of the teachers had allowed their students to sit where and with whom they felt comfortable. On the other hand, there was the opposite opinion that it was important to force the students get to know each other, which might mean pairing up with unfamiliar people. As mentioned, a large and unfamiliar audience has been identified as a source of CA (Korpela 2011), and this may be a good way of decreasing this feeling of unfamiliarity. Initially, however, it may produce great discomfort to the students, who in their open-ended answers frequently stated that not knowing the conversation partner made the communication situation more distressful.

Secondly, reducing the audience by working and presenting in smaller groups was seen by the teachers as one way of alleviating students' CA. Having the students first work in pairs was also seen as a way of giving them time to prepare for the possibility of speaking in front of the class, or with the class listening. Overall, the task of having to do presentations was recognized by the interviewees as a highly apprehensive one, and they generally seemed sensitive to how it was experienced by the students.

Finally, the interviewed teachers had adopted "welcoming" attitudes towards mistakes and errors. They would make sure not to penalize students for trying, and tried not to embarrass them in front of the others. They did not dwell on the mistakes, and they aimed at creating a relaxed atmosphere where the students could experiment with language. This is important, as every time a person speaks a foreign language, he opens himself up to the possibility of being ridiculed (Johnson 2008), and as such the teacher needs to have an active role in preventing bullying and hurtful laughter. And as Hurt et al. (1977: 154) argue, students should never get the feeling that they are being punished for communicating in the classroom.

Some of the teachers had come up with their own ways to help alleviate CA. These included using role play, i.e. giving the group members roles not their own, which had helped some introverted students to show more extroverted character traits. As

discussed in section 2.3.1, one perspective of CA is that it is a trait-like construct, inherently a part of personality, so role-switching may have offered some individuals a platform for communication from outside their "normal" selves.

Also, one way was to play music to the class, creating enough of a background noise to help students get over the concern of others overhearing their discussions. This approach had received plenty of positive feedback, which is at this point not entirely surprising, considering that it significantly reduced the possibilities of peer assessment and making mistakes in front of an audience, two issues that the students were very wary of.

Yet another solution was to bring the issue directly up with the students and discuss how negative emotions related to communication can be processed.

Lastly, in examining how the teachers and students approached managing CA in the EFL classroom, the following was found: what was called for by the students was more pair and group work, and fewer presentations in front of the class. All the teachers recognized this, that working in pairs and with familiar people were "safer" working methods than having to speak in front of the class or with unknown people. In addition, a portion of the students called for a more relaxed atmosphere. They were highly concerned of making mistakes, and it could be helpful if communication was not made such a "big deal". Again, the teachers were in alignment with this view, all of them stressed an atmosphere where errors are allowed and indeed belong to the process.

One exception was the opinion held by many students that more opportunities should be given to communicate in English. This wish did not come up in the teacher interviews much at all, despite the fact that lack of authentic oral practice has consistently been identified as a potent source of CA (Manninen 1984, Paakkanen and Pirinen 1990, and Korpela 2011). Therefore, it is very prudent to ask whether the cause of CA not only depends on the student's reaction to the environment, but also on the adequacy of his means to meet the demands presented to him? Arguably communication in the EFL classroom should be made a more everyday phenomenon.

Summarizing the results

In summary, the results for the present study showed that presentations and group discussions were the most apprehensive scenarios in EFL classes for the students. The Finnish-Swedes seemed on average to suffer from less CA than the Finns but ultimately the levels of CA in both groups were only average. Finally, self-perceived and actual competence, along with different attitudes, were shown to correlate with CA: the lower the grades and the more negative the attitude, the higher the level of CA.

Furthermore, the four themes (teacher, errors, self-evaluations and reinforcement and modeling) were mostly not identified by the students as major causes of CA. Certain error-related aspects of CA, such as perfectionism and peer assessment, however, were clearly problematic for around half of the 185 respondents. The Finnish-Swedes, again, were on average in stronger disagreement with the statements (i.e. suffered from less CA), but the statistical comparisons indicated that the difference was not significant enough to make more assertive conclusions. Nevertheless, the male respondents were clearly less apprehensive than the females, and this division is supported also by the statistical analyses.

In the interview results, it emerged that CA was viewed very similarly by both groups. The source of CA was seen to consist, on the one hand, of fears and insecurities, and of the social dimension and climate, on the other. In both groups, CA was seen to manifest in the classroom primarily through avoidance behavior and certain physiological symptoms.

In both groups, the teachers had similar ways of managing CA in EFL classes. They had experimented with seating order and made arrangements so that the students could communicate in smaller groups, or with familiar individuals. Furthermore, their attitudes towards errors and mistakes were very understanding and sensitive to the student's feelings. Individual teachers had come up with solutions of their own, such as playing music or using different roles. The teachers' ideologies were mostly in alignment with how the students would like the problem to be addressed, although the need for more extensive practice should be recognized better by teachers.

Conclusion and limitations of the study

All in all, the present study succeeded in its main objective which was to introduce two new perspectives to CA research: data was obtained on the Finnish and Finnish-Swedish students, and new knowledge concerning the differences between these two groups was produced. Moreover, Finnish and Finnish-Swedish teachers' perceptions of CA as a problem related to language learning were examined, along with the methodological question of how well the contemporary teacher is equipped to address the issue.

Based on this study, it can be said the Finnish and Finnish-Swedish areas of Finland did not dramatically differ from each other in terms of CA. Fortunately, the problem does not seem to have reached a serious extent. Nevertheless, based on the results, more attention should be paid to alleviating students' stress in group discussions and presentation situations. In addition, certain issues, such as the attitude towards mistakes, should be identified as an important aspect in developing a proficiency in English. When negative attitudes and poor grades are observed, one possible point to discuss is CA.

Both teacher groups had relatively similar perceptions of the nature of the problem. Communication problems can have spread into the classroom from many different sources. The teacher needs to consider not only the group cohesion and safety of the atmosphere, but also the students' internal dimension: questions such as self-esteem, previous communication experiences and insecurities. In taking measures to help students get over them, sensitivity should take precedence over everything. Educating students into a more welcoming communication behavior means moving away from the adverse expectation of peer judgment and negative attitude towards errors. Letting students avoid communication and become invisible in the classroom may be compared to kicking the proverbial can further down the road: at some point in their lives the students may come to regret that there was nobody with the knowledge to help them get through their problem.

There are some limitations concerning the present study. First of all, gathering data on Finnish-Swedish students and teachers in Finland can most efficiently be carried out in

the cities and towns along the western coast, where the density of the Finnish-Swedish population is higher. The Finnish-Swedish data for the present study was collected in a one coastal city with an established Finnish-Swedish population. However, Finnish was still the majority language there, and it may have resulted in there being a smaller difference between the groups compared to if data had been gathered in a predominantly Swedish-speaking area.

The statements in quantitative part two were prefaced by "*I feel apprehensive about speaking English in EFL classes because...*". This type of a declarative sentence may have been too negatively loaded for some respondents. However, during the piloting of the questionnaire, the pilot group was asked about the phrase, and their opinions unanimously expressed that it was not felt to be misleading.

Furthermore, in comparing the two groups of students statistically using Pearson's chi square, two dichotomous categories (*agree* and *disagree*) had to be made out of the initial four. This had to be done because the reliability of the study would have been compromised due to the low frequency of responses in certain categories. Also, the Pearson's product-moment correlation coefficient was used in this study. There is much debate on which of the coefficients is most suitable for use in conjunction with Likert-data. Using Pearson's correlation, which measures the linear dependency of two values on each other, here came with the presupposition that the Likert items be treated as continuous (1---4), as opposed to the rest of the analyses, where the data was treated as ordinal (1, 2, 3, 4). Analyzing data measured through ordinal scales as though it was interval, is a controversial issue (Jamieson 2004: 1217).

In the qualitative part, the teachers were asked about their perceptions of different aspects of CA. The main prerequisite for validity in this type of a situation is authenticity, which refers to the fact that the subjects and the researcher should both be discussing about the same issue (Syrjälä et al. 1995). To ensure that all the interviewees had an accurate picture of the researched phenomenon, the concept of CA was explained prior to the interview process, and was specified to relate specifically to spoken English. Another concern in this design is the *relevance* of the observation. The researcher must not overinterpret what the subjects are saying. The categories and conclusions inferred from the interviews are valid only when based accurately on actual

discourse (Syrjälä et al. 1995). In this respect, the researcher's own biases and concepts may interfere with the results if they are not consciously monitored.

6.2 IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH

One of the most important things that this study can accomplish is to increase awareness of the problem of CA in the EFL classroom. With insufficient knowledge, disruptions in communication may often be attributed to the wrong sources, such as poor motivation or laziness (Gregersen 2003, as cited in Tsiplakides 2009: 40). Hopefully, the findings of the present study will direct more teachers to pay greater attention to their students communication behavior, and to make efforts to alleviate the situation. In addition, English teachers could discuss these problems more frequently amongst each other and also, if necessary, consult a wider range of experts for help.

