

2023 年度

青山学院大学審査学位論文

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日本の小・中学生の外国語不安に関する研究

A Study on the Foreign Language Anxiety of Japanese Elementary

School and Junior High School Students

文学研究科

英米文学専攻

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**A STUDY ON THE FOREIGN LANGUAGE ANXIETY OF JAPANESE
ELEMENTARY SCHOOL AND JUNIOR HIGH SCHOOL STUDENTS**

A Dissertation

Submitted in Partial Fulfilment of the Requirements

For the Degree of Doctor of Philosophy

In the Department of English and American Literature

Graduate School of Literature

Aoyama Gakuin University

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October 18, 2023

ABSTRACT

Keywords: foreign language anxiety (FLA), FLA questionnaire, Foreign Language Classroom Anxiety Scale (FLCAS), elementary school and junior high school foreign language classes, foreign language enjoyment (FLE), mixed method

This dissertation study investigated fifth-, sixth-, and seventh-grade students' foreign language (FL) anxiety (FLA) during FL (English) classes in a Japanese public elementary school and a Japanese public junior high school. Starting from 2020, FL became a regular subject for fifth and sixth graders under the present course of study issued by the Ministry of Education, Culture, Sports, Science and Technology in 2018. Four skills—"listening," "reading," "speaking" (interaction and presentation)," and "writing"—were incorporated, and the literacy (reading and writing) skills were introduced in the fifth- and sixth-grade FL classes. This study's main purpose was to investigate the FLA of fifth, sixth, and seventh graders and to see how children's anxiety has changed from elementary school to junior high school. By researching the FLA of fifth, sixth, and seventh graders, we can find a way to support students to reduce their anxiety in and across these grades. To achieve this goal, the researcher conducted research in an elementary school and a junior high school in the same school district to answer the following: (1) what FLA do elementary school and junior high school students experience, (2) what aspects of EFL learning affect their FLA, and (3) how does students' FLA change within a year and across grades.

A mix-method design was used in this study, and both quantitative and qualitative data

were obtained. The researcher observed the FL classes of two sixth-grade classes about twice a month in the 2021 school year. In the 2022 school year, she had chance to observe seventh-grade FL classes about once a month. Despite the challenging situation because of the COVID-19 pandemic, FL teachers at the elementary school and junior high school made considerable efforts to provide students opportunities for pair conversations and group activities.

The data were obtained quantitatively through FLA questionnaires developed by the researcher (Imai, 2022a). The FLA questionnaire adapted some items from the Foreign Language Classroom Anxiety Scale developed by Horwitz et al. (1986), and items that measure literacy anxiety were added considering the introduction of reading and writing in the sixth and seventh-grade FL classes. Ninety-eight fifth-grade students and 126 sixth-grade students at a public elementary school and 175 seventh-grade students at a junior high school participated in this study and answered the FLA questionnaires. Qualitative data were obtained from the open-ended responses by the same sixth and seventh-grade participants, and interviews were conducted with 11 students when they were in the sixth and seventh grades.

Results of a quantitative analysis of the FLA questionnaire revealed the following:

1. Regardless of the grade level, fifth, sixth, and seventh graders experience three types of skill-specific anxiety related to speaking, literacy, and listening.
2. Seventh graders had more anxiety than fifth and sixth graders. However, there was no significant difference in literacy anxiety among the grades.
3. Sixth graders' FLA remained the same from July to March. However, over the same

period, seventh graders' speaking and listening anxiety increased, but their literacy anxiety stayed the same.

4. Seventh graders without English learning experiences outside the classroom had more literacy anxiety than those with such experience.
5. Statistically significant differences were found between the high- and low-level FL enjoyment (FLE) groups in terms of literacy and speaking anxiety, while no statistically significant difference existed between the two groups in terms of listening anxiety. The results implied that when seventh graders' FLE was high, their literacy and speaking anxiety were low, and when their FLE was low, their literacy and speaking anxiety were high.

Results of a qualitative analysis of the open-ended responses and interview excerpts of sixth and seventh graders revealed the following:

1. Three skill-specific types of anxiety—speaking, literacy, and listening anxiety—were identified among both sixth and seventh graders.
2. As for speaking anxiety, sixth graders had anxiety in giving a presentation in front of their group members and in conversing with friends. Seventh graders had anxiety in having one-on-one conversations and initiating conversations.
3. Sixth graders experienced literacy anxiety when reading and writing letters of the alphabet. Seventh graders' literacy anxiety was related to learning words and reading them; this is because they were required to write and read words and their proficiency in writing and reading words was assessed.

4. Sixth graders had listening anxiety when they could not catch what the teacher and the audio were saying without the teachers' translation. Similarly, seventh graders had anxiety in listening to a conversation spoken fully in English. Seventh graders had anxiety when words in the listening material were unfamiliar and difficult for them.
5. When comparing the categories of anxiety between the sixth and seventh graders, the most notable kinds of anxiety that newly emerged in seventh grade were anxiety about a more advanced classes, anxiety about catching up in classes, and test anxiety.
6. "Words" and "memorization" were the key features of seventh graders' FLA. Words were a significant source of anxiety for seventh graders, affecting various aspects of their FLA, such as literacy, listening, memorization, and test-related anxiety. Memorization was another notable feature of seventh graders' FLA anxiety, which appeared in different categories such as literacy anxiety, memorization of sentences and words, test anxiety, and grammar anxiety.

Through both quantitative and qualitative analyses, this study found that students' FLA was skill-specific regardless of grade or school type (elementary or junior high school). Both the quantitative and qualitative studies showed that fifth, sixth, and seventh graders experienced three types of anxieties related to speaking, literacy, and listening. Therefore, pedagogical implications are suggested to reduce students' FLA from the perspective of these three skills. In addition, since learning words was found to be the key feature of seventh graders' FLA, a pedagogical implication for teaching words is also suggested.

ACKNOWLEDGEMENT

First, I would like to express my deepest gratitude to my dedicated supervisor, Dr. Mitsue Allen-Tamai, for her patient and continuous support of my doctoral studies. Throughout this journey, she consistently provided invaluable guidance and constructive feedback and generously devoted long hours to advising me on the intricacies of my research. Our numerous discussions significantly shaped the direction of my research.

In addition to my supervisor, I would like to thank the other members of my dissertation committee, Professor Joseph V. Dias and Dr. Atsushi Iida of Aoyama Gakuin University and Dr. Nagako Matsumiya of Hiroshima University. Professor Dias gave me valuable advice not only on the content of the dissertation but also opened a fresh perspective on future research. Dr. Iida thoroughly read my dissertation and gave me significant advice and valuable comments. Dr. Matsumiya provided me with invaluable and practical advice from the perspective of her experience in researching the FLA of elementary school students. I am very grateful to her for coming from Hiroshima all the way to Tokyo for my doctoral oral defense.

I would also like to thank all the people who made it possible for me to do the research at A Elementary School and B Junior High School. I would like to thank the board of education of the city where A Elementary School and B Junior High School are located for allowing me to conduct this dissertation research. I would especially like to express my gratitude to the participants of my research, whom I assured would remain anonymous. I would like to thank JTE A, the principal and the teachers, and the fifth- and six-grade students

at A Elementary School. I am especially grateful to JTE A for his generous permission for me to observe his classes and administer questionnaires to and conduct interviews with his students. I am also grateful to the principal, Teachers A and B, and the seventh-grade students of B Junior High School. I would especially like to thank Teachers A and B for kindly allowing me to observe their classes and conduct the questionnaires and interviews with their students.

I would also like to thank all my fellow doctoral students, who always encouraged me and supported me. In particular, I offer my thanks to Ms. Yu Kobayashi and Ms. Mai Tsukahara, who supported me throughout my doctoral study. My constant discussions with them greatly helped me to complete my doctoral study. I also thank Ms. Junko Shibuya, who has always given me warm encouragement and insightful comments.

I also thank the people and friends who helped and encouraged me throughout my doctoral study. I am indebted to Dr. Akiko Takagi of Aoyama Gakuin University, Mr. Yoshio Nakano, Ms. Dianne Anderson, Dr. Aiko Furuya of Toyo University, and Ms. Aiko Nakahara.

Finally, I would like to express my deepest gratitude to all my beloved family members for their unwavering support and encouragement throughout this journey. I especially thank my husband and my son. Without their understanding, patience, and continuous support, I could not have completed this dissertation. I would like to dedicate this dissertation to my father and my mother, who always gave me unconditional support and encouragement during this long journey.

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CHAPTER 1

INTRODUCTION

This dissertation study aims to investigate fifth-, sixth-, and seventh-grade students' foreign language (FL) anxiety (FLA) during FL (English) classes in a Japanese public elementary school and a Japanese public junior high school. To examine students' FLA and other related variables, such as students' age (year grade), English learning experiences outside the classroom, and FL enjoyment (FLE), a mixed method was used. A questionnaire developed by the researcher (Imai, 2022a) was modified, administered, and analyzed quantitatively. In addition, students' open-ended responses and interviews were analyzed qualitatively.

Motivation of the Study

MacIntyre and Gardner (1994) defined FLA as “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening, and learning” (p. 284). The Benesse Educational Research and Development Institute (2015) conducted a survey among Japanese elementary school students learning English during FL (English) activity classes. The results showed that most students had a positive attitude toward communicating in English—for example, by using greetings, expressing their gratitude in English as much as possible, and trying to keep listening even when they could not understand. However, about half the students indicated that they raised their hands to speak, and another half felt nervous or ashamed when speaking. The results of this survey also indicated that although Japanese elementary school children have a positive

attitude toward communicating in English, they feel anxiety during English classes.

The researcher is an anxiety-prone person by nature, but she has almost never had FLA during her FL learning. Looking back on the researcher's English learning process, she basically enjoyed learning English. In addition, she always devised and tried different learning strategies and did not encounter anxious situations. From 2004 to 2010, the researcher taught English to two groups of children aged 4–12 years in a suburban area in Kansai, Japan. When the researcher started teaching young children, she strongly believed that if the lessons were fun, students would have little anxiety when participating in English lessons. She thus created fun English activities with songs and body movements and tried them out in her English lessons. She never imagined that her students would experience FLA during English lessons. Overall, the students seemed to enjoy her English lessons, but sometimes they did not want to pronounce words with other students or speak when they were asked to speak alone on the spot. The researcher encountered the concept of FLA a few years later when she audited a TESOL course in a graduate school and learned about the Foreign Language Anxiety Scale (FLCAS) developed by Horwitz, Horwitz, and Cope (1986) to measure students' FLA. Then, the researcher became curious about investigating her students' FLA (see Tamura, 2012). She interviewed 10 students who had participated in the English classes and asked them 19 questions that were selected and modified from the FLCAS. The results showed that while most students had a positive experience in her English class, some had anxiety when they were called on by the teacher when they were not prepared, had to speak in front of other students, or felt the other students were better at

English. Moreover, six of her students felt overwhelmed by the fact that they had to memorize a lot of things, and most students showed discomfort about being around native FL speakers and speaking English with foreigners. She also found that the students had anxiety during English activities at their elementary schools. They felt nervous when speaking English during English activities at school because they had to speak English in front of many students. Moreover, they felt uncomfortable speaking with the assistant language teacher (ALT), because they did not understand what the ALT was saying and did not know how to answer the ALT's questions in English. Responding to the fact that her students had anxiety during English activities at their elementary school, the researcher started to wonder what kind of FLA students in elementary schools have during English activity classes.

The researcher conducted a qualitative study using the modified grounded theory (Kinoshita, 2003, 2007) to investigate sixth-graders' FLA and their process of coping with it during FL (English) activity classes at a public elementary school. This school had been a model school for foreign language activities in 2008 even before foreign language activities officially started in 2011 (see Tamura, 2014). Through class observations and interviews with the students, the researcher found that sixth graders had anxiety when they were not in control and were spotlighted, and they felt tension from the feeling of being unable to make themselves understood by ALTs. They coped with these anxieties by getting help; voluntarily interacting with others; or getting positive support from the homeroom teacher, ALT, and peers. Tamura (2014) concluded that these students' coping behaviors allowed them to enjoy and manage the activities and tasks. The result of their study indicates that when students get

positive support from their teachers and peers, they can enjoy the tasks and activities.

Following the curriculum reforms in English education in Japanese elementary and junior high schools, Japanese students may have experienced anxiety during English classes, even if they appeared to enjoy them. Therefore, the researcher believes that continued research on FLA is important to suggest the most appropriate ways to support children experiencing FLA during English classes. When students receive meaningful support from teachers and peers, more of them can have positive experiences in English classes and while learning English. This assumption has led the researcher on a journey to investigate students' FLA during English classes in Japanese public elementary and junior high schools.

Background of the Study

English education in Japanese public elementary schools started in 1992 when the Ministry of Education, Culture, Sports, Science and Technology (MEXT) designated Sanadayama Elementary School and Ajihara Elementary School in Osaka as pilot schools for English education. Japanese elementary schools' English education has experienced three major reforms since English conversation activities were introduced as part of the *Period for Integrated Study* in Japanese elementary schools in 2002 under the course of study issued in 1998 as a means to increase students' international understanding. In 2008, the new course of study was issued by the MEXT, and FL (English) activities were officially introduced in the fifth and sixth grades of Japanese elementary schools in 2011. In December 2013, MEXT (2013) published the *English Education Reform Implementation Plan Corresponding to Globalization* to reform English education in elementary, junior high, and high schools as

well as to implement the new curriculum in 2020, when the original Tokyo Olympics were expected to be held. MEXT (2013) published this plan to (1) create an educational environment in elementary to secondary education that responds to globalization and (2) promote consistent English education reform among elementary, junior high, and high schools. Further, to respond to globalization, MEXT (2013) proposed to lower the starting grade for FL activities from the fifth to the third grade and to introduce English as a regular subject from the fifth grade. This plan also emphasized the importance of nurturing students' English communication skills and setting these skills' goals in accordance with the level of each school type for students' gradual enhancement. Furthermore, MEXT (2013) suggested that learning goals should be set consistently throughout elementary, junior high, and high school from the perspective of what students can do with English. and it recommended creating can-do lists to evaluate this goal. In other words, MEXT (2013) promoted practicing action-oriented English education.

The present course of study (MEXT, 2018a, 2018b) is written based on the concepts of the reform policies (MEXT, 2013), and it holds that a course with FL activities must be offered once a week (35 unit-hours a year) to third- and fourth-grade students, and a course on FLs must be offered twice a week (70 unit-hours a year) as a regular subject for fifth- and sixth-grade students. To set the action-oriented goal of “what students can do with English,” the present course of study issued (MEXT, 2018a) refers to the Common European Framework of Reference for Languages (CEFR; Kimura, 2019). The British Council (2022) explained the CEFR as follows:

The CEFR's non-language-specific descriptive scheme has two complementary dimensions: (1) the communicative tasks that the language user/learner may need to perform; and (2) the competences on which successful task performance depends.

Both dimensions include illustrative scales that use "can do" statements to describe proficiency at six levels: A1 and A2 (basic user), B1 and B2 (independent user), C1 and C2 (proficient user). (p. 10)

According to the British Council (2022), a taxonomy of language proficiency is described based on language use and is divided into four domains:

- Reception (listening and reading)
- Production (speaking and writing)
- Interaction (spoken and written)
- Mediation (i.e., facilitating communication between individuals or groups who for whatever reason cannot communicate directly). (p. 10)

The present course of study (MEXT, 2018a) refers to the CEFR's domains and sets five domains—"listening," "reading," "speaking (interaction)," "speaking (presentation)," and "writing"—as well as the goals of each domain. This is in line with Nakashima (2021), who stated that "the goal was set based on the communicative syllabus instead of the structural syllabus referring to CEFR in this revision" (p. 6). MEXT (2013) emphasized the gradual enhancement of students' English communication skills, and the present course of study (MEXT, 2018a) sets step-by-step goals to foster students' communication throughout elementary school (the groundwork of communication for third and fourth graders and the

foundation of communication for fifth and sixth graders), junior high school, and high school (communication).

Statement of the Problem

Although there have been studies on FLA of elementary school students, most prior research focused on anxiety in FL activities conducted under the previous course of study issued in 2008, which focused on listening and speaking. Since little research was conducted on children's anxiety regarding a course of FLs, which has become a regular subject in fifth and sixth grades from the 2020 school year, it is advisable to clarify the actual situation of children's anxiety regarding FLs. In particular, it is important to study children's anxiety in FL classes that have introduced literacy skills such as reading and writing. To investigate fifth and sixth graders' FLA during FL classes, the researcher conducted a study in an elementary school. Fortunately, in the following year, the researcher was given a further opportunity to follow children who had experienced FL classes from the elementary school to a junior high school in the same school district. This allowed the researcher to continue examining the FLA experienced by these children during their first year of junior high school. The main purpose of this study was to investigate the FLA of fifth, sixth, and seventh graders and to see how children's anxiety has changed from elementary school to junior high school. By researching the FLA of fifth, sixth, and seventh graders, we can find a way to support students to reduce their anxiety in and across these grades.

Methodological Perspective

This dissertation aims to answer the following three questions: (1) what FLA do elementary school and junior high school students experience, (2) what aspects of EFL learning affect their FLA, and (3) how does students' FLA change within a year and across grades. To conduct this research, I adopted and modified a convergent paralleled mixed-methods design. According to Creswell and Plano Clark (2011), in the convergent parallel design, (1) both quantitative and qualitative methods are periodized equally, (2) quantitative and qualitative data are collected at concurrent timing, (3) quantitative and qualitative data are analyzed separately, and (4) the results obtained from quantitative and qualitative data are mixed for the overall interpretation. Both quantitative and qualitative data were obtained in this research. Quantitative data were obtained through questionnaires and qualitative data through open-ended questions and interviews to investigate Japanese elementary school and junior high school students' FLA. Ninety-eight fifth-grade students and 126 sixth-grade students in a public elementary school as well as 175 seventh-grade students in a junior high school participated in this study. Interviews were conducted with 11 students on their FLA in FL (English) classes during their sixth and seventh grades.

CHAPTER 2

LITERATURE REVIEW

This chapter begins by discussing the definitions of foreign language (FL) anxiety (FLA) and introducing the scales to measure FLA. The subsequent section introduces studies that have examined students' FLA using these scales. Following that, the chapter reviews studies related to FLA, specifically focusing on young learners of English as a foreign language (EFL) settings. The first part of this review focuses on studies that explore situations that provoke the FLA of elementary and junior high school students. Subsequently, this chapter reviews studies that have investigated the relationship between young learners' FLA and various variables, such as their year grades, English learning experiences outside the classroom, and FL enjoyment (FLE).

Definition of FLA

Alper and Harber (1960) assumed that two types of anxiety affect students' performance: debilitating and facilitating anxiety. According to Scovel (1978), facilitating anxiety "motivates the learner to 'fight' the new learning task; it gears the learner emotionally for approach behavior. Debilitating anxiety, in contrast, motivates the learner to 'flee' the new learning task; it stimulates the individual emotionally to adopt avoidance behavior" (p. 139). Oxford (1999) called negative anxiety—which Alpert and Harber (1960) labelled "debilitating anxiety"—as "harmful anxiety," because this anxiety is harmful for learners' performance and causes lesser participation and greater avoidance of using the target language. Conversely, Oxford (1999) called facilitating anxiety "helpful anxiety," while there are various opinions about whether helpful anxiety exists or not. Scovel (1978) reviewed

Kleinmann's (1977) research on facilitating and debilitating anxiety in language learning, as Kleinmann investigated the relationships between students' facilitating and debilitating anxiety and the use of English grammar. Kleinmann (1977) found that "students who scored high on facilitative anxiety were emotionally equipped to approach (to 'fight' in primitive terms) the very structures that their peers tended to avoid" (Scovel, 1978, p. 139).

MacIntyre and Gardner (1991) reviewed the literature on FLA and identified three different approaches to FLA in the studies: trait-, state-, and situation-specific anxiety. They explained trait and state anxiety by citing Spielberger (1983): Trait anxiety is perceived by a person who tends to be anxious in any situation, and such person is highly likely to be anxious in different situations. On the other hand, state anxiety is felt in a specific moment, such as before taking an exam. MacIntyre and Gardner (1991) stated that some researchers have studied situation-specific anxiety, and "[r]espondents are tested for their anxiety reactions in a well-defined situation such as public speaking, writing examinations, performing math or participating in French class" (p. 90). Horwitz et al. (1986) developed an instrument to measure students' situation-specific anxiety that included three components: communication apprehension, test anxiety, and fear of negative evaluation. According to Horwitz et al. (1986), communication apprehension is anxiety in oral communication, and people with communication apprehension have trouble communicating with others, including when speaking in pairs and groups or in public and listening to spoken messages. It is difficult for people with communication apprehension to speak in FL classes "where they have little control of communicative situation and their performance is constantly monitored"

(p. 127). In addition, FL learners must communicate in FL classes with limited skills to understand others or make themselves understood in the FL; this leads to communication apprehension. Horwitz et al. (1986) stated that since FL learners are exposed to ongoing performance evaluation in FL classes, test anxiety is performance anxiety that comes from FL learners' fear of failure. Test-anxious learners overburden themselves with the pressure to be perfect; therefore, even well-prepared learners make mistakes in FL classes if they have test anxiety. Horwitz et al. (1986) defined fear of negative evaluation as the "apprehension about others' evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively" (p. 128). They further stated that fear of negative evaluation could occur when learners are not only taking tests but also speaking in class. FL learners fear negative evaluations in FL classes because they are in a situation where they are being constantly evaluated by the teacher, who is fluent in the target language, as well as their peers. Horwitz et al. (1986) stated their views on FLA as follows:

... we propose that foreign language anxiety is not simply the combination of these fears transferred to foreign language learning. Rather, we conceive foreign language anxiety as a distinct complex of self-perceptions, beliefs, feelings, and behaviors related to classroom language learning arising from the uniqueness of the language learning process. (p. 128)

Similarly, Oxford (1999) listed different aspects that correlate negatively with FLA that were obtained from different studies on FLA: grades in language course, proficiency test performance, performance in speaking and writing tests, and self-confidence in language

learning. Oxford (1999) also summarized the factors correlated with language anxiety based on various studies on FLA: self-esteem, tolerance of ambiguity, risk-taking, competitiveness, social anxiety, test anxiety, identity and culture shock, beliefs, classroom activities and methods, and instructor–learner interactions.

As previously stated in this section, Horwitz et al. (1986) developed a scale that encompasses three components of students' situation-specific anxieties: communication apprehension, test anxiety, and fear of negative evaluation. This scale, known as the Foreign Language Classroom Anxiety Scale (FLCAS), has emerged as the most commonly utilized tool for measuring students' FLA. Consequently, the following section presents an in-depth exploration of the FLCAS, including its development process and application in various research studies.

FLCAS

The FLCAS was developed by Horwitz et al. (1986). Based on the literature on FLA and the researchers' clinical experience teaching FL students, the FLCAS comprises three components related to anxiety: communication apprehension, test anxiety, and fear of negative evaluation. Thirty students who participated in the beginning language classes at the University of Texas were invited to have group meetings consisting of “discussion of concerns and difficulties in language learning, didactic presentations on effective language learning strategies, and anxiety management exercise” (Horwitz et al., 1986, p. 128). Based on discussions in the support groups, Horwitz et al. (1986) developed the scale, which consists of 33 items that reflect three components—communication apprehension, text

anxiety, and fear of negative evaluation. The scale employs a five-point Likert scale ranging from “strongly agree” to “strongly disagree.” Horwitz et al. (1986) tested the FLCAS on 75 university students from introductory Spanish classes and confirmed enough internal reliability (Cronbach’s alpha = .93); they had the students answer questions on the scale after eight weeks and obtained enough test-retest reliability (Cronbach’s alpha = .83). The 33 items of the FLCAS are shown in Appendix A.

Although Horwitz et al. (1986) set three factors in the FLCAS—communication apprehension, text anxiety, and fear of negative evaluation—different studies that use FLCAS in different contexts obtained different factors. Aida (1994), who researched the FLA of 96 students who enrolled in a Japanese course in a US university, used FLCAS to measure the students’ FLA; results of the factor analysis confirmed four factors: speech anxiety and fear of negative evaluation, fear of failing the class, comfortableness in speaking with native speakers, and negative attitudes toward the class. Aida’s (1994) results confirm that “speech anxiety” and “fear of negative evaluation”—which Horwitz et al. (1986) included in the FLCAS—are important components of FLA. However, test anxiety, one of the three important components of Horwitz et al.’s (1986) FLCAS, did not appear as a factor in FLA among her participants. Matsuda and Gobel (2004) investigated the FLA of 252 Japanese university EFL students using the FLCAS, and the result of the factor analysis highlighted two factors: low self-confidence in English speaking and general English classroom performance anxiety. Maeng (2007) investigated 167 elementary schoolchildren’s FLA in South Korea using all the items of the FLCAS and confirmed four factors: communication

anxiety, fear of failing class and test, negative attitude, and fear of negative evaluation.

In her response to Aida's (1994) study and other studies that confirmed different number and types of factors, Horwitz (2017) strongly claimed the following:

Horwitz et al. (1986) did not argue that (foreign) language anxiety is composed of communication apprehension, test anxiety and fear of negative evaluation. If we want to better understand the nature of Language Anxiety, we simply cannot start with a false premise. (p. 38)

In addition, Horwitz (2017) emphasized the following point:

...since the 33 original FLCAS items came from a number of sources including the experiences of anxious language learners and were not chosen to represent a three-factor model of Language Anxiety, it is clearly not possible to classify the FLCAS in that way. (p. 36)

Moreover, Horwitz (2017) discussed two different qualitative studies on FLA (Price, 1991; Yan and Horwitz, 2008) and concluded that "these two examples remind us that for any model of Language Anxiety that may emerge, there will be substantial individual and group variation" (p. 39).

Because the FLCAS only measures students' speaking and listening anxiety, it is impossible to use it to measure their reading and writing anxiety. Saito et al. (1999) developed a scale to measure FL reading anxiety, called the Foreign Language Reading Anxiety Scale, that can distinguish FL reading anxiety from oral FL anxiety and confirmed the existence of FL reading anxiety.

The FLCAS was modified and translated into different languages to measure FLA in specific contexts. Yim and Yu (2011) developed a scale to measure FLA for primary schoolchildren in South Korea, called the English Learning Anxiety Scale (ELAS). They translated the items of the FLCAS into Korean, rewording some parts that had concepts difficult for Korean children to understand. Repetitive statements and items that had been excluded as a result of low factor loadings in the previous studies were omitted. The final version of the ELAS adapted 16 items from the 33 items of the FLCAS on a five-point Likert scale, ranging from *strongly disagree* to *strongly agree*. The ELAS was used among 573 primary school children and was found to be reliable (Cronbach's alpha = .891). To measure Turkish children's FLA, Aydın et al. (2016); Aydın (2016a, 2016b); and Aydın, Harputlu, Uştuk, et al. (2017) developed a scale called the Children's Foreign Language Anxiety Scale (CFLAS). They translated 33 items of the FLCAS into Turkish, simplified words to match the children's linguistic and conceptual development, and then administered the scale to 174 second- to seventh-grade students. As a result of the factor analysis, 20 items were finally adapted (Aydın, Harputlu, Uştuk et al. 2017). Each item of the CFLAS was followed by a five-point Likert scale with five facial expressions ranging from *very unhappy* to *very happy*. The CFLAS was distributed among 470 primary and secondary schoolchildren in Turkey and confirmed to have enough reliability (Cronbach's alpha of .85; Aydın, Harputlu, Uştuk et al. 2017).

Some scales were created based on the FLCAS by combining other scales and studies to measure students' FLA in specific contexts. Kondo and Yang (2003) developed the English

Language Classroom Anxiety Scale (ELCAS) to measure Japanese EFL students' FLA from the responses to open-ended questions administered to 148 university students in Japan and some items from the existing FLA scales, including the FLCAS. Kondo and Yang (2003) created items that belonged to 12 dimensions: listening, speaking, reading, writing, being asked questions, mistakes, information processing, classroom activities, other classmates, teachers, and language skills. The ELCAS adapted a six-point Likert scale and was administered to 213 university students in Japan; its internal consistency was confirmed with a Cronbach's alpha of .93. Imai (2022a) developed a scale to measure FLA among Japanese public elementary school children who were in FL (English) classes, which became a mandatory subject under the course of study issued in 2018. Imai (2022a) chose FLCAS items that reflected the context of Japanese fifth and sixth graders' English classes by considering the result obtained from her previous qualitative research (Tamura, 2014) and other previous studies (Matsumiya, 2010; Monoi and Hanei, 2017) on Japanese elementary schoolchildren's FLA. Since the FLCAS only measures speaking and listening anxiety and the present course of study (MEXT, 2018a) covers reading and writing, Imai (2022a) added items that asked about anxiety in the latter contexts. She administered this five-point Likert scale to 43 Japanese children at a public elementary school, and sufficient reliability was confirmed (Cronbach's alpha = .92). The revised version of the scale used in Imai (2022a) was used in this dissertation (see Appendixes B–F for the FLA scale used in this dissertation study).

FLA in EFL Settings

Studies on FLA have been flourishing since the 1960s, and different researchers have researched this topic in different contexts. Studies investigating situations that provoke FLA among elementary school and junior high school EFL students during English classes have been conducted in different countries such as in Taiwan (Chan and Wu, 2004), Korea (Kim and Ko, 2012), Turkey (Aydin et al., 2018), Saudi Arabia (Alshahrani and Alandal, 2015), and Japan (Shiomi and Tanaka, 1992; Matsumiya, 2004, 2005a, 2005b, 2006, 2010, 2012; Monoi and Hanei, 2017; Imai, 2022).

Kim and Ko (2012) examined 323 Korean elementary school students from the third to sixth grades using the FLCAS (Horwitz et al., 1986). A factor analysis identified several factors such as anxiety and fear, confidence and comfortableness, competition and comparison, and avoidance and apathy. Chan and Wu (2004) examined the FLA of 601 fifth-grade students in elementary schools in Taipei using the FLCAS and conducted interviews with 18 highly anxious students. They identified five anxiety-provoking situations: tests, speaking in front of others, spelling, incomprehensible input, and speaking to native speakers.