Furthermore, more opportunities to speak English could be a way of toning down the apprehensive attitudes. It seems that English as a subject suffers from being treated too much like other disciplines such as mathematics, where the boundaries between right and wrong answers are more clearly defined. In the case of English, and certainly with other languages as well, students should be made to realize that learning to speak English is a process that presupposes mistakes and errors, and that they should consequently be perceived as byproducts of development. As one teacher put it, it is better to speak and make mistakes than to sit quiet and make no mistakes at all. The teachers should recognize their role in helping to shape the classroom atmosphere more towards this type of thinking.

There are certainly opportunities for further research into CA in Finland. One gap addressed by the present study was that it incorporated the teacher's perspective on CA. There are not many examples of this in the literature, not to mention in the Finnish school setting. This is a shame because although the focus has been primarily on the student, the teacher's take on the matter can undoubtedly be just as revealing, and essential for a complete understanding of the condition and its impact in the classroom. Future studies could look into this with a more specific interest, larger number of participants and different methodologies (such as theme interviews).

Ultimately, the underlying agenda of future studies could take the teacher's perspective and focus on isolating the best and most functional practices. There are as many ways of dealing with English CA as there are teachers of English, and everyone would be the beneficiary if methods that have been tried and tested were introduced to the wider public. It would not only create additional awareness and make teachers pay more attention to communication issues, but also save them a great deal of work in trying to get by on their own.

Awareness of the problem at the moment is inadequate. This is supported by the fact that none of the teachers interviewed for the study had heard of CA. Consequently, one target of research could be to figure out how well future teachers are prepared to face the communicative challenges of the modern language classroom, and to adapt to the challenge of requiring a heterogenic group of people to communicate in a foreign language, often against their will. In addition, ways of improving teacher training could be considered.

Another untapped phenomenon studied here was CA among the Finnish-Swedish population in Finland, which is why this study had to rely mostly on previous studies on Finnish students. Although there is a great deal of anecdotal, even research-based information regarding their social status and behavior, the concept of CA could offer new ways of supplementing them. Especially, more extensive comparative research designs could be attempted with different research measures to test the validity of the findings that emerged in this study. For this purpose, the data on Finnish-Swedes should be gathered in an area where Swedish is the dominant language and Finnish in the minority. This would ensure that possible differences observed could be reliably attributed to the different linguistic climates.

Finally, another way of getting a more in-depth view of the issue could be to focus on the elementary school level, the formative, early years of education when students are still seeking their own communicator identity. How the environments are different between Finnish and Finnish-Swedish schools, and how the differences then influence the development of spoken English skills, are some of the foundational questions that could be answered.

BIBLIOGRAPHY

Bandura, A. (1977). *Social learning theory*. Englewood Cliffs, NJ: Prentice Hall.

Bekleyen, N. (2001). The role of foreign language classroom anxiety in English speaking courses [online].
http://www.academia.edu/487254/The_Role_Of_Foreign_Language_Classroom_Anxiety_In_English_Speaking_Courses (21 March 2013).

Booth-Butterfield, M. (1986). Stifle or stimulate? The effects of communication task structure on apprehensive and non-apprehensive students. *Communication Education*, 35(4), 337-349.

Booth-Butterfield, S. (1988). A meta-analysis of the cross-situational consistency of communication apprehension. *Communication Research Reports*, 5(1), 64-70.

Booth-Butterfield, M. and Booth-Butterfield, S. (1992). Communication apprehension and avoidance in the classroom. In J.C. McCroskey and V.P. Richmond (eds.), *The Burgess series on communication in instruction*. Edina, MN: Burgess Publishing.

Bourhis, J., Allen, M. and Bauman, I. (2006). Communication apprehension: issues to consider in the classroom. In B.M. Gayle, R.W. Preiss, N. Burrell and M. Allen (eds.), *Classroom communication and instructional processes: advances through meta-analysis*. Mahwah: NJ: Lawrence Erlbaum.

Bowers, J.W. (1986). Classroom communication apprehension: a survey. *Communication Education*, 35(4), 372-379.

Bower, K. (2003). When to use Fisher's exact test. *ASQ Six Sigma Forum Magazine*, 2(4), 35-37.

Chesebro, J. and McCroskey, J.C. (2001). The relationship of teacher clarity and immediacy with student state receiver apprehension, affect and cognitive learning. *Communication Education*, 50(1), 59-68.

Clason, D.L and Dormody, T.J. (1994). Analyzing data measured by individual Likert-type items. *Journal of Agricultural Education*, 35(4), 31-35.

Dörnyei, Z. and Csizér, K. (2012). How to design and analyze surveys in SLA research? In A. Mackey and S. Gass (eds.), *Research methods in second language acquisition: a practical guide*. Malden, MA: Wiley-Blackwell, 74-94.

Dörnyei, Z. (2009). *Questionnaires in second language research: construction, administration and processing*. New York: Routledge.

Eskola, J. (2001). Laadullisen tutkimuksen juhannustaiat: laadullisen aineiston analyysi vaihe vaiheelta. In J. Aaltola and R.Valli (eds.), *Ikkunoita tutkimusmetodeihin*. Jyväskylä: Gummerus, 133-157.

Eskola, J. and Suoranta, J. (2001). *Johdatus laadulliseen tutkimukseen*. Tampere: Vastapaino.

Gregersen, T. (2003). To err is human: a reminder to teachers of language-anxious students. *Foreign Language Annals*, 36(1), 25-32.

Gregersen, T. and Horwitz, E.K. (2002). Language learning and perfectionism: anxious and non-anxious language learners' reactions to their own performance. *The Modern Language Journal*, 86(4), 562-570.

Horwitz, E.K., Horwitz, M.B. and Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-133.

Horwitz. E.K. (1986). Preliminary evidence for the reliability and validity of a foreign language anxiety scale. *Tesol Quarterly*, 20(3), 559-562.

Horwitz, E.K. (1996). Even teachers get the blues: recognising and alleviating language teachers' feelings of foreign language anxiety. *Foreign Language Annals*, 29(3), 365-372.

Horwitz, E.K. (2001). Language anxiety and achievement. *Annual Review of Applied Linguistics*, 21, 112-126.

Hurt, H.T., Scott, M.D. and McCroskey, J.C. (1978). *Communication in the classroom.* Reading, MA: Addison-Wesley.

Hirsjärvi, S. and Hurme, H. (2001). *Tutkimushaastattelu*: *teemahaastattelun teoria ja käytäntö*. Helsinki, Finland: Helsinki University Press.

Hirsjärvi, S., Remes, P., and Sajavaara, P. (2003). *Tutki ja kirjoita*. Finland: Dark Oy.

Jamieson, S. (2004). Likert scales. how to (ab)use them. *Medical Education*, 38 (12), 1217-18.

Johnson, K. (2008). *An introduction to foreign language learning and teaching*. New York: Pearson Longman.

Kangas Dwyer, K. and Cruz, A.M. (1998). Communication apprehension, personality and grades in the basic course: are there correlations? *Communication Research Reports,* 15(4), 436-444.

Korpela, L. (2011). *Why don't students talk? Causes of foreign language communication apprehension in English classes: a comparison of high apprehensive and low apprehensive upper secondary students*. Unpublished M.A. thesis. University of Helsinki: Department of Teacher Education.

MacIntyre, P.D. and Gardner, R.C. (1991). Investigating language class anxiety using the focused essay technique. *The Modern Language Journal*, 75(3), 296-304.

MacIntyre, P.D. (1995). How does anxiety affect second language learning? A reply to Sparks and Ganschow. *The Modern Language Journal*, 79(1), 90-99.

Manninen, S. (1984). *Communication Apprehension. A study of the factors contributing to anxiety experienced by Finnish speakers of English*. Unpublished M.A. thesis. University of Jyväskylä, Department of Languages.

McCroskey, J.C. (1977a). Oral communication apprehension: a summary of recent theory and research. *Human Communication Research*, 4, 78-96.

McCroskey, J.C. (1977b). Classroom consequences of communication apprehension. *Communication Education*, 26, 27-33.

McCroskey, J.C. (1982). Oral communication apprehension: a reconceptualization. *Communication Yearbook*, 6, 136-170.

McCroskey, J.C. and Richmond, V.P. (1982). Communication apprehension and shyness: conceptual and operational distinctions. *The Central States Speech Journal*, 33, 458-468.

McCroskey, J.C. (1983). The communication apprehension perspective. *Communication*, 12(1), 1-25.

McCroskey, J.C. and Beatty, M.J. (1984). Communication apprehension and accumulated communication state anxiety experiences: a research note. *Communication Monographs*, 51, 79-84.

McCroskey, J.C., Fayer, J.M. and Richmond, V.P. (1985). Don't speak to me in English: communication apprehension in Puerto Rico. *Communication Quarterly*, 33(3), 185-192.

McCroskey, J.C., Burroughs, N.F., Daun, A. and Richmond, V.P. (1990). Correlates of quietness: Swedish and American perspectives. *Communication Quarterly*, 38, 127-137.

McCroskey, J.C. and Richmond, V.P. (1995) *Communication: apprehension, avoidance and effectiveness*. 4th ed. Scottsdale, AZ: Gorsuch Scarisbrick.

McCroskey, J.C. (1997). Willingness to communicate, communication apprehension, and self-perceived communication competence: conceptualizations and perceptions. In J.C. McCroskey, J.A. Daly, J. Ayres, D.M. Ayres and T. Hopf, (eds.), *Avoiding*

communication: shyness, reticence, and communication apprehension (2nd edition). Cresskill, NJ: Hampton Press.

McCroskey, J.C. and Beatty, M.J. (1998). Communication Apprehension. In J.C. McCroskey, J.A. Daly, M.M. Martin and M.J. Beatty (eds.), *Communication and personality: trait perspectives.* Cresskill, New Jersey*:* Hampton Press, 215-233.

Ohata, K. 2005.Language anxiety from the teacher's perspective: interviews with seven experienced ESL/EFL teachers. *Journal of Language and Learning*, 3(1), 133-155.

Paakkanen, A. and Pirinen, O. 1990. *Oral communication apprehension in the English class: a study of upper secondary school pupils.* Unpublished M.A thesis. University of Jyväskylä, Department of Languages.

Purna, A. (1999). Hiljaisuus on suomalainen tuote. Taloussanomat [online]. http://www.taloussanomat.fi/arkisto/1999/07/27/hiljaisuus-on-suomalainen-tuote/199912804/12 (7 October 2013).

Ravid, R. (2010). *Practical statistics for educator.* Blue Ridge Summit, PA: Rowman and Littlefield Publishers.

Roach, K.D. (1998). Teaching assistant communication apprehension, willingness to communicate, and state communication anxiety in the classroom. *Communication Research Reports*, 15(2), 130-140.

Rubin, R., Palmgreen, P. and Sypher, H.E. (eds.) (1994). *Communication research measures: a sourcebook*. New York: The Guilford Press.

Sallinen-Kuparinen, A., McCroskey, J.C. and Richmond, V.P. (1991). Willingness to communicate, communication apprehension, introversion and self-reported communication competence: Finnish and American comparisons. *Communication Research Reports*, 8, 55-64.

Sallinen-Kuparinen, A. (1986). *Finnish communication reticence. perceptions and self-reported behaviour.* University of Jyväskylä. Studia Philologica Jyväskyläensia 19.

Tuomi, J. and Sarajärvi, A. (2006). *Laadullinen tutkimus ja sisällönanalyysi*. Jyväskylä: Gummerus.

Tutkimusaineiston tiedonhallinnan käsikirja.
http://www.fsd.uta.fi/tiedonhallinta/osa6.html (27 October 2013).
Shimotsu, S. and Mottet, T.P. (2009). The relationship among perfectionism, communication apprehension and temperament. *Communication Research Reports*, 26(3), 188-197.

Syrjälä, L., Ahonen, S., Syrjäläinen, E. and Saari, S. (1995). *Laadullisen tutkimuksen työtapoja*. Helsinki: Kirjayhtymä.

Takala, S. (2003). Jatkuvuutta ja uusia linjauksia kielten opetussuunnitelmissa. Finnish National Board of Education [online].
http://www.edu.fi/lukiokoulutus/toinen_kotimainen_ja_vieraat_kielet/kielten_opetussuunitelmat (8 October 2013).

Tran, T.T.T. (2011). A review of Horwitz, Horwitz and Cope's theory of foreign language anxiety and challenges to the theory. *English Language Teaching*, 5(1), 69-75.

Tsiplakides, I. (2009). Helping students overcome foreign language speaking anxiety in the English classroom: theoretical issues and practical recommendations. *International Education Studies*, 2(4), 39-44.

Tuomivaara, T. (2005). Kvantitatiivinen ja kvalitatiivinen tutkimus. Tieteellisen tutkimuksen perusteet [online].
http://www.mv.helsinki.fi/home/ttuomiva/Y125luku6.pdf (14 October 2013).

Vuorela, S. (2005). Haastattelumenetelmät. In S. Ovaska, A. Aula and P. Majaranta (eds.), *Käytettävyystutkimuksen menetelmät*, 37-52. Tampereen yliopisto: tietojenkäsittelytieteiden laitos B-2005-1.

Young, D. J. (1991). Creating a low-anxiety classroom environment: what does language anxiety research suggest? *The Modern Language Journal*, 75(4), 426-439.

Young, D.J. (1986). The relationship between anxiety and foreign language oral proficiency ratings. *Foreign Language Annals*, 19, 439-445.

APPENDICES

APPENDIX 1: CONTEXT-SPECIFIC AND TOTAL CA, GENDER COMPARISONS

Context-specific and total CA means by first language and by gender

Contexts (in the EFL classroom)	Males		Sig. (2-tailed)	Females		Sig. (2-tailed)
	Finnish-Swedish	Finnish		Finnish-Swedish	Finnish	
Group discussions	15.92	15.50	.446	16.22	17.47	.037*
Answering in class	13.57	14.25	.497	14.74	16.60	.022*
Conversations	13.52	14.46	.243	14.34	15.90	.041*
Speaking in front of the class	15.52	17.32	.051	18.07	18.94	.300
Total CA	**58.55**	**61.96**	**.196**	**63.39**	**68.92**	**.036***

* mean difference significant at p ≤ .05 level

APPENDIX 2: ASPECTS OF CA, GENDER COMPARISONS

Teacher-related aspects, gender-specific response frequencies and percentages

| "I feel apprehensive about speaking English in EFL classes because…" | N (%) | | Gender | Pearson's chi square |
	1 & 2 **Disagree**	**3 & 4** **Agree**		
1/ "…I think the teacher thinks I am a poor student"	58 (93.5)	4 (6.5)	MALE	.029*
	88 (81.5)	20 (18.5)	FEMALE	
2/ "… I think the teacher is also apprehensive about speaking English"	61 (98.4)	1 (1.6)	MALE	.676
	113 (97.4)	3 (2.6)	FEMALE	
3/"…the teacher is so demanding"	53 (91.4)	5 (8.6)	MALE	.039*
	90 (78.9)	24 (21.1)	FEMALE	
4/"…I do not understand everything the teacher says in English in class"	56 (90.3)	6 (9.7)	MALE	.119
	97 (81.5)	22 (18.5)	FEMALE	
5/ "…I do not like the teacher"	55 (90.2)	6 (9.8)	MALE	.424
	98 (86)	16 (14)	FEMALE	
6/ "…I feel the teacher has such a high status and authority"	54 (88.5)	7 (11.5)	MALE	.811
	89 (87.3)	13 (12.7)	FEMALE	
7/"…It irritates me when I do not understand the teacher's corrections of my English"	83 (85.6)	14 (14.4)	MALE	.981
	94 (85.5)	16 (14.5)	FEMALE	

** difference significant at p ≤ .01 level

* difference significant at p ≤ .05 level

Error-related aspects, gender-specific response frequencies and percentages

"I feel apprehensive about speaking English in EFL classes because…"	N (%)		Gender	Pearson's chi square
	1 & 2 Disagree	**3 & 4** Agree		
8/ *"…I am not sure that what I am about to say does not contain any mistakes"*	39 (68.4)	18 (31.6)	MALE	.006**
	51 (46.4)	59 (53.6)	FEMALE	
9/ *"… I demand perfect performance from myself"*	37 (58.7)	26 (41.3)	MALE	.009
	53 (45.7)	63 (54.3)	FEMALE	
10/ *"…I am afraid of making mistakes"*	47 (74.6)	16 (25.4)	MALE	.0003**
	55 (47)	62 (53)	FEMALE	
11/ *"I am afraid of the teacher pointing out mistakes or deficiencies in my speech"*	56 (88.9)	7 (11.1)	MALE	.015*
	86 (73.5)	31 (26.5)	FEMALE	
12/ *"…I feel like the others want to see me make mistakes or fail"*	58 (92.1)	5 (7.9)	MALE	.835
	103 (91.2)	10 (8.8)	FEMALE	
13/ *"…I have not had enough practice speaking English"*	52 (83.9)	10 (16.1)	MALE	0.004**
	67 (57.8)	49 (42.2)	FEMALE	

** difference significant at p ≤ .01 level

* difference significant at p ≤ .05 level

Aspects related to evaluations of self and others, gender-specific response frequencies and percentages

| "*I feel apprehensive about speaking English in EFL classes because…*" | N (%) | | Gender | Pearson's chi square |
	1 & 2 Disagree	3 & 4 Agree		
14/ *"...I think I do not speak English as well as the others"*	52 (86.7)	8 (13.3)	MALE	.003**
	78 (66.1)	40 (33.9)	FEMALE	
15/ *"... I am embarrassed to speak English in class"*	54 (85.7)	9 (14.3)	MALE	.060
	86 (73.5)	31 (26.5)	FEMALE	
16/ *"... I am afraid that the others will notice my nervousness"*	52 (82.5)	11 (17.5)	MALE	.002**
	72 (61)	46 (39)	FEMALE	
17/"*...my expectations of speaking English in school are negative"*	58 (96.7)	2 (3.3)	MALE	.018*
	95 (84.8)	17 (15.2)	FEMALE	
18/"*…there are so many others in the classroom who listen to me speak English"*	40 (64.5)	22 (35.5)	MALE	.043*
	57 (48.7)	60 (51.3)	FEMALE	
19/ *"…I think the other students are better at speaking English than I am"*	50 (80.6)	12 (19.4)	MALE	.0009**
	64 (55.7)	51 (44.3)	FEMALE	
20/"*...I am afraid the other students will laugh at me"*	59 (93.7)	4 (6.3)	MALE	.002**
	87 (75)	29 (25)	FEMALE	
21/"*...I believe my conversation partner speaks English better than I do"*	47 (79.7)	12 (20.3)	MALE	.002**
	63 (56.8)	48 (43.2)	FEMALE	
22/"*...I just belong to those who are not good at languages"*	48 (80)	12 (20)	MALE	.459
	84 (75)	28 (25)	FEMALE	
23/"*...I do not trust my skills as an English speaker"*	48 (80)	12 (20)	MALE	.003**
	68 (57.6)	50 (42.4)	FEMALE	