Aydin et al. (2018) investigated the levels of three components of the FLCAS—communication apprehension, negative evaluation, and test anxiety—among 494 Turkish primary and secondary school EFL learners from the second to seventh grades using the CFLAS (Aydin et al., 2016a), which was adapted from the FLCAS. Regarding communication apprehension, Aydin et al. (2018) found that students have the highest-level anxiety when they must speak without preparation in class or do not understand what the

teacher is saying in English. In terms of fear of negative evaluation, students showed high anxiety when they did not understand what the teacher was correcting, when they made mistakes, and when other students laughed at them while they were speaking English. Concerning test anxiety, students expressed high-level anxiety regarding three items: when they were asked questions and were unprepared, when they forgot things that they knew while speaking, and when they thought that they might fail the English class (Aydin et al., 2018). However, Aydin et al. (2018) indicated that students were not so anxious about taking exams when they were well prepared. Alshahrani and Alandal (2015) investigated the FLA of 260 sixth-grade EFL students from elementary schools in Saudi Arabia in terms of the anxiety levels, causes, and gender differences by using the FLCAS (Horwitz et al., 1986); they conducted interviews with 10 most anxious students to determine their FLA in detail. Alshahrani and Alandal (2015) found that most students ($n = 193$) had moderate FLA, and 48 students showed high anxiety. Moreover, of the three components of the FLCAS, the main source of anxiety for the students was communication apprehension (78.6 of the total variance), followed by test anxiety (17% of the total variance), and fear of negative evaluation (4.4% of the total variance). In the interviews with the 10 most anxious students, they revealed that speaking in front of classmates and tests increased their anxiety.

Matsumiya (2005a, 2005b, 2006, 2010) conducted a series of studies on situations provoking FLA among Japanese elementary school students during English activity classes. According to Matsumiya's (2005a) survey on the anxiety of third to sixth graders in elementary school during English activities, about half the participating children felt some

anxiety during English activities, and the most common open-ended response regarding situations in which they felt anxiety was “anxiety about being called and speaking in front of others.” In addition, “when learning (memorizing) new words” was selected as the most common reason for feeling uncomfortable or uninterested in English activities in all grades. Matsumiya (2005b, 2006) created a questionnaire with 26 items selected from the FLCAS (Horwitz et al., 1986) by removing items concerning test anxiety, preparation, and failing of English class because these items did not apply to English activity classes in Japanese public schools at the time the research was conducted. Matsumiya (2005b) also studied the FLA of 544 third- to sixth-grade elementary school students during English activities and investigated which situations during the English activity classes were related to their anxiety. Matsumiya (2005b) observed that, overall, students showed strong anxiety and felt strongly anxious about “evaluating themselves negatively by comparing themselves with others” and “speaking alone in public.” Matsumiya (2010) also studied 1,497 fifth- and sixth-grade elementary school students’ anxiety in FL (English) activities. Referring to the items of the ELCAS (Kondo and Yang, 2003) and previous studies, Matsumiya (2010) created a five-point Likert scale questionnaire consisting of five sections: (1) favorability of FL activities and interest in FLs, (2) students’ anxiety and tension during class, (3) coping with difficult situations during class, (4) support they would like to get from their teachers during FL activities, and (5) support they would like to get from their teachers when experiencing difficulties during class. In Section (2), items about which the children felt particularly anxious included “I feel nervous when I present alone in front of everyone”; “I wonder what I

should do if the teacher calls on me when I don't know the answer"; "I think everyone else speaks English better than I do"; "When I cannot memorize new words, I feel anxious"; and "It's a nerve-wracking experience to present alone in front of everyone."

Monoï and Hanei (2017) investigated the FLA of 116 sixth-grade students who had experienced English classes since the first grade in a Japanese public elementary school. They designed a questionnaire to examine children's anxiety in English classes, referring to the ELCAS developed by Kondo and Yang (2003), findings of Matsumiya (2005a, 2006), and insights from "The Second Basic Survey on English in Elementary Schools" by the Benesse Education Research Institute (2011). Using this questionnaire, they conducted a study to investigate the specific situations in which children experience anxiety during English classes. Monoï and Hanei found that children's anxiety was relatively high in situations in which they actively used English alone, such as "speaking with a foreign teacher in English" and "speaking with a friend in English."

Imai (2022a) developed an FLA questionnaire that measures sixth graders' FLA during FL classes. This FLA questionnaire was created based on the FLCAS (Horwitz et al., 1986). It includes some items regarding learners' anxiety in listening and speaking that were adapted from the FLCAS. Moreover, to align with the present course study (MEXT, 2018a), additional items were included in the FLA questionnaire to gauge sixth graders' anxiety in literacy (reading and writing), such as in writing and reading alphabet letters and writing sentences by referring to a model sentence. Using the FLA questionnaire, Imai (2022a) investigated FLA during FL (English) classes among 43 sixth-grade students at public

elementary schools. The items toward which the sixth-grade students showed a high degree of anxiety were “speaking in English when they were suddenly called on by the teacher,” “making a presentation in front of everyone by themselves,” “making mistakes when speaking English,” and “being laughed at by everyone when speaking English.” In addition, since the children who responded to the questionnaire survey had learned to read and write the alphabet from the third grade of elementary school, they tended to be less anxious about reading and writing.

Little research has been conducted to investigate the situations triggering FLA among EFL learners of junior high school age. In Japanese junior high school settings, as far as the researcher’s knowledge extends, only Shiomi and Tanaka (1993) investigated Japanese junior high school students’ FLA during English classes. Shiomi and Tanaka (1993) administered the English Classroom Anxiety Questionnaire, which was adapted from the FLCAS, to 684 seventh- to ninth-grade Japanese junior high school students. Then, using data obtained from eighth and ninth graders, Shiomi and Tanaka (1993) conducted a factor analysis and highlighted three factors: (1) “Anxiety of negative evaluation being aroused in the English class” is the anxiety about being evaluated by peers and the teacher because the students lack confidence in speaking in English. (2) “Getting nervous in the English class” represents students’ nervousness when they answer questions from the teacher and when they do not understand the content of the class. (3) “Dislike for having to study English,” relates to students’ like and dislike of English and their concentration during English classes.

In summary, no coherent trend in FLA was found in EFL settings, largely due to

differences in the countries where the studies were conducted, the time periods during which the data were collected, and the varying educational environments and curricula.

FLA and Other Variables

This section provides a comprehensive review of studies that have explored the relationship between young learners' FLA and various variables, including learners' year grade and their experiences in learning FLs outside the classroom. It reviews studies that investigated how young learners' (1) year grades (hereafter referred to as grades), which reflect their age, and (2) extracurricular English learning experiences relate to their FLA in EFL settings.

Carreira (2006); Kim and Ko (2012); and Aydin, Harputlu, Çelik, et al. (2017) examined elementary school students' grade differences with regard to FLA. Shiomi and Tanaka (1993) examined the grade differences in junior high school students' FLA during English classes. Nishida (2008) and Matsumiya (2010) investigated the relationships between elementary school students' FLA and the variables of grades and English learning experience outside the classroom.

Carreira (2006) administered a questionnaire to third-grade ($n = 137$), fourth-grade ($n = 129$), and sixth-grade ($n = 119$) students in a public elementary school in Japan to investigate the association between the differences in their grades and FLA; they found no significant differences. Kim and Ko (2012) investigated the FLA of third-, fourth-, fifth-, and sixth-grade Korean elementary school students (aged 9–12 years) by using FLCAS; they identified four factors: anxiety and fear, confidence and comfortableness, competition and comparison, and

avoidance and apathy. They found no significant grade differences for the first three factors but observed a significant difference related to the fourth factor, avoidance and apathy, between third and sixth graders. Moreover, Kim and Ko (2012) found that sixth graders had apathetic feelings toward English classes, and showed avoidance behaviors such as not feeling like attending English class more frequently than third graders. Aydin, Harputlu, Çelik, et al. (2017) investigated whether the FLA of Turkish elementary and junior high schoolchildren differed according to students' age and grade through the CFLAS (see Aydin, Harputlu, Uştuk, et al., 2017), which was administered to second-grade (n = 91), third-grade (n = 98), fourth-grade (n = 87), fifth-grade (n = 80), sixth-grade (n = 86), and seventh-grade (n = 52) students aged 7–12 years. They found that seven items—taking examinations, speaking English in class, being called by the teacher, being forced to speak in class, learning many grammar rules, being asked questions by the teacher when unprepared, and being laughed at by other students—were significantly correlated to students' grades. Specifically, as regards communication apprehension, lower-grade students had more anxiety in being called by the teacher, being forced to speak English in class, and learning grammar rules; in addition, they felt more anxious in situations of negative evaluation, such as when being laughed at by others. Higher-grade students had more anxiety in taking examinations and being asked questions by the teacher when unprepared. Shiomi and Tanaka (1993) examined grade differences in the FLA of junior high school students during English classes. They found that, overall, the level of anxiety increased with each passing school grade; especially for male students, significant differences in FLA existed between the seventh and eighth

grades and between the seventh and ninth grades.

Nishida (2008) investigated if Japanese elementary students' gender, grade, and English learning experience outside the classroom were related to their FLA. They administered a questionnaire modified from the FLCAS to 720 Japanese students at public elementary schools from grades one to six. Concerning students' English learning experiences outside the classroom, for both lower and upper grades, significant differences were observed between students with and without English learning experiences. Nishida (2008) found that students who had attended English school outside the classroom had higher anxiety than students who had not. Based on these results, Nishida (2008) speculated that students attending English schools outside the classroom may experience FLA at such schools. Matsumiya (2010) created an FLA questionnaire consisting of 13 items based on three components of the ELCAS (Kondo & Yang, 2003)—anxiety about low proficiency of English, anxiety about evaluation from classmates, and anxiety about speaking activities. They administered the questionnaire to 1,497 fifth-grade ($n = 765$) and sixth-grade ($n = 770$) students at nine Japanese public elementary schools. Matsumiya (2010) found that sixth graders showed significantly higher anxiety regarding 9 out of 13 items than fifth graders did. The nine items include anxiety related to speaking alone in front of others, anticipating being called by the teacher, not being able to memorize new words, not knowing the answer, making mistakes and being laughed at by everyone, and not understanding what the ALT is saying. Matsumiya (2010) also found that students who had no English learning experiences outside the classroom showed more anxiety than those who did.

This section reviewed various studies that explored the relationship between young learners' FLA and different variables, such as their grade and English learning experiences outside the classroom. However, due to the diverse contexts and backgrounds of each study, there were no unified results. The variability in findings suggests that the effects of learners' grades and their English learning experiences on FLA may differ depending on contexts and educational settings.

Foreign Language Enjoyment (FLE) and FLA

Research investigating the relationships between FLA and FLE started with Dewaele and MacIntyre (2014), who have played a central role in the research on this topic by conducting several studies. Dewaele and MacIntyre (2014, 2016) emphasized the importance of researching the role of positive emotions in FL acquisition. They stated the following:

With the emergence of positive psychology as a defined specialization, and with the broaden-and-build theory as a framework for understanding positive emotion, we propose that the time is right to closely examine enjoyment in foreign-learning context. (Dewaele & MacIntyre, 2016, p. 216)

Dewaele and MacIntyre (2014) further explained the reasons for researching "enjoyment" among different positive emotions. They argued that enjoyment is a key component of the concept of *flow* advocated by Csikszentmihlyi (1990), which refers to a positive emotional state where people's psychological demands are being met. Dewaele and MacIntyre (2014) explained the relationship between enjoyment and language learning as follows:

Csikszentmihlyi (1990) notes that experiencing enjoyment involves having a chance to

complete a task, concentration, clear goals, and immediate feedback.....On a daily basis the process of language learning will implicate the two key sources of enjoyment: developing interpersonal relationships and making progress toward a goal. (p. 242)

Dewaele and MacIntyre (2014) also emphasized the importance of knowing both the enjoyment and anxiety of language learners. This is in line with Csikszentmihlyi's (1975) studies on *flow*, which showed "how a challenging activity that well exceeds a person's skill level can lead to worry and anxiety, but as skills come into line with the degree of challenge, enjoyment and flow experiences can emerge" (Dewaele & MacIntyre, 2014, p. 242).

Dewaele and MacIntyre (2014) also developed an FLE scale of 21 items that reflect positive emotions toward the learning experience, peers, and teachers. It was based on the Interest/Enjoyment Scale (Ryan et al., 1990), which consists of seven items related to enjoyment, fun, interest, and boredom. They rephrased the items in the Interest/Enjoyment Scale that had ask about a single activity at one point in time, because they wanted to obtain the participants' overall judgment of past FL classes. To investigate the relationship between FLA and FLE, eight items from the FLCAS (Horwitz et al., 1986) were included in their scale.

The aim of Dewaele and MacIntyre's (2014) study was to administer the FLE scale and examine the relationship between FL learners' FLA and FLE; they administered the scale to 1,746 polyglots of different nationalities aged 11–75 years. They observed less dispersion around the mean score for FLE but more dispersion around the mean score for FLA, and the

two scores were distributed very differently. Dewaele and MacIntyre (2014) also found that “...although there was a significant negative correlation between FLE and foreign language classroom anxiety (FLCA), they shared only 12.9% of their variance.....and the two distributions of scores were quite different” (p. 261). Considering these results, Dewaele and MacIntyre (2014) “claim that these two dimensions are related, but that enjoyment and anxiety appear to be independent emotions, and not opposite ends of the same dimension” (p. 261). Moreover, Dewaele and MacIntyre (2016) investigated the FLE and FLCA of 1,742 multilingual participants aged 11–75 years, using the FLE scale to examine whether FLE and FLCA were separate dimensions. Their factor analysis confirmed three factors. All eight items from FLCAS belong to factor I (FLCA). The items in factor II (FLE-social), such as form a right group and a good atmosphere, and the items in factor III (FLE-private), such as fun and not getting bored, are related to FLE. Dewaele and MacIntyre (2016) stated that because factors for anxiety and FLE are formed separately, these two concepts are independent and do not necessarily function like a seesaw, where FLE increases and FLA decreases.

Young and adolescent learners’ FLE in Japanese elementary and junior high school settings has not been researched extensively so far. Among studies that investigate the relationship between Japanese elementary school students’ anxiety and positive feelings in English classes, Matsumiya (2006, 2008, 2010) examined the relationship that elementary school students’ levels of anxiety had with their favorability toward activities conducted during English activity classes (Matsumiya, 2006, 2008) and English learning (Matsumiya,

2010). Imai (2022b) conducted a qualitative study on sixth graders' FLA and FLE during FL (English) classes.

Matsumiya (2006) studied 544 third- to sixth-grade students in two public elementary schools to examine the relationship between their anxiety and favorability toward activities in English activity classes. The participants were divided into the low- and high-anxiety groups, and favorability toward each activity of the two groups was compared. Most students in the high-anxiety group showed strong aversion to the activity of speaking English alone in front of others. In addition, the high-anxiety group showed low favorability toward one-on-one activities such as interviews and negotiations. Passive activities such as "listening silently to pronounced words" were also less favored by students in the low-anxiety group. Matsumiya (2008) conducted further research to examine 434 third- to sixth-grade Japanese public elementary school students' favorability toward English activities and their level of anxiety. She found no significant differences in favorability toward English activities between the high- and low-level anxiety groups. She concluded that regardless of their level of anxiety, the students had overall high favorability toward English activities. Matsumiya (2010) further administered a questionnaire consisting of 11 items that asked 1,497 fifth- and sixth-grade elementary school students about their positive feelings and willingness toward English learning and English activity classes; the aim was to investigate the relationship between such feelings and the students' levels of FLA. She found that students in the high-anxiety group showed more positive feelings and willingness in eight items, while students in the low-anxiety group did so in three items. Matsumiya (2010) stated that since students in the high-

anxiety group showed positive feelings toward improving their English skills and willingness to get to know or be introduced to other cultures, they did not lose their positive feelings and willingness to learn English. Matsumiya (2010) also showed that students in the low-anxiety group tended to enjoy and have positive feelings toward English classes themselves through items such as “I like English classes,” “I want to speak with foreigners more,” and “English activity classes are fun.”

Imai (2022b) investigated sixth-grade students’ FLA and FLE during FL classes and conducted an open-ended questionnaire among sixth graders, where they were asked the following: “Please write the events that made you anxious during English classes and write the reason why you became anxious” and “Please write the events in which you enjoyed yourself, had fun, and felt happy and write the reason why you thought so at that time.” As a result of qualitative analysis, FLA events were grouped into 11 categories and FLE events into 14 categories. The 11 FLA categories were “not understanding English,” “giving a presentation,” “reading and writing English,” “being suddenly called by the teacher,” “communicating with others,” “not being able to remember,” “being required to pay constant attention,” “being evaluated,” “making mistakes,” and “not being able to pronounce correctly.” The 14 FLE categories were “being engaged in activities,” “interacting with teachers and other peers,” “teacher’s teaching style,” “getting a good evaluation,” “giving a presentation,” “learning differences of structures between Japanese and English,” “being able to read and write English,” “understanding English,” “CDs and videos,” “cooperating with other peers,” “being helped,” “being able to pronounce correctly,” and “being called by the

teacher.” Imai (2022b) found some common situations related to both FLA and FLE: “giving a presentation,” “reading and writing English,” “communicating with others,” “being evaluated,” “understanding English,” and “being called on by the teacher.” This indicates that, for instance, some students experienced anxiety, while others felt enjoyment when participating in activities such as giving presentations or reading and writing in English. Based on the qualitative analysis, Imai (2022a) stated that the findings motivated her to conduct further research on the relationship between sixth graders’ FLA and FLE to identify the relationship between the two types of emotions.

This chapter reviewed the research on FLA, most of which used the FLCAS developed by Horwitz et al. (1986). Therefore, the FLCAS questionnaire was thoroughly described. Some studies examined the effects of age and students’ English learning experiences outside the classroom while others examined the relation between FLA and FLE. Researchers in EFL contexts modified the items and added items to adjust the FLCAS to their own contexts, such as studies conducted in Turkey and South Korea. Thus, this study’s researcher decided to modify the FLCAS to investigate the FLA of Japanese elementary school and junior high school students.

Research Questions

Having reviewed the literature regarding young learners’ FLA and use of the FLCAS, the following research questions were formulated to investigate FLA among Japanese elementary school and junior high school settings:

RQ1: What aspects of FLA do fifth, sixth, and seventh graders experience during FL

(English) classes?

RQ2: Are there any differences among fifth, sixth, and seventh graders' FLA?

RQ3: Are there any differences in students' FLA within a year grade?

RQ4: Does fifth, sixth, and seventh graders' FLA differ according to their English learning experience outside the classroom?

RQ5: Are there any differences in FLA among students with high-, middle-, and low-level FLE?

RQ6: How does students' FLA change from sixth to seventh grade?

The FLA questionnaires were administered to fifth, sixth, and seventh graders, and quantitative analysis was conducted on the results to answer RQs 1–5. Moreover, qualitative analysis was conducted on the students' open-ended responses on FLA to answer RQ6.

CHAPTER 3

FOREIGN LANGUAGE ANXIETY (QUANTITATIVE STUDY)

This chapter explains how questionnaires to measure fifth-, sixth-, and seventh-grade students' foreign language (FL) anxiety (FLA) were administered and the results were analyzed quantitatively to investigate their FLA. In addition, the relationship between students' FLA and other variables—students' year grades, English learning experiences outside the classroom, and FL enjoyment (FLE)—were analyzed. Information from class observation notes was used to interpret the data analysis results.

Method

Participants and Research Sites

Data were collected at a public elementary school (A Elementary School) and a public junior high school (B Junior School) in Kanagawa Prefecture. The participants were asked to answer the FLA questionnaire developed by the researcher. Ninety-eight fifth-grade students in A Elementary School answered the FLA questionnaire in March 2022. In addition, 126 sixth-grade students in A Elementary answered the FLA questionnaire in July 2021, of which 122 again answered the questionnaire in March 2022. Further, 175 seventh-grade students in B Junior High School answered the FLA questionnaire in July 2022, of which 168 again answered the questionnaire in March 2023.

A Elementary School

A Elementary School is located in a quiet residential area surrounded by nature and mountains. A year before the data were collected in A Elementary School, FL became a

regular subject in the fifth and sixth grades under the new course of study (MEXT, 2018a). Therefore, sixth graders participating in this study had already experienced FL classes when they were in the fifth grade. Further, both fifth and sixth graders had experienced FL activities once a week in the third and fourth grades. Both fifth- and sixth-grade FL classes involved 45-minute lessons twice a week. One male Japanese Teacher of English (JTE; hereafter called JTE A) taught all fifth- and sixth-grade FL classes at A Elementary School (four classes each). JTE A was in his 60s and had a rich background as an English teacher: He had taught English at junior high schools for 20 years and had been involved in curriculum development and teacher training when FL activities were introduced in the fifth and sixth grades in 2011. There were four fifth-grade classes with about 30 students in each class. The researcher did not have a chance to observe fifth-grade FL classes constantly; however, she observed the classes once when the FLA questionnaire was administered in March 2022. There were four sixth-grade classes, and each class had about 33 students. All classes were taught only by JTE A, and homeroom teachers were not usually in the classroom during JTE A's classes. A male assistant language teacher (ALT) taught fifth- and sixth-grade FL classes five times a year. When the ALT taught FL classes, homeroom teachers were in the classroom to support the ALT. The ALT created activities based on the topics and phrases JTE A had prepared for the ALT to teach and conducted those activities during the classes. In school year 2021, JTE A taught fifth- and sixth-grade FL classes at A Elementary School 23 and 25 times in the first term (April to July), 25 and 26 times in the second term (September to December), and 17 and 17 times in the third term (January to March), respectively. The

ALT's FL classes for fifth and sixth graders were conducted twice in the first term, twice in the second term, and once in the third term. The researcher observed two different sixth-grade FL classes (classes 1 and 4) taught by JTE A about twice a month. Most of the time, the researcher observed classes from the back of the classroom. The researcher videotaped the classes and noted what was happening and how the teacher and students interacted during the classes. When JTE A asked the researcher to support the students, she walked around the classroom and aided students who asked for help and answered their questions during writing activities. Since the class observations were conducted during the COVID-19 pandemic, students and the teacher had to wear masks all the time during the FL classes, and the number of conversation activities were limited. Because JTE A had to wear a mask while teaching, students had very few opportunities to see the shape of JTE A's mouth while pronouncing English. JTE A's motto was to ensure students have fun while speaking English during FL classes. Therefore, despite the challenging circumstances, JTE A made significant efforts to provide students with opportunities to have conversations with a partner as much as possible during the class and to give presentations in groups. However, wearing masks certainly created a sense of distance between JTE A and the students, as well as among the students themselves. Therefore, the FL classes were not as they were supposed to be before the COVID-19 pandemic. JTE A conducted fifth- and sixth-grade FLs classes mainly using a textbook series titled *Junior Total English 1, 2* (Yoshida, 2020; 1 is for the fifth grade, and 2 is for the sixth grade), which is a government-authorized textbook for FLs. He made a worksheet for each unit of the textbook and distributed it to the students at the beginning of

each new lesson. The worksheet consisted of the following sections:

1. Today's date, day of the week, and weather—At the beginning of each class, JTE A asked students about today's date, day of the week, and weather. Then, students wrote them in English in the worksheet.
2. Target phrase of each section of the unit in the textbook—For example, students wrote their own answers if the target phrase was a question such as, "What club do you want to join?" or "What do you want to enjoy in the junior high school?" If the target phrase was a sentence such as, "I want to be a firefighter," students wrote about themselves (what they want to be) by referring to the target sentence.
3. A bingo sheet and charts for communication activities using target phrases
4. A review of what students had learned in the unit—Students wrote the review in Japanese.

The basic pattern of JTE A's classes was as follows:

1. Telling a short story about the teacher's recent event—JTE A first used English to tell a short story and then summarized it in Japanese.
2. Reviewing greeting expressions such as using the date, day of the week, and weather
3. Chanting—The banana chant developed by Matsuka et al. (2007) was chanted.
4. Playing a CD and teaching the contents in the textbook—Students listened to the introductory dialogue. JTE A explained the dialogue and the target phrase used in the dialogue.
5. Using the worksheets created by the teacher himself—The students practiced target

phrases from the textbook through bingo games and pair communication activities.

They wrote about themselves using model sentences as a reference for the target phrases by looking up words from the vocabulary section at the end of the textbook.

6. Conducting listening activities provided in the textbook

7. Reflecting on the lesson—Students wrote a review of what they learned in the unit in Japanese.

A presentation project called *Project Time* was held thrice a year (once each term) for both fifth and sixth graders. In this presentation project, students gave presentations in a group in front of three or four group members. They filmed each member's presentation using a tablet and sent the filmed presentation to JTE A's tablet. Each filmed presentation was evaluated by JTE A, and the evaluation was included in the final grade. JTE A evaluated each student's presentation in accordance with the following criteria based on the present course of study (MEXT, 2018a):

1. Knowledge and skills—Is the student speaking smoothly and paying attention to accents, etc., and is the student pronouncing English with a Japanese accent?
2. Expression—Is the student speaking in a way that others can understand?
3. Thinking—Is the student trying to use not only the assigned expressions but also other expressions?
4. Presentation—Is the student using gestures, trying to communicate, and putting appropriate pauses in between?

A simplified version of these criteria was given to the students, and students wrote their

thoughts on each group member's presentation and their own presentation based on these simplified criteria. The preparation for *Project Time* started with writing a script. Students were required to write a presentation script using the assigned phrases that had already been taught. JTE A announced the topic and what phrase the students had to use when writing the script. Then, he showed the students his script as an example. Fifth graders were expected to write five to eight sentences, and sixth graders were expected to write five to ten sentences. Next, they practiced reading the script with other group members. The group members gave each other advice when they practiced their presentations. On the day of *Project Time*, each group went to an assigned place and filmed each student's presentation. The following are the topics of *Project Time* for fifth graders for each term:

1st term: "This is me." in which students introduced themselves using the phrases, "I like—" and "I have—."

2nd term: "This is me. Part 2," in which students talked about what they can do and what they generally do during a week using the phrases "I can—" and "I usually—."

3rd term: "Let's introduce the country, prefecture, or city that you want to visit" using phrases such as "I want to visit/see/eat—." They also presented famous things about the places using the phrases "The (country/prefecture/city) has—" or "The (country/prefecture/city) is famous for—."

The following are the topics of *Project Time* for sixth graders for each term:

1st term: "This is me," in which students introduced themselves using phrases that students learned during the 1st term: "I'm —," "I'm from—," "I can—," "I'm

good at—,” “I like—,” and “I want to—.”

2nd term: “My town,” in which students talked about the good aspects of their town by referring to phrases that appeared on page 78 of the textbook: “We live in—,” “We have —,” “We can—,” and “We love—.”

3rd term: “My future, my dream,” in which students wrote about their future dream and what they want to do in junior high school using the phrases “I want to be a (an)—,” “I want to join the — club,” and “I want to enjoy the—.” Moreover, they had to present the reasons why they wanted to be — and join the — club.

Both fifth and sixth graders had the chance to speak with a partner or in a group twice per term. The topics for fifth graders were self-introduction, show and tell, and my favorite things, and those for sixth graders were self-introduction, show and tell, my favorite things, my summer holidays, and places I want to go. Since JTE A had taught at the junior high school for a long time, he knew that he had a lot of students who did not like English.

Therefore, his priority for fifth- and sixth-grade FL classes was to ensure the students have fun, especially when speaking English. As for literacy, he set a low standard. He expected his students to copy the alphabet letters correctly. However, as for writing sentences and words, he did not expect the students to memorize the spellings of words. Rather, he encouraged them to copy the words and sentences.

B Junior High School

B Junior High School is located in a suburban area in Kanagawa and in the same school district as A Elementary School; therefore, most students (almost 75%) in A

Elementary School go to B Junior High School after graduating. Here, the seventh grade included five classes, and there were 37 students in one class. The FL (English) classes were taught by a male teacher (Teacher A) in his 30s and a female teacher (Teacher B) in her 20s; both were full-time teachers and also served as homeroom teachers for seventh-grade classes. By the school year 2022, they had taught as junior high school English teachers for nine years (Teacher A) and three years (Teacher B). In 2022, 46, 60, and 36 lessons were conducted in the first, second, and third terms, respectively. One lesson was 50 minutes long, and each class met four times a week. In each lesson, the two teachers co-taught—one as the main teacher and the other as the supporting teacher. In each lesson, either Teacher A or Teacher B became the main teacher who taught a lesson. The one who became the sub-teacher observed the lesson and walked around the class to support students.

The researcher visited B Junior High School about once a month. Each time she visited, she observed three FL classes taught by Teachers A and B. The researcher observed classes from the back of the classroom and videotaped them. She noted what was happening in the class and how the teacher and students interacted. When the teachers asked the researcher to support the students, the researcher walked around the classroom and helped students who asked for help and answered their questions during reading and writing activities. Again, as such observation was conducted during the COVID-19 pandemic, the teachers and students at B Junior High School had to wear masks all the time during the classes. Therefore, it was difficult for students to see the shape of the teacher's mouth when the teacher pronounced the words and sentences. Despite this limitation, just like JTE A at A

Elementary School, Teachers A and B at B Junior High School made considerable efforts to provide students opportunities for pair conversations and group activities. Again, wearing masks created a sense of distance between the teachers and students, as well as among the students themselves. Therefore, the FL classes were not as they were supposed to be before the COVID-19 pandemic.

Textbooks used in seventh-grade FL (English) classes included *Here We Go! English Course 1* (Ohta and Koizumi, 2022) and two supplementary books, *Eigo Labo 1* (Seishinsha, 2022), a grammar practice book, and *Mini Labo 1* (Seishinsha, 2022), a vocabulary book. The latter two are based on the main textbook. Each unit of the textbook was taught using the following steps:

1. Learn the new words—The teacher showed the words on the screen and had the students pronounce them. To teach how to pronounce words, teacher had the students repeat after the teacher pronounced the words. Phonics were not taught to decode words.
2. Watch the unit video—The teacher showed students the conversation in the unit's video.
3. Explain the conversation in the video—The teacher explained the contents of the conversation while the students looked at the script.
4. Repeat after the teacher—The students read the conversation in the video out loud while looking at the script on the back page of the textbook.
5. Practice—The students role-played the conversation.

6. Practice—The students role-played the conversation with a partner.
7. Perform the listening activity from the textbook
8. Explain grammar—The teacher gave the students a grammar handout and explained the target grammar from the unit studied. Students worked on the grammar exercises in the handout.
9. Play games—The students played games and activities using the target grammatical and target phrases in the unit.

Paper-and-pencil term examinations were administered once per term for the first and second terms. A conversation test was administered in the first and second terms. In the conversation tests, a student continued a one-on-one conversation with either Teacher A or Teacher B in the first term (in June 2022) and with the ALT in the second term (in November 2022). For both conversation tests, students had to start a conversation by asking a question, and then they continued the conversation with the teacher by asking and answering questions in turns. In addition, unit tests were administered twice in the first and second terms and once in the third term. The unit tests consisted of three sections: English composition (translating a Japanese sentence into an English sentence), knowledge (putting the words in the correct order and filling in the right word to make the sentence), and reading comprehension, and vocabulary was included for the unit tests in the first and second terms. At the beginning of the school year in April 2022, seventh graders wrote their self-introduction in English on the self-introduction card; this was evaluated by the teacher and posted on the wall during the school festival. In the second term, students gave a presentation on a person whom they

respect. Each student wrote his or her own speech manuscript, and half of the students gave a presentation without looking at the manuscript even though they were not required to memorize. The evaluation was based on the following three criteria from the present course of study (MEXT, 2018b), which were shown to the students by the teachers:

1. Knowledge—accuracy of grammar, spelling, and pronunciation
2. Expression—variety in the use of expressions
3. Positive attitude—students’ attitude in trying to use a variety of expressions even if they made mistakes, and in trying to write and speak as much as they could

Instruments

The researcher developed the questionnaires used in both A Elementary School and B Junior High School. The basic items in the FLA questionnaire were based on the FLCAS (Horwitz et al, 1986; see Appendix A for the items in the FLCAS). As mentioned previously, the present course of study refers to the domains in the Common European Framework of Reference for Languages and sets five domains—“listening,” “reading,” “speaking (interaction),” “speaking (presentation),” and “writing”—in the FL curriculum. The items in the FLCAS (Horwitz et al, 1986) cover only listening and speaking skills; therefore, the researcher created new items related to reading and writing skills to conform to the goals of each domain described in the present course of study (Imai, 2022a).