** difference significant at $p \leq .01$ level

* difference significant at $p \leq .05$ level

Aspects related to reinforcement and modeling, gender-specific response frequencies and percentages

"I feel apprehensive about speaking English in EFL classes because…"	N (%)		Gender	Pearson's chi square
	1 & 2 Disagree	3 & 4 Agree		
24/ "…the other students do not speak English in class either"	51 (83.6)	10 (16.4)	MALE	.284
	100 (89.3)	12 (10.7)	FEMALE	
25/ "… I think the teacher will give negative feedback about my English speech"	59 (95.2)	3 (4.8)	MALE	.014*
	96 (82.1)	21 (17.9)	FEMALE	
26/ "…I feel the teacher is not giving me enough encouraging feedback"	52 (85.2)	9 (14.8)	MALE	.018*
	78 (69)	35 (31)	FEMALE	
27/"…I have received so much negative feedback in EFL classes"	60 (95.2)	3 (4.8)	MALE	.342
	106 (91.4)	10 (8.6)	FEMALE	

** difference significant at p ≤ .01 level
* difference significant at p ≤ .05 level

APPENDIX 3: THE QUESTIONNAIRE

FINNISH VERSION

KYSELYTUTKIMUS ENGLANNIN KIELELLÄ PUHUMISEEN LIITTYVÄSTÄ ARKUUDESTA JA JÄNNITYKSESTÄ.

Tervehdys!

Olen Lauri Lahtinen ja opiskelen Jyväskylän yliopistossa englannin ja ruotsin opettajaksi. Opintojeni lopputyössä käsittelen englannin puhumiseen liittyviä tunteita, joita kartoitan tällä kyselylomakkeella. Sinun ei tarvitse kirjoittaa lomakkeeseen nimeäsi. Kyselylomakkeiden tietoja käsitellään täysin luottamuksellisesti.

Pyydän, että vastaat kysymyksiin ohjeiden mukaan ja vain sen perusteella, miltä sinusta tuntuu. Älä hätiköi.

Vastaamalla kysymyksiin olet tärkeä osa tutkimusta ja autat kehittämään englannin opetusta ja oppimista.

Lomake alkaa seuraavalla sivulla. Kiitos avustasi jo etukäteen!

Lauri Lahtinen

I. Taustatietoja

Ikäsi _____ vuotta

Sukupuoli: Tyttö ☐   Poika ☐

Äidinkielesi _____

Miltä luokalta asti olet opiskellut englantia? _____

Englanti on minulle ☐ A1 tai A2-kieli   ☐ B1 tai B2-kieli   ☐ B3-kieli

Mikä oli englannin numerosi peruskoulun päättötodistuksessa? _____

Kaksi viimeisintä englannin numeroa lukion jaksotodistuksessasi? _____ ja

_____

Englannin arvosanasi peruskoulun päättötodistuksessa:

Ruotsi on minulle: ☐ A1 tai A2-kieli   ☐ B1 tai B2-kieli   ☐ B3-kieli

II. Tuntemuksia englannin kielen käyttötilanteissa

Alla on joukko väittämiä erilaisista englannin kielen käyttötilanteista. Vastaa väittämiin ympyröimällä sen mukaan, miten hyvin ne kuvaavat juuri omia tuntemuksiasi.

1 - Täysin eri mieltä
2 - Eri mieltä
3 - Samaa mieltä
4 - Täysin samaa mieltä
0 - En osaa sanoa

(Pien)ryhmäkeskustelut englanniksi englannin tunnilla

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
1. En osallistu mielelläni ryhmäkeskusteluihin englanniksi.	1	2	3	4	0
2. Tunnen oloni yleensä epämukavaksi osallistuessani ryhmäkeskusteluihin englanniksi.	1	2	3	4	0
3. Olen hermostunut ja jännittynyt osallistuessani ryhmäkeskusteluihin englanniksi.	1	2	3	4	0

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
4. Osallistun mielelläni ryhmäkeskusteluihin englanniksi.	1	2	3	4	0
5. Osallistuminen englanniksi ryhmäkeskusteluun, jossa on uusia ihmisiä, saa minut jännittyneeksi ja hermostuneeksi.	1	2	3	4	0
6. Olen rauhallinen ja rento osallistuessani ryhmäkeskusteluihin englanniksi.	1	2	3	4	0

Vastaaminen englanniksi englannin tunnilla

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
7. Olen yleensä hermostunut kun vastaan englanniksi tunnilla.	1	2	3	4	0
8. Olen yleensä rauhallinen kun vastaan englanniksi tunnilla.	1	2	3	4	0
9. Olen erittäin rauhallinen ja rento kun minua pyydetään puhumaan tai vastaamaan englanniksi englannin tunnilla.	1	2	3	4	0
10. Pelkään puhua ja esittää mielipiteitäni englanniksi vastatessani.	1	2	3	4	0
11. Vastaaminen tunnilla englanniksi saa minut yleensä tuntemaan oloni epämukavaksi.	1	2	3	4	0
12. Olen rento vastatessani englanniksi kysymyksiin tunnilla.	1	2	3	4	0

(Kahdenkeskiset) keskustelut englanniksi

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
13. Tunnen oloni hyvin hermostuneeksi kun keskustelen uuden tuttavan kanssa englanniksi.	1	2	3	4	0
14. En pelkää ilmaista mielipidettäni englanniksi keskusteluissa.	1	2	3	4	0
15. Tavallisesti olen hyvin jännittynyt ja hermostunut englanninkielisissä keskusteluissa.	1	2	3	4	0
16. Yleensä olen englanninkielisissä keskusteluissa rauhallinen.	1	2	3	4	0
17. Kun keskustelen uuden tuttavuuden kanssa englanniksi, tunnen oloni rauhalliseksi.	1	2	3	4	0

18. Pelkään ilmaista mielipiteitäni englanniksi
keskusteluissa.

	1	2	3	4	0

Puhuminen englanniksi luokan edessä

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
19. Minua ei pelota puhua luokan edessä englanniksi.	1	2	3	4	0
20. Kehoni tuntuu jännittyneeltä pitäessäni puhetta tai esitelmää englanniksi.	1	2	3	4	0
21. Tunnen oloni rauhalliseksi pitäessäni puhetta tai esitelmää englanniksi.	1	2	3	4	0
22. Sekoilen sanoissani ja ajatukseni harhailevat kun pidän esitelmää tai puhetta englanniksi.	1	2	3	4	0
23. Suhtaudun englannin kielellä puhumiseen luottavaisesti.	1	2	3	4	0
24. Kun puhun englanniksi luokan edessä, pelkään unohtelevani asioita.	1	2	3	4	0

III. Syitä englannin kielellä puhumiseen liittyviin tuntemuksiin.

Ympyröi oman arviosi mukaan, miten hyvin alla oleva lista väittämiä pitää sinun kohdalla paikkansa.

1 - Täysin eri mieltä
2 - Eri mieltä
3 - Samaa mieltä
4 - Täysin samaa mieltä
0 - En osaa sanoa

Minua jännittää tai aristaa puhua englanniksi englannin tunnilla koska...

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
	1	2	3	4	0
25. ... tiedän että kielitaitoani arvioidaan kun					

puhun.

26. …omasta mielestäni puhun englantia keskimääräistä huonommin.	1	2	3	4	0
27. …minusta tuntuu, että englannin opettajani pitää minua huonona oppilaana.	1	2	3	4	0
28. …. näen oppitunnit kilpailuna ja haluan pärjätä paremmin kuin muut.	1	2	3	4	0
29. ... minusta tuntuu, että opettajaakin aristaa puhua englanniksi.	1	2	3	4	0
30. …muutkaan eivät puhu englanniksi tunnilla.	1	2	3	4	0
31. …opettaja on niin vaativa kielitaidon suhteen.	1	2	3	4	0
32. ...minua nolottaa puhua englantia tunnilla	1	2	3	4	0

Minua jännittää tai aristaa puhua englanniksi englannin tunnilla koska...

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
33. ...ajattelen, että opettaja antaa negatiivista palautetta englanniksi puhumisestani	1	2	3	4	0
34. ... pelkään, että muut oppilaat huomaavat jännitykseni.	1	2	3	4	0
35. … en ymmärrä kaikkea mitä opettaja sanoo englanniksi tunnilla.	1	2	3	4	0
36. ...odotukseni ja kuvitelmani englanniksi puhumisesta koulussa ovat negatiivisia.	1	2	3	4	0
37. ...englannin tunnit tuntuvat niin virallisilta tai muodollisilta.	1	2	3	4	0
38. …luokassa on niin paljon muita, jotka kuuntelevat puhettani.	1	2	3	4	0

Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa

39. …minusta tuntuu, että muut oppilaat ovat parempia puhumaan englantia kuin minä.	1	2	3	4	0
40. ...en pidä opettajasta	1	2	3	4	0
41. . ... tunnen että opettajalla on niin korkea arvo tai suuri auktoriteetti luokassa	1	2	3	4	0
42. …pelkään, että muut oppilaat nauravat minulle.	1	2	3	4	0
43. ...uskon, että keskustelukumppanini osaa englantia paremmin kuin minä.	1	2	3	4	0
44. ... en ole saanut tarpeeksi harjoitusta englannin kielellä puhumisessa	1	2	3	4	0
45. ...tunnen että en saa opettajalta tarpeeksi rohkaisevaa palautetta	1	2	3	4	0
46. ...kuulun niihin, jotka eivät ole hyviä kielissä / minulla ei ole "kielipäätä".	1	2	3	4	0
47. ...en luota omiin taitoihini englanniksi puhumisessa	1	2	3	4	0

Minua jännittää tai aristaa puhua englanniksi englannin tunnilla koska...

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
48. …en ole ehtinyt miettiä tarpeeksi kauan sitä mitä sanoisin.	1	2	3	4	0
49. …olen epävarma siitä, että siinä mitä aion sanoa ei ole virheitä.	1	2	3	4	0
50. …vaadin itseltäni täydellistä tai erittäin hyvää puhesuoritusta.	1	2	3	4	0
51. … pelkään tekeväni virheitä.	1	2	3	4	0
52. … pelkään, että opettaja huomauttaa virheistäni tai puutteista puheessani.	1	2	3	4	0
53. …minua harmittaa kun en ymmärrä opettajan englanniksi esittämiä korjauksia.	1	2	3	4	0
54. … minusta tuntuu, että muut haluavat nähdä minun tekevän virheitä tai epäonnistuvan.	1	2	3	4	0

55. ...en osaa ääntää "oikein" tai kuten englantia
    äidinkielenään puhuvat (esim. britit ja
    amerikkalaiset).   1   2   3   4 | 0

56. ...englannin tunnilla ei ole tarpeeksi
    mahdollisuuksia puhua englanniksi.   1   2   3   4 | 0

57. ...olen saanut niin paljon negatiivista palautetta
    aiemmin englannin tunneilla.   1   2   3   4 | 0

58. ... minusta tuntuu että pistän silmään jos puhun
    englantia.   1   2   3   4 | 0

IV

Vastaa lopuksi alla oleviin kysymyksiin ja kirjoita vapaasti kommenttisi ja oma
näkemyksesi siitä, mitä tuntemuksia sinulla liittyy englannin kielellä puhumiseen.

	Täysin eri mieltä	Eri mieltä	Samaa mieltä	Täysin samaa mieltä	En osaa sanoa
59. Jos englannin tunnilla tulee jännityksen ja arkuuden tunteita, ne ovat useimmiten positiivinen asia.	1	2	3	4	0
60. Englannin tunnilla valitsen istumapaikan niin, etten joutuisi puhumaan.	1	2	3	4	0

61. Miten arvioisit oman englannin kielitaitosi yleisesti asteikolla 4-10? Ympyröi.

     4   5   6   7   8   9   10

62. a) Millainen on suhtautumisesi kouluun? Alleviivaa tai ympyröi.

erittäin negatiivinen   -   negatiivinen   -   positiivinen   -   erittäin positiivinen

b) entä englannin kieleen?

erittäin negatiivinen   -   negatiivinen   -   positiivinen   -   erittäin positiivinen

63. Millainen ongelma jännittäminen ja arastelu ovat englannin tunnilla? Alleviivaa tai
ympyröi.

erittäin haittaava - haittaava - vähäinen - erittäin vähäinen

64. Mikä asia (tai asiat) sinua jännittää eniten englannin tunnilla? Miten englannin
    tunteja voitaisiin parantaa, että puhuminen olisi vähemmän ahdistavaa?

_____

_____

_____

_____

_____

_____

_____

65. Voit näin lopuksi vielä kommentoida vapaasti kysymyksiä tai vastauksiasi niihin,
    sekä tietysti sanoa jos mielessäsi heräsi jotain lisättävää!

_____

_____

_____

_____

_____

_____

_____

_____

ERITTÄIN SUURI KIITOS VASTAUKSISTASI!!!
(JA HYVÄÄ KEVÄÄN JATKOA! :))

SWEDISH VERSION

ETT FRÅGEFORMULÄR ANGÅENDE SKYGGHET OCH SPÄNNING ATT TALA ENGELSKA.

Hejsan!

Jag heter Lauri Lahtinen. Jag studerar engelska och svenska vid Jyväskylä universitet, och jag håller på att bli engelskalärare. I mitt slutarbete använder jag detta frågeformulär för att undersöka känslorna förknippade med att tala engelska.

Denna förfrågan gäller alltså känslor som uppstår när man talar engelska. Svara på frågorna enligt anvisningar och basera svaren endast på hur just du tänker.

Du behöver inte skriva ner ditt namn. All information hanteras anonymt.

Genom att ta del i denna forskning är du med i att utveckla undervisning och lärarutbildning i engelska.

Tack för din hjälp på förhand!

Lauri Lahtinen

I Bakgrund

Ålder: _____ år

Kön: Flicka ☐   Pojke ☐

Modersmål _____

På vilken klass började du läsa engelska? _____

Engelska är mitt ☐ A1 eller A2-språk   ☐ B1 eller B2-språk   ☐ B3-språk

Vad var ditt betyg i engelska när du avslutade högstadiet? _____

Dina två sista betyg i engelska på gymnasiet? _____ och _____

II Känslorna i olika språkbrukssituationer

Nedan finns en grupp olika påståenden som gäller situationer på engelska timmen. Svara på frågorna genom att **ringa in** det alternativ **som bäst beskriver just dina känslor.**

1 – Helt av annan åsikt
2 – Av annan åsikt
3 – Av samma åsikt
4 – Helt av samma åsikt
0 – Kan inte säga

Smågruppsdiskussioner på engelska på engelska timmen

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
1. Jag tar inte gärna del i gruppdiskussioner på engelska på timmen.	1	2	3	4	0
2. Jag känner mig oftast obekväm när jag tar del i gruppdiskussioner på engelska på timmen.	1	2	3	4	0
3. Jag känner mig nervös och spänd när jag tar del i gruppdiskussioner på engelska på timmen.	1	2	3	4	0
4. Jag tar gärna del i gruppdiskussioner på engelska på timmen.	1	2	3	4	0

5. Det gör mig nervös och spänd att ta del i en gruppdiskussion på engelska med nya människor på timmen.

1	2	3	4	0

6. Jag känner mig lugn och avslappnad när jag tar del i gruppdiskussioner på engelska på timmen.

1	2	3	4	0

Att svara på engelska på engelska timmen

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
7. Jag känner mig oftast nervös när jag måste svara på engelska på timmen.	1	2	3	4	0
8. Jag är oftast lugn när jag svarar på frågor på engelska på timmen.	1	2	3	4	0
9. Jag är väldigt lugn och avslappnad när jag blir frågad att tala eller svara på engelska på timmen.	1	2	3	4	0
10. Jag är rädd för att framställa mina åsikter och tala på engelska när jag svarar på timmen.	1	2	3	4	0
11. Att svara på engelska på timmen får mig oftast att känna mig obekväm.	1	2	3	4	0
12. Jag är avslappnad när jag svarar på frågor på engelska på timmen.	1	2	3	4	0

Diskussioner parvis på engelska på engelska timmen

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
13. Jag känner mig mycket nervös när jag diskuterar med en ny person på engelska på timmen.	1	2	3	4	0
14. Jag är inte rädd för att framställa min åsikt på engelska i diskussioner på timmen.	1	2	3	4	0
15. Vanligtvis är jag mycket spänd och nervös i diskussioner på engelska på timmen.	1	2	3	4	0
16. Oftast är jag avslappnad i diskussioner på engelska på timmen.	1	2	3	4	0
17. Jag känner mig avslappnad när jag diskuterar med en ny person på timmen.	1	2	3	4	0
18. Jag är rädd för att framställa min åsikt på engelska i	1	2	3	4	0

diskussioner på timmen.