FLA Questionnaire for A Elementary School

The FLA questionnaire was modified to fit the situation of A Elementary School in this study. A five-point Likert scale was used to measure the students’ responses. Items in the

original questionnaire were written as affirmative sentences starting with “I am anxious when...” or “I feel anxiety when...”; therefore, the same five-point Likert scale (*strongly disagree, disagree, neither agree nor disagree, agree, and strongly agree*) was used for all items. However, JTE A was concerned that the phrase “I am anxious when...” or “I feel anxiety when...” used in the questionnaire would give the students a negative impression that FL (English) classes were anxiety-provoking. After several discussions with JTE A, the items were phrased in a question form (e.g., “How do you feel about...?”), and a five-point Likert scale was used (*do not feel anxious at all, do not feel very anxious, feel neither anxious nor not anxious, feel somewhat anxious, and feel very anxious*).

There were 16 five-point Likert scale items and three open-ended questions in the FLA questionnaire conducted for sixth-grade students in July 2021. Moreover, there were 20 five-point Likert scale items and one open-ended question in the FLA questionnaire conducted for sixth-grade students in March 2022. The Likert-scale items common to all FLA questionnaires administered to fifth- and sixth- grade students are as follows (see Appendixes B–D for the FLA questionnaires for fifth and sixth graders):

1. The first item asks if students like English.
2. The second item, “Learning English is fun,” asks about students’ FLE.
3. The item, “I’m not good at English,” asks whether students are good at English or not.
4. The following items in the FLA questionnaire were created based on the original FLCAS and then modified, if necessary, to fit the situation of A Elementary School

(the numbers in parentheses are FLCAS item numbers):

- a. “When I speak English, I’m anxious that people will laugh at me” (31).
 - b. “How do you feel about making mistakes when you speak English?” (2).
 - c. “How do you feel when a teacher suddenly calls on you to speak in English?”
(20 and 31).
 - d. “How do you feel when you present in front of classmates?” (24).
 - e. “How do you feel when you speak English with the ALT?” (14).
 - f. “How do you feel when you cannot perfectly understand what your teacher is saying in English?” (4 and 29).
5. The item, “How do you feel when you speak English with the JTE?” is added to the FLA questionnaire administered to fifth and sixth graders in March. This is because, through the class observation, the researcher learned that students who participated in this study had an opportunity to speak English with the JTE.
6. The item, “How do you feel when you cannot understand what recordings and videos are saying?” asks about students’ listening anxiety.
7. Six items ask about anxiety related to reading and writing skills. These items were set up to reflect the goals for reading and writing in FL studies, as stated in the present course of study (MEXT, 2018a). The items, “How do you feel when you read aloud uppercase letters of the alphabet?” and “How do you feel when you read aloud lowercase letters of the alphabet?” cover anxiety about reading the alphabet (uppercase and lowercase letters) aloud. The item, “How do you feel when you read

sentences that you have already been learned?” covers anxiety about reading sentences. The items, “How do you feel when you are asked to write down a letter after hearing its name in uppercase letters?” “How do you feel when you are asked to write down a letter after hearing its name in lowercase letters?” and “How do you feel when you are asked to write English sentences by referring to model sentences?” cover anxiety related to writing.

In addition to the above items, the item, “How do you feel about not having a homeroom teacher during English class” was asked in the FLA questionnaire conducted for fifth and sixth graders in March 2022 (see Appendixes B and D). The items, “How do you feel about learning English from English teachers in junior high school?” and “How you feel about junior high school English?” were included the FLA questionnaire for sixth graders administered in March 2022 (see Appendix D).

FLA Questionnaire for B Junior High School

The researcher had developed the FLA questionnaire for B Junior High School students. To compare the FLA of fifth, sixth, and seventh graders, the question items were kept as identical as possible. Items related only to the curriculum of elementary school FL classes, such as those asking about reading and writing the alphabet, were omitted. However, some items (Items 4, 7, 18, 19, 20, and 21) were added to meet the goals and curriculum of junior high school FL (English) classes (see Appendixes E and F for the FLA questionnaire for seventh graders). The same FLA questionnaire was administered to seventh graders in both July 2022 and March 2023. Here are details of the items added to the FLA questionnaire

for junior high school students:

1. Item 4, “I study English other than English classes at school,” is about students’ English study habits.
2. Item 7, “I feel anxious whether I understand the English grammar rules,” is about anxiety related to understanding English grammar rules, which are explicitly taught in junior high school FL classes.
3. Among the questions about reading and writing the alphabet, Item 16, “How do you feel when you are asked to write down a letter after hearing its name in lowercase letters?” which is included in the FLA questionnaire for fifth and sixth graders, is retained in this questionnaire. This is because alphabet letters such as “b,” “d,” “p,” and “q” are often seen as confusing even for junior high school students.
4. Item 18, “How do you feel when you are asked to write English sentences without referring to model sentences?” is about students’ anxiety about writing what they want to say in English without referring to model sentences.
5. Items 19, “How do you feel about decoding words out loud by looking at the spelling?” and Item 20, “How do you feel memorizing spelling of words and writing words with correct spellings?” are about anxiety concerning reading and writing words.
6. Item 21, “How do you feel about continuing conversation with friends within the allotted time?” corresponds to one of the goals of speaking (interaction) in the present course of study (MEXT, 2018b): “Enable students to speak spontaneously about topics in which they are interested by using simple words, phrases, and sentences”

(p. 22).

7. Item 22, “How do you feel about taking tests?” is related to anxiety about taking English tests.

Procedure

The FLA questionnaire for A Elementary School was administered to all fifth- and sixth-grade classes (four classes each). It was administered once to the fifth graders at the end of the academic year (in March 2022) and twice to the sixth graders, before the summer vacation (in July 2021) and at the end of the school year (in March 2022). The questionnaire was administered face to face with all students in each class in the presence of JTE A. The researcher read the questions out loud one by one and explained the purpose of each question with examples if necessary. The questionnaire took approximately 15 minutes to complete.

The FLA questionnaire for B Junior High School was administered among all five seventh-grade classes in the presence of Teachers A and B. The researcher visited each class to read the questions out loud one by one and explained the purpose of the questions with examples if necessary. The questionnaire took approximately 15 minutes to complete and was administered once in July 2022, which was the final month of the first term, and once in March 2023, which was the final month of the third term.

Ethics

Before conducting the class observations and questionnaires, the researcher explained the research’s purpose, procedure, schedule, and educational benefit to the principal and JTE A of the A Elementary School as well as the principal and Teachers A and B of B Junior High

School. She obtained the signatures of the principals of A Elementary School and B Junior High School on the consent forms (see Appendixes G and I for the consent forms). In addition, the researcher wrote a letter that explained the purpose and method of the research to the parents of the fifth-, sixth-, and seventh-grade students, and she gained their understanding and permission to conduct the research (see Appendixes H and J for the letters to the parents).

Results

The data were analyzed quantitatively to answer the following research questions:

RQ1: What aspects of FLA do fifth, sixth, and seventh graders have during FL (English) classes?

RQ2: Are there any differences among fifth, sixth, and seventh graders' FLA?

RQ3: Are there any differences in students' FLA within a year grade?

RQ4: Does fifth, sixth and seventh graders' FLA differ according to their English learning experience outside the classroom?

RQ5: Are there any differences in FLA among students with high-, middle-, and low-level FLE?

The Statistical Package for the Social Sciences (SPSS) version 27 was used for each quantitative analysis. The statistical procedure for answering each research question is explained in each section. Results of the quantitative analysis are presented to answer each research question.

Aspects of FLA for Fifth, Sixth, and Seventh Graders (RQ1)

To answer the RQ1, examining the aspects of language anxiety of young English language learners, an exploratory factor analysis was conducted on the anxiety items in each questionnaire. The questionnaires were administered to fifth, sixth, and seventh graders at the end of the academic year (March 2022 for fifth and sixth graders and March 2023 for seventh graders).

Aspects of FLA among Fifth Graders

First, the results of the descriptive statistics for Items 4 to 18 are reported in Table 3.1. The table displays items exhibiting a ceiling effect ($M + 1SD$) and those displaying a floor effect ($M - 1SD$).

Ceiling effects did not appear in any of the items, but floor effects were observed in Items 4, 8, 12, 13, 15, 16, and 18. Of these items with floor effects, the items to be included in the factor analysis were considered. Items 4 (anxiety that people will laugh at me when I speak English) and 8 (anxiety when speaking with ALTs in English) were included, because they are also items in the FLCAS and are important factors that cause students' anxiety in FL classes. Items 12, 13, 15, and 16 were included in the factor analysis, because they covered anxiety related to reading and writing (literacy) skills, which were newly introduced in FL classes for fifth and sixth grades from the 2020 school year. The primary factor analysis was conducted to decide whether or not Item 18 (anxiety about not having a homeroom teacher during English time) with a floor effect should be included. As a result of the primary factor analysis, Item 18 was found to be a single variable in one factor. The final factor analysis,

which is shown in the Table 3.1, was conducted without Item 18. The alpha coefficient was not greatly changed after Item 18 was removed (Cronbach's alpha = .901 for Items 4 to 18 and Cronbach's alpha = .896 for Items 4 to 17).

Table 3.1

Descriptive Statistics for Each Item for the FLA Questionnaire (Fifth Graders)

Item	<i>M</i>	<i>SD</i>	<i>M+1SD</i>	<i>M-1SD</i>
4. Anxiety that people will laugh at me when I speak English	2.36	1.44	3.80	0.92
5. Anxiety about making mistakes when speaking English	2.57	1.42	3.99	1.15
6. Anxiety that a teacher suddenly calls on me to speak in English	2.95	1.53	4.48	1.42
7. Anxiety about presenting alone in front of classmates	2.66	1.41	4.07	1.25
8. Anxiety when speaking with the ALT in English	1.96	1.15	3.11	0.81
9. Anxiety when speaking English with the JTE	2.16	1.14	3.30	1.02
10. Anxiety when not being able to understand what recordings and videos are saying	2.36	1.20	3.56	1.16
11. Anxiety when not perfectly understanding what the teacher is saying in English	2.75	1.24	3.99	1.51
12. Anxiety when reading aloud uppercase letters of the alphabet	1.60	0.92	2.52	0.68
13. Anxiety when reading aloud lowercase letters of the alphabet	1.94	1.25	3.19	0.69
14. Anxiety about reading sentences that have already been learned	2.27	1.28	3.55	1.00
15. Anxiety when asked to write down a letter after hearing its name in uppercase letters	1.66	1.05	2.71	0.61
16. Anxiety when asked to write down a letter after hearing its name in lowercase letters	2.17	1.40	3.57	0.77
17. Anxiety when asked to write English sentences by referring to model sentences	2.25	1.17	3.42	1.08
18. Anxiety about not having a homeroom teacher during English class	1.72	1.09	2.81	0.63

Note. SD = standard deviation.

Then, the main principal axis factoring, with a promax with Kaiser normalization rotation of 14 items (Items 4 to 17) of the five-point Likert scale questions, was conducted on data collected from 98 participants. Ninety-five participants were subject to factor analysis after removing the missing values. Bartlett's test of sphericity ($\chi^2 = 767.622$, $df = 91$, $p = 0.000$) and the Kaiser–Meyer–Olkin (KMO) measure of sampling adequacy suggested that the data were adequate for factor analysis. In determining the number of factors, a three-factor solution was adopted based on the scree plot by considering the drop in eigenvalues (Takeuchi & Mizumoto, 2012; Matsuo & Nakamura, 2002). The eigenvalues were 6.267, 1.954, and 1.314, respectively, starting from the first factor. The result of the factor analysis is shown in Table 3.2.

Six items were loaded onto Factor 1 (see Table 3.2). These six items are strongly related to anxiety about speaking English such as making mistakes when speaking English, being laughed at, and speaking English with the ALT and JTE. Therefore, Factor 1 was labelled as “speaking anxiety.” Moreover, six items were loaded onto Factor 2. Factor 2 was labelled as “literacy anxiety” because these six items have strong associations with anxiety about reading and writing the alphabet and reading and writing English sentences. Next, two items were loaded onto Factor 3. These two items were closely related to anxiety about not being able to understand spoken English. Thus, Factor 3 was labelled “listening anxiety.” The alpha coefficients were .902 for Factor 1, .882 for Factor 2, and .632 for Factor 3. Only two items were loaded onto Factor 3 because there were only two questions about listening in the questionnaire items. Correspondingly, the alpha coefficient for Factor 3 was lower than that

for the other factors.

Table 3.2

Results from a Factor Analysis of the FLA Questionnaire (Fifth Graders)

Item	Factor loading		
	1	2	3
Factor 1: Speaking Anxiety			
5. Anxiety about making mistakes when speaking English	.87	-.10	.19
4. Anxiety that people will laugh at me when I speak English	.86	-.16	.17
6. Anxiety that a teacher suddenly calls on me to speak in English	.78	.01	.07
8. Anxiety when speaking with ALTs in English	.72	-.02	-.06
9. Anxiety when speaking English with the JTE	.71	.14	-.31
7. Anxiety about presenting alone in front of classmates	.69	.27	-.15
Factor 2: Literacy Anxiety			
13. Anxiety when reading aloud lowercase letters of the alphabet	-.15	.87	.11
16. Anxiety when asked to write down a letter after hearing its name in lowercase letters	-.08	.84	.05
15. Anxiety when asked to write down a letter after hearing its name in upper case letters	.07	.78	-.11
12. Anxiety when reading aloud uppercase letters of the alphabet	.02	.68	-.04
17. Anxiety when asked to write English sentences by referring to model sentences	.13	.56	.10
14. Anxiety about reading sentences that have already been learned	.21	.53	.18
Factor 3: Listening Anxiety			
10. Anxiety when not being able to understand what recordings and videos are saying	-.08	.08	.68
11. Anxiety when not perfectly understanding what the teacher is saying in English	.04	.04	.59

Note. N = 95. The extraction method was principal axis factoring with an oblique (promax with Kaiser normalization) rotation. Factor loadings above .30 are in boldface.

Table 3.3 shows the correlations among these three factors. No strong correlation exists among these factors, which is good for the analysis.

Table 3.3

Correlations among the Extracted Factors after Promax Rotation

Factor	1	2	3
Factor 1	–	.53	.38
Factor 2	.53	–	.40
Factor 3	.38	.40	–

Aspects of FLA among Sixth Graders

The descriptive statistics of Items 4 to 20 of sharing anxiety in FL classes are presented in Table 3.4.

Ceiling effects did not appear in any of the items, while floor effects appeared in Items 8, 12, 13, 15, 16, and 18. The items to be included in the factor analysis were considered. Item 8 (anxiety about speaking English with ALTs) was included because it is an important factor causing anxiety. Items 12, 13, 15, and 16 were included because they cover anxiety related to reading and writing skills, which are new skills introduced in fifth and sixth graders' FL classes. Two factor analyses were conducted before the final factor analysis reported later. The result of the first factor analysis showed that the factor loading for Item 18 was low; therefore, Item 18 were removed for the second factor analysis. As a result of the second factor analysis, Item 19 was removed because the factor loading for Item 19 (anxiety

about learning English from a JTE at junior high school) emerged as a single factor at .24. By removing Items 18 and 19, the final factor analysis (whose results are reported in Table 3.4) was conducted. The Cronbach's alpha coefficient was .90 for Items 4 to 20 with Items 18 and 19 removed.

Table 3.4

Descriptive Statistics for Each Item in the FLA Questionnaire (Sixth Graders)

Item	<i>M</i>	<i>SD</i>	<i>M+1SD</i>	<i>M-1SD</i>
4. Anxiety that people will laugh at me when I speak English	2.64	1.34	3.98	1.30
5. Anxiety about making mistakes when speaking English	3.02	1.26	4.28	1.76
6. Anxiety that a teacher suddenly calls on me to speak in English	3.37	1.27	4.64	2.10
7. Anxiety about presenting alone in front of classmates	3.14	1.29	4.43	1.85
8. Anxiety when speaking with the ALT in English	2.24	1.30	3.54	0.94
9. Anxiety when speaking English with the JTE	2.42	1.18	3.60	1.24
10. Anxiety when not being able to understand what recordings and videos are saying	2.83	1.27	4.10	1.56
11. Anxiety when not perfectly understanding what the teacher is saying in English	3.07	1.25	4.32	1.82
12. Anxiety when reading aloud uppercase letters of the alphabet	1.53	0.91	2.44	0.62
13. Anxiety when reading aloud lowercase letters of the alphabet	1.71	1.00	2.71	0.71
14. Anxiety about reading sentences that have already been learned	2.31	1.22	3.53	1.09
15. Anxiety when asked to write down a letter after hearing its name in upper case letters	1.48	0.79	2.27	0.69
16. Anxiety when asked to write down a letter after hearing its name in lowercase letters	1.68	1.02	2.70	0.66
17. Anxiety when asked to write English sentences by referring to model sentences	2.13	1.09	3.22	1.04

Item	<i>M</i>	<i>SD</i>	<i>M+1SD</i>	<i>M-1SD</i>
18. Anxiety about not having a homeroom teacher during English class	1.68	1.02	2.70	0.66
19. Anxiety about learning English from English teachers in junior high school	2.44	1.34	3.78	1.11
20. Anxiety about junior high school English	3.45	1.28	4.73	2.17

A principal axis factoring with a promax with Kaiser normalization rotation of 15 five-point Likert scale questions from the FLA questionnaire for the sixth grade was conducted on data collected from 122 participants. Of these, 121 participants were subject to factor analysis after removing missing values. Bartlett's test of sphericity ($\chi^2 = 898.935$, $df = 105$, $p = 0.000$) and the KMO measure of sampling adequacy ($KMO = 0.81$) showed that the data (Items 4 to 17 and Item 20) were appropriate for factor analysis. In determining the number of factors, a three-factor solution was adopted based on the scree plot considering the drop in eigenvalues. The eigenvalues were 6.466, 1.419, and 1.209 from the first factor, respectively. The result of the factor analysis is shown in Table 3.5.

Nine items (Items 7, 6, 9, 5, 20, 8, 4, 14, and 17) were loaded onto Factor 1. Focusing on items with a factor loading of .50 or higher, Factor 1 was strongly associated with English speaking anxiety, such as making mistakes when speaking English, being laughed at, and speaking English with teachers. Therefore, Factor 1 was labelled "speaking anxiety." Four items (Items 16, 15, 13, and 12) were loaded onto Factor 2. Factor 2 was labelled "literacy anxiety" because of its strong association with anxiety about reading and writing the alphabet and reading and writing English sentences. Two items (Items 11 and 10) were loaded onto Factor 3. Since Factor 3 is closely linked with anxiety about not being able to understand

spoken English, Factor 3 was labelled “listening anxiety.” It should be noted that items with low factor loadings were excluded from the interpretation when naming the factor. The alpha coefficients were .872 for Factor 1, .859 for Factor 2, and .759 for Factor 3, confirming sufficient reliability for all factors.

Table 3.5

Results from a Factor Analysis of the FLA Questionnaire (Sixth Graders)

Item	Factor loading		
	1	2	3
Factor 1: Speaking Anxiety			
7. Anxiety about presenting alone in front of classmates	.85	-.02	-.16
6. Anxiety that a teacher suddenly calls on me to speak in English	.84	-.09	-.06
9. Anxiety when speaking English with the JTE	.61	.10	.02
5. Anxiety about making mistakes when speaking English	.60	.01	.16
20. Anxiety about junior high school English	.57	-.05	.14
8. Anxiety when speaking with the ALT in English	.55	.00	.11
4. Anxiety that people will laugh at me when I speak English	.54	.14	.03
14. Anxiety about reading sentences that have already been learned	.41	.32	-.05
17. Anxiety when asked to write English sentences by referring to model sentences	.39	.21	.09
Factor 2: Literacy Anxiety			
16. Anxiety when asked to write down a letter after hearing its name in lowercase letters	-.14	.93	.02
15. Anxiety when asked to write down a letter after hearing its name in uppercase letters	-.08	.78	.13
13. Anxiety when reading aloud lowercase letters of the alphabet	.20	.69	-.11
12. Anxiety when reading aloud uppercase letters of the alphabet	.20	.61	-.06
Factor 3: Listening Anxiety			
11. Anxiety when not perfectly understanding what the teacher is saying in English	-.09	.07	.78
10. Anxiety when not being able to understand what recordings and videos are saying	.17	-.07	.74

Note. N = 121. The extraction method was principal axis factoring with an oblique (promax with Kaiser normalization) rotation. Factor loadings above .30 are in boldface.

Table 3.6 shows the correlations among the three factors. No strong correlation existed among these factors, which is good for the analysis.

Table 3.6

Correlations among the Extracted Factors after Promax Rotation

Factor	1	2	3
Factor 1	–	.65	.48
Factor 2	.65	–	.38
Factor 3	.48	.38	–

Aspects of FLA among Seventh Graders

Results of the descriptive statistics for Items 5 to 22 about anxiety in FL classes used in the factor analysis are presented in Table 3.7.

The ceiling effect did not appear in any of the items, but the floor effect emerged in Item 16. Item 16 was used for the factor analysis since it is the only item regarding reading and writing alphabet, which is commonly included in the fifth and sixth grades' factor analyses. Adequate reliability was found (Cronbach's alpha = .917) when Item 16 was excluded. Since the alpha coefficient remained almost the same, Item 16 was included in the factor analysis.

Table 3.7*Descriptive Statistics for Each Item in the FLA Questionnaire (Seventh Graders)*

Item	<i>M</i>	<i>SD</i>	<i>M+1SD</i>	<i>M-1SD</i>
5. Anxiety that people will laugh at me when I speak English	2.76	1.24	4.00	1.52
6. Anxiety about being pointed out my mistakes	2.98	1.28	4.26	1.70
7. Anxiety related to understanding English grammar rules	3.29	1.18	4.47	2.11
8. Anxiety about making mistakes when speaking English	3.20	1.18	4.38	2.03
9. Anxiety that a teacher suddenly calls on me to speak in English	3.24	1.22	4.46	2.02
10. Anxiety about presenting alone in front of classmates	3.34	1.30	4.64	2.05
11. Anxiety when speaking with the ALT in English	2.86	1.27	4.13	1.59
12. Anxiety when speaking English with the English teacher	3.10	1.24	4.34	1.86
13. Anxiety when not being able to understand what recordings and videos are saying	3.54	1.03	4.57	2.51
14. Anxiety when not perfectly understanding what the teacher is saying in English	3.52	1.06	4.58	2.46
15. Anxiety about reading sentences that have already been learned	2.47	1.07	3.54	1.40
16. Anxiety when asked to write down a letter after hearing its name in lowercase letters	1.61	0.87	2.48	0.74
17. Anxiety when asked to write English sentences by referring to model sentences	2.39	1.10	3.49	1.29
18. Anxiety when you are asked to write English sentences without referring to model sentences	3.06	1.15	4.21	1.91
19. Anxiety about decoding words out loud by looking at the spelling	2.60	1.26	3.86	1.34
20. Anxiety about memorizing spellings of words and writing words with correct spellings	2.75	1.23	3.98	1.52
21. Anxiety of continuing conversation with friends within the allotted time	2.86	1.17	4.03	1.69
22. Anxiety about taking English tests	3.49	1.25	4.74	2.24

A principal axis factoring with a promax with Kaiser normalization rotation of 18

(Items 5 to 22) five-point Likert scale questions from the FLA questionnaire for the seventh

grade was conducted on the data collected from 168 participants. Of these, 165 participants were subject to factor analysis after removing missing values. The results are shown in Table 3.8.

Table 3.8

Results from the Factor Analysis of the FLA Questionnaire for Seventh Graders

Item	Factor loading		
	1	2	3
Factor 1: Speaking Anxiety			
9. Anxiety that a teacher suddenly calls on me to speak in English	.86	.03	-.10
6. Anxiety about being pointed out my mistakes	.82	-.07	.03
8. Anxiety about making mistakes when speaking English	.77	-.13	.19
12. Anxiety when speaking English with the English teacher	.73	.09	-.10
10. Anxiety about presenting alone in front of classmates	.71	.06	-.02
5. Anxiety that people will laugh at me when I speak English	.69	.05	.03
11. Anxiety when speaking with the ALT in English	.64	-.10	.05
21. Anxiety of continuing conversation with friends within the allotted time	.61	.01	-.10
7. Anxiety related to understanding English grammar rules	.41	.30	.14
Factor 2: Literacy Anxiety			
20. Anxiety about memorizing spellings of words and writing words with correct spellings	-.24	.84	.00
19. Anxiety about reading words out loud by looking at the spelling	.02	.78	-.05
17. Anxiety when asked to write English sentences by referring to model sentences	.12	.69	-.12
16. Anxiety when asked to write down a letter after hearing its name in lowercase letters	-.02	.61	.07
15. Anxiety about reading sentences that have already been learned	.14	.60	.07
22. Anxiety about taking English tests	.01	.57	.14
18. Anxiety when asked to write English sentences without referring to model sentences	.19	.56	-.04

Item	Factor loading		
	1	2	3
Factor 3: Listening Anxiety			
14. Anxiety when not perfectly understanding what the teacher is saying in English	-.06	-.03	.92
13. Anxiety when not being able to understand what recordings and videos are saying	.04	.07	.70

Note. N = 165. The extraction method was principal axis factoring with an oblique (promax with Kaiser normalization) rotation. Factor loadings above .30 are in boldface.

Nine items (Items 9, 6, 8, 12, 10, 5, 11, 21, and 7) were loaded onto Factor 1. Focusing on items with a factor loading of .50 or higher, Factor 1 was labelled “speaking anxiety,” because it is strongly related to English speaking anxiety, such as speaking in English when a teacher suddenly calls on them to speak, making mistakes when speaking English, speaking in English with a teacher, and presenting alone. Seven items (Items 20, 19, 17, 16, 15, 22, and 18) were loaded onto Factor 2. Factor 2 was labelled “literacy anxiety” because these seven items were related to anxiety about spelling words and reading and writing English sentences. Two items (Items 14 and 13) were loaded onto Factor 3. Factor 3 was labeled “listening anxiety,” because these two items were strongly tied to anxiety about not being able to understand spoken English. It should be noted that in this case as well, items with low factor loadings were excluded from the interpretation when naming the factor. The alpha coefficients were .903 for Factor 1, .856 for Factor 2, and .795 for Factor 3, confirming sufficient reliability.

Table 3.9 shows the correlations among the three factors. No strong correlation was found among these factors, which is good for the analysis.

Table 3.9

Correlations among the Extracted Factors after Promax Rotation

	1	2	3
Factor 1	–	.64	.48
Factor 2	.64	–	.36
Factor 3	.48	.36	–

The same three skill-specific factors, Factor 1 “speaking anxiety,” Factor 2 “literacy anxiety,” and Factor 3 “listening anxiety,” were identified in all three grades—grades five, six, and seven. This indicates that fifth, sixth, and seventh graders had anxiety related to four skills—speaking, listening, reading, and writing—regardless of their grade level.

Differences in the FLA of Fifth, Sixth, and Seventh graders (RQ2)

To answer RQ2, the researcher investigated whether there was an age-related difference among the participants in terms of anxiety type, and the data of each factor were compared. The 11 items used in the questionnaire administered at the end of the school year in all three grades (March 2022 for the fifth and sixth grades and March 2023 for the seventh grade) were used for the analysis. In addition, the 11 common anxiety items were categorized into three subcategories—speaking, literacy, and listening anxiety (see Table 3.10)—and the data of each anxiety type were compared.

Table 3.10*The 11 Shared Anxiety Items and Three Categories*

Subcategories and Categorized Items
Speaking anxiety
Anxiety that people will laugh at me when I speak English
Anxiety about making mistakes when speaking English
Anxiety that a teacher suddenly calls on me to speak in English
Anxiety about presenting alone in front of classmates
Anxiety when speaking with ALTs in English
Anxiety when speaking English with JTE
Literacy anxiety
Anxiety about reading sentences that have already been learned
Anxiety when asked to write down a letter after hearing its name in lowercase letters
Anxiety when asked to write English sentences by referring to model sentences
Listening anxiety
Anxiety when not being able to understand what recordings and videos are saying
Anxiety when not perfectly understanding what the teacher is saying in English

Descriptive statistics of the 11 shared anxiety items of fifth, sixth, and seventh graders are presented in Table 3.11.

Table 3.11*Descriptive Statistics of Fifth, Sixth, and Seventh Graders' Anxiety*

	Year	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
11 shared anxiety items	5	96	2.40	0.89	2.36	1.52
	6	121	2.62	0.81	2.55	1.09
	7	165	2.91	0.78	2.91	1.05

Note. *n* = number of participants, *M* = mean, *SD* = standard deviation, *Mdn* = median, *IQR* = interquartile range

The Year Grade Effect on FLA

To examine whether there is a difference in FLA among the students in the three grades, data of the 11 shared items were compared. A Shapiro-Wilk test of normality was conducted to determine whether the data from each grade were normally distributed. The results indicate that the fifth grade's data ($p = 0.002$) were not normally distributed, while those of the sixth ($p = 0.242$) and seventh ($p = 0.529$) grades were normally distributed. A Kruskal-Wallis H test was conducted to compare the data of the three grades.

The Kruskal-Wallis H test revealed a statistically significant difference among the three year grades—fifth, sixth, and seventh grades— with $\chi^2(2, N = 382) = 22.47, p < .000$.

Therefore, a pairwise test was conducted to identify where the differences were. The result showed that the data of the 11 shared anxiety items of fifth grade were significantly different from those of seventh grade ($p = 0.000$) with a small effect size ($r = -.27$). The data for sixth grade was also significantly different from those of seventh grade ($p = 0.007$) with a small effect size ($r = -.19$). The median score of seventh graders' anxiety ($Mdn = 2.91$) was higher than that of fifth graders ($Mdn = 2.36$) and sixth graders ($M = 2.55$). This indicates that seventh graders had more anxiety than fifth or sixth graders did. There was no significant difference ($p = 0.315$) between the fifth and sixth graders, and the effect size was small ($r = -.12$).