Att tala engelska framför klassen

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
19. Jag är inte rädd för att tala engelska framför klassen på timmen.	1	2	3	4	0
20. Jag känner mig spänd i kroppen när jag håller tal eller ett föredrag på engelska på timmen.	1	2	3	4	0
21. Jag känner mig avslappnad när jag håller tal eller ett föredrag på engelska på timmen.	1	2	3	4	0
22. Jag råddar i mina ord och mina tankar irrar omkring när jag håller tal eller ett föredrag på engelska på timmen.	1	2	3	4	0
23. Jag ställer mig förtroendefullt till att tala på engelska på timmen.	1	2	3	4	0
24. När jag talar engelska framför klassen på timmen är jag rädd för att jag glömmer saker och ting.	1	2	3	4	0

III Orsaker till känslorna som har med att tala engelska att göra

Ringa in enligt egen uppskattning, **hur bra påståendena nedan stämmer överens med dig.**

1 - Helt av annan åsikt
2 - Av annan åsikt
3 - Av samma åsikt
4 - Helt av samma åsikt
0 - Kan inte säga

Jag känner mig nervös och skygg att tala engelska på engelska timmen eftersom…

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
	1	2	3	4	0
25. ... jag vet att mina språkfärdigheter bedöms när jag					

talar.

26. … jag själv tycker att jag talar engelska sämre än medeltalet.

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
26.	1	2	3	4	0
27. … det känns att min engelsklärare tycker att jag är en dålig elev.	1	2	3	4	0
28. … jag ser engelska timmarna som en tävling och jag vill vara bättre än dom andra eleverna.	1	2	3	4	0
29. ... det känns även om att läraren var skygg att tala engelska.	1	2	3	4	0
30. … dom andra eleverna inte heller talar engelska.	1	2	3	4	0
31. … engelskläraren är för krävande gällande språkkunskapsnivån.	1	2	3	4	0

Jag känner mig nervös och skygg att tala engelska på engelska timmen eftersom…

32. ... jag blir generad av att tala engelska på timmen.	1	2	3	4	0
33. ... jag tror att läraren kommer att ge negativ feedback på mitt talande.	1	2	3	4	0
34. ... jag är rädd för att dom andra eleverna kommer att märka min spändhet.	1	2	3	4	0
35. … jag inte förstår allt som läraren säger på engelska på timmen.	1	2	3	4	0
36. ... mina förväntningar och föreställningar om att tala engelska på timmen är negativa.	1	2	3	4	0
37. ... engelska timmarna känns så officiella eller formella.	1	2	3	4	0
38. … det finns så många andra i klassrummet som lyssnar på mig när jag talar.	1	2	3	4	0
39. … det ofta känns att dom andra eleverna talar engelska bättre än jag.	1	2	3	4	0
40. ... jag inte gillar läraren.	1	2	3	4	0

41. ... engelskläraren har en så stor auktoritet och så stor respekt i klassrummet.

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
41.	1	2	3	4	0
42. …. jag är rädd för att dom andra eleverna kommer att skratta åt mig.	1	2	3	4	0
43. .... jag tror att samtalspartnern kan engelska bättre än jag.	1	2	3	4	0
44. ... jag inte har fått tillräckligt med övning i att tala på engelska.	1	2	3	4	0
45. ... det känns att jag inte får tillräckligt med positiv feedback från läraren.	1	2	3	4	0
46. ...jag inte hör till dom som är bra på språk.	1	2	3	4	0
47. ... jag inte litar på mina kunskaper att tala engelska.	1	2	3	4	0

Jag känner mig nervös och skygg att tala engelska på engelska timmen eftersom…

48. … jag inte hunnit tänka tillräckligt på det jag ville säga.	1	2	3	4	0
49. … jag inte är helt säker på att det som jag tänker säga inte har fel.	1	2	3	4	0
50. … jag kräver en perfekt eller väldigt bra talprestation av mig själv.	1	2	3	4	0
51. … jag är rädd för att jag gör fel.	1	2	3	4	0
52. … jag är rädd för att läraren ska påpeka fel eller brister när jag talar engelska.	1	2	3	4	0
53. … det irriterar mig då jag inte förstår när läraren korrigerar mig på engelska.	1	2	3	4	0
54. … det känns att dom andra vill se mig göra fel eller misslyckas.	1	2	3	4	0
55. ... jag kan inte uttala "rätt", eller på samma sätt som människor som talar engelska som	1	2	3	4	0

modersmål (t.ex. britter och amerikaner).

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
56. ... det inte finns tillräckligt med möjligheter att tala engelska på engelska timmarna.	1	2	3	4	0
57. ... jag har fått så mycket negativ feedback tidigare på engelska timmarna.	1	2	3	4	0
58. ... jag är rädd för att jag skiljer mig ur mängden om jag talar engelska.	1	2	3	4	0

IV Generella frågor om dina känslor

Avslutningsvis, svara på frågorna nedan och skriv fritt dina kommentarer och din egen åsikt om hurdana känslor du förknippar med att tala engelska.

	Helt av annan åsikt	Av annan åsikt	Av samma åsikt	Helt av samma åsikt	Kan inte säga
59. Upplever du spänningen och skyggheten på engelska timmarna som en positiv sak?	1	2	3	4	0
60. På engelska timmarna väljer jag min sittplats så att jag inte kommer att behöva tala.	1	2	3	4	0

61. Hur skulle du bedöma dina engelska språkkunskaper allmänt på en skala från 4 till 10. Ringa in.

4   5   6   7   8   9   10

62. a) Hurdan är din attityd till **skolan**? Understryk eller ringa in.

mycket negativ - negativ - positiv - mycket positiv

b) Hurdan är din attityd till **engelska språket**?

mycket negativ - negativ - positiv - mycket positiv

63. Hur besvärligt upplever du att spänningen och skyggheten är på engelska timmen? Understryk eller ringa in.

mycket besvärligt - besvärligt - obesvärligt - mycket obesvärligt

64. Vilken sak eller vilka saker enligt din åsikt mest orsakar spänning och skygghet på engelska timmen? Vad kunde man göra annorlunda på engelska timmarna så att det skulle vara mindre ångestfullt att tala engelska?

_____

_____

_____

_____

_____

_____

_____

_____

65. Nu kan du till slut kommentera fritt frågorna och dina svar, och förstås säga om du kom på något att tillägga!

_____

_____

_____

_____

_____

_____

JÄTTESTOR TACK FÖR DINA SVAR!! HA EN RIKTIGT BRA FORTSÄTTNING TILL VÅREN, DU HAR VARIT ETT OTROLIGT STORT HJÄLP!! =)

APPENDIX 4: THE INTERVIEW

FINNISH VERSION

OPETTAJAHAASTATTELUT
Pro Gradu-tutkimus
Lauri Lahtinen

I.   TAUSTATIEDOT

Nimi: _____

Ikä:_____   Äidinkieli: _____

Työpaikka: _____   Tutkinto: _____

Vuosia opettajana: _____   Aloitusvuosi: _____

Millä kouluasteilla toiminut opettajana:

_____

II.   HAASTATTELUOSIO

Alustus: haastattelu koskee viestintäarkuutta kielten opettajan näkökulmasta. Viestintäarkuus on oppilaan kokemaa jännitystä, pelkoa ja ahdistusta liittyen todelliseen tai mahdollisesti odotettavissa olevaan kommunikointiin. Tässä kontekstissa viestintäarkuus viittaa nimenomaan englannin kielellä kommunikointiin liittyviin jännityksen, pelon ja ahdistuksen tunteisiin.

OSIO 1: VIESTINTÄARKUUDESTA KIELTEN LUOKASSA.

1. Oletko aiemmin kuullut käsitteestä viestintäarkuus?

2. Mikä on näkemyksesi viestintäarkuuden vaikutuksesta (roolista) englannin kielen oppimisessa ja puhumisessa?
- Negatiivisia ja positiivisia puolia
- Mikä mielestäsi on pääasiallinen viestintäarkuuden aiheuttaja englannin tunneilla?

3. Näetkö englannin kielen viestintäarkuuden ja ahdistuksen aiheuttavan jotain erityisiä ongelmia tunneillasi?
- Oppilaille?

- Sinulle?

4. Oletko havainnut oppilaissa tunnilla merkkejä puhumiseen liittyvästä ahdistuksesta tai jännityksestä? Millaisia?

5. Oletko havainnut oppilailla joillain osa-alueilla enemmän viestintäarkuutta kuin toisilla osa-alueilla?
- Työmuodot (parikeskustelu, esitelmöinti, ryhmäkeskustelu, lukeminen tms.)

6. Tunnetko tai käytätkö jotain keinoja tai strategioita joilla englannin puhumiseen liittyvää arkuutta ja ahdistusta voisi lievittää?
- Millaisia?
- Esim. puheen selkiytys, vaatimustason muokkaus
- Voimattomuus asian edessä? "Se vaan on niin"?

7. Millaiseksi koet ilmapiiri tunneillasi on? Onko jännitys otettu huomioon?
  - (Puhumiseen)kannustava / kilpailuhenkinen / virheitä ymmärtävä ja salliva

8. Millaista ilmapiiriä tavoittelet?

9. Miten paljon käytät englantia suhteessa oppilaiden äidinkieleen tunnilla? Vaikuttaako äidinkielen käyttö viestintäarkuuteen?
  - Miten? Miksi käytät äidinkieltä?

10. Oletko havainnut eroa suhtautumisessasi viestintäarkoihin oppilaisiin eri tavalla kuin puheliaampiin?
  - Miksi?

11. (Jos opettaa kahta eri ryhmää) millaisia eroja näet oppilaiden välillä eri kielissä? Onko eroja kielten välillä?
  - Millaisia?

12. Onko viestintäarkuudesta käyty työyhteisössä/oppilaiden/vanhempien/psykologin yms. kanssa keskustelua aiheesta tai siihen liittyen?
  - Interventioita suoritettu?

OSIO 2: VIRHEET JA NIIHIN SUHTAUTUMINEN.

13. Mikä on näkemyksesi virheiden roolista englannin kielellä puhumisessa oppitunnilla? Miten oppilaasi suhtautuvat virheisiin englannin kielen tunnilla? Miten käsittelette virheitä?
  - Missä pisteessä "reagoit"?

14. Miten menettelet kun oppilas tekee puhuessaan virheen?
- Positiivinen (rohkaisu) ja negatiivinen palaute?
- Tietoinen korjaustapa joka "hellävarainen oppilaalle"?

15. Pyydätkö oppilaita koskaan vastaamaan, vaikka he eivät viittaisi?

- Miksi?
- Miksi et?

16. Koetko että sinun on vaikea saada oppilaita puhumaan vieraalla kielellä?
    - Mistä voisi johtua?

OSIO 3: OMAT KOKEMUKSET VIESTINTÄARKUUDESTA

17. Onko sinulla henkilökohtaista kokemusta viestintäarkuudesta (ahdistus ja jännitys) englannin kielellä tai muulla puhuttaessa?
    - Koulussa?
    - Koulun ulkopuolella?

18. Viestintäarkuus ammatinvalintaa(si) ohjaavana/ohjanneena ja siihen vaikuttavana tekijänä?
    - Viestintävalmiudet ohjaavana tekijänä
    - Kokemus
    - Opettajankoulutus ollut riittävä asian suhteen? Huomioitava enemmän?

19. Miten näkyvästi viestintäarkuuden huomioiminen on SINULLE / SINUN MIELESTÄSI osa englannin opettajan ammattia? Miten merkittäväksi asiaksi koet viestintäarkuuden vaikutuksen ja viestintäarkuuden voittamisen englanninopettajana?

20. Millaiseksi koet opettajan roolin ja merkityksen vieraan kielen opetuksessa?

21. Opettaja englannin kielen esimerkkiviestijänä

22. Millaisina näet kieltenopettajan työn tavoitteet?

23. Vapaa sana. Opettajaksi aikovana ihmisenä voisitte antaa minulle ohjeita opettajan polulle aiheeseen liittyen.

SWEDISH VERSION

Lauri Lahtinen
Pro gradu-avhandling
Lärarintervjublankett

III.   BAKGRUND

Namn: _____

Ålder:_____

Modersmål:_____

Vilka språk undervisar du i? _____

Arbetsplats: _____   Examen: _____

År som lärare: _____   Inledningsår: _____

På vilka nivåer har du arbetat som lärare   Var arbetar du nu?

_____

IV.   INTERVJUDELEN

Alustus: Denna intervjy berör kommunikationsskygghet från språklärarens synvinkel. Med termen *kommunikationsskygghet* i denna kontext, pekar man på de känslor av ångest, rädsla och spändhet som uppstår när man talar på engelska. Detta berör både faktiska kommunikationssituationer, men också såna som man kan tänka sig hamna i.

DEL 1: OM KOMMUNIKATIONSSKYGGHET I SPRÅKKLASSRUMMET.

24. Har du tidigare hört om termen kommunikationsskygghet? Om några andra termer som syfter på likadana fenomen?

25. Vilken är din åsikt om skygghetens påverkan (roll) i inlärning och talande av engelska språket?
    - Negativa och positiva sidor?
    - Vilken enligt dig är den huvudsakliga orsakaren av kommunikationsskygghet på engelska timmarna?

26. Upplever du att skyggheten och ångesten att tala engelska orsakar problem på dina timmar?
- Till eleverna? Hurdana?
- Till dig? Hurdana?

27. Har du märkt några tecken i dina elever om skygghet, spändhet eller ångest angående att tala på engelska på dina engelska timmar? Hurdana?

28. Har du iakttagit att eleverna skulle vara mer skygga och spända i några delområden än andra?
- Arbetsformer (pardiskussion, att hålla föredrag, gruppdiskussion, läsning osv.)

29. Känner du till några medel, metoder eller strategier för att lindra ångesten och skyggheten att tala engelska? Använder du några medel eller strategier?
- Hurdana?
- Till exempel: lättare språk, övningar?
- Känner du dig kraftlös inför problemet? Försöker du förebygga det?

30. Hurdan är atmosfären i dina engelska timmar? Har du tagit hänsyn till kommunikationsskyggheten?
- Uppmuntrande till att tala / konkurrerande / felförstående och tolerant?

31. Hurdan är den atmosfär du strävar efter? Vilken typ atmosfär skulle du vilja ha?

32. Hur mycket engelska använder du på timmarna jämfört med elevernas modersmål? Tycker du att användning av modersmålet påverkar kommunikationsskyggheten hos eleverna?
- Hur? Till vilka aspekter?

33. Har du märkt att du skulle ställa dig annorlunda till dom som är väldigt skygga och dom som är mer pratsamma?

34. (Om har flera grupper) Ser du skillnader mellan eleverna i olika språken eller grupper i allmänhet? Finns det skillnader i skygghetsnivån mellan språken?

35. Har ni diskuterat kommunikationsskyggheten eller något likadant tema inom arbetsgemenskapen/med eleverna/med föräldrarna/psykologen osv.?
- Har ni haft "interventioner"?

DEL 2: FEL OCH FÖRHÅLLANDET TILL DEM.

36. Vad är din syn på felens roll när man **talar** engelska på timmarna? Hur förhåller sig dina elever till fel på engelska timmarna? Hur behandlar du fel när de uppstår?
- Hur "stort" fel tar det för dig att reagera på det?

37. Hur går du till väga när en elev gör misstag?
- Positiv (uppmuntringar) och negativ feedback?
- Ett medvetet sätt att korrigera som är försiktig med eleven?
- Exempel!

38. Ber du nånsin dina elever att svara även om de inte räcker upp handen?
   - Varför? Varför inte?

39. Tänker du att det är svårt för dig att få dina elever att tala på engelska (ett främmande språk)?
   - Varför tror du det är?

DEL 3: EGNA ERFARENHETER MED KOMMUNIKATIONSSKYGGHET

40. Har du personliga erfarenheter om kommunikationsskygghet (ångest, rädsla och spändhet) i att tala engelska eller andra språk?
   - I skolan?
   - Utanför skolan?

41. Har kommunikationsskygghet påverkat ditt yrkesval eller styrt det?
   - Dina kommunikationsfärdigheter (positiv) som en faktor
   - Har det blivit lättare med åren?
   - Tycker du att lärarutbildningen skulle ta mer hänsyn till detta problem? Hur borde man göra det?
   - Hur var det med dig?

42. Hur synligt enligt din åsikt är kommunikationsskyggheten i en engelsklärarens arbete? Hur märkvärdigt ser du dess påverkan? Är det något som är viktigt att man som engelsklärare hjälper andra komma över?

43. Millaiseksi koet opettajan roolin ja merkityksen vieraan kielen opetuksessa? Vad är din syn på lärarens roll och betydelse i inlärningen och undervisningen av främmande språk?

44. Läraren som en kommunikationsförebild.

45. Hurdana mål tycker du språkläraren har? Hurdana mål har du?

46. Kan du ge mig, en blivande lärare, några tips angående kommunikationsskyggheten i klassrummet?

APPENDIX 5: ORIGINAL INTERVIEW EXCERPTS

(1) mut sit on taas sellasia ryhmiä jotka on hirveen hyviä ja ne vaatii iteltänsä sitä täydellisyyttä... sellasia perussuomalaisia et ollaan ysin tai kympin oppilaita mutta ulkomailla ei puhuta yhtään mitään. Et jos ei osaa täydellisesti ni sit ei sanota mitään.

(2) kanske den finska personligheten, kanske mentaliteten. Rädslan för att göra nånting fel.

(3) Ja sitten voi myöskin jäädä pysyvämpi jännitys siitä sitten jos joutuu puhumaan jotain ja siinä menee jotain väärin ja kokee sen ihan valtavan isoks virheeks sitten niin alkaa entistä enemmän jännittää.

(4) det är inte läraren som dom är rädda för att visa sin... att göra fel inför. Utan det är inför klasskamraterna.

(5) Eikä sen tarvi tapahtuu ku kerran kurssin alussa, ja vaikka mä puutun siihen heti ja pidän selostuksen että näin ei enää tehdä, et kaikki tekee virheitä ja opettaja tekee virheitä, eikä tarvi miettii sellasta ja yritetään kannustaa toisiamme, niin se on kuitenki vaikuttanu loppukurssiks tiettyjen ihmisten asenteisiin siihen puhumiseen.

(6) Kyl mä uskon et pelkäävät mitä toiset ajattelee ja epävarmuus kielenkäyttäjänä.