The Year Grade Effect on the Subcategories of FLA

To investigate if there are differences among fifth, sixth, and seventh graders in each anxiety category—speaking, literacy, and listening anxiety—the data of each subcategory of

anxiety were compared. The result of the Shapiro-Wilk Test showed that that data were not normally distributed, except for those for the speaking anxiety category of sixth graders ($p = 0.89$), which were normally distributed. Therefore, a Kruskal-Wallis H test was conducted to compare the data of each subcategory of anxiety for the fifth, sixth and seventh graders.

As Table 3.12 shows, the Kruskal-Wallis H test revealed a statistically significant difference in speaking anxiety: $\chi^2(2, N=382) = 23.24, p < .000$. The post-hoc pairwise test showed that the data for fifth graders were significantly different from those of seventh graders ($p = 0.000$) with a small effect size ($r = -.29$); moreover, the data for sixth graders were significantly different from those of seventh graders ($p = 0.047$) with a small effect size ($r = -.15$). The median of seventh graders ($Mdn = 3.17$) was higher than that of fifth ($Mdn = 2.17$) and sixth ($Mdn = 2.83$) graders. This means that seventh graders had more speaking anxiety than the fifth and sixth graders did. The fifth and sixth grades were not significantly different ($p = 0.052$), and the effect size was small ($r = -.18$).

The Kruskal-Wallis test revealed no statistically significant difference in literacy anxiety across the three year grades—fifth, sixth, and seventh grades—with $\chi^2(2, N = 382) = 1.98, p < .372$. However, it revealed a statistically significant difference in listening anxiety across the three year grades: $\chi^2(2, N = 382) = 52.79, p < .000$. The result of the post-hoc pairwise comparison test showed significant differences in all grades. The data for the fifth grade was significantly different from those of the sixth grade ($p = 0.017$) with a small effect size ($r = -.19$) and from those of the seventh grade ($p = 0.000$) with a medium effect size ($r = -.44$). The sixth-grade data were also significantly different from those of the seventh grade

($p = 0.000$) with a small effect size ($r = -.26$). The median of listening anxiety for the seventh grade ($Mdn = 4.00$) was higher than that of the fifth ($M = 2.50$) and sixth ($M = 3.00$) grades.

This shows that seventh graders had more listening anxiety than did fifth and six graders, and students' listening anxiety level increased as they grew older.

Table 3.12

Result of the Kruskal-Wallis H Test to Compare the Subcategories of FLA among Fifth, Sixth, and Seventh Graders

Anxiety Category	Year	<i>n</i>	<i>Mdn</i>	<i>IQR</i>	Mean Rank	<i>df</i>	X^2	<i>p</i>
Speaking anxiety	5	96	2.17	2.00	150.87	2	23.238	.000
	6	121	2.83	1.50	186.74			
	7	165	3.17	1.50	218.63			
Literacy anxiety	5	96	2.00	2.25	196.71	2	1.978	.372
	6	121	2.00	1.33	179.92			
	7	165	2.00	1.00	196.96			
Listening anxiety	5	96	2.50	1.75	135.78	2	52.786	.000
	6	121	3.00	2.00	176.97			
	7	165	4.00	1.00	234.58			

In summary, there were significant differences in FLA among all three grades.

Especially, there were significant differences between the FLA of the fifth and seventh and sixth and seventh grades. Furthermore, significant grade differences in the FLA of each subcategory were examined for each grade. Significant differences were found in speaking anxiety between the fifth and seventh and sixth and seventh grades. Moreover, significant differences in listening anxiety were confirmed among all grades. However, no significant differences were found in literacy anxiety among all grades.

Changes in the Sixth and Seventh Graders' FLA Over Eight Months (RQ3)

To answer RQ3, the researcher examined whether any anxiety change occurred along with their learning by comparing the datasets for the sixth and seventh graders; one dataset was obtained in July 2021 and the other in March 2022 for the sixth graders and July 2022 and March 2023 for the seventh graders. Thus, this section reports on the analysis of a possible FLA change in over eight months among the two grades.

Changes in Sixth Graders' FLA Over Eight Months

Table 3.13 lists the items used in the analysis. Thirteen items were used because they were included in the questionnaires administered in both July 2021 and March 2022.

Table 3.13

Items for the FLA Questionnaire for Sixth Graders

Item	Kind of Anxiety
1. Anxiety that people will laugh at me when I speak English	Speaking
2. Anxiety about making mistakes when speaking English	Speaking
3. Anxiety that a teacher suddenly calls on me to speak in English	Speaking
4. Anxiety about presenting alone in front of classmates	Speaking
5. Anxiety when speaking with the ALT in English	Speaking
6. Anxiety when not being able to understand what recordings and videos are saying	Listening
7. Anxiety when not perfectly understanding what the teacher is saying in English	Listening
8. Anxiety when reading aloud uppercase letters of the alphabet	Literacy
9. Anxiety when reading aloud lowercase letters of the alphabet	Literacy
10. Anxiety about reading sentences that have already been learned	Literacy
11. Anxiety when asked to write down a letter after hearing its name in uppercase letters	Literacy

Item	Kind of Anxiety
12. Anxiety when asked to write down a letter after hearing its name in lowercase letters	Literacy
13. Anxiety when asked to write English sentences by referring to model sentences	Literacy

Descriptive statistics of the 13 items in the two questionnaires are reported in Table

3.14. There was a slight increase in both of their means and median scores from July 2021 to March 2022.

Table 3.14

Descriptive Statistics of the Commonly Asked Items in the Sixth Graders' FLA Questionnaires Administered in July 2021 and March 2022

Month	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
July	117	2.36	0.84	2.23	1.19
March	117	2.41	0.76	2.31	1.00

A Shapiro-Wilk test of normality was conducted to determine whether data of the sixth graders in both questionnaires were normally distributed. The results indicate that the data from the questionnaires administered in both July 2021 ($p = .000$) and March 2022 ($p = .022$) were not normally distributed. Thus, a Wilcoxon signed-rank test was conducted to compare the median scores of each data.

The Wilcoxon signed rank test revealed no significant differences between the sixth graders' anxiety in July 2021 ($Mdn = 2.23$, $n = 117$) and March 2022 ($Mdn = 2.31$, $n = 117$), where $z = -0.76$ and $p = .446$, with almost no effect size ($r = -.07$).

Changes in Seventh Graders' FLA Over Eight Months

Table 3.15 lists the items used in the analysis. These 18 items were used because they were in the questionnaires administered in both July 2022 and March 2023. The data from 157 seventh graders from both July 2022 and March 2023 were analyzed.

Table 3.15

Items for the FLA Questionnaire for Seventh Graders

Item
5. Anxiety that people will laugh at me when I speak English
6. Anxiety about being pointed out my mistakes
7. Anxiety related to understanding English grammar rules
8. Anxiety about making mistakes when speaking English
9. Anxiety that a teacher suddenly calls on me to speak in English
10. Anxiety about presenting alone in front of classmates
11. Anxiety when speaking with the ALT in English
12. Anxiety when speaking English with the English teacher
13. Anxiety when not being able to understand what recordings and videos are saying
14. Anxiety when not perfectly understanding what the teacher is saying in English
15. Anxiety about reading sentences that have already been learned
16. Anxiety when asked to write down a letter after hearing its name in lowercase letters
17. Anxiety when asked to write English sentences by referring to model sentences
18. Anxiety when you are asked to write English sentences without referring to model sentences
19. Anxiety about decoding words out loud by looking at the spelling.
20. Anxiety about memorizing spellings of words and writing words with correct spellings
21. Anxiety of continuing conversation with friends within the allotted time
22. Anxiety about taking English tests

Table 3.16 reports descriptive statistics of the 18 items in the two questionnaires, which

were administered in July 2022 and March 2023. There is an increase in both their means and median scores over this period.

Table 3.16

Descriptive Statistics of the Commonly Asked Items in Seventh Graders' FLA Questionnaires Administered in July 2022 and March 2023

Month	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
July	157	2.79	0.80	2.72	1.11
March	157	2.95	0.78	3.00	1.14

A Shapiro-Wilk test of normality revealed the normal distribution of both the datasets for July 2022 ($p = .600$) and March 2023 ($p = .843$). Therefore, to examine whether seventh graders' anxiety in July 2022 differed from that in March 2023, a paired t-test was conducted to compare the average scores of the 18 items for both these questionnaires.

The result reveals a significant difference between the anxiety data for seventh graders in July 2022 ($M = 2.79$, $SD = 0.80$) and March 2023 ($M = 2.95$, $SD = 0.78$); $t(156) = -3.78$, $p = .000$. Since the mean value for average scores for seventh graders' anxiety in March 2023 was higher than that in July 2022, students' anxiety level increased over the eight months. The result of Cohen's d computation was .20, indicating that the increase in anxiety over the eight months was statistically significant, but its effect size was small.

Because of the statistically significant difference in the data of the seventh graders' anxiety in July 2022 and March 2023, a further analysis was conducted to examine the reason for the difference. The researcher examined the anxiety changes related to three different

skills—speaking, literacy, and listening—because these three factors were obtained by the factor analysis. Items of the July 2022 questionnaire were categorized into these three factors based on the March 2023 data. Descriptive statistics of each factor are shown in Table 3.17.

Table 3.17

Descriptive Statistics of Seventh Graders' FLA Questionnaires Administered in July 2022 and March 2023

Factor (Month)	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
Factor 1: Speaking anxiety (July)	157	2.86	0.93	2.78	1.50
Factor 1: Speaking anxiety (March)	157	3.06	0.94	3.22	1.44
Factor 2: Literacy anxiety (July)	157	2.53	0.86	2.43	1.29
Factor 2: Literacy anxiety (March)	157	2.62	0.84	2.57	1.29
Factor 3: Listening anxiety (July)	157	3.37	1.01	3.50	1.00
Factor 3: Listening anxiety (March)	157	3.54	0.95	4.00	1.00

A Shapiro-Wilk test of normality was conducted to determine whether the data of the first factor, “speaking anxiety” was normally distributed. The result indicated that the March 2023 data were not normally distributed ($p = 0.028$), while those of July 2022 were ($p = 0.078$).

A non-parametric procedure of the Wilcoxon signed-rank test revealed that the median score for seventh graders’ “speaking anxiety” in March 2023 ($Mdn = 3.22$, $n = 157$) was significantly higher compared to that in July 2022 ($Mdn = 2.78$, $n = 157$); $z = -3.37$. $p = .001$, with a small effect size ($r = -.27$). This suggests that seventh graders’ speaking anxiety level increased from July 2022 to March 2023.

Next, the same procedure was applied to find any statistical differences in “literacy anxiety” (Factor 2) over eight months among the seventh graders. The Shapiro-Wilk test of normality was conducted to identify whether the data were normally distributed. The result indicates that the data of July 2022 were not normally distributed ($p = 0.019$), while those of March 2023 were ($p = 0.067$). Thus, again, a Wilcoxon signed-rank test was conducted, and the result revealed no significant differences between the median scores of seventh graders’ “literacy anxiety” in July 2022 ($Mdn = 2.43, n = 157$) and March 2023 ($Mdn = 2.57, n = 157$); $z = -1.71, p = .089$, with a small effect size ($r = -.14$).

Finally, data of Factor 3, “listening anxiety” were analyzed using the same method. The Shapiro-Wilk test revealed that the data obtained in both July 2022 and March 2023 were not normally distributed; both $p = 0.000$. Therefore, a Wilcoxon signed-rank test was conducted, and the result revealed that the median score for seventh graders’ listening anxiety in March 2024 ($Mdn = 4.00, n = 157$) was significantly higher than that in July 2022 ($Mdn = 3.50, n = 157$); $z = -2.61, p = .009$, with a small effect size ($r = -.21$). This suggests that seventh graders’ listening anxiety level increased from July 2022 to March 2023.

To summarize, there was no significant difference between sixth graders’ anxiety in July 2021 and March 2022. On the other hand, significant differences were found between seventh graders’ anxiety in July 2022 and March 2023. Moreover, significant differences were found in seventh graders’ speaking and listening anxiety.

Effects of Extra English Learning Experiences on FLA among Fifth, Sixth, and Seventh Graders (RQ4)

To answer RQ4, the effects of English learning experiences outside the classroom on the FLA of fifth, sixth and seventh graders were examined. The anxiety items from the March FLA questionnaire for each grade were analyzed based on the items questioning whether the participants learned English outside school. The following three questions are related to the examination of whether the students had extra English learning outside school:

1. Do you study English outside of elementary school English classes? (such as English class, cram school, and correspondence English courses) Yes or No
2. At what age did you first start learning English outside of elementary school English classes?
3. For how many years have you learned English outside of elementary school English classes? (This question was only asked of fifth and sixth graders.)

For Question 1, the researcher told the respondents that home study, such as studying English with family members or alone by using English drills that they bought, is also included in “yes.” All students who answered “yes” to Question 1 were included in the group with English learning experiences outside the classroom, regardless of their starting age or length of English learning experiences outside the classroom if they were currently learning English outside the classroom when the FLA questionnaire was administered. Respondents who answered “no” to Question 1 were included in the group without English learning experiences outside the classroom.

Effects of Extra English Learning Experiences Outside the Classroom on Fifth Graders'

FLA

The participants' duration of learning English outside the classroom varied from one month to 10 years. Of all respondents, 27% had English learning experience outside the classroom of one year or less (the group with the highest percentage), and 10% had seven years or more of English learning experience outside the classroom.

Descriptive statistics of each group are reported in Table 3.18. The average and median scores show that the participants without extra English learning had more anxiety.

Table 3.18

Descriptive Statistics for Fifth Graders' English Learning Experiences Outside the Classroom Using 15 FLA Items

		English Learning Experiences outside the Classroom	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
Anxiety items in March	Yes		67	2.14	0.81	1.93	1.20
	No		28	2.43	0.76	2.57	1.33

A Shapiro-Wilk test of normality was conducted to check whether the data of each group were normally distributed. The result indicated that the data of participants without English learning experience outside the school were not normally distributed ($p = 0.001$). Thus, a Mann-Whitney U test was conducted. The results revealed no statistically significant differences ($U = 717.00, z = -1.81, p = .07$) between the groups with ($Mdn = 1.91, IQR = 1.20$) and without ($Mdn = 2.57, IQR = 1.33$) extra English Learning experience outside the

classroom, with a small effect size ($r = -.19$).

Effects of Extra English Learning Experiences Outside the Classroom on Sixth Graders'

FLA

Among sixth graders' responses, those who answered "no" to Question 1, which asked about their English learning experience outside school at present, still had some previous learning experience. The researcher included those who had had longer than five years of experience into the "with" group, although they were not presently taking English lessons. The duration of participants' English learning outside school varied from one month to 10 years. Of the total respondents, 32% had experienced English learning outside the classroom for one year or less (the group with the highest percentage), and 11% had experienced seven years or more of English learning outside the classroom.

Descriptive statistics of each group are reported in Table 3.19. The average and median scores show that the participants without extra English learning had more anxiety.

Table 3.19

Descriptive Statistics for Sixth Graders' English Learning Experiences Outside the Classroom Using 17 FLA Items

English Learning Experiences Outside the Classroom		<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
17 anxiety items	Yes	92	2.35	0.72	2.29	1.06
	No	29	2.64	0.78	2.71	1.00

A Shapiro-Wilk test of normality was conducted to check whether the data of each

group were normally distributed. The result indicated that data of the participants both with ($p = .09$) and without ($p = .44$) English learning experience outside the classroom were normally distributed. Thus, an independent samples t -test was performed to evaluate whether sixth graders' FLA differed by their English learning experiences outside the classroom. The results revealed no statistically significant differences ($t(119) = -1.87, p = .063, r = .17$) between the groups with ($M = 2.35, SD = 0.72$) and without ($M = 2.64, SD = 0.78$) extra English learning experience, with a small effect size ($r = .17$).

Effects of Extra English Learning Experiences Outside the Classroom on Seventh Graders'

FLA

The questionnaire for seventh graders had two questions relating to their outside learning experience. One was about their present involvement in learning English outside the school, similar to that asked of the fifth and sixth graders. The other was about the place where they experienced extra English learning outside the classroom.

Descriptive statistics of each group are reported in Table 3.20. The average and median scores show that the participants without extra English learning had more anxiety.

Table 3.20

Descriptive Statistics for Seventh Graders' English Learning Experiences Outside the Classroom Using 18 FLA Items

	English Learning Experiences Outside the Classroom	n	M	SD	Mdn	IQR
18 anxiety items	Yes	126	2.87	0.76	2.86	1.11
	No	37	3.19	0.72	3.22	0.95

A Shapiro-Wilk test of normality was conducted to check whether the data of each group were normally distributed. The result indicated that data of the participants both with ($p = .97$) and without ($p = .87$) English learning experience outside the classroom were normally distributed. Thus, an independent samples t -test was performed to evaluate whether seventh graders' FLA differed by their English learning experiences outside the classroom. The results revealed a statistically significant difference ($t(161) = -2.31, p = .022, r = .18$) between the groups with ($M = 2.87, SD = 0.76$) and without ($M = 3.19, SD = 0.72$) extra English learning experience. The result indicated that the group without English learning experience outside the classroom had higher anxiety than the group with it.

Because of a statistically significant difference in the data on seventh graders' anxiety between the two groups, further analysis was conducted to examine where the differences occurred. The researcher examined the students' anxiety related to three skills—speaking, literacy, and listening—because these three factors were obtained by the factor analysis.

Descriptive statistics for each factor are shown in Table 3.21. The average and median scores of the group with extra learning were lower than those of the group without it in terms of speaking and literacy anxiety. This indicates that the learning experience outside the school helped the students decrease their anxiety. However, the average score of the group with extra learning was higher than that of the group without, while the median score was the opposite.

A Shapiro-Wilk test of normality was conducted to determine normality of the data of the two groups: seventh-grade respondents with and without English learning experiences outside the classroom. The result showed that the data for speaking anxiety (Factor 1) were

normally distributed in both groups of with ($p = 0.127$) and without ($p = 0.232$) learning experience outside the classroom. The same was true for literacy anxiety (Factor 2), whose data were normally distributed in both groups: with ($p = 0.134$) and without ($p = 0.192$). However, the data of listening anxiety (Factor 3) for both the groups with ($p = 0.000$) and without ($p = 0.002$) outside English learning experience did not follow a normal distribution. Therefore, independent samples t-tests were performed to evaluate whether speaking and literacy anxiety differed among seventh graders with and without English learning experiences outside the classroom. Moreover, a Mann-Whitney U test was conducted to evaluate whether listening anxiety differed between these two groups.

Table 3.21

Descriptive Statistics for Seventh Graders' English Learning Experiences Outside the Classroom and Each Factor

	English Learning Experiences Outside the Classroom	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
Factor 1: Speaking anxiety	Yes	126	3.01	0.94	3.11	1.44
	No	37	3.25	0.86	3.33	1.39
Factor 2: Literacy anxiety	Yes	126	2.49	0.81	2.43	1.00
	No	37	3.03	0.81	3.14	1.29
Factor 3: Listening anxiety	Yes	126	3.54	0.87	3.75	1.00
	No	37	3.47	1.23	4.00	1.50

Independent samples t-tests were performed to evaluate whether speaking and literacy anxiety differed by seventh graders' English learning experiences outside the classroom.

One independent samples t-test revealed no significant difference in speaking anxiety

between the two groups ($t(161) = -1.42, p = .159$) with ($M = 3.01, SD = 0.94$) and without ($M = 3.25, SD = 0.81$) English learning experience outside the classroom, with a small effect size ($r = .11$).

The result of the another independent samples t-test revealed a significant difference in literacy anxiety between the two groups ($t(161) = -3.59, p = .000$) with ($M = 2.49, SD = 0.81$) and without ($M = 3.03, SD = 0.81$) English learning experience outside the classroom, with a small effect size ($r = .27$). The result indicates that the group without English learning experience outside the classroom had higher anxiety than the group with it.

Finally, to examine the difference in listening anxiety, a Mann-Whitney U test was conducted. The result revealed no significant difference in the median score for the items of listening anxiety between the groups ($U = 2253.50, z = -0.32, p = .753$) with ($Mdn = 3.75, n = 126$) and without ($Mdn = 4.00, n = 37$) English learning experience outside the classroom, with almost no effect size ($r = -.03$).

To summarize, no significant differences existed in fifth and sixth graders' FLA between the two groups: with and without English learning experiences outside the classroom. However, a significant difference was found in seventh graders' FLA between the two groups. Specifically, no significant difference was found in speaking and listening anxiety between the groups, but a significant difference existed between them in terms of literacy anxiety.

Differences in FLA Based on Different Levels of FLE (RQ5)

To answer RQ5, the researcher investigated differences in FLA among students with

different levels of FLE. The fifth, sixth, and seventh graders were divided into three groups: high-, middle-, and low-level FLE based on their responses to Item 2, “Learning English is fun,” which was measured using a five-point Likert scale. These groups were categorized as follows:

High-level FLE: Students who scored 4 or 5 points on the scale.

Middle-level FLE: Students who scored 3 points on the scale.

Low-level FLE: Students who scored 1 or 2 points on the scale.

Data of the following FLA items were analyzed: 15 FLA items (Items 4 to 18) for fifth graders (see Table 3.1), 17 FLA items (Items 4–20) for sixth graders (see Table 3.4), and 18 FLA items (Items 5–22) for seventh graders (see Table 3.7). In addition, data of the FLE items were compared to those for speaking, literacy, and listening anxiety using the data of each factor obtained from each factor analysis (see Tables 3.2, 3.5, and 3.8 for fifth, sixth, and seventh graders’ factors, respectively).

Effects of FLA on the Levels of FLE among Fifth Graders

Descriptive statistics for fifth graders’ FLA data by the three levels of FLE are shown in Table 3.22.

Table 3.22

Descriptive Statistics of Fifth Graders’ FLA by the Level of Students’ FLE

	Level of FLE	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
FLA Items in March	High-Level FLE	52	2.10	0.72	1.87	1.37
	Middle-Level FLE	19	2.27	0.76	2.33	1.07
	Low-Level FLE	24	2.46	0.96	2.57	1.85

A Shapiro-Wilk test of normality was conducted to determine whether the FLA data for each FLE level were normally distributed. The results indicated that the data for high-level FLE ($p = 0.05$) were not normally distributed, while those for middle- and low-level FLE were normally distributed. A Kruskal-Wallis H test was performed to compare the FLA data for the three levels of FLE. The results showed no significant differences in FLA among the three FLE levels ($\chi^2 (2, N = 95) = 2.24, p = .326$).

Effects of FLA on the Levels of FLE among Sixth Graders

Descriptive statistics for sixth graders' FLA data for the three levels of FLE are provided in Table 3.23.

Table 3.23

Descriptive Statistics of Sixth Graders' FLA by the Level of Students' FLE

	Level of FLE	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
FLA Items in March	High-Level FLE	62	2.30	0.71	2.29	1.01
	Middle-Level FLE	27	2.66	0.76	2.41	1.12
	Low-Level FLE	31	2.45	0.77	2.41	1.29

A Shapiro-Wilk test of normality was conducted to determine whether the FLA data for each FLE level were normally distributed. The results indicated that the data of all three FLE levels ($p = 0.05$) were normally distributed. Therefore, a one-way analysis of variance (ANOVA) was conducted to compare the data for the three levels of FLE. The results indicated no significant differences in the FLA of sixth graders across the three FLE levels ($F (2, 117) = 2.245, p = .649, \eta^2 = .04$).

Effects of FLA on the Levels of FLE among Seventh Graders

Descriptive statistics of the seventh graders' FLA data for the three FLE levels are provided in Table 3.24.

Table 3.24

Descriptive Statistics of Seventh Graders' FLA by the Level of Students' FLE

	Level of FLE	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
FLA Items in March	High FLE	68	2.69	0.72	2.67	0.99
	Middle FLE	48	2.97	0.63	3.00	0.91
	Low FLE	49	3.28	0.82	3.50	0.84

A Shapiro-Wilk test of normality was conducted to determine whether the FLA data for each FLE level were normally distributed. The results indicated that the data of high- and middle-level FLE were normally distributed, while those of low-level FLE were not. A Kruskal-Wallis H test was performed to compare the FLA data across the three levels of FLE. The results showed a statistically significant difference in FLA between the three FLE levels ($\chi^2(2, N = 165) = 19.78, p = .000$). Therefore, a pairwise test was conducted to identify where the differences were. The result showed that the FLA scores of the high-level FLE group were significantly lower than those of the low-level FLE group ($p = 0.00$), with a medium effect size ($r = -.39$). The FLA data for middle-level FLE were also significantly different from those of low-level FLE ($p = 0.05$), with a small effect size ($r = -.27$). The median score of FLA of the low-level FLE group ($Mdn = 3.50$) was higher than that of the

high-level FLE group ($Mdn = 2.67$). Moreover, the median score of the FLA data for the low-level FLE group ($Mdn = 3.50$) was higher than that of the middle-level FLE group ($Mdn = 3.00$). This indicates that participants with low-level FLE ($Mdn = 3.50$) felt more FLA than those with high-level FLE ($Mdn = 2.67$) and middle-level FLE ($Mdn = 3.00$). No significant differences existed between the high- and middle-level FLE groups ($p = 0.196$), with a small effect size ($r = -.19$).

Then, to further investigate the relationship between FLA and FLE, each anxiety type—speaking, literacy, and listening anxiety—was analyzed separately. The result of the Shapiro-Wilk test of normality showed that, similar to the data for speaking anxiety, data for low-level FLE ($p = 0.02$) were not normally distributed. Thus, a Kruskal-Wallis H test was performed to compare the data of speaking anxiety items for the three levels of FLE. Moreover, data of the literacy anxiety items for all three levels ($p \geq 0.05$) were normally distributed. Therefore, a one-way ANOVA was conducted to compare the literacy anxiety items' data for all three FLE levels. The data of listening anxiety items for all three FLE levels ($p < 0.05$) were not normally distributed. Therefore, a Kruskal-Wallis H test was conducted to compare the data of listening anxiety items for all three FLE levels.

Descriptive statistics of the seventh graders' data of each FLA factor for the three FLE levels are provided in Table 3.25.

Table 3.25*Descriptive Statistics of Seventh Graders' Each FLA Factor by the Level of Students' FLE*

Factor	Level of FLE	<i>n</i>	<i>M</i>	<i>SD</i>	<i>Mdn</i>	<i>IQR</i>
Speaking anxiety	High FLE	68	2.86	0.92	3.00	1.22
	Middle FLE	48	3.03	0.82	3.17	1.22
	Low FLE	49	3.40	0.95	3.56	1.22
Literacy anxiety	High FLE	68	2.24	0.74	2.14	1.14
	Middle FLE	48	2.74	0.64	2.86	1.11
	Low FLE	49	3.05	0.91	3.29	1.43
Listening anxiety	High FLE	68	3.51	0.91	3.50	1.00
	Middle FLE	48	3.49	0.80	3.50	1.00
	Low FLE	49	3.58	1.15	4.00	1.25

The Kruskal-Wallis H test revealed a statistically significant difference in speaking anxiety across the three levels of FLE: $\chi^2(2, N=165) = 12.34, p < .002$. The post-hoc pairwise test showed that the data of the high-level FLE group were significantly different from those of the low-level FLE group ($p = 0.002$), with a medium effect size ($r = -.31$). The middle-level FLE group was significantly different from the low-level FLE group ($p = 0.046$), with a small effect size ($r = -.26$). The median of the low-level FLE group ($Mdn = 3.56$) was higher than that of the high-level ($Mdn = 3.00$) and middle-level ($Mdn = 3.17$) FLE groups. This means that participants with low-level FLE had more speaking anxiety than those with high- and middle-level FLE.

For the data of literacy anxiety, an ANOVA with the Welch's F test was conducted because the Levene's F test revealed that the homogeneity of variance assumption was not met ($p = 0.39$). Significant differences existed in literacy anxiety across the three levels of

FLE: high, middle, and low levels; Welch's $F(2, 100.64) = 14.89, p = .000$ with a large effect size ($\eta^2 = .17$). Post-hoc comparisons were conducted using the Games-Howell method.

Results of these post-hoc comparisons showed that the literacy anxiety of the high-level FLE group was significantly lower than that of the middle-level FLE group ($p = 0.001$), with a medium effect size ($r = .33$). In addition, literacy anxiety of the high-level FLE group significantly differed from that of the low-level FLE group ($p = 0.000$) with a medium effect size ($r = .44$) in all grades. This shows that participants in the middle-level FLE group ($M = 2.74$) had more literacy anxiety than the high-level FLE group ($M = 2.24$). Similarly, the low-level FLE group ($M = 3.05$) had more literacy anxiety than the high-level FLE group ($M = 2.24$).

Finally, the Kruskal-Wallis H test revealed no statistically significant difference in listening anxiety across the three levels of FLE—high, middle, and low levels—with $\chi^2(2, N = 165) = 1.74, p < .419$.

In summary, no statistically significant differences existed in fifth and sixth graders' FLA across the three FLE levels. However, a statistically significant difference existed in seventh graders' FLA across the three FLE levels. Moreover, significant differences existed in seventh graders' speaking and literacy anxiety across the three FLE levels. For speaking anxiety, the low-level FLE group had significantly higher anxiety than the high- and middle-level FLE groups. For the literacy anxiety, the middle- and low-level FLE groups had significantly higher anxiety than did the high-level FLE group. No significant difference existed in listening anxiety across the three FLE levels.

Discussion

This chapter aimed to answer the five research questions regarding the FLA of fifth-, sixth-, seventh-grade students as well as the relationship between their FLA and other variables, namely English learning experiences outside the classroom and FLE.

An explanatory factor analysis was conducted to answer RQ1: “What aspects of FLA do fifth, sixth, and seventh graders experience during FL classes?” Based on the results of the explanatory factor analysis, the FLA of fifth, sixth, seventh graders was delineated into three factors according to the anxiety experienced related to different skills: speaking, literacy, and listening anxiety. This indicates that regardless of year grade, students experience anxiety related to the language skills of speaking, literacy, and listening. These results may have been obtained because the FLA questionnaires were created based on some items from the FLCAS (Horwitz et al., 1986), which focuses on anxiety in listening and speaking skills. In addition, new items related to anxiety in reading and writing (literacy) were added based on the present course of study and curriculum of elementary and junior high school FL classes. It is noteworthy that literacy anxiety emerged as a factor for fifth and sixth graders, although literacy (reading and writing) skills are not required as much in these grades as in the seventh-grade FL classes. One reason for this is that students in A Elementary School engaged in writing activities wherein they wrote what they wanted to say using model phrases when learning new target phrases. Moreover, they were encouraged to write presentation scripts for *Project Time* using phrases they had already learned.

Using the data of the 11 shared FLA items in the FLA questionnaire administered to

fifth, sixth, and seventh graders, a Kruskal-Wallis H test was performed to answer RQ2: “Are there any differences between fifth, sixth, and seventh graders’ FLA?” The results of Kruskal-Wallis H test showed that seventh graders had more anxiety than fifth and sixth graders. In the literature review, Aydin, Harputlu, Çelik, et al. (2017) who compared Turkish students’ FLA by year grade (from second to seventh grades), confirmed that those in higher grades have more anxiety when taking examinations. Seventh graders in B Junior High School were assumed to have more anxiety than fifth and sixth graders, because they had to take tests for speaking, literacy, and listening. The fifth and sixth graders at A Elementary School did not have literacy and listening tests but were evaluated when delivering oral presentations. To investigate grade differences in FLA based on anxiety in speaking, literacy, and listening, a Kruskal-Wallis H test was performed. The results showed that seventh graders had significantly more anxiety in speaking and listening than did fifth and sixth graders. This result is likely related to the fact that, in the first term, seventh graders in B Junior High School had to take a conversation test in which they had to converse with their English teachers for one minute. The fifth and sixth graders did not have a conversation test. This conversation test likely increased seventh graders’ anxiety regarding speaking English. For listening anxiety, significant differences were found between fifth and sixth graders: sixth graders had more listening anxiety than fifth graders. This may be because there were higher number of English words and sentences in the listening exercises in the sixth-grade English textbook. Thus, sixth-grade students had to listen to more information to answer the questions in the listening exercises than did the fifth graders. For example, the textbooks for both the

fifth and sixth grades included activities involving listening to directions while looking at a map and finding the destination. Fifth graders only had to listen to simple directions in the listening activity, such as “Go straight. Go straight. Turn right. Go straight!” However, sixth graders listened to more complicated directions, such as “Go straight. Turn at the second corner. Go straight. Turn left at the first corner. Go straight. You can see it on your left.”

Regarding literacy anxiety, even though the content of the writing activities became more difficult as students advanced to higher grades, no significant differences were found between the fifth, sixth, and seventh grades. This could be because the style of the writing activities in fifth- and sixth-grade FL classes at A Elementary School and seventh-grade FL classes at B Junior High School did not generate much anxiety among students. Through class observations and private conversations with the teachers, the researcher learned that writing activities in the FL classes in the fifth, sixth, and seventh grades involved individual work and not on-the-spot exercises such as speaking, which requires interacting with classmates. Therefore, writing may not have been a face-threatening activity for fifth, sixth, and seventh graders. Furthermore, both JTE A, who taught the fifth and sixth graders, and Teachers A and B, who taught the seventh graders, walked around the classroom to support students during writing activities. Students were engaged in writing activities in an environment in which they could ask questions and get support immediately. In addition, in the seventh-grade FL classes, writing activities were usually conducted after grammar or speaking activities. For example, students created a mind map on the topic and then spoke about it in pairs. After the speaking activities, students wrote about what they had spoken. Reading activities in the FL

classes for the fifth, sixth, and seventh grades were also not face-threatening. When the researcher observed the classes, students were rarely suddenly called on by the teacher to read the alphabet, words, or sentences aloud.

Using data of the FLA items in the FLA questionnaire administered to sixth and seventh graders in July and March, a Wilcoxon signed rank test was performed to answer RQ3: “Are there any differences between students’ FLA within a year grade?” No significant difference were found between the data for sixth graders’ FLA for July and March. The mean of FLA items was 2.36 for July and 2.41 for March. This means that sixth graders’ FLA was not high in July and was similar to that in March. On the other hand, a significant difference existed between the data for seventh graders’ FLA items for July and March. Students’ anxiety was higher in March than in July. These results may be due to the difference between the number of classes in the sixth and seventh grades. The seventh-grade FL class was conducted four times (50 minutes per class) per week, and the sixth-grade FL class was conducted twice (45 minutes per class) per week. Thus, sixth graders had around 25 FL classes from April to July and 45 from September to March. Seventh graders had 46 FL classes from April to July and 96 from September to March. As such, seventh graders had almost twice as many FL classes as sixth graders. As the seventh graders had to digest more class contents between September and March than between April and July, they may have been more anxious in March than in July. Furthermore, significant differences were observed in their speaking and listening anxiety, which increased from July to March. Examining the listening exercises for Units 1 and 2 in the seventh-grade textbook, which was covered until

July, the amount of information students had to listen to was similar to or slightly more than that in the listening section in the last unit of the sixth-grade textbook. The amount of information in the listening section then increased from Unit 3 of the seventh-grade textbook. On the day the July FLA questionnaire was administered to seventh graders, the lesson in Unit 3 started, exposing students to longer listening exercises. From July to March, students listened to longer dialogues and monologues, and they had to pay attention to more information in the listening exercises. As the amount of this information increased, so too did students' listening anxiety. Surprisingly, there were no significant differences in seventh graders' literacy anxiety between July and March. This may be because, even though the contents became more difficult, as mentioned, the writing and reading activities in the FL classes in the seventh grade comprised individual work and they received teachers' immediate support throughout the year. Furthermore, writing activities are not face-threatening exercises, while speaking activities are.

Next, RQ4 was addressed: "Does the FLA of fifth, sixth, and seventh graders differ according to their English learning experience outside the classroom?" To this end, a Mann-Whitney U test and an independent samples t-test were performed to examine how English learning experience outside the classroom affected FLA. The results showed no significant differences between the fifth- and sixth-grade students with and without English learning experience outside the classroom. However, a significant difference was found between seventh-grade students with and without English learning experiences outside the classroom. This is because seventh graders learned English grammar explicitly and were required to

speak and write while considering grammatical rules. They were also required to read words and sentences, write the spelling of each word correctly, and write in English without referring to model sentences. In contrast, fifth and sixth graders spoke and wrote with reference to model sentences and did not have to memorize the spellings of words. Therefore, reviewing grammar and spellings of words outside the classroom, such as at cram schools and English schools, helped reduce seventh graders' anxiety. Further analyses showed a significant difference in seventh graders' literacy anxiety between the groups, but not in their listening and speaking anxiety. Their FL classes included activities in writing English sentences without referring to model sentences, which was not done for the fifth and sixth grades, and seventh graders had more opportunities to write and read the spellings of words. Therefore, by learning how to spell words and read and write sentences outside of school, these seventh graders felt more confident in their literacy skills, and this may have decreased their literacy anxiety.

Next, RQ5 was answered: "RQ5: Are there any differences in FLA among students with high-, middle-, and low-level FLE?" For this, a Kruskal-Wallis H test and ANOVA were performed to assess the differences in FLA among the three levels of FLE: high, middle, and low. For fifth and sixth graders, no significant differences in FLA were observed among the different levels of FLE. However, among seventh graders, a significant difference in FLA emerged based on their FLE levels. A pairwise comparison analysis revealed that seventh graders with low FLE experienced higher FLA compared to those with high- and middle-level FLE. This suggests that, for seventh graders, students who did not enjoy learning

English tended to have more anxiety than those who did enjoy learning English.

Further analysis was carried out to identify the relationship between FLA and FLE in terms of each skill, and significant differences were found across the levels of FLE for literacy and speaking anxiety. The high-level FLE group had lower literacy anxiety than the middle- and low-level FLE groups did. Conversely, the low-level FLE group exhibited higher speaking anxiety compared to the middle- and high-level FLE groups. Comparing the results of the high- and low-level FLE groups indicated that students with low-level FLE experienced more literacy and speaking anxiety than those with high-level FLE.

As discussed in Chapter 2, regarding the relationship between FL learners' FLE and FLA, Dewaele and MacIntyre (2016) proposed that these two concepts are independent and do not necessarily function like a seesaw, such that when FLE increases, FLA decreases. Interpreting the results regarding seventh graders' FLA and FLE, it appears that their FLE and FLA are not entirely independent emotions. As for seventh graders' literacy and speaking anxiety, it is implied that when seventh graders' FLE was high, their FLA was low, and when their FLE was low, their FLA was high.

Conclusion

This chapter presents the results of quantitative analyses of the FLA questionnaire administered to fifth, sixth and seventh graders to answer the five research questions. As for the aspects of fifth, sixth and seventh graders' FLA, interestingly, regardless of their grade, they have three types of skill-specific anxiety: speaking, literacy and listening anxiety.

It was surprising that literacy anxiety emerged as a factor for fifth and sixth graders

even though literacy skills are not required for them. This is probably because the fifth- and sixth-grade participants of this study were engaged in writing activities in which they wrote sentences using a model sentence and wrote scripts for presentations. Seventh graders had more anxiety than fifth and sixth graders. Especially, seventh graders experienced more speaking and listening anxiety than fifth and sixth graders. This is because seventh graders had to take conversation tests and pay attention to more information during listening exercises. Surprisingly, there was no significant difference in literacy anxiety among the three grades. This may be because, from the researcher's class observations, both JTE A who taught fifth and sixth graders, and Teachers A and B who taught seventh graders had a similar teaching style during literacy activities, wherein students could easily get help since the teachers walked around the classroom and were ready to support students on the spot.

Over a period of eight months between July and March, sixth graders' FLA remained the same, while seventh graders' speaking and listening anxiety increased. However, unexpectedly, seventh graders' literacy anxiety stayed the same. Since seventh graders with English learning experiences outside the classroom had less literacy anxiety than those without it, students' extra English learning experience outside the school may have helped reduce literacy anxiety among seventh graders. This suggests that, for seventh graders, getting extra English instruction outside the classroom could mitigate their literacy anxiety.

No significant differences were observed in fifth and six graders' FLA across the three levels of FLE: high, middle, and low FLE levels. However, significant differences emerged in seventh graders' FLA, especially in literacy and speaking anxiety for the three FLE levels.

The results implied that, when comparing the high- and low-level FLE groups, seventh graders with low-level FLE experienced more literacy and speaking anxiety than those with high-level FLE. These results did not align with Dewaele and MacIntyre's (2016) claim that FLE and FLA are entirely independent emotions. Instead, the findings indicated that seventh graders' FLE and FLA were not independent emotions. That is, when seventh graders' FLE was high, their literacy and speaking anxiety were low, and when their FLE was low, their literacy and speaking anxiety were high.

The quantitative analysis in this chapter uncovered that students have three skill-specific anxieties—speaking, literacy, and listening anxiety—regardless of their grade levels. Furthermore, the quantitative analysis revealed that seventh graders felt more speaking and listening anxiety compared to fifth and sixth graders. However, no discernible differences were found between the literacy anxiety of sixth and seventh graders. The next chapter presents the qualitative analysis of the students' open-ended responses on their FLA during FL classes to closely look at what anxiety they had for each skill-specific anxiety, what other FLA they experienced, and identify if the anxiety they felt in FL classes changed between the sixth and seventh grades.

CHAPTER 4

FOREIGN LANGUAGE ANXIETY (QUALITATIVE STUDY)

This chapter analyzes the open-ended responses and interviews to investigate sixth- and seventh-grade students' foreign language (FL) anxiety (FLA). The data are qualitatively analyzed to answer RQ6: "How does students' FLA change from sixth grade to seventh grade?" As explained in the introduction, this dissertation study used the mixed-method approach in which quantitative and qualitative data were analyzed separately, and the results are mixed for the overall interpretation. To realize the overall interpretation by mixing the results of quantitative and qualitative analyses, the qualitative data were analyzed by supporting the results that emerged from the quantitative analysis. To be specific, the quantitative analysis revealed that sixth and seventh graders commonly have three skill-specific anxieties: speaking, literacy, and listening anxiety. Thus, the qualitative analysis was conducted by considering these three specific anxieties.

Method

Participants and Research Site

The same sixth graders at A Elementary School and seventh graders at B Junior High Schools reported in Chapter 3 answered the open-ended item. This item was attached to the FLA questionnaire when it was administered in July 2021 for sixth graders and July 2022 for seventh graders. It should be noted that approximately 75% of junior high school respondents graduated from A Elementary School.

Eleven students participated in the interviews (see Appendix O for the interviewees'

profiles). Originally, 12 interviewees were selected from among sixth graders whose FL classes (Classes 1 and 4) the researcher had observed, and they were interviewed when they were sixth graders. To select interviewees with varying levels of FLA, the researcher referred to the average score of FLA items (Items 3 to 16) in the FLA questionnaire administered in July 2021. Some of the interviewees were students whom the researcher had observed closely during class observations and thought to have anxiety. The same interviewees were interviewed once again after they became seventh graders at B Junior High School. Since one interviewee did not enter B Junior High School, the same 11 interviewees were interviewed. The number of sixth- and seventh-grade participants for both the FLA questionnaires and interviews is presented in Table 4.1, with the quantity of open-ended responses collected indicated in parentheses.

Table 4.1

Sixth- and Seventh-Grade Participants for the FLA Questionnaires and Interviews

	Number of Sixth- Grade Participants	Number of Seventh- Grade Participants
FLA Questionnaire (number of participants who provided open-ended responses)	125 (72) (July 2021)	175 (78) (July 2022)
Interviews	12 (March 2021)	11 (July 2022)

Instruments

The open-ended questions regarding students' FLA during FL classes were included in the FLA questionnaire administered to sixth graders in July 2021 and to seventh graders in

July 2022. An open-ended item was added at the end of the questionnaire administered in July 2021 for sixth graders. It asked the sixth graders to describe events that had caused them anxiety. Similarly, a year later, the seventh graders at B Junior High School were asked to answer an open-ended item regarding their FLA (“Describe any concerns or anxiety regarding the differences between the junior high school English classes and elementary school English classes”) when the FLA questionnaire was administered in July 2022.

The interviews were conducted to better understand their FLA during FL classes. Semi-structured interviews were conducted to ask about students’ experience in their FL classes, with a focus on their anxiety, enjoyment, and coping strategies. Once after the interviewees became seventh graders at B Junior High School, they were interviewed again to describe their experience in their seventh-grade FL classes, with a focus on anxiety, enjoyment, and coping strategies. This study used only the responses about anxiety-provoking situations during FL classes from the sixth and seventh graders.

Procedure

Data Collection

The study described in this chapter utilized two instruments: open-ended responses and interviews with 11 students. The interview data were used to supplement the open-ended responses to better understand what was expressed in those responses.

When the FLA questionnaire for A Elementary School was administered to all four sixth-grade classes (Classes 1 to 4) for the study reported in Chapter 3, the students were also asked to answer the open-ended question described in the previous section. Similarly, when

the questionnaire for B Junior High School was administered to all five seventh-grade classes for the study reported in Chapter 3, the students were asked to answer the open-ended items. The procedure for administering both FLA questionnaires is described in Chapter 3. The researcher obtained consent from the principals of A Elementary School and B Junior High school before administering the questionnaire (see Appendixes G and I for the consent forms). Additionally, the researcher wrote a letter that explained the research purpose and method to the parents of the sixth- and seventh-grade students and obtained these parents' permission to administer the questionnaires.

Interviews with the sixth graders were conducted on February 21 and 28, 2022. Interviews with the seventh graders were conducted on six days: June 28 and 29, and July 5–8, 2022. The interviewees' profile is included in Appendix O. As mentioned earlier, semi-structured interviews were conducted to ask about students' experience in their FL classes, with a focus on their anxiety, enjoyment, and coping strategies. Each interview lasted about 10 minutes. (see Appendixes M and N for the interview questions for both the sixth and seventh graders). Interviews for the six-grade interviewees were conducted during FL classes while the students were preparing for their final *Project Time*. The researcher was given only two days (60 minutes in total) for the sixth graders' interviews. The seventh graders' interviews were conducted during lunch time. Each interview lasted about 10 minutes. The researcher obtained consent from the principals of A Elementary School and B Junior High School before conducting the interviews (see Appendixes G and I for the consent forms). The researcher wrote a letter that explained the research purpose and method to the parents of the

sixth and seventh graders and gained their permission to interview the students (see Appendixes H and J for the letter to the parents).

Data Analysis

The qualitative analysis software, NVivo 13, was used to analyze the sixth and seventh graders' open-ended responses. Coding was performed using NVivo 13 with the following procedure:

1. The researcher created a code for the first open-ended description and looked through the data to find similar open-ended descriptions representing the code.
2. The same procedure was performed to create other codes.
3. The researcher adjusted the name of each code by looking at the open-ended descriptions belonging to each code.
4. The researcher checked all codes and the fitness of the open-ended descriptions for each code. She then combined two similar codes and created a new code. Further, she eliminated open-ended descriptions that no longer belonged to the new code. The other descriptions were checked if they fit the code.
5. The researcher consolidated similar codes and created categories. (A code that did not belong to any category was kept as one category, and the code name was adopted for the category name.)

To ensure objectivity of the analysis, cooperation of a colleague was obtained. This colleague specializes in FL teaching at elementary schools and has 14 years of experience as a high school English teacher. She checked the codes, including the open-ended descriptions

for each code and the categories in terms of the following:

1. Were the codes appropriately generated by the open-ended responses? Were the code names appropriate?
2. Were the codes consolidated into appropriate categories? Were the category names appropriate?

Based on the researcher's discussions with the colleague, some new codes were generated.

In addition, the code and category names were adjusted. Basically, one open-ended response belongs to one code. However, if an open-ended response was interpreted to have two aspects, it was assigned to two different codes. For example, the following seventh grader's open-response was assigned to two different codes, <memorize words and sentences for tests> and <memorize words>:

In elementary school (FL classes), the focus was on listening, but in junior high school (FL classes), I am worried because I have to memorize words and sentences and take tests. I am worried about whether I will remember them after the tests are over.

Furthermore, in cases where a single participant provided multiple open-ended responses concerning anxiety-provoking situations, the researcher divided these responses into two or three parts and assigned each part to an appropriate code.

The researcher transcribed the interview data and then carefully selected excerpts from the interview that corresponded to each category that emerged as a result of the analysis of open-ended responses.

Results and Discussion

In this section, first, the responses from the students regarding their anxiety in FL classes will be presented based on their grades.

In order to clearly present the results of the analysis, the category name is written in [], code names in < >, and open-ended responses in “ ”. Each student’s identification number includes an S (stands for a student) plus a number such as S1. The researcher added some words using () to ensure what was said in the open-ended responses. The students’ open-ended responses in Japanese were translated into English by the researcher (see Appendixes K and L for the students’ open-ended responses in Japanese used in this section). The forms of the verb and the pronoun in a code name, which is written in < >, were modified to match the subject and tense of the sentence. Each interviewee’s identification number includes an I (stands for an interviewee) plus a number such as I1. R stands for the researcher, who was an interviewer (see Appendixes P and Q for the students’ interview excerpts in Japanese used in this section).

The number of students’ open-ended responses and interview excerpts for each category is shown in Table 4.2 for sixth graders and Table 4.3 for seventh graders.

Of the 125 sixth-grade participants, 72 provided open-ended responses regarding their anxiety-provoking situations in the elementary school FL classes.

Table 4.2

Sixth Graders’ FLA Category and Number of Open-Ended Responses and Interview Excerpts

Category	Number of Open-Ended Responses	Number of Interview Excerpts
Speaking anxiety	35	0
Literacy anxiety	15	6
Listening anxiety	5	1

Category	Number of Open-Ended Responses	Number of Interview Excerpts
Anxiety about being called on by the teacher	10	1
Anxiety about not understanding	8	0
Anxiety about evaluation	5	0
Anxiety about paying constant attention	5	0
Anxiety about making mistakes	4	0
Anxiety about not being able to enjoy classes	1	0
Grammar anxiety	1	1

Of the 175 seventh-grade participants, 78 provided open-ended responses regarding their anxiety-provoking situations in the junior high school FL classes.

Table 4.3

Seventh Graders' FLA Category and Number of Open-Ended Responses and Interview Excerpts

Category	Number of Open-Ended Responses	Number of Interview Excerpts
Speaking anxiety	9	2
Literacy anxiety	17	5
Listening anxiety	4	0
Anxiety about more advanced class	19	0
Anxiety about memorizing words and sentences (other than spellings)	18	0
Anxiety about catching up in classes	13	1
Test anxiety	12	2
Grammar anxiety	9	1
Anxiety about feeling isolation	3	1
Anxiety about summarizing the content of the lesson in the notebook	2	1
Anxiety about making mistakes	1	1

As explained in the previous section, excerpts from the interview data were selected to correspond to the categories obtained from the analysis of open-ended responses. Therefore,

the number of interview excerpts was recorded only within the categories to which they were applicable.

After the aspects of anxiety in each grade are examined, the differences between the two grades will be discussed.

Sixth Graders' Anxiety-Provoking Situations in FL Classes

As a result of the qualitative analysis using NVivo 13, 21 codes for anxiety-provoking situations in sixth-grade FL classes were obtained and grouped into 10 categories (see Table 4.4). Of the 10 categories, three related to language skills—speaking, literacy, and listening anxiety—corresponding to the results of the factor analysis of sixth graders' FLA in Chapter 3. This section examines the sixth graders' open-ended responses and interview excerpts for each category in detail.

Table 4.4

Sixth Graders' FLA during FL Class

Category	Code	Number of Open-Ended Responses
Speaking anxiety	Give a presentation	17
	Talk with friends	6
	Can't express what I want to say in English	5
	Can't communicate well	2
	Use correct words and sentences	2
	Can't come up with anything	2
	Speak English	1
	Literacy anxiety	Read and write alphabet letters
Memorize the spelling of the word		2
Read and write words		2
Read and write sentences		7

Category	Code	Number of Open-Ended Responses
Listening anxiety	Can't catch what is being said	5
Anxiety about being called on by the teacher	Be called on by the teacher	10
Anxiety about not understanding	Feel isolation	5
	Can't understand	4
Anxiety about evaluation	Take tests	3
	Be evaluated and graded	2
Anxiety about paying constant attention	Can't pay constant attention	5
Anxiety about making mistakes	Make mistakes	4
Anxiety about not being able to enjoy classes	Can't enjoy classes	1
Grammar anxiety	Learn grammar	1

Speaking Anxiety

The [speaking anxiety] category is related to anxiety when the sixth graders were engaged in speaking activities during FL classes. Seven codes were obtained for this category (see Table 4.5).

Table 4.5

Sixth Graders' Speaking Anxiety

Category	Code	Number of Open-Ended Responses	Number of Interview Excerpts
Speaking anxiety	Give a presentation	17	0
	Talk with friends	6	

Category	Code	Number of Open-Ended Responses	Number of Interview Excerpts
Speaking anxiety	Can't express what I want to say in English	5	
	Can't communicate well	2	
	Use correct words and sentences	2	0
	Can't come up with anything	2	
	Speak English	1	

[Speaking anxiety] came from <speaking English>. Most sixth graders felt [speaking anxiety] when they <gave a presentation>. According to S34, this occurred most frequently “When I gave a presentation alone as my friends filmed (my presentation).” Other students said that they were anxious “when I gave a presentation (alone) in front of everyone” (S41, S58, S65, S74, S77, S92, S93, and S123). As mentioned in Chapter 3, sixth graders in A Elementary School were engaged in a presentation project called *Project Time*, wherein each student gave a presentation in front of three to four group members while being filmed by other group members. The sixth graders had speaking anxiety when they <talked with friends>. S30 wrote, “I feel anxious when I talk with someone.” Another student had anxiety regarding the pair or group conversation activities. As S68 wrote, this happened “when I was asked to have a conversation with friends” and in “the activity where I speak with several people and write it down.” According to S50, “I was anxious when a person who were good at English sat next to me and I had to speak (English) with the person.” As per S50, comparing English speaking skills with other classmates probably produced anxiety when the sixth graders <talked with friends>. In addition, anxiety in <talking with friends> may have stemmed from anxiety that they <can't communicate well>. S112 explained that “what I said

was not understood well by the teachers or friends.” [Speaking anxiety] also occurred when students <could not express what they wanted to say in English>. Students experienced this anxiety when they could not come up with the right word or forgot the word they wanted to say. S23 noted, “When I spoke in front of everyone, the words didn’t come up.” S44 agreed: “I didn’t know what I should say.” S46 felt anxiety when he “was asked today’s date in English.” Based on the responses of S23, S44, and S46, students experience this anxiety when they <can’t express what I want to say in English> or <can’t come up with anything> or feel the pressure to <use the correct words and sentences>. Examples of open-ended responses for <can’t come up with anything> were “I forgot the English (expression that I was asked to say) when I was asked to ‘please say the English (expression)’” (S25) and “when I don’t know what I should say” (S 44). The open-ended response for the code <use correct words and sentences> was “When I introduced myself in English, I felt anxious if I used wrong English” (S62).

Since the main activity of the sixth graders’ FL classes was speaking, and they felt anxiety while being engaged in speaking activities such as conversations with friends and presentations during FL classes. In the sixth-grade FL classes, the Japanese Teacher of English (JTE) in A Elementary School (JTE A) often had students talk with the person next to them after they had learned the target phrases, or sometimes the students walked around the classroom and found a partner and talked as they filled in a bingo chart. Some students had anxiety during conversations with friends, as S50 noted, because they were embarrassed at comparing to their classmates. The sixth graders had anxiety when they <gave a

presentation>. This may have been because they had anxiety in the presentation activity called *Project Time*, in which students had to give a presentation in front of their group members. As in the open-ended responses, the situation where students had to speak alone in front of group members induced their anxiety. Other codes were also obtained from the students' responses, such as <can't express what I want to say in English>, <can't communicate well>, <can't come up with anything>, and <speaking English>, which represent anxieties emerging from situations in which sixth graders were unexpectedly asked to speak English alone or to answer the teacher's question on the spot.

Literacy Anxiety

The [literacy anxiety] category refers to anxiety emerging when students read and write English. This involves activities such as reading alphabets, decoding words, and writing spellings of the words. Memorizing word spellings is regarded as a fundamental component of literacy skills as it enables students to read and write words. Four codes were obtained for [literacy anxiety] (see Table 4.6).

Table 4.6

Sixth Graders' Literacy Anxiety

Category	Code	Number of Open-Ended Responses	Number of Interview Excerpts
Literacy anxiety	Read and write alphabet letters	3	6
	Memorize spellings of words	2	
	Read and write words	2	
	Read and write sentences	7	

The sixth graders experienced anxiety when they had to <read and write alphabet letters>. S35 noted, “I can’t distinguish ‘m’ from ‘n’,” and according to S28, “The class continued, but I couldn’t write the alphabet properly.” As S35 noted, some sixth graders find alphabet letters with similar shapes of such as “m” and “n” or “p” and “q” or “b” or “d” confusing, and they might feel anxious when reading and writing these letters. S28 felt anxiety from being left out during FL classes because she could not read and write the alphabet letters. Since the present course of study (MEXT, 2018a) set the goal for those in higher grades to read and write both upper- and lowercase alphabet letters, <reading and writing alphabet letters> could be the fundamental [literacy anxiety] for sixth graders. While they are not required to memorize the spellings of the words or to read and write words and sentences, they felt anxiety in <memorizing spellings of words>, <reading and writing words>, and <reading and writing sentences>. Based on the researchers’ observation in a class and what she learned from the JTE A, no activities or tests required students to memorize the spellings of words. However, S38 experienced anxiety in <memorizing spellings of words>: she wrote “I can’t memorize the spelling of the words, but I hope I can gradually memorize them.” It can be assumed that students like S38 felt this anxiety because they anticipated pressure upon hearing about FL classes in junior high school from their parents or siblings, or they felt pressure to memorize the spellings of words at cram or English school where they studied outside the classroom. The sixth graders had anxiety when they <read and write sentences>. According to S103, “I didn’t know how to pronounce the word I don’t know when I heard the spelling of the word.” As mentioned in the previous

chapter, when sixth graders were engaged in *Project Time*, they wrote a speech manuscript using the target phrases and read it when giving a presentation. To write the speech manuscript, students needed to write sentences themselves, although they were allowed to look up words in the dictionary section of the textbook and copy them. Moreover, to read sentences out loud, they needed to pronounce each word written in the manuscript. Finally, students had anxiety when “I read (sentences) out loud” (S72), “I couldn’t read the English (sentences)” (S86), and when “pronouncing sentences” (S89). Students also felt anxiety in writing sentences “when I (he or she) wrote a speech manuscript” (S107) and “when I wrote sentences” (S42).

Six interviewees mentioned their literacy anxiety. Interestingly, in the interviews, most students were worried about reading and writing sentences. Reading and writing words and sentences are not required in elementary school FL classes. However, sixth graders are expected to read the target phrases in the textbook and write a sentence by referring to a model sentence. This may have made the sixth graders anxious about reading and writing sentences. The interviewees disclosed their feelings of anxiety when they had to read out sentences in the textbook because they did not know how to read them. Especially, they tend to have anxiety when they have to read longer sentences. I8 expressed her anxiety when she had to read longer sentences:

I8: It’s about longer sentences. How can I put it?

R: Textbooks?

I8: I can’t read textbooks.

R: For example, what kind of sentences? For example, the part you recently learned...

I8: This part...

R: Oh, like these long sentences, like this one on page 82, Go straight, Turn right at the first corner.

I8: I don't really follow it well.

R: I see. What about short ones? ...

I8: If I know how to read it, I can understand it. But if it's long, it's pretty confusing.

I7 also expressed her anxiety about reading longer sentences:

I7: ...I get confused when words suddenly become long.

R: Like a sentence?

I7: Yes. When they become a sentence, and I lose track of it.

R: What do you mean when they become a sentence?

I7: It's okay if it's just a word. I can understand. But when the sentences get longer and longer, like "I want something and something," I've always wondered if what I'm reading (out loud) is really correct or not.

R: Oh, so you feel a bit uneasy about reading.

I7: Yes. I feel uneasy.

I7 suggested that longer sentences can be challenging for sixth graders. It can be inferred that when sixth graders have to read a long sentence, they might have trouble keeping track of where they are reading. Additionally, they might experience anxiety regarding their ability to decode the sentence accurately. As mentioned earlier, sixth graders in A Elementary School

were engaged in a writing activity where they wrote English sentences by referring to a model sentence, and they also had to write manuscripts for *Project Time*. In the open-ended responses, it became clear that sixth graders have anxiety in writing sentences.

In an interview, I5 expressed her anxiety when she wrote sentences:

R: Do you have anxiety during FL classes?

I5: Sometimes, I have to write a sentence, then I wonder if I'm writing it correctly.

Interestingly, sixth graders worried about writing sentences correctly, even if they were not required to write correct sentences and JTE A had clearly explained to them that the sentences they wrote were not the subject for evaluation.

Listening Anxiety

The [listening anxiety] category pertains to anxiety that arises when students need to comprehend English spoken by the teacher or in audio materials during FL classes. Only one code, <can't catch what is being said>, was obtained for this category (Table 4.7).

Table 4.7

Sixth Graders' Listening Anxiety

Category	Code	Number of Open-Ended Responses	Number of Interview Excerpts
Listening anxiety	Can't catch what is being said	5	1

Based on the sixth graders' open-ended responses, they have anxiety because they <can't catch what is being said>. S63 explained, "The teacher spoke quickly in English and I

could not understand it.” S113 added, “The teacher (JTE A) did not translate what the CD is saying.” In other cases, students felt anxious from the feeling of being left out: “I could not listen to what everyone else could listen to” (S105).