(7) peer assessment och rädslan för att bli bedömd.

(8) i synnerhet i fråga om muntlig kommunikation ja. Så där kommer just en massa känslor. Där kommer just sånt hänt som självkänslor och självförtroende och sånt

(9) kyllä monet oppilaat on sanonu et ihan aikasemmat kokemukset siitä et miten on uskaltanu sanoa aikasemmin ni se vaikuttaa, se tulee mukana se kokemus.

(10) No varmaan niinku se et muiden edessä joutuu sanomaan jonku vastauksen, niin se on se vaikein, ku siin on se et onkse vastaus oikein ja miten sen ääntää. Tai sit jos käydään kappaletta ja mä kyselen sieltä et miten sanoisitte tän jutun et pitää tekstistä poimia niitä niin moni jättää siinä kohtaa sanomatta jos mä kysyn niin päin et niiden pitää sanoa englanniks koska ne ei oo varmoja ääntämisestä. Mut jos mä kysyn toisinpäin et mä sanon sieltä jonku kohdan et miten suomentaisitte niin samat oppilaat viittaa huomattavasti enemmän.

(11) kyllä niinku selkeesti sen huomaa et jos mä kysyn suomeksi ni kyllä ne sillon hanakammin haluaa vastata että monia jännittää se et jos pitää myös vastata englanniksi

(12) Dåligt självförtroende och dåliga kunskaper kanske jo.

(13) Att man inte når oppti.

(14) siinä on tosi paljo arkuutta puhua muiden edessä mut kuitenki pareittain ja ryhmissä ne puhuu ihan reippaasti ja yrittää ja tekee niitä virheitä ilman että siitä nolostutaan... mut mä aattelen että enemmänki se on siitä oppilaitten ryhmästä ja tasosta kiinni ja sit siitä et ehkä siitä ryhmädynamiikasta, et miten ne kokee et kuinka paljon ne uskaltaa puhua.

(15) Varmaan ryhmäkoko... huomaa et mitä isompi ryhmä, sitä vähemmän puhutaan. Sitten tulee mieleen semmonen että se ryhmän ilmapiiri siinä et jos siellä on tällasia jotak helposti viisastelee jostakin virheistä kovasti, niitä osottelee ni se heti tekee osalle. Huomaa et sillon ku ne on pois sellaset viisastelijat niin ne toiset uskaltaa heti vastata vapaammin.

(16) Det är ju mycket. Jag ser det som från två olika håll. Jag ser det först och främst ser jag det som vilken atmosfär läraren skapar och från det andra ser jag hurdant social klimat finns i själva gruppen. Och om gruppkonstellationen är sån att du känner dig trygg att uttala dig så då är det en bra sak.

(17) När vi har kommunikativa situationer det ska vara ledigt och avspänt, jag tycker det inte fungerar så bra annars.

(18) Det orsakar nog problem på det sättet att det blir lätt elever som gör sig osynliga. Så att säga att som inte hörs eller syns på samma sätt som kanske mer extroverta personligheter.

(19) emmä osaa välttämättä kuvailla sitä mut kyllä niistä hyvin usein huomaa että haluavat ettei heihin kajota millään tavalla.

(20) kyllä oppilaissa näkee sen ku on vaikea juttu ni kaikki kattelee pulpettiin ja kaikki toivoo et älä kysy multa.

(21) Kyllä saattaa ihan olla vaikka jos on pienehkö ryhmäkin, vaikka ihan kolme neljä henkeekin saattaa olla jo että siellä voi olla oppilaita jotka ei uskalla sanoa jotain. Eli ihan pienikin ryhmä voi tehdä sen. Ja ihan luokkatilanteessa jos kysyy vastauksia harjotuksiin niin aremmat oppilaat tahtoo jättää vastaamatta, varsinkin isommissa ryhmissä.

(22) Ja sitte tota, niin kyllä se aiheuttaa niinku paljo pelkoja siitä ja sitte siinä tietysti tulee se ettei osaa niin paljo, ei lue niin paljo ja sit menettää sen motivaation ja sit se oppimisen ja osaamisen taso laskee siitä. Mun mielest sillä on tosi iso merkitys.

(23) Mietin nyt lähinnä esityksen pitoa... siinähän sen näkee hyvin selvästi. Kyllähän sen tunnillakin vielä näkee mutta esityksen pidossa sen näkee selvemmin.

(24) Jo, själva kroppsspråket säger en del

(25) Nervositet... att man snubblar på orden...

(26) ja mä uskon et aika monella opettajalla onkin semmonen systeemi et antaa niiden tehä tuttujen ihmisten kanssa niitä juttuja niin sillon se arkuus ei tuu niinkään esille.

(27) om de har fri sittordning i klass så söker de sig till nån som du känner sig trygga med.

(28) et yleensä saa olla sen saman parin kanssa, että sit ei tuu sitä pelkoa... sit tosi harvoin et joutuu vaihtaan paria mut sillonki saa ite sit valita jonku tutun kaverin luokasta...

(29) monesti mä yritän teettää esimerkiks paritöitä että valikoin siellä sekapareja ja monesti se auttaa jo siihen ryhmää et he oppii tunteen toisensa. Siellähän saattaa olla oppilaita jotka ei yhtään tunne toisiaan. Nii esim se vähän vapauttaa et tietää et siell on ihan mukava kaveri, ihan mukavia ne toisetki.

(30) när dom kommer på ettan jag har dom att jobba, räknar in dom i par att inte få välja sina bästa kompisar utan dom hamnar och jobba med alla i klassen och bli trygga i den där gruppen.

(31) du lär ju dig ganska fort att känna eleverna hurdan dom är till sitt sätt och då måste du när dom bildar den gruppen så är det du som styr vem som sitter med vem. Man brukar fungera jättebra.

(32) Kyllä se kuuluu ihan niinku ohjelmaan et me käydään tosiaankin läpi sitä valmistautumista ja harjottelemista ja mitä asioita voi tosiaan tehdä jos jännittää oikein paljon. Ja ihan puhutaan siitä just et ku moni pelkää sitä enemmän ku hammaslääkärille menemistä. Et avoimesti kyllä puhutaan asiasta... ehdottomasti.

(33) ni yritän vähä pehmentää sitä ja vähä johdatellaki ja todeta et ei se mitää vaik vastaa väärin ja enkä tee yleensäkää numeroa siitä jos joku ei uskalla vastata esimerkiks ni siitä sitte vaa eteenpäin ettei jäädä siihen tilanteeseen miettiin sitte et mitä siitä tulee.

(34) vi är där för att träna och lära oss och det är helt okej att göra fel och jag gör ju själv fel och skriver fel så det är helt okej att alla gör det. Och att man inte alltid hittar orden, så försöker jag aktivt skapa den där stämningen att det är okej att man prövar sig fram.

(35) tärkeintä on että opittas kommunikoimaan vieraalla kielellä et jos mennään ulkomaille ni osais sanoa asiansa, eikä se et se menis täydellisesti, vaan et kaveri ymmärtäs sen. Et varmaan niinkun mä ajattelen et seki luo sellasta ilmapiiriä et se ei oo niin tarkkaa. Vaik sit toisaalta tehdään niitä ääntämisharjotuksia ja muita mutta odotukset ei oo se että pitäs osata kaikki täydellisesti.

(36) när du vet att det finns såna elever som är tystlåtna så då väljer du såna undervisningsmetoder där dom inte behöver vara i rampljuset men ändå uttrycka sig. Kanske i smärre grupper eller par eller nånting så vet du att du kan para den eleven med någon som kan underlätta situationen.

(37) det kan vara ibland elever som säger jag inte gärna presenterar inför gruppen så dom kan komma och tala med mig om saken före. Men oftast sen när vi har jobbat i grupp eller par märker dom att dom säger att... men det är ganska viktigt att dom får en möjlighet att få träna i mindre grupper eller par innan dom måste inför klassen ställa sig upp och säga något.

(38) Det är kanske just det där att bygga upp en sån ram för det hela undervisningen så att man bygger upp en så att säga en situation och vad är det som är naturligt att säga så att man ger roll åt eleverna till exempel som inte behöver va den egna.

(39) tunnilla voitaisiin puhua aina tutun parin/ryhmän kanssa.

(40) mycket människor man inte känner. Ha grupper med folk man känner.

(41) jos osaisi kieltä paremmin, olisi mukava jos keskustelisimme enemmän niin se taito paranisi. Se jännittää eniten puhumista.

(42) tala mer så att det på riktigt skall bli "vanligt" att tala engelska. Det går bra att tala engelska så länge man inte gör "en stor sak av det".

(43) läraren kunde "tvinga" alla att prata = då försvinner nervositeten!

(44) det lättar när man lär känna läraren och klassen

(45) man ska inte döma andra och låta en själv fundera hur man ska korrigera om man sagt fel

(46) jos kuvittelen puhuvani kaverini kanssa, oloni helpottuu ja pystyn rentoutumaan.

(47) tunneilla pitäisi olla paljon rennompi tunnelma.

(48) riippuu paljon ryhmästä ja erityisesti opettajasta. Jotkut opettajat voisivat olla vähemmän ankaria.