In the interview, I9 expressed her anxiety when she <can't catch what is being said>:

R: Do you ever feel worried or anxious in English class?

I9: When the teacher starts with “Hello.” and tells us what happened to the teacher recently, sometimes I don't understand, but after that, he tells us in Japanese.

R: In Japanese.

I9: After he says something, if there is a difficult word, he explains it to us in that way, so we can understand it.

We can interpret from this excerpt that I9 became anxious when she could not catch what the teacher was saying. However, because JTE A interpreted what he had said in Japanese, her anxiety reduced. That is related to what S113 noted, “The teacher (JTE A) did not translate what the CD is saying.” It seems that the teachers' support in their native language can help reduce sixth graders' listening anxiety.

Anxiety About Being Called On by the Teacher

The [anxiety about being called on by the teacher] category refers to anxiety related to situations where students are unexpectedly called on to answer or speak in English during FL classes. Only one code, <be called on by the teacher>, was obtained for this category. There were 10 open-ended responses for this category, and all were about being suddenly called on by the teacher: “I was suddenly called on (by the teacher)” (S8, S16, S33, S37, S70, S74,

S91, and S117). In her response, S21 described her feelings when she was suddenly called on by the teacher to answer: “I can’t say, I don’t know, I am not sure, and I’m the only one like this...” As described by S21, when students were suddenly asked to answer in English and didn’t know the answer, they felt anxious about not being able to come up with something on the spot without any preparation.

In the interview, I11 expressed his [anxiety about being called on by the teacher]:

R: Do you get worried about anything during the English classes?

I11: Oh, I’m suddenly called on. I become anxious.

R: You do? I see. Why?

I11: What kind of things will the teacher ask me to answer.

R: Oh, What kind of things? You mean, what kind of things you will be called on to answer?...

I11: In the all the classes.

R: Like that? You mean in all the classes, not just in the English classes?

I11: Yes.

R: I see. Then other subjects, too?

I11: Yes.

R: I see. You don’t like to be called on to answer in nature.

I11 indicated that he was worried about being called on by the teacher in all subjects. This suggests that some students have this anxiety as part of their nature.

Other Categories

Anxiety About Not Understanding. The [anxiety about not understanding] category refers to students' anxiety when they do not understand the content of the class. Two codes were obtained for this category. The sixth graders experience anxiety when they <can't understand>. S1 wrote, "I did not understand what JTE A was saying on the first day of the first sixth-grade FL class." The likely reason for feeling such anxiety is that they <felt isolation>. Students felt isolated when they believed they were the only one who did not understand. For example, this happened to S65 "when I could not understand English sentences while my friends could" and to S87 "when other people could do something that I could not."

Anxiety About Evaluation. The [anxiety about evaluation] category refers to anxiety related to evaluation during FL classes. Two codes were obtained for this category. Students felt anxiety when they <took tests> and <were evaluated and graded>. Sixth graders' performance in FL classes has been graded since FL became a regular subject for fifth and sixth graders in 2020 under the present course of study (MEXT, 2018a). Three open-ended responses about being anxious emerged when they <took tests>. All recalled taking tests in the FL classes in the fifth grade. These classes were taught by a different JTE, who tested them. S59 wrote, "When I was in the fifth grade, there were some questions (in the test) that I could not understand." S76 also "could not write when I took tests in the fifth grade." Based on these descriptions, the students felt anxious about tests when they had questions they could not answer. Some students had anxiety when their performance <was evaluated and

graded>. S100 was also concerned about her grades, wondering, “Will my grade improve?”

As mentioned in Chapter 3, JTE A evaluated students’ performance in *Project Time*. The evaluation was based on the following criteria mentioned earlier:

1. Knowledge and skills—Is the student reading smoothly and paying attention to accents, etc., and is the student pronouncing English with a Japanese accent?
2. Expression—Is the student speaking in a way that others can understand?
3. Thinking—Is the student trying to use not only the assigned expressions, but also other expressions?
4. Presentation—Is the student using gestures, trying to communicate, and putting appropriate pauses in between?

S14 worried about receiving a low grade on his writing: “When I wrote sentences, I made mistakes, and I was the only one who got a low grade.” It is likely that S14’s anxiety arose from writing speech manuscripts for *Project Time*. Since *Project Time* was graded, S14 worried that if mistakes were made in the English sentences written for the manuscripts, he would get a low grade.

Anxiety About Paying Constant Attention. The [anxiety about paying constant attention] category suggests that sixth graders can become anxious when they miss the content of the class because they cannot maintain their attention during FL classes. Only one code, <can’t pay constant attention>, was obtained for this category. There were five open-ended responses for this category. The students experienced anxiety because they had to keep paying attention to what the teachers were saying and what was happening in class. When

students were absentminded or sleepy, they missed the contents of the class or what the teacher had said. This situation led to students' anxiety. S4 explained, "I could not listen to what the teacher was saying because I was sleepy during English classes." S12 "missed what I needed to listen to because I was absentminded." S54 wrote, "I was called on (by the teacher) when I was absentminded." S54 became anxious because he missed something due to his absentmindedness. He became even more anxious when he was called on by the teacher.

Anxiety About Making Mistakes. Making mistakes during FL classes affects sixth graders' FLA. Only one code, <make mistakes>, was obtained for this category, and four open-ended responses were obtained. Students tended to have anxiety when making careless mistakes and "when I make mistakes in easy questions" (S27). S62 wrote, "when I introduced myself, I was a bit anxious about whether I used the wrong English." Describing her emotion when making mistakes, S97 noted, "When I made mistakes, I am worried with thinking about what I should do."

Anxiety About Not Being Able to Enjoy Classes. The fact that students do not enjoy FL classes in and of themselves could potentially lead to their FLA. Only one code, <can't enjoy classes> was obtained from one open-ended response for this category. As S45 wrote, "I am not enjoying the classes." This probably meant that S45 had anxiety because she was not enjoying the FL classes. This indicates that students' FL enjoyment could affect their FLA.

Grammar Anxiety. The [grammar anxiety] category is related to anxiety in learning

grammar. Only one code, <learn grammar>, was obtained for this category. S56 reported anxiety about learning English grammar. English grammar is not explicitly taught in sixth-grade FL classes. However, as S56 explained, “(I have anxiety) when I read about the new grammar”; thus, students might have anxiety when learning new target sentences and phrases. When the researcher observed the sixth-grade FL classes, JTE A explained the structure of the new target sentences in a simple way without using grammatical terms before the students wrote about themselves using the target phrases. Therefore, S56 might have anxiety because he was confused when learning new target sentences alongside new English grammar. Grammar was not explicitly taught in sixth-grade FL classes. Therefore, students had vague anxiety regarding grammar. I9 (in sixth grade at the time) expressed her anxiety when she had to construct a sentence:

R: Are there any other situations that make you anxious?

I9: Yes. When I try (to construct a sentence) on my own, and lose the word order of the sentences.

R: Oh, I see.

I9: Well, I guess it's when I don't know the combination of words.

R: Do you ever feel anxious when you speak?

I9: Sometimes, I have to look at the blackboard to understand the word order of the sentences.

R: Oh, I see! It's the word order of a sentence.

I9: Yeah.

R: I see. So you feel it helps that the teacher writes the sentences on the

blackboard?

I9: Yes.

As I9 stated, sixth graders did not have a clear idea about English grammar; therefore, they were vaguely anxious when trying to put the words in the correct order. As per I9, sixth graders referred to the model sentences written on the blackboard when they constructed sentences.

Seventh Graders' Anxiety-Provoking Situations in FL Classes

As a result of the qualitative analysis using NVivo 13, 30 codes were obtained for anxiety-provoking situations in seventh-grade FL classes, and they were grouped into 11 categories (see Table 4.8). Of the 11 categories, 3 concerned speaking, literacy, and listening anxiety, corresponding to the results of the factor analysis of seventh graders' FLA in Chapter 3. This section looks at the seventh graders' open-ended responses and interview excerpts for each category in detail.

Table 4.8

Seventh Graders' FLA during FL Class

Category	Code	Number of Open-Ended Responses
Speaking anxiety	Have one-on-one conversations	2
	Catch up in increased conversation activities	2
	Can't start conversations proactively	1
	Speak correct English	1
	Speak using grammatical knowledge	1
	English conversations with friends	2

Category	Code	Number of Open-Ended Responses
Literacy anxiety	Memorize spellings of words	6
	Write spellings of words	7
	Read words and sentences	2
	Write sentences	2
Listening anxiety	Listen to unfamiliar words and sentences	2
	Can't understand English	2
Anxiety about the more advanced class	Can't adjust to a different teaching style	5
	Be overwhelmed by difficult words	6
	Be in difficult classes	8
Anxiety about memorizing words and sentences (other than spellings)	Memorize a lot of words and sentences	11
	Memorize words	7
Anxiety about catching up in classes	Can't catch up in classes	4
	Can't catch up in fast-paced classes	9
Test anxiety	Take tests	2
	Memorize words and sentences for tests	3
	Take conversation tests	4
	Take listening tests	3
Grammar anxiety	Can't understand the grammar rules	3
	Memorize grammar rules	3
	Feel that grammar is more difficult	3
Anxiety about feeling isolation	Feel that I'm the only one who doesn't understand	1
	Can't work with others	2
Anxiety about summarizing the content of the lesson in the notebook	Summarize the content of the lesson in the notebook	2
Anxiety about making mistakes	Make mistakes	1

Speaking Anxiety

The [speaking anxiety] category is related to anxiety when seventh graders had to have conversation in English with teachers and classmates. It is also related to anxiety caused by worrying about speaking correct English. Six codes were obtained for this category (see Table 4.9).

Table 4.9

Seventh Graders' Speaking Anxiety

Category	Code	Number of Open-Ended Responses	Number of Interview Excerpts
Speaking anxiety	Have one-on-one conversations	2	
	Catch up in increased conversation activities	2	
	Can't start conversations proactively	1	2
	Speak correct English	1	
	Speak using grammatical knowledge	1	
	English conversations with friends	2	

Seventh graders had anxiety when they <had one-on-one conversations.> S55 wrote, "I was a little anxious when I had a one-on-one conversation with the teacher." S10 was "worried because I'm not very good at speaking English when I talk one-on-one with the teacher, so I can't speak proactively." According to S10, some students probably have anxiety when they <have one-on-one conversations>, because they <can't start conversations proactively>. Seventh graders at B Junior High School had a conversation test in the first

term where they had to continue a one-on-one conversation for one minute with the teacher.

According to the teachers at B Junior High School, the students started a conversation by asking the first question in the conversation test. Some students like S10 probably had anxiety about starting the conversation in these tests. S114 and S162 had anxiety because they had to <catch up in increased conversation activities.> For them, the number of conversation activities increased in the seventh grade compared to the sixth grade; this increased students' anxiety in the seventh-grade FL classes. S114 wrote, "I think we have more opportunities to talk (have English conversation)." For S162, "There are many opportunities to communicate (in English). We often stand and walk (to talk with someone) while we are playing games." Because seventh graders have more opportunities to engage in conversation activities in FL classes, some like S74 have anxiety about <speaking correct English.> S74 wrote, "What is different from FL classes in elementary school is that those in junior high school require students to speak more often. So I'm worried about how to say things correctly (in English)." In addition, some students had anxiety about having <English conversations with friends>. S76 believed that "I am not good at speaking with friends in English." S111 experiences anxiety when she <speaks using grammatical knowledge>. Reportedly, she "can't speak English by memorizing grammar and using it by myself."

English grammar was explicitly taught in the seventh-grade FL classes. In these classes at B Junior High School, after grammar was explicitly taught, the students engaged in speaking activities to practice using the target grammar. This, as S111 noted, may have increased students' anxiety.

In the interview, I1 (in seventh grade at the time) expressed his anxiety about one-on-one conversations as follows:

I1: Well, in the JTE A FL classes, there were many games and stuff, but now (in junior high school), we write a lot of words and stuff, and in elementary school FL classes, there was no one-on-one conversation, so it's a little problem.

R: What is it like when you do that?

I1: Talking one-on-one? I get nervous, and the words I want to say go blank, so I don't know what to do in that situation. In elementary school (FL classes), it was more like talking with everyone rather than having a one-on-one, but this was my first time doing this (one-on-one conversation), so I'm a little nervous.

R: You mean talking one-on-one with the teacher?

I1 : Yes.

As I1 stated, seventh graders were anxious about having one-on-one conversations. This one-on-one conversation activity in seventh-grade FL classes was conducted to prepare students to take the one-on-one conversation test. Therefore, seventh graders were anxious because they knew they were doing this activity to prepare for the test, which would be evaluated and graded. In fact, <take conversation test> is one of the codes in the [test anxiety] category. In the interview, I8 expressed her anxiety about continuing the conversation in the allotted seconds: "I'm really bad at continuing (a conversation)." During the conversation tests, seventh graders had to continue one-on-one conversations with the teacher for one minute by asking and answering questions. Therefore, I8 might have felt pressured to keep the

conversation going by asking and answering questions.

Literacy Anxiety

[Literacy anxiety] was felt when seventh graders read and wrote words and sentences, as well as memorized the spellings of words to be able to write them. Four codes were obtained for this category (see Table 4.10).

Table 4.10

Seventh Graders' Literacy Anxiety

Category	Code	Number of Open-Ended Responses	Number of Interview Excerpts
Literacy anxiety	Memorize spellings of words	6	
	Write spellings of words	7	5
	Read words and sentences	2	
	Write sentences	2	

Seventh graders experienced anxiety when they had to <memorize spellings of words> and <write spellings of words.> S145 wrote about the changes from the sixth-grade FL classes that made her anxious: “(FL classes) changed from speaking words to writing and memorizing them.” Regarding the anxiety from memorizing the spellings of words, S35 wrote, “I have to memorize the spelling of many words.” Other students felt anxiety from being left out if they did not memorize the spellings of words: “If I don’t understand the spelling of the words, I am going to be behind (the rest of my classmates)” (S107), and “If I don’t know the words and spelling, I won’t be able to catch up” (S119). The seventh graders

were not used to writing the spellings of words, then; therefore, they had anxiety when they had to <write spellings of words.> S41 wrote, “(I have anxiety) when I write words correctly because I haven’t experienced this before.” Other students experienced anxiety when they were given more opportunities to spell the words. According to S98, “My brain is a little confused, because I have more opportunities to write the spelling.” S92 added, “I have more opportunity to write sentences and I am anxious about whether the spelling is correct.”

Seventh graders like S92 experienced anxiety when writing the spellings of words and in <writing sentences>, because this required them to spell the words. Writing sentences also decreased students’ understanding, as S138 explained, “I have had more things that I don’t understand since we began to write sentences a lot.” Some students experienced anxiety when they <read words and sentences>. S23 wrote, “I can look at English and write it, but I can’t read it. Sometimes I think about why a sentence is read like this?” According to S151, “(In junior high school English classes), there is a lot of practice. I am especially anxious when I read English sentences, because I was not good at reading them because I didn’t do so very often (in elementary school FL classes).”

In the interviews, three interviewees indicated their anxiety about not being able to decode words or write the spellings of words. I7 expressed her anxiety about decoding and writing words:

I7: It’s about words. Sometimes I really don’t know how to write it or how to say it. Similarly, I10 struggled with reading and writing words in the seventh-grade FL classes. She looked back to when she was in the sixth grade and wished she had learned how to read and

write words in elementary school:

I10: I wish I could have learned to read English (in the sixth-grade FL classes).

R: Are you talking about words?

I10: Yes. It's about words. I can't write them.

R: So, your problem is words?

I10: Yes.

R: I see. English is going to be a subject that you are going to focus on from now on, so I hope you will enjoy the language by studying words.

I10: I can read some of the words, but when I don't understand one, I give up.

As I10 stated, starting to learn how to read and write words and sentences explicitly in elementary school FL classes could reduce seventh graders' anxiety regarding these skills. However, class observation and conversations with JTE A and Teachers A and B indicated that relationships between sounds and spelling were not taught systematically in either the sixth- or seventh-grade FL classes.

Listening Anxiety

The [listening anxiety] category is related to the anxiety that occurs when students are unable to understand the English being spoken in class or on audio. Two codes were obtained for this category (see Table 4.11).

Table 4.11*Seventh Graders' Listening Anxiety*

Category	Code	Number of Open-Ended Responses	Number of Interview Excerpts
Listening anxiety	Listen to unfamiliar words and sentences	2	0
	Can't understand English	2	

Students experienced anxiety when they were required to <listen to unfamiliar words and sentences>. As S141 wrote, “I feel a little anxious when I listen to a sentence or word that I have never heard before, such as in listening.” S87 had anxiety about “listening to words or technical terms that we usually do not use.” According to S141 and S87, the seventh graders tended to experience anxiety when they listened to words and sentences that were not familiar to them. Moreover, students experience anxiety when they <can't understand English>. S15 wrote, “I sometimes can't understand when all the conversation is conducted in English.” S108 also “sometimes can't understand (what I am listening), because I'm not good at English.” Students felt insecure about listening when they had to listen to conversations conducted only in English and were aware that they were not good at English.

Anxiety About a More Advanced Class

The [anxiety about a more advanced class] category refers to seventh graders' anxiety that their FL class was more difficult than the sixth-grade FL class. Three codes were obtained for this category. The seventh graders became anxious that the level of their FL classes was more advanced than that in the sixth grade. They experienced anxiety because

they <are in difficult classes.> As S121 wrote, “I’m worried that the classes have suddenly become difficult and that I will not be able to keep up with the content.” S155 agreed that “(seventh-grade FL classes) are more difficult than I expected,” According to S170, “Compared to elementary school (FL classes), (seventh-grade FL classes) are a lot more difficult, so I’m very anxious.” One reason students considered the seventh-grade FL classes more difficult than those in the sixth grade was that the words (vocabulary) became more difficult. Thus, students felt anxiety because they <are overwhelmed by difficult words>. S86 wrote, “The spellings and pronunciation of the words became difficult.” S93 agreed, “Compared with elementary school (FL classes), the grammar and words are difficult.” The seventh graders felt that the FL classes had become more difficult because the words they were now learning were more difficult than those learned in the sixth grade. They experienced anxiety because they <can’t adjust to a different teaching style>. Students were overwhelmed by the number of FL classes (S122) and the tension in these classes. They were also confused because a more serious teaching style was used in the seventh-grade FL class. According to S51, “While classes in elementary school were more like games, I felt uneasy about junior high school classes because they are more serious.” S102 added, “Elementary school classes had a set routine for work in the beginning, but junior high school classes start immediately with teaching the main topic and do not review much.” As in the students’ open-ended responses, the researcher also observed significant differences between the teaching styles of the sixth- and seventh-grade FL classes. Especially, seventh graders indicated that they <were overwhelmed by difficult words>; similarly, the researcher found that the number

of words seventh graders learned in each unit of the textbook was very different. In the sixth graders' FL classes, students did not learn words explicitly, and they were exposed to new words related to the topic of each unit as they were engaged in different speaking and listening activities. Thus, sixth graders did not feel that they need to learn words consciously. In addition, sixth graders were not required to decode words and write their spellings. In contrast, seventh-grade FL classes followed a different approach. In the beginning of each unit, the teacher presented over 10 new words on the screen one by one, and students were asked to pronounce each word as it appeared on the screen and identify its meaning in Japanese. This style of teaching words in seventh graders' FL classes and the fact that they were unable to decode words may have contributed to some seventh graders feeling anxious and overwhelmed and thinking that learning words is difficult.

Anxiety About Memorizing Sentences and Words (Other than Spelling)

This category was established to differentiate anxiety specifically related to the literacy component of word learning, which involves memorizing the spellings of words. Since the students' open-ended responses did not specify what exactly they feel anxious about when memorizing words, it was unclear whether their anxiety pertained to memorizing the meaning of words, or their pronunciation, or spelling. Therefore, while the responses that specified memorizing the spellings of words were categorized as literacy anxiety, those that did not clarify the source of anxiety related to memorization were grouped into the [anxiety about memorizing sentences and words (other spellings)] category. Two codes were obtained for this category. Seventh graders had anxiety when they had to <memorize a lot of words and

sentences.> As S12 wrote, “The number of words (to learn) has increased; therefore, I am anxious about whether I can memorize them.” Others (S45, S49, and S96) were also worried about the quantity of words to memorize. S17 wrote, “There is a big difference in speed and the number of words learned, and that’s what worries me.” S68 revealed his feelings, noting, “It’s kind of tough because the (seventh-grade FL) class is going on based on the assumption that we have already memorized a lot of vocabulary. I wish I had learned more vocabulary in elementary school.” S142 felt the same anxiety as S68, stating, “Unlike elementary school students, junior high school students have to memorize a lot of words, and I’m worried about whether I can memorize many words accurately.” Moreover, seventh graders had anxiety when they had to <memorize words>, because as S81 wrote, “I can’t memorize words.” S161 emphasized that they were worried because they must memorize words for tests, stating the following:

In elementary school (FL classes), the focus was on listening, but in junior high school (FL classes), I am worried because I have to memorize words and sentences and take tests. I am worried about whether I will remember them after the tests are over.

Based on these students’ open-ended responses, seventh graders were worried because they had to not only memorize many words but also memorize them for tests.

Anxiety About Catching Up in Classes

The [anxiety about catching up in classes] category represents the anxiety of seventh graders when they felt they could not catch up in the FL classes. Two codes were obtained for

this category. The seventh graders experienced anxiety because they were worried they <can't catch up in classes>. S7 noted, "I am worried that I won't be able to keep up with the class, because it assumes that we already know the vocabulary we learned in elementary school." S121 agreed, "(FL classes at junior high school) have suddenly become difficult, so I'm worried I won't be able to keep up with the class." According to S170, "I don't study at all, so I am worried about whether I can keep up with the class." Students experienced anxiety because they felt they <can't catch up in the fast-paced classes>. There were nine open-ended responses for this code, indicating that students felt that compared to elementary school FL classes, the pace of junior high school FL classes was very fast. S97 wrote, "I'm worried that the pace of the classes is so fast that I won't be able to understand." For S115, "The class is moving so fast that I don't know if (my answers) are correct." S119 added, "The progress of each unit is so fast that I cannot catch up with self-study." As noted, students experienced anxiety about whether they would be able to understand the contents of the class, because its pace was too fast for them to digest the contents.

In the interview, I10 expressed her anxiety regarding catching up in FL classes:

R: Have you ever been a little worried about your English classes?

I10: I have a lot of worries.

R: Please tell me about those worries.

I10: One thing that worries me is that the class progresses very fast, and I tried to review what I learned on that day on the next day, but on the next day, we learned something different, and I didn't remember much about what I learned on the

previous day. I think it would be good to review on that day, but I can't do because I have many things that I have to do.

R: Because you are busy?

I10: Yes.

As indicated by I10, not only is the pace of seventh-grade FL classes fast, but there is also lack of time to review the day's lessons. I10's statement indicates that, because many junior high school students are occupied with club activities after school and have assignments for other subjects, they find it challenging to spend sufficient time to review what they have learned in their FL classes at home. They keep learning new things without being sure that they have understood the previous lessons. Since there is no time to review, things they do not understand keep accumulating. This repetitive cycle could contribute to increased anxiety among seventh graders.

Test Anxiety

The [test anxiety] category is related to seventh graders' anxiety when they take tests. Four categories were obtained for this category. Some students did not take tests in elementary school FL classes; therefore, they had anxiety when they had to <take tests>. According to S88, "In elementary school, there was no such thing as an English test, and I sometimes worry about what to do when taking one." S155 became anxious because "the tests were more difficult than I thought and there were many of them." Some students had to take the conversation test. The conversation test for seventh graders at B Junior High School in the first term involved continuing a conversation for one minute with the teacher. Some

students had anxiety when taking this test. S120 noted that he had anxiety because “I had a conversation test. I felt nervous when I talked to the teacher one-on-one.” S160 was anxious about “the conversation test, which was not given in elementary school.” This indicates that S160 was not anxious about having a conversation in English in the elementary school FL class because it was not graded. However, English conversations in the junior high school FL class were graded as part of the conversation test, increasing S160’s anxiety. Some students felt anxiety when they had to <memorize words and sentences for tests>. S161 wrote the following:

In elementary school (FL classes), the focus was on listening, but in junior high school (FL classes), I am worried because I have to memorize words and sentences and take tests. I am worried about whether I will remember them after the tests are over.

Moreover, S117 wrote, “I’m worried because I have a test and I can’t memorize words.” S136 further explained that “We have tests, and we need to memorize spelling.” In the elementary school FL classes, memorizing vocabulary was not a requirement, but in junior high school, seventh graders were required to memorize words for tests. Thus, the seventh graders were anxious about taking tests, because they thought that if they did not remember the words, it would affect their test scores and grades. Some seventh graders had anxiety when they had to <take listening tests>. Some had taken listening tests in elementary school FL classes. S43 felt that “listening tests in the seventh grade were more difficult than those in elementary school.” S79 experienced anxiety about listening tests because of the speed of the

spoken English therein. S79 pointed out, “Even if I can understand a question on a listening test, I don’t understand it when it’s spoken quickly and pronounced well.”

In the interview, two seventh graders expressed their anxiety about listening and speaking tests. I1 expressed his anxiety during listening tests:

I1: In the listening test, the teacher’s pronunciation is so good that sometimes I wonder, what he is saying? and I was a little anxious.

R: The one with the audio?

I1: Yes, that’s right. I don’t understand what it is saying.

I1 indicated that the English in the audio was very different from the English that he usually heard in FL classes. As S79 pointed out in the open-ended response, the English from the audio was faster than that in the FL classes and had more sophisticated pronunciation because it was likely recorded for the test by a native speaker.

I8 expressed her anxiety of taking conversation tests:

I8: I’m really bad at continuing (a conversation).

R: You’re not very good at continuing a conversation. What happened to your test the other day? Ninety seconds (sixty seconds) with the teacher? How did it go?

I8: Not good at all, it was like the teacher was asking questions and I was answering them, so that made the test pointless...

R: Oh, I understand. You really had to ask questions, but it was like the teacher was asking questions.

I8: Yes.

R: Then, do you feel a little anxious when you must initiate the conversation

I8: Yes, I do.

The conversation test is graded and evaluated by the teacher; therefore, the students became anxious. However, the seventh graders' open-ended responses and the interview excerpt indicate that the one-on-one conversation tests caused anxiety for three specific reasons. As S120 noted, she felt anxious when she had a conversation with the teacher one-on-one. Therefore, students experienced anxiety when engaging in one-on-one conversations with the teacher. Moreover, I8 mentioned that she had anxiety in situations wherein she had to continue a conversation for the allotted time (sixty seconds) by asking and answering questions. Additionally, students felt anxious when they had to initiate conversations by asking questions.

Grammar Anxiety

The [grammar anxiety] category refers to anxiety related to learning and memorizing grammar. Three codes were obtained for this category. Some seventh graders felt anxiety because English <grammar is more difficult>. As per S93, "Grammar and vocabulary are more difficult than that in elementary school FL classes." S25 wrote, "Grammar is more difficult. Before (in elementary school FL classes), we learned grammar once, but (in junior high school FL classes), we need to memorize the new grammar in each lesson." For S25, seventh graders have anxiety because they find it challenging to <memorize grammar rules>. S105 explained, "I am worried that I have a lot of grammar to learn, and it is hard to memorize." Some seventh graders experienced anxiety because they <could not understand

the grammar rules>. S143 and S4 wrote about their anxiety regarding grammar: “I don’t understand ‘verbs’ and ‘nouns’” (S143), and “the combination of ‘verbs’ or ‘be-verbs’ and ‘nouns’” (S4).

In the interview, I5 (in seventh grade at the time) expressed confusion when learning grammar as well as anxiety in learning grammar explicitly with the grammatical terms:

I5: I didn’t learn many verbs, I mean, I didn’t learn the term ‘verb’ in elementary school. So, I am not sure if it (the grammar) is right.

R: I see, you mean, because grammar was not explained using the grammatical terms (when you were in elementary school)?

I5: Yes.

R: The (junior high school) teachers suddenly started using them (grammatical terms)?

I5: Yes.

Moreover, I5 was confused because the seventh-grade FL classes included explanations about using grammatical terms that were not used in sixth-grade FL classes. Therefore, as mentioned in the open-ended responses and interview excerpts, grammatical terms could become the source of seventh graders’ grammar anxiety.

Other Categories

Anxiety About Feeling Isolation. The [anxiety about feeling isolation] category refers to the anxiety of seventh graders when felt they were isolated from their classmates. Two codes were obtained for this category: <feel that I’m the only one who doesn’t understand>

and <can't work with others>. As for the former code, S89 explained, "When I don't understand a question, I sometimes feel anxious, because I imagine that I am the only one who does not understand it." S89 felt isolated from the class because she believed the other classmates could answer a question when she could not. S127 and S123 felt anxiety about feeling isolation when they did not work with others. S127 noted, "Because I am given a few opportunities working in pairs with the person next to me, it's hard to remember (what I've learned) and I cannot memorize it easily." Similarly, S173 noted, "There is a workbook. Because I had to work on the workbook alone, I don't understand some parts." As S127 and S173 noted, seventh graders had anxiety when they had to work alone.

In the interview, I1 would <feel that I'm the only one who doesn't understand>:

R: Do you feel anxious or worried in English class?

I1: Sometimes I don't understand something, and then I feel a little anxious if I'm the only one who doesn't understand it.

As noted by S89 and I1, seventh graders often experienced anxiety of isolation when they believed that their classmates understood something while they did not. In addition, as S127 and S173 noted, seventh graders felt anxious when they had to do something alone, and this affected their comprehension. This suggests that, for seventh graders, working in pairs or groups is important to reduce their anxiety, and working with others promotes their comprehension.

Anxiety About Summarizing the Content of the Lesson in the Notebook. The [anxiety about summarizing the content of the lesson in the notebook] category refers to seventh

graders' anxiety when they have to summarize what they have learned in the FL class in their notebook at home. Only one code, <summarize the content of the lesson in the notebook>, was obtained for this category. Therefore, the name of the code was adopted for the name of the category. According to Teachers A and B, seventh graders had to write a summary of the grammar, words, and dialogues they learned in class. As such, students were often asked to [summarize the content of the lesson in the notebook]. S84 had anxiety about having to "summarize (the content of the lesson) in the notebook by myself." Similarly, S14 wrote, "I am anxious about notes because we summarize (the content of the lesson) in the notebook." Students were likely anxious about summarizing the content in the notebook without the teacher's guidance because they had to do it themselves. They therefore were unable to tell if what they were writing was right or wrong.

In the interview, some seventh graders expressed their anxiety about summarizing the content of the lesson in the notebook. There are two possible interpretations of why they experienced this anxiety. One is that the notebooks were graded by Teachers A and B. Both teachers encouraged the seventh graders to write a summary of the grammar they learned in class and write the words, sentences, and dialogues from the textbook in the notebook. Another interpretation is that summarizing the contents of each lesson in the notebook revealed how much the students could read and write and how much they could not. I7 (in seventh grade at the time) emphasized the importance of summarizing the contents of each lesson in the notebook:

R: Do you have any anxiety (in seventh-grade FL classes) when comparing the

elementary school FL classes?

I7: I would say about how to use the notebook. When we were in elementary school, we didn't have a notebook. We had a worksheet. However, I think it is important to write (what I learned) in a notebook properly so that I can understand (when I see it later). If the spelling (that I write in the notebook) is wrong, I will study the wrong spelling when I review.

R: That's why you have to summarize what you learned in your notebook properly.

I7: Yes. It would be risky (if I didn't). That's why I think it's important to write things in the textbook carefully. I think it's better to review words properly every time, such as by looking up the meaning of the words.

From what I7 stated, summarizing the contents of the class in the notebook could provide students a good opportunity to review what they had learned in class and know what they can and cannot do.

Anxiety About Making Mistakes. The [anxiety about making mistakes] category refers to anxiety experienced by seventh graders when they make mistakes. Only one code <make mistakes> was obtained [anxiety of making mistakes]. As S110 wrote, "I feel anxious and embarrassed when I make mistakes." Students certainly experienced anxiety when making mistakes.

In the interview, I8 expressed her anxiety about making mistakes:

R: Are there any other things that make you worry?

I8: Well, I make mistakes. My friends tell me that I'm not making any mistakes and

that I should be confident, but I still get anxious and can't say anything.

R: Why do you think you get anxious?

I8: I don't know. I'm afraid of making mistakes.

R: Oh, to make a mistake. You are afraid of making a mistake.

I8: Yes.

It appears that I8's lack of confidence led to her anxiety about making mistakes.

Other Findings

Two notable features of seventh graders' FLA were identified through the qualitative analysis—words and memorization. These are the fundamental features of seventh-graders' anxiety in FL classes. The codes for anxiety related to “words” for seventh graders appeared in multiple categories, including [literacy anxiety], [listening anxiety], [anxiety about more advanced classes], [anxiety about memorizing sentences and words], and [test anxiety]. This indicates that for seventh graders, words could be the source of different FLAs. Cameron (2001) summarized word knowledge from a different perspective:

In summary, knowing about a word involves knowing about its form (how it sounds, how it is spelt, the grammatical changes that can be made to it), its meaning (its conceptual content and how it relates to other concepts and words) and its use (its patterns of occurrence with other words and in particular types of language use).

(p. 78)

As Cameron (2001) summarized, learners have to know a word from different perspectives to be able to use that word. Seventh graders are required to not only know the meaning of the

words but also be able to write and read them. To be able to write and read aloud words and sentences, they must learn the words' spellings. Therefore, seventh graders learn meanings, usage, sounds, and spellings of words. Furthermore, seventh graders are required to memorize them for tests. One reason why seventh graders felt that the seventh-grade FL class was more advanced than the sixth-grade FL class was that they were overwhelmed by difficult words.

Another noteworthy feature is memorization. Codes related to "memorization" among seventh graders appeared in various categories, including [literacy anxiety], [anxiety about memorizing sentences and words (other than spellings)], [test anxiety], and [grammar anxiety]. Codes encompassing "memorization" in the categories of [literacy anxiety], [anxiety about memorizing sentences and words], and [test anxiety] all relate to the process of memorizing words and sentences. This suggests that memorizing words and sentences constitutes a significant part of seventh graders' FLA. Additionally, as in [grammar anxiety], seventh graders explicitly learn English grammar and are required to memorize grammatical rules to write and speak using correct grammar. Knowing correct grammar also affects their reading and listening skills.

In contrast with sixth graders, seventh graders face greater demands in terms of memorization. They are required to memorize not only the spellings of words but also their meanings and pronunciation to effectively read, write, decode, and comprehend words and sentences. As indicated by the code for [test anxiety], seventh graders feel pressure to memorize words and sentences specifically for exams. These exams are graded, and the results directly

impact their overall grades. Furthermore, English holds significant importance in high school entrance exams, where memorizing words and sentences plays a crucial role in achieving passing grades. The pressure to attain high scores on these exams may contribute to the anxiety seventh graders experience in relation to memorization.

The Changes in Anxiety from the Sixth Grade to the Seventh Grade

This chapter presented and discussed the results of the qualitative analysis of sixth and seventh graders' qualitative data on FLA to answer RQ6: "How does students' FLA change from sixth grade to seventh grade?" This involved qualitatively analyzing sixth and seventh graders' open-ended responses about their FLA. In addition, interview data regarding FLA from 11 participants were analyzed by aligning them with the categories obtained from the analysis of open-ended responses. Since this dissertation study was conducted using mixed methods, the qualitative analysis in this chapter involved considering the three specific anxieties—speaking, literacy, and listening anxiety—that were commonly obtained as a result of the quantitative analysis. To answer RQ6, this chapter first examined the type of anxiety the students experienced in each grade. The changes in their anxiety from the sixth to the seventh grade will be discussed here.

The qualitative analysis revealed that both sixth and seventh graders' speaking anxiety was affected by the activities conducted in FL classes, such as giving a presentation and talking with friends for sixth graders, and having one-on-one conversations and conversations with friends for seventh graders. Therefore, the nature of sixth graders' and seventh graders' speaking anxiety is different. Sixth graders had anxiety in giving a presentation in front of

their group members and in conversations with friends. Seventh graders had anxiety in having one-on-one conversations and initiating conversations. One-on-one conversations were part of the preparation for conversation tests, where their performance was assessed, potentially causing anxiety. Regarding other facets of speaking anxiety, sixth graders had anxiety when they were unexpectedly asked to speak English alone or to answer the teacher's questions alone. On the contrary, since seventh graders were explicitly taught English grammar and were required to speak with grammatically correct English, they had anxiety about speaking with correct English or using grammar knowledge. The code <catch up in increased conversation activities> found in the category of seventh graders' [speaking anxiety], suggests that seventh graders felt increased anxiety due to higher frequency of speaking activities in FL classes compared to their experiences in the sixth grade.

In terms of [literacy anxiety], sixth graders were anxious about reading and writing the letters of the alphabet, which was not reported from the seventh graders. Moreover, codes related to anxiety about memorizing word spellings, reading and writing words, and reading and writing sentences emerged. The sixth graders' interviews indicated that they were especially confused when they had to read longer sentences. These results can be attributed to the activities in which sixth graders engaged during their FL classes. These activities included reading target phrases in the textbook, writing sentences while referring to model sentences, and preparing speech manuscripts for presentations. Although they were not required to memorize words and sentences, the reading and writing exercises in their FL classes triggered their anxiety.

Seventh graders' literacy anxiety became more serious since they were required to write and read words. Furthermore, their proficiency in reading and writing words and sentences was now being evaluated. Hence, their concerns regarding memorizing word spellings and sentences became more realistic. As one interviewee highlighted, seventh graders were suddenly confronted with the task of reading and writing words without having received prior instruction in elementary FL classes. This sudden transition contributed significantly to their literacy anxiety.

For [listening anxiety], sixth graders had listening anxiety when they could not understand what the teacher and the audio were saying, especially when the teacher did not translate in Japanese. Similarly, seventh graders had anxiety when they listened to a conversation spoken all in English. What is distinct about the seventh graders' listening anxiety is that they had anxiety when the words in the listening material were unfamiliar and difficult for them. This suggests that sixth graders had anxiety simply because they could not hear what was being said. In contrast, seventh graders may have put more effort into comprehending the words in the listening material. The situation in which they had to listen to conversations or audio without understanding the words caused them anxiety.

Overall, when comparing the categories of sixth and seventh graders, the most notable new categories in the seventh grade are [anxiety about more advanced classes], [anxiety about catching up in classes], and [test anxiety]. This suggests that students are anxious because of the higher level and increased number of things to learn in the seventh-grade FL classes compared to the sixth-grade FL classes. In addition, test anxieties emerged in the

seventh grade because tests are now given, which were not given in the sixth grade.

What is notable for seventh graders was that “words” and “memorization” are the key features of their FLA. “Words” are a significant feature of anxiety for seventh graders, impacting various aspects of their FLA, such as literacy, listening, memorization, and test-related anxiety. The fact that seventh graders are required to learn words from multiple angles, including spellings, meanings, usage, and sounds made them have literacy and listening anxiety. “Memorization” is another notable feature of seventh graders’ FLA anxiety, evident in categories such as literacy anxiety, memorization of sentences and words, test anxiety, and grammar anxiety. Seventh graders experience a lot of pressure to memorize the grammar, words, and sentences for different exams. This pressure to memorize for achieving high scores may have contributed to their memorization-related anxiety.

CHAPTER 5

CONCLUSION

This study quantitatively and qualitatively investigated fifth, sixth, and seventh graders' foreign language (FL) anxiety (FLA). The FLA questionnaires administered to fifth, sixth, and seventh graders were analyzed quantitatively, and their open-ended responses regarding anxiety-provoking situations in elementary and junior high school FL classes were analyzed qualitatively. This chapter discusses the results obtained from the quantitative and qualitative studies. It also highlights the limitations of the study reported in this dissertation as well as implications for future pedagogical practice.

Major Findings

Results of the quantitative analysis of the FLA questionnaire administered to fifth, sixth, and seventh graders indicated the following:

1. Regardless of grade level, fifth, sixth, and seventh graders experience three types of skill-specific anxiety: speaking, literacy, and listening anxiety.
2. Seventh graders had more anxiety than fifth and sixth graders, and the FLA of fifth and sixth graders did not differ significantly. Seventh graders experienced more speaking and listening anxiety than did fifth and sixth graders. However, there was no significant difference in literacy anxiety among the grades.
3. Over a period of eight months between July and March, sixth graders' FLA remained the same. However, over the same period, seventh graders' speaking and listening anxiety increased, but their literacy anxiety stayed the same.
4. A significant difference was found only in seventh graders' literacy between the groups

with and without English learning experiences outside the classroom. Seventh graders without English learning experiences outside the classroom had more literacy anxiety than those with it.

5. Seventh graders with low-level FL enjoyment (FLE) tend to experience higher FLA compared to those with middle- and high-level FLE, indicating that students who do not enjoy learning English tend to have more anxiety. Further analysis revealed statistically significant differences between the high- and low-level FLE groups in literacy and speaking anxiety, while no statistically significant difference existed between the two groups in listening anxiety. The results implied that when seventh graders' FLE was high, their literacy and speaking anxiety were low, and when their FLE was low, their literacy and speaking anxiety were high.

Results of the qualitative analysis of the open-ended responses and interviews excerpts of sixth and seventh graders revealed the following:

1. Three skill-specific types of anxiety—speaking, literacy, and listening anxiety—were found for both sixth and seventh graders.
2. Both the sixth and seventh graders' speaking anxiety was affected by the activities conducted in FL classes, especially when the activity was evaluated and graded. Sixth graders had anxiety in giving a presentation in front of their group members and in conversations with friends. Seventh graders had anxiety in having one-on-one conversations and initiating conversations.
3. Sixth graders experienced literacy anxiety when reading and writing the letters of the

alphabet. Seventh graders' literacy anxiety was related to learning and reading words, because they were required to write and read words and their proficiency in writing and reading words was assessed. Seventh graders were suddenly required to read and write words without prior instruction in elementary FL classes. This sudden transition may have contributed to their literacy anxiety.

4. Sixth graders had listening anxiety when they could not catch what the teacher or the audio was saying without the teachers' translation. Similarly, seventh graders had anxiety in listening to a conversation spoken all in English. What is distinct about the seventh graders' listening anxiety is that they had anxiety when the words in the listening material were unfamiliar and difficult for them.

5. When comparing the categories of anxiety of sixth and seventh graders, the most notable kinds of anxiety that newly emerged in seventh grade were [anxiety about more advanced classes], [anxiety about catching up in classes], and [test anxiety].

6. "Words" and "memorization" were the key features of seventh graders' FLA. "Words" were a significant source of anxiety for seventh graders, affecting various aspects of their FLA, such as literacy, listening, memorization, and test-related anxiety. Similarly, "memorization" was another notable feature of seventh graders' FLA, which appeared in different categories such as literacy anxiety, memorization of sentences and words, test anxiety, and grammar anxiety. Seventh graders experienced pressure to memorize grammatical rules and words and sentences for different exams.

The most significant finding to emerge from both the qualitative and quantitative research

reported in this dissertation is that students experienced three skill-specific types of anxiety—speaking, literacy, and listening anxiety—regardless of their grade. This has not been shown in previous studies on the factors and aspects regarding the FLA of young FL learners. Note that the factor analysis of the FLA questionnaire for each grade may have been influenced by the items in the questionnaire, which asked about anxiety related to the three skills of speaking, literacy, and listening. However, the qualitative analysis of students' open-ended responses confirmed that students experienced these three types of anxiety. Since this study found that students' FLA was skill-specific regardless of grade and type of school, effective support to reduce children's FLA throughout elementary and junior high school must consider these skills.

Regarding speaking and listening anxiety, results of the quantitative analysis showed that seventh graders had more anxiety than fifth and sixth graders. This may be because seventh graders' speaking and listening anxiety were closely related to test anxiety. Findings of the qualitative analysis showed that seventh graders had anxiety about taking conversation and listening tests. Seventh graders had to take conversation tests twice a year, and listening tests were included in the term examinations. In the seventh-grade FL classes, conversation and listening activities were conducted to prepare for the tests. The seventh graders' test anxiety could cause their speaking and listening anxiety. Young (1990) identified two aspects of anxiety related to oral communication, namely communication apprehension and social anxiety. Communication apprehension is "an individual's level of fear or anxiety associated with either real or anticipated oral communication with another person and persons"

(McCroskey, 1978, p. 192). Social anxiety emerges from “the prospect or presence of interpersonal evaluation in real or imaginal social settings” (Leary, 1982, p. 102). Following Young (1990), during speaking activities, students have to talk with their classmates and teachers and are evaluated by the teachers and other students. In other words, students deal with face-threatening situations during speaking activities. In addition, speaking has an unpredictable aspect. Since students cannot predict what the interlocutor will say and ask, they must think about what they are going to say on the spot. Tamura (2014) found that sixth graders had anxiety about not being able to use their preparation as expected when they had to have one-on-one conversations with an assistant language teacher (ALT). Sixth graders experienced anxiety about the unpredictable aspects of speaking activities, because they could not control what the ALT would ask them as they prepared and they had to come up with the answer on the spot (Tamura, 2014). When seventh graders that participated in this study took the one-on-one conversation test, they were evaluated by the teacher, whose unpredictable questions they had to answer on the spot. Even if the seventh graders had prepared for the conversation tests by imagining what questions they would answer, the conversation did not continue as they expected. The face-threatening and unpredictable aspects of the speaking tests and activities may have created seventh graders’ speaking anxiety. Results of the quantitative analysis showed that seventh graders’ speaking and listening anxiety increased in the eight months from July to March. Regarding seventh graders’ listening anxiety, as mentioned in the previous chapter, the listening passages and dialogues in the textbook became more difficult and longer after Unit 3. As such, the amount

of information they had to pay attention to when listening to a passage or conversation suddenly increased from Unit 3, which was initially covered at the end of the first term. This may have increased their listening anxiety.

As for literacy anxiety, results of the quantitative analysis showed no significant differences between grades. The fifth, sixth, and seventh graders' literacy anxiety likely stayed at the same level because JTE A and Teachers A and B created similar classroom environments in which students could easily obtain the teachers' support during the writing activities. The teachers went around the classroom to check students' writing during the writing activities and were always ready to answer questions. In addition, in the sixth- and seventh-grade FL classes, writing activities were often conducted after speaking activities. Speaking activities served as preparation for the writing activities. This may be why students' anxiety about literacy did not change across the grades. Findings of the qualitative study further showed that sixth and seventh graders experienced different types of literacy anxiety. Seventh graders mostly felt literacy anxiety about words, specifically memorizing and writing the spellings of words. Sixth graders felt less anxiety about memorizing and writing spellings of words. This may be because in the present course of study (MEXT, 2018a), memorizing and writing spellings of words are not required of sixth graders, but they are obligatory and graded items for seventh graders. Results of the qualitative analysis also showed that seventh graders had literacy anxiety because they were suddenly required to read and write words without being taught how to read and write words in elementary FL classes. In the present course of study (MEXT, 2018a), the main goal of literacy in fifth- and sixth-

grade FL classes is to ensure students can read and write the alphabet, copy words and sentences, and write them using reference texts as a guide. Therefore, students are not required to learn how to spell words in fifth- and sixth-grade FL classes. Therefore, sudden transition for seventh graders may have contributed to their literacy anxiety. Moreover, the qualitative analysis showed that seventh graders without English learning experiences outside the classroom had more literacy anxiety than those with it. This suggests that out-of-school instruction contributes to reducing seventh graders' literacy anxiety.

As the findings of the qualitative analysis revealed, learning words were the main source of seventh graders' FLA. Their anxiety concerning "words" was related to literacy, listening, and tests. This is because seventh graders must be able to write spellings of words, as they are graded in the exams. Moreover, seventh graders reported that they could not understand what they were listening to because of unfamiliar words. Since the number of words seventh graders need to learn increased from elementary to junior high school, even those who had already learned the words in the listening activity perhaps did not know that they had already learned the words they were listening to.

"Memorization" is another key source of seventh graders' FLA anxiety in different categories such as literacy anxiety, memorization of sentences and words, test anxiety, and grammar anxiety. Seventh graders face the fact that they have to memorize words, sentences, and grammar because they are graded in different examinations. Moreover, they are required to memorize words and are tested in the examination. In addition, since grammar is taught explicitly in junior high school FL classes, seventh graders' have a lot of pressure to

memorize the functions of grammar. This pressure to memorize to achieve high scores may have contributed to seventh graders' memorization-related anxiety.

Pedagogical Implications

Because both the quantitative and qualitative studies showed that fifth, sixth, and seventh graders experienced three types of anxieties related to speaking, literacy, and listening, the pedagogical implications related to reducing students' FLA are given from the perspective of these three skills. In addition, since learning "words" was found to be the key feature of seventh graders' FLA, a pedagogical implication for teaching words is also suggested.

Speaking

As speaking has face-threatening and unpredictable aspects, students experienced speaking anxiety. The seventh graders experienced speaking anxiety when taking one-on-one conversation tests. They were evaluated and had to deal with unpredictable questions. Here, teachers should be aware of the face-threatening and unpredictable aspects of speaking activities. To reduce students' speaking anxiety, it is recommended that teachers provide support when students must deal with unpredictable situations during speaking activities. For example, if students do not understand the questions or how to answer the questions, teachers could give them some hints by giving them one or two examples of the answers. If a teacher knows the student well, that teacher could suggest an answer that the student might be interested in. Alternatively, the teacher could change the way of asking the question by making it easier for the students to answer. In addition, to prepare for the conversation test,

Teachers A and B had their students practice answering numerous questions that they anticipated being asked during the test. By providing this opportunity, the teachers aimed to establish a foundation for students to confidently respond to unforeseen questions without hesitation. Such practice will enable students to simulate the questions they will encounter, thereby reducing the anxiety associated with improvised conversation. Furthermore, Young (1991) stated that teachers with a good sense of humor who are friendly, relaxed, and patient and who motivate students to speak help reduce students' FLA. JTE A and Teachers A and B had a good sense of humor, were friendly and patient, and always encouraged students to speak. The researcher found the FL classes to be relaxed and enjoyable overall, and the students seemed relaxed and like they were enjoying their classes because of the teachers' friendly nature. Therefore, creating a friendly classroom environment is important in reducing students' speaking anxiety.

Literacy

The quantitative analysis showed that the fifth, sixth, and seventh graders' literacy anxiety stayed the same. Furthermore, the seventh graders' anxiety level did not change over an eight-month period. Students' literacy anxiety did not change across the grades because they could receive the teachers' support during the writing activities. Both JTE A and Teachers A and B always went around the classroom during the writing activities and checked students' writing. Therefore, the students were able to ask the teachers questions on the spot. Because of the teachers' immediate support, the fifth, sixth, seventh graders could engage in writing activities without feeling high anxiety. Thus, teachers going around the

classroom and supporting students whenever they need helped reduced students' literacy anxiety. In the sixth- and seventh-grade FL classes, writing activities were often conducted after speaking activities. If students have time to prepare what they are going to write through speaking activities, they can write what they said during the speaking activities and do not have to write new things during their writing activities. Consequently, if teachers encourage students to prepare what they are going to write during speaking activities beforehand, it could be effective in reducing their anxiety during writing activities.

Listening

For seventh graders, listening suddenly became more difficult, and the amount of information they had to understand while listening to passages or conversations increased dramatically from Unit 3 of their textbook, which started at the end of the first term. This may have increased their listening anxiety. Teachers should thus be aware of the length of listening passages and amount of information students must note when they engage in listening activities.

There was no significant difference in seventh graders' listening anxiety between the FLE levels. This could indicate that the students' level of FLE did not affect their anxiety. It is possible that students do not find listening enjoyable in the first place due to the nature of the listening passages typically used in the textbook, which are often about the daily lives and experiences of characters in the textbook. To make listening activities more enjoyable for seventh graders, it may be beneficial for teachers to consider topics and content in which students are interested. Introducing listening materials that align with students' interests could

be one approach to enhance the enjoyment of listening activities.

Words

This research revealed that learning “words” was the key feature of seventh graders’ FLA. The open-ended responses from seventh graders expressed their anxiety about not being able to read and write words well and not being able to memorize the spellings of words. The number of words students must learn increased from elementary school (600–700 words) to junior high school (1,600–1,800 words). This increase in the number of words is a new challenge for both students and teachers in elementary and junior high schools today.

A pedagogical instruction for teaching alphabetic principle is called phonics. Phonics is defined as “instructional practices that emphasize how spellings are related to speech sounds in systematic ways” (National Research Council, 1998, p. 52). The National Reading Panel (2000) reported that the important role of phonics to develop word knowledge.

Japanese EFL learners also need to be given phonics to decode and encode words. Allen-Tamai (2010, 2019) clearly stated that even young Japanese learners should develop phonological awareness and learn the alphabetic principle to decode and encode words. Allen-Tamai (2022) conducted a large-scale study in Japanese public elementary schools to examine the effectiveness of a program she developed. The program aimed to improve students’ phonological and phonemic awareness and provided explicit phonics instruction. Her study confirmed that the program was effective in developing sixth graders’ letter knowledge, phonological awareness, and vocabulary including word spelling and meaning. Therefore, the program fostered students’ autonomy to decode and write words, and these

literacy skills led them to the beginning of their vocabulary learning. Those autonomous literacy skills, not relying on just memorization, gave them a sense of achievement for decoding and writing words, which helped reduce their literacy anxiety.

Limitations and Suggestions for Future Research

This section presents the limitations of this study as well as suggestions for future research.

First, this research was conducted in one elementary and one junior high school. The results would have been more convincing if there had been more participants from different elementary schools and junior high schools. However, there were advantages of conducting research at an elementary and a junior high school in the same school district. Since students in A Elementary School also attended B Junior High School, the researcher could observe the same student groups in the sixth and seventh grades and interview some of them. In addition, the researcher obtained the students' cooperation and parents' permission because she had already built a good rapport with them. Moreover, the researcher could discuss the results of the studies by reflecting on class observations and interviews.

Second, the researcher had to consider the practicability of the research. The time the researcher could use to administer the questionnaires was limited to 15 minutes because this was done during the FL classes. Therefore, the number of items that could be included in the FLA questionnaires was limited, and the researcher had to consider this. Regarding the number of questions in the FLA questionnaire developed by the researcher (Imai, 2022a), the researcher estimated that fifth and sixth graders would likely be able to answer about 20 items measured

on a five-point Likert scale and a few open-ended questions in 15 minutes.

Third, the results of the quantitative study indicated no differences in literacy anxiety among fifth, sixth, and seventh graders. As for item development, it may be necessary to examine the items pertaining to literacy on the FLA questionnaire.

In the future, the researcher plans to research fifth, sixth, and seventh graders' FLE and its relationship with FLA. Dewaele and MacIntyre (2014, 2016) emphasized the importance of investigating how positive emotions affect learning a foreign language, moving their focus from anxiety to enjoyment with the growth of positive psychology. They highlighted the importance of exploring the relationship between students' FLA and FLE, which was not thoroughly explored in this study. Understanding this connection can assist teachers in figuring out if students' enjoyable experience can alleviate their anxiety or if reducing anxiety can make students' learning more enjoyable. In order to elucidate the relationship between fifth, sixth, and seventh graders' FLA and FLE, the researcher is currently developing an FLE questionnaire by adapting that of Dewaele and MacIntyre (2014) to the context of Japanese public elementary and junior high schools. To develop this new FLE questionnaire, the researcher is analyzing the students' responses obtained for the open-ended items included in the FLA questionnaires administered in this study. Using the FLE questionnaire currently being developed, further studies need to be conducted to investigate the relationship between Japanese young learners' FLA and FLE and whether they are independent emotions, as suggested by Dewaele and MacIntyre (2014), or if they function like a seesaw, where an increase in FLE leads to a decrease in FLA and vice versa.

In addition to her interest in investigating FLE, the researcher is studying about the way FL learners cope with their anxiety. For example, the researcher's previous qualitative study (Tamura, 2014) revealed that Japanese sixth graders felt FLE after coping with their anxiety during elementary school FL activity classes. The investigation in this dissertation research did not uncover how fifth, sixth, and seventh graders cope with their anxiety when confronted with anxiety-provoking situations. Nevertheless, the researcher had intended to explore the mechanisms of students' anxiety-coping in the current study. Especially, the researcher was interested in investigating how Japanese students cope with their anxiety during FL classes and know if the anxiety-coping leads to students' FLE. Unfortunately, due to insufficient data, it was not possible to construct a comprehensive understanding of the students' anxiety-coping mechanisms. The FLA questionnaire administered to sixth and seventh graders included only one open-ended item regarding anxiety-coping, making it difficult to obtain detailed responses. Additionally, during interviews with 11 students, the time constraints prevented in-depth exploration of their anxiety-coping strategies. Furthermore, the COVID-19 pandemic restricted the opportunity to interview more students and conduct additional class observations. In contrast, Tamura (2014), which focused on understanding the anxiety-coping process of sixth graders during FL activities, obtained comprehensive data through interviews with 43 students and numerous class observations. This allowed the researcher to gain valuable insights and construct a thorough understanding of the students' anxiety-coping mechanisms. Considering the limitations of the present research, further investigation and data collection are necessary to gain deeper insights into the anxiety-coping of students. Additional research will be needed

for a more comprehensive understanding of how fifth, sixth, and seventh graders cope with their anxiety during FL classes.

This dissertation study revealed that students had skill-based anxieties—speaking, literacy, and listening anxiety—regardless of their grade year. In junior high school, the new course of study (MEXT, 2018b) promotes the introduction of activities that integrate of the four skills: speaking, listening, reading, and writing. For example, students engage in activities where they read and listen to content, discuss it in groups or pairs, and then write about their thoughts. It would be intriguing to explore how students' anxiety changes after they experience the four-skill-integrative curricula to create instruments to measure integrated skills. Will they still have skill-based anxieties, or will their anxieties shift to become more related to these integrated activities? Further research on students' anxiety will be needed in response as teaching curricula and approaches evolve.

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Appendixes

Appendix A. Foreign Language Classroom Anxiety Scale (FLCAS)

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, 70(2), 125-132.

5-point Likert Scale (strongly agree / agree/ neither agree nor disagree / disagree / strongly disagree)

- (1) I never feel quite sure of myself when I am speaking in my foreign language class.
- (2) I don't worry about making mistakes in language class.
- (3) I tremble when I know that I'm going to be called on in language class.
- (4) It frightens me when I don't understand what the teacher is saying in foreign language.
- (5) It wouldn't bother me at all to take more foreign language classes.
- (6) During language class, I find myself thinking about things that have nothing to do with the course.
- (7) I keep thinking that the other students are better at language than I am.
- (8) I am usually at ease during my tests in my language class.
- (9) I start to panic when I have to speak without preparation in language class.
- (10) I worry about the consequences of failing my foreign language class
- (11) I don't understand why some people get so upset over foreign language class.
- (12) In language class, I can get so nervous I forget things I know.
- (13) It embarrasses me to volunteer answers in my language class.
- (14) I would not be nervous speaking the foreign language with native speakers.
- (15) I get upset when I don't understand what the teacher is correcting.
- (16) Even if I am well prepared for language class, I feel anxious about it
- (17) I often feel like not going to my language class.
- (18) I feel confident when I speak in foreign language class.
- (19) I am afraid that my language teacher is ready to correct every mistake I make.
- (20) I can feel my heart pounding when I'm going to be called on in language class.
- (21) The more I study for a language test, the more confused I get.
- (22) I don't feel pressure to prepare very well for language class.
- (23) I always feel that the other students speak the foreign language better than I do.
- (24) I feel very self-conscious about speaking the foreign language in front of other students.
- (25) Language class moves so quickly I worry about getting left behind.
- (26) I feel more tense and nervous in my language class than in my other classes.
- (27) I get nervous and confused when I am speaking in my language class.
- (28) When I'm on my way to language class, I feel very sure and relaxed.
- (29) I get nervous when I don't understand every word the language teacher says.
- (30) I feel overwhelmed by the number of rules you have to learn to speak a foreign language.
- (31) I am afraid that the other students will laugh at me when I speak the foreign language.
- (32) I would probably feel comfortable around native speakers of the foreign language.
- (33) I get nervous when the language teacher asks questions which I haven't prepared in advance.

Appendix B. The FLA Questionnaire for 5th Graders (March, 2022)

5年生 出席番号 () 男・女
 英語を学校の授業以外で学習していますか？(英語教室、塾、通信教育など) はい いいえ
 →はいと答えた人は、学校の授業以外でどこで勉強していますか？
 1. 英語教室 2. 塾 3. 通信教育 4. その他 ()
 →初めて英語を学校以外で習った年齢を教えてください。(才から)
 学校以外で英語を習っている合計年数 (年)

次は、英語の授業について感じていることについてのアンケートです。最も当てはまるものに一つ丸をつけてください。

1. 英語は好きだ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
2. 英語を学習することは楽しい。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
3. 英語は苦手だ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
4. 英語を話す時、皆に笑われないかと不安になる。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
5. 英語を話す時に間違うことについてどう思いますか	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
6. 先生に突然当てられて、英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
7. 1人でみんなの前で発表する時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
8. ALTと英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
9. 英語の先生と英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
10. 映像やCDの音声で理解できない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
11. 先生が英語で話していることを、完璧に理解できない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
12. アルファベットの太文字を声に出して読む時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う

13. アルファベットの <u>小文字</u> を 声に出して読む時、どう思 いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
14. <u>すでに習った英語の文</u> を 声に出して読む時、どう思 いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
15. アルファベットを <u>大文字</u> で書きとる時、どう思いま すか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
16. アルファベットを <u>小文字</u> で書きとる時、どう思いま すか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
17. モデルの文を参考にして 自分の言いたいことを書く 時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
18. 英語の時間に担任の先生が いないことについてどう思 いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う

自由記述

19. 英語の授業で不安に思った出来事を書いてください。
その時、どうして不安になったのかを書いてください。(具体的に)

20. 英語の授業で、楽しい・面白い・嬉しいと感じた出来事を書いてください。
その時、どうしてそのように感じたのかを書いてください。(具体的に)

Appendix C. The FLA Questionnaire for 6th Graders (July, 2021)

出席番号 () 男・女

英語を学校の授業以外で学習していますか？(英語教室、塾、通信教育など) はい いいえ

→はいと答えた人は、学校の授業以外でどこで勉強していますか？

1. 英語教室 2. 塾 3. 通信教育 4. その他 ()

→いつからそこで英語を勉強していますか。() 年生から)

次は、英語の授業について感じていることについてのアンケートです。最も当てはまるものに一つ丸をつけてください。

1. 英語は好きだ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
2. 英語を学習することは楽しい。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
3. 英語は苦手だ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
4. 英語を話す時、皆に笑われないかと不安になる。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
5. 英語を話す時に間違えることについてどう思いますか	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
6. 先生に突然当てられて、英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
7. 1人でみんなの前で発表する時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
8. ALTの先生と英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
9. 映像やCDの音声理解できない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
10. 先生が英語で話していることを、完璧に理解できない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
11. アルファベットの <u>大文字</u> を声に出して読む時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
12. アルファベットの <u>小文字</u> を声に出して読む時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う

13. <u>すでに習った英語の文を</u> 声に出して読む時、どう思 いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
14. <u>アルファベットを大文字</u> で書きとる時、どう思いま すか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
15. <u>アルファベットを小文字</u> で書きとる時、どう思いま すか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
16. <u>モデルの文を参考にして</u> 自分の言いたいことを書く 時、どう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う

自由記述

17. 英語の授業で不安に思った出来事を書いてください。
その時、どうして不安になったのかを書いてください。(具体的に)

18. 英語の授業で不安を感じた時、どのように不安を解消していますか。

19. 英語の授業で、楽しい・面白い・嬉しいと感じた出来事を書いてください。
その時、どうしてそのように感じたのかを書いてください。(具体的に)

Appendix D. The FLA Questionnaire for 6th Graders (March, 2022)

6年生 出席番号 () 男・女
 英語を学校の授業以外で学習していますか？(英語教室、塾、通信教育など) はい いいえ
 →はいと答えた人は、学校の授業以外でどこで勉強していますか？
 1. 英語教室 2. 塾 3. 通信教育 4. その他 ()
 →初めて英語を学校以外で習った年齢を教えてください。(才から)
 学校以外で英語を習っている合計年数 (年)

次は、英語の授業について感じていることについてのアンケートです。最も当てはまるものに一つ丸をつけてください。

1. 英語は好きだ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
2. 英語を学習することは楽しい。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
3. 英語は苦手だ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
4. 英語を話す時、皆に笑われないかと不安になる。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
5. 英語を話す時に間違ふことについてどう思いますか	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
6. 先生に突然当てられて、英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
7. 1人でみんなの前で発表する時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
8. ALTと英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
9. 英語の先生と英語で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
10. 映像やCDの音声を理解できない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
11. 先生が英語で話していることを、完璧に理解できない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
12. アルファベットの太文字を声に出して読む時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う

13. アルファベットの <u>小文字</u> を 声に出して読む時、どう思 いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
14. すでに習った英語の <u>文</u> を 声に出して読む時、どう思 いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
15. アルファベットを <u>大文字</u> で書きとる時、どう思いま すか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
16. アルファベットを <u>小文字</u> で書きとる時、どう思いま すか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
17. モデルの文を参考にして 自分の言いたいことを書く 時、どう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
18. 英語の時間に担任の先生が いないことについてどう思 いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
19. 中学校では専科の先生に英 語を学ぶが、それについて どう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
20. 中学校の英語についてどう 思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う

21 中学校の英語の授業について不安や期待することがあれば、書いてください。

ご協力ありがとうございました！ Thank you!

Appendix E. The FLA Questionnaire for 7th Graders (July, 2022)

中1

出席番号 () 男・女

★出身小学校に○してください 1. A小 2. B小 3. C小 4. その他の小学校

★今、英語を学校の授業以外で学習していますか？（英語教室、塾、通信教育など） はい いいえ

→はいの人：どこで勉強していますか？ 1. 英語教室 2. 塾 3. 通信教育 4. その他 ()

<次は、学校の英語の授業について感じていることについてのアンケートです。最も当てはまるのものに一つ丸をつけてください。>

1. 英語は好きだ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
2. 英語を学習することは楽しい。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
3. 英語は苦手だ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
4. 英語の授業以外に英語をよく勉強する方だ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
5. 英語を話す時、皆に笑われな いかと不安になる。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
6. 自分の間違いが指摘されるの ではないかと思ひ不安になる	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
7. 英語の文法や規則を理解して いるかどうか不安を感じる。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
8. 英語を話す時に間違ふこと についてどう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
9. 先生に突然当てられて、英語 で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
10. 1人でみんなの前で発表する 時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
11. ALTと英語で話す時、どう思 いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
12. 英語の先生と英語で話す時、 どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
13. 映像や CD の音声理解でき ない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
14. 先生が英語で話していること を、完璧に理解できない時ど う思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
15. すでに習った英語の文を声に 出して読む時、どう思います か。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う

16. アルファベットを <u>小文字</u> で書きとる時、どう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
17. 例文を参考にして自分の言いたいことを書く時、どう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
18. 例文以外で、自分の言いたいことを英語で書くときどう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
19. 単語のスペルを見て、声に出して読むことについてどう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
20. 単語のスペルを覚えて正確に書くことについてどう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
21. 決められた時間内に友達と英語で会話を続けることについてどう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
22. 英語のテストを受けることについてどう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う

自由記述

23. 中学校の英語の授業を受けて、小学校の英語の授業との違いを感じて心配や不安に思っていることがあれば具体的に教えてください。
24. その時、どのように不安を解消していますか。
25. 中学校の英語の授業で、楽しい・面白い・嬉しいと感じた出来事を書いてください。
その時、どうしてそのように(楽しい・面白い・嬉しい)と感じたのかを書いてください。(具体的に)

Appendix F. The FLA Questionnaire for 7th Graders (March, 2023)

中1 3月

出席番号 (番) 男・女

★出身小学校に○してください 1. A小 2. B小 3. C小 4. その他の小学校

★今、英語を学校の授業以外で学習していますか？(英語教室、塾、通信教育など) はい いいえ

→はいの人：どこで勉強していますか？ 1. 英語教室 2. 塾 3. 通信教育 4. その他 ()

<次は、学校の英語の授業について感じていることについてのアンケートです。最も当てはまるもの一つ丸をつけてください。>

1. 英語は好きだ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
2. 英語を学習することは楽しい。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
3. 英語は苦手だ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
4. 英語の授業以外に英語をよく勉強する方だ。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
5. 英語を話す時、皆に笑われな いかと不安になる。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
6. 自分の間違いが指摘されるの ではないかと思ひ不安になる	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
7. 英語の文法や規則を理解して いるかどうか不安を感じる。	全くそう 思わない	あまりそう 思わない	どちらとも いえない	やや そう思う	とても そう思う
8. 英語を話す時に間違ふことに ついてどう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
9. 先生に突然当てられて、英語 で話す時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
10. 1人でみんなの前で発表する 時、どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
11. ALTと英語で話す時、どう思 いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
12. 英語の先生と英語で話す時、 どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
13. 映像や CD の音声を理解でき ない時どう思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
14. 先生が英語で話していること を、完璧に理解できない時ど う思いますか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う
15. すでに習った英語の文を声に 出して読む時、どう思いま すか。	全く不安に 思わない	あまり不安 に思わない	どちらとも いえない	やや不安 に思う	とても 不安に思う

16. アルファベットを小文字で書 ぎとる時、どう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
17. 例文を参考にして自分の言い たいことを書く時、どう思 いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
18. 例文以外で、自分の言いたい ことを英語で書くときどう思 いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
19. 単語のスペルを見て、声に出 して読むことについてどう思 いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
20. 単語のスペルを覚えて正確に 書くことについてどう思いま すか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
21. 決められた時間内に友達と英 語で会話を続けることにつ いてどう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う
22. 英語のテストを受けること についてどう思いますか。	全く不安に 思わない	—	あまり不安 に思わない	—	どちらとも いえない	—	やや不安 に思う	—	とても 不安に思う

自由記述

23. 中学校の英語の授業で、不安に思っていることや不安に思った出来事を具体的に教えてください。
不安に感じた理由を書いてください。(具体的に)
24. その時、どのように不安を解消していますか。
25. 中学校の英語の授業で、楽しい・面白い・嬉しいと感じた出来事を書いてください。
その時、どうしてそのように(楽しい・面白い・嬉しい)と感じたのかを書いてください。(具体的に)

Appendix G. The Consent form for Participating in the Study (A Elementary School)

研究参加の同意書

研究課題 「外国語科」の授業における小学校5,6年生児童の不安の研究」

この研究に関する以下の説明をご一読下さい。ご一読の上、研究内容についてご理解くださり、研究にご協力いただける場合は、参加同意書に署名をお願い申し上げます。

研究者 青山学院大学文学研究科博士後期課程2年 今井朋子
 Mail: XXXXXXXXXXXXXXXXXXXXXXXX
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 研究指導 青山学院大学文学部英米文学科教授 アレン玉井光江
 〒 150-8366 東京都渋谷区渋谷4-4-25

研究目的:

この研究は、「外国語科」の授業に対して、5,6年生児童が感じていること、特に授業中に感じている不安について調べるものです。

手順:

6年生の2クラスで、授業観察、児童、教員へのインタビューを行います。また、5年生、6年生の全クラスで英語の授業について感じていることについてのアンケートを実施します。(5年生は年に1回、6年生は年に2回予定を予定しています。)アンケートは、研究者が2クラスを訪れて、アンケート用紙を児童に配布し、児童がアンケートの項目を理解できるように、研究者が一項目ずつ読み上げ、児童はその場で当てはまる回答に○をつけます。授業観察は、英語専科教員と児童の授業中のやりとりを観察し、後方からビデオ録画をさせていただきます。(児童の顔はなるべく映らないように配慮いたします。)さらに児童のインタビュー(研究者が選んだ児童)と5,6年生の外国語科に関わる教員にインタビューを行います。インタビューは録音し、その後分析のために逐語録を作成します。

時間:

アンケートは、1クラスにかかる時間は15分程度です。児童のインタビューにかかる時間は、児童1名につき15分程度です。教員のインタビューにかかる時間は1名につき1時間程度です。日程につきましては、貴校とご担当の先生のご都合に合わせてみます。

参加の利点:本研究にご参加下さる利点として

1. 5,6年生児童の英語の授業についての不安を知ることができます。
2. 「外国語科」の授業中に不安を感じている児童のサポートを円滑に行うヒントを得ることができます。

辞退:

参加者は、いつでもこの同意書を撤回し、参加を中止する権利があります。理由に関わらず、質問への回答や、研究への参加を取り消すことができます。

秘密厳守:

参加者からいただくデータのプライバシーを厳守します。調査結果は研究者と研究者の指導教官により分析されます。このデータを公表することにおいて、個人が特定されることはないことをお約束します。

研究結果は学術的な目的以外で使用されることはありません。

質問:

この研究に関してご質問があれば、同意書に署名する前に前述の研究者にお問い合わせください。

承認:

私はこの研究に関しての説明を読むか、または口頭で説明を受けました。この研究に参加するかどうかは自主的な選択によることも理解しました。本校は、この研究に参加します。いつでも辞退することも承知しています。尚、同意書のコピー一部を受け取りました。

参加学校名 _____ 校長名 _____ 日付 _____

連絡先 (Email) _____

Appendix H. The Letter to the Parents (A Elementary School)

令和3年5月

A 小学校5、6年生保護者の皆様へ

青山学院大学大学院文学研究科
博士後期課程
今井 朋子

小学校5、6年生の外国語(英語)の授業における 児童の関心・意欲や不安等実態把握のための調査研究について

青山学院大学大学院の今井と申します。このたび、A 小学校及び〇〇市教育委員会のご了承をいただき、5、6年生を対象に、標題の調査を実施させていただくことになりました。

本研究は、教科となった「外国語科」の授業における児童の関心・意欲や不安等について調査することで、外国語(英語)の授業に臨む児童への適切なサポートの方法を見出すとともに、中学校での英語学習への手立てを探る目的で行われます。

調査の方法は、以下を予定しております。

- ① 児童に対する1回～2回のアンケートの実施
- ② 英語の授業の見学とビデオ撮影
- ③ 一部の児童に対する15分程度のインタビュー

※ ビデオは、個人情報を十分に配慮した上で後方から撮影いたします。インタビューは、文字起こしのため録音いたします。

調査の結果は、研究者(今井朋子)の責任の下、学会、研究会での発表、博士論文、投稿論文などの学術的目的にのみに使用いたします。研究に参加いただいた方々のプライバシーを厳守し、学校名、個人(児童、教員)が特定されないことをお約束いたします。

ビデオ撮影やインタビューにご協力いただくにあたり、特に配慮を要する場合には、担任の先生までお知らせくださいますようお願いいたします。保護者の皆様のご理解とご協力に感謝いたします。

どうぞよろしく願いいたします。

Appendix I. The Consent form for Participating in the Study (B Junior High School)

研究参加の同意書

研究課題「英語の授業における中学校1年生生徒の不安の研究」

この研究に関する以下の説明をご一読下さい。ご一読の上、研究内容についてご理解くださり、研究にご協力いただける場合は、参加同意書に署名をお願い申し上げます。

研究者 青山学院大学文学研究科博士後期課程3年 今井朋子
Mail: XXXXXXXXXXXXX
住所: 〒XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
研究指導 青山学院大学文学部英米文学科教授 アレン玉井光江
〒150-8366 東京都渋谷区渋谷4-4-25

研究目的:

この研究は、英語の授業に対して、中学校1年生の生徒が感じていること、特に授業中に感じている不安とその不安の対処方法、また、英語の授業中に楽しいと感じていることについて調べるものです。

手順:

1年生の英語の授業の観察、生徒のインタビューを行います。また、1年生全クラスで英語の授業について感じていることについてのアンケートを実施します。(年に2回 7月及び12月もしくは1月を予定しています。)アンケートは、研究者がアンケート用紙を生徒に配布し、生徒がアンケートの項目を理解できるように、研究者が1項目ずつ読み上げ、生徒はその場で当てはまる回答に○をつけます。授業観察は、教員と生徒の授業中のやりとりを観察し、後方からビデオ録画をさせていただきます。(生徒の顔はなるべく映らないように配慮いたします。)さらに生徒のインタビュー(研究者が令和3年度にA小学校でインタビューを行った12名)にインタビューを行います。インタビューは録音し、その後分析のために逐語録を作成します。

時間:

アンケートは、1クラスにかかる時間は15分程度です。生徒のインタビューにかかる時間は、生徒1名につき15分～20分程度です。日程につきましては、貴校とご担当の先生のご都合に合わせてます。

参加の利点:本研究にご参加下さる利点として

1. 中学校1年の英語の授業についての生徒が不安や楽しいと感じていることを知ることができます。
2. 英語の授業中に不安を感じている生徒のサポートを円滑に行うヒントを得ることができます。

辞退:

参加者は、いつでもこの同意書を撤回し、参加を中止する権利があります。理由に関わらず、質問への回答や、研究への参加を取り消すことができます。

秘密厳守:

参加者からいただくデータのプライバシーを厳守します。調査結果は研究者と研究者の指導教官により分析されます。このデータを公表することにおいて、個人が特定されることはありません。研究結果は学術的な目的以外で使用されることはありません。

質問:

この研究に関してご質問があれば、同意書に署名する前に前述の研究者にお問い合わせください。

承認:

私はこの研究に関しての説明を読むか、または口頭で説明を受けました。この研究に参加するかどうかは自主的な選択によることも理解しました。本校は、この研究に参加します。いつでも辞退できることも承知しています。尚、同意書のコピー一部を受け取りました。

参加学校名 _____ 校長名 _____ 日付 _____

連絡先 (Email) _____

Appendix J. The Letter to the Parents (B Junior High School)

令和4年6月

B 中学校1年生保護者の皆様へ

青山学院大学大学院文学研究科
博士後期課程
今井 朋子

中学校1年生の外国語(英語)の授業における 生徒の関心・意欲や不安等実態把握のための調査研究について

青山学院大学大学院の今井と申します。このたび、B 中学校及び〇〇市教育委員会のご了承をいただき、1年生を対象に、1年間標題の調査を実施させていただくことになりました。

本研究は、英語の授業における生徒の関心・意欲や不安等について調査することで、英語の授業に臨む生徒への適切なサポートの方法を見出すとともに、中学校での英語学習の手立てを探る目的で行われます。

調査の方法は、以下を予定しております。

- ① 生徒に対する2回程度のアンケートの実施
- ② 英語の授業の見学とビデオ撮影
- ③ 一部の生徒に対する15分程度のインタビュー

※ ビデオは、個人情報をも十分に配慮した上で後方から撮影いたします。インタビューは、文字起こしのため録音いたします。

調査の結果は、研究者(今井朋子)の責任の下、学会、研究会での発表、博士論文、投稿論文などの学術的目的にのみ使用いたします。研究に参加いただいた方々のプライバシーを厳守し、学校名、個人(生徒、教員)が特定されないことをお約束いたします。

ビデオ撮影やインタビューにご協力いただくにあたり、特に配慮を要する場合には、担任の先生までお知らせくださいますようお願いいたします。保護者の皆様のご理解とご協力に感謝いたします。

どうぞよろしくお願ひいたします。

Appendix K. List of 6th Graders' Open-ended Responses in Japanese in Chapter Four

Speaking Anxiety

- S34: 一人で発表して、友達にとってもらう時
 S41: 1人で前にでて発表の時
 S58: 発表するとき
 S65: まえで発表するとき
 S74: 一人で前に出て発表した
 S77: みんなの前で発表するとき、心配になった
 S92: 英語をみんなの前ではなすとき
 S93: みんなの前で発表するとき
 S123: 前で発表するとき
 S30: 英語でだれかと話すときに不安になります。
 S68: なんにんかと話して、書くやつ
 S50: 5年生の時、英語がものすごく上手な子ととなりになってとなりの子としゃべる時不安になった。
 S112: 自分の言ったことが先生や友達に伝わらなかったとき
 S23: みんなの前で、話している時に、単語が、分からなくなったとき。
 S44: なんて言えばいいかわからない時
 S46: 英語で日にちなどをいってと言われたとき
 S25: 「この英語を言ってください」と言われて、その英語を忘れたとき
 S62: 英語で自己紹介する時、間違った英語を使っていないか、少し不安になった。

Literacy Anxiety

- S35: エムとエヌの見分けができない
 S28: 自分がアルファベットをまともに書けないまま、ただただ授業だけが進んでいってしまった。
 S38: スペルが覚えられない。ま、少しずつ覚えられればいいと思う。
 S103: 自分が知らない英語の書き方を聞いて、どうやっていうのかわかんなかった。
 S72: 声に出して読む時
 S86: 英語が読めなかった。
 S89: 文章の発音
 S107: 英語のスピーチのげんこうを書いていた時
 S42: 文章を書くとき

Listening Anxiety

- S63: 先生に英語をパッと言われたとき理解が出来ずとても不安になった
 S113: CDを日本語に先生が訳してくれなかった
 S105: みんな聞き取れていることを聞き取れなかった

Anxiety About Being Called On by the Teacher

- S8: とつぜん当てられたとき
 S16: とつぜん当てられたとき
 S117: 先生に急に当てられた時
 S33: 先生に突然当てられたこと
 S37: 先生に当てられる時
 S70: 突然当てられた時
 S:74: 先生に突然当てられたとき
 S:91: 急に当てられた時
 S117: 先生に急に当てられた時
 S21: 急に、「〇〇さん！！これは？」と当てられたときの「言えない、知らない、よくわからない、自分だけこんな…」という出来事

Anxiety About Not Understanding

- S1: 6年生の最初の授業の時に、〇〇先生（JTEA）が話している事がわからなかったこと
 S65: 友達が分かってる英語の文を自分がわからない時
 S87: 周りの人はできているのに自分はできない時。

Anxiety About Evaluation

- S59: 5年生のテストの時に分からない問題があったこと
 S76: 5年の時のテストで中々かけなかった
 S100: 成績が上がるだろうか。
 S14: 文を書いて、まちがいがばっかりで自分だけ成績低かったらなっていたらと思った時。

Anxiety About Paying Constant Attention

- S4: 英語の授業でねむくて先生の話をよく聞けなかった事
 S12: ぼーっとしていて、ききのがした時
 S54: ぼーとしてたら当てられた

Anxiety About Making Mistakes

- S27: 簡単な問題でまちがえたとき
 S62: 英語で自己紹介する時、間違った英語を使っていないか、少し不安になった。
 S97: まちがえたときどうしようと不安になった

Anxiety About Not Being Able to Enjoy Classes

- S45:あまり授業が楽しくできない

Grammar Anxiety

- S56:新しくやる文法を読む時

Appendix L. List of 7th Graders' Open-ended Responses in Japanese in Chapter Four

Speaking Anxiety

- S55: 先生の1対1で会話する時ちょっと不安
 S10: 先生と1対1で話す時が英語が苦手だから、あまり自分から話すことができないからそこが心配です。
 S114: 話すことが多くなったな（英語の会話）と思う
 S162: コミュニケーションをとる量が多い。立ち歩くことが多い（ゲームの時）
 S74: 小学校と違うのは、中学校はとてども喋ることが多くなりました。だから言い方を正しく言えるなどが不安。
 S76: 友達と英語で話すのが苦手です。
 S111: 文法を覚えて自分で考えて英語で話すことが上手くできない。

Literacy Anxiety

- S145: 単語を話す→書く、覚えるに変わった
 S35: たくさんのスペルを覚えなければならないこと。
 S107: ちゃんとスペルが理解できてないと、差がついてしまいそうでこわい。
 S119: 単語やスペルを知らないと、授業についていけなくなる。
 S41: 単語を正確に書く時。あまりやったことがないから
 S98: スペルをかくのが多くなり、頭が少し混乱する。
 S92: 文を書くことが多くなってスペルが合っているか不安
 S138: 英文を多く書くようになってわからないことが増えた。
 S23: 英語を見て書くことはできるけど、読めない。「なんでこうなるのと」うことがある。
 S151: 実践するということが多いので、英文を読んだりするときとかが、一番不安を感じます。（あまり英文を読んだりしなかったのが苦手なので特に不安を感じます。）

Listening Anxiety

- S141: リスニングなど、聞いた事のない文や単語が出てきた時分からなくて少し不安に思う。
 S87: 専門の普段使わないような単語が出てくるリスニングです
 S15: 全ての会話が英語でたまに理解できないことがある。
 S108: リスニングが苦手なたまにわからなくなってしまう。

Anxiety About a More Advanced Class

- S121: 急に難しくなって、授業においていかれないか心配
 S155: 思ったよりも難しかった。
 S170: 小学校に比べると、めっちゃ難しくなったから、結構不安です
 S86: 単語のスペルや発音がむずかしくなっている
 S93: 文法や単語が小学校と比べて難しい。

- S122: たぶん時間数が変わってはいないのですが、多く感じて、やや困惑しています。
- S51: 小学校の授業は遊びのような感じだったが、中学校は本格的に始まったので、不安に感じている。
- S102: 小学校の時は、最初にやることが決まっていたけど中学校は、いきなり本になるから授業が進だから、復習をあまりしない。

Anxiety About Memorizing Sentences and Words (Other than Spelling)

- S12: 単語の量が増え、覚えられるか不安
- S45: 単語や使う文が多いので、覚えきれるか不安に思う。
- S49: 覚える文や単語の量が増えること
- S96: 単語などの覚えることが増えた。
- S17: スピード感と習う単語の数の差が違いが大きくてそこが不安
- S68: なんか、たんごをめっちゃ覚えている前提できつい。小学校は、単語をおぼえた方がいいと思う。
- S142: 中学校は小学校と違い単語をたくさん覚えなければ、いけないから正確にたくさん覚えられるか不安がある。
- S81: 単語が覚えられない
- S161: 小学校では、ずっとリスニングテストだったんですけど、中学校では単語や文を覚えたりして、テストをしなきゃダメなので、不安です。テストが終わった後も覚えられているかも不安です。

Anxiety About Catching Up in Classes

- S7: 小学校で学んだ単語ができている前提で授業を受けているのでついていけるか不安
- S121: 急に難しくなって、授業においていられないか心配
- S170: まったく勉強していないから、ついていけるか少し心配。
- S97: ペースが早いから、分からなくなってしまうのではないか
- S115: 進みが早いから、あってるかどうかわからない
- S119: Unit ごとの進みが早く、自主学習では追いつかない。

Test Anxiety

- S88: 小学校は、英語のテストというものがなく、どうすればいいのかたまに不安になる。
- S155: テストが多かった。
- S120: 会話テストがあったこと。(先生と1対1で話すのに緊張した)
- S160: 小学校の時なかった会話テスト
- S161: 小学校では、ずっとリスニングテストだったんですけど、中学校では単語や文を覚えたりして、テストをしなきゃダメなので、不安です。テストが終わった後も覚えられているかも不安です。
- S117: テストがあって単語などを覚えられないからそこが不安
- S136: テストがある事、スペルなどを覚えなければいけない事

S43: リスニングテストが小学生の時より難しくなった気がした

S79: リスニングテストで分かる問題でも、早口で発音よく言われるとわかんなくなる。

Grammar Anxiety

S93: 文法や単語が小学校と比べて難しい。

S25: 文法が難しくなったこと、前は一回習った文法をくりかえしやるみたいな感じだったけど、新しい文法を毎回の授業で覚えられるようになり、少し不安。

S105: 文法について、学ぶのが多くなって、覚えるのが大変と言うこと。

S143: 動詞や名詞がよく分からない。

S4: 動詞や Be 動詞、名詞などの関係の組み合わせについて

Anxiety About Feeling Isolation

S89: 分からない問題があった時に、自分だけ分からなかったらと想像してしまい、不安になることがある。

S127: となりの人とやることが少ないから、印象に残りずらく覚えにくい。

S173: ワークがあって、自分だけで解くので分からないところがある。

Anxiety About Summarizing the Content of the Lesson in the Notebook

S84: ノートを自分でまとめること

S14: ノートを書いているのでノートについて心配

Anxiety About Making Mistakes

S110: 間違った時に不安になったり恥ずかしくなる。

Appendix M. The Interview Questions for 6th graders

「外国語」（英語）の授業についての小学校6年生へインタビュー

今井 朋子

インタビュー時間：1人10分程度

インタビューは、下記の英語の授業についての次の内容を網羅する形で行います。インタビュー中、生徒のお話しを受けて項目の順番を入れ替えて聞いたり、割愛したりします。各項目で話を発展させて聞くこともあります。

1. 何年、何組、出席番号とお名前を教えてください。
2. 学校以外で英語を習っていますか。どんなところで何年くらい。そこではどんなことを習っていますか。
3. 英語は好きですか。どんなところが好きですか（嫌いですか）
4. 小学校の英語の授業は楽しいですか。楽しいと思う時はどんな時ですか。
5. 英語の授業中に不安に思う（心配になる）ことはありますか。それはどんな時ですか。
6. 英語の授業で不安になった時はどうやって解決していますか。（返答に困った時：お友達や先生の力が助け繋がったことはありますか。それとも自分で解決していますか。）
7. （6の回答を受けて）それで不安が解決した（うまく行った）ことはありますか。その時のことを教えてください。その時どんな気持ちでしたか。
8. 英語の時間に難しいと思うことはありますか。どんなところが難しいと思いますか。そういうときは、どういう気持ちになりますか。難しいと感じた時は、どういうふうに乗切っていますか。

時間があれば：

- ① 英語を使ったコミュニケーションへの意欲について
- ② 将来英語を使おうと思う意欲について

Appendix N. The Interview Questions for 7th Graders

「外国語」（英語）の授業についての中学校 1 年生へインタビュー

今井 朋子

インタビュー時間：1 人 10 分程度

インタビューは、下記の英語の授業についての次の内容を網羅する形で行います。インタビュー中、生徒のお話しを受けて項目の順番を入れ替えて聞いたり、割愛したりします。各項目で話を発展させて聞くこともあります。

1. 何年、何組、出席番号とお名前を教えてください。
2. 学校以外で英語を習っていますか。どんなところで何年くらい。そこではどんなことを習っていますか。

<英語の授業について>

3. 英語は好きですか。どんなところが好きですか（嫌いですか）
4. 英語の授業の予習と復習はしますか？（する場合、どのくらいの時間をかけているか？）
5. 他の教科に比べて、英語はどのくらい勉強していますか？
6. お家の人と英語の授業の話をしたりしますか？どんな話をしますか？
7. 中学校の英語の授業は楽しいですか。楽しいと思う時はどんな時ですか。
8. 中学校の英語の授業中に不安に思う（心配になる）ことはありますか。それはどんな時ですか。
9. 中学校の英語の授業で不安になった時はどうやって解決していますか。（返答に困った時：お友達や先生の力が助け繋がったことはありますか。それとも自分で解決していますか。）
（頑張って解決しようとしているかもしくは諦めてしまっているのかをみていく）
10. 小学校の英語（外国語）の授業と中学校での英語の授業では、どんなところが、難しくなっていると感じますか。そこに不安は感じますか。（アンケートを行った後でインタビューを行った人にはアンケートの自由記述 30 番を踏まえて具体的に話してもらおう。）

時間があれば：

将来英語を使ってみたいですか？

教室外で英語を使ってコミュニケーションしたいですか？

Appendix O. The Interviewees' Profile

Interviewees' Profile

Student	Class	Gender	English Learning Experiences outside the Classroom	Average Score of FLA Items (Item No. 3 to 16) in July, 2021 (6th grade)	The Level of FLA in July, 2021 (6th grade)
I1	1	M	no	1.21	low
I2	1	F	no	3.79	high
I3	1	M	yes	1.29	low
I4	1	M	no	1.54	low
I5	1	F	yes	4.21	high
I6	1	F	yes	3.71	high
I7	4	F	no	2.36	middle
I8	4	F	no	4.21	high
I9	4	F	yes	1.57	low
I10	4	F	yes	4.14	high
I11	4	M	yes	2.64	middle

Average scores of FLA Items under 2.00 considered as low-level anxiety, over 2.00 to 3.50 considered as middle-level anxiety and over 3.50 or more considered as high-level anxiety.

Appendix P. Excerpts from 6th Graders' Interviews in Chapter Four

Literacy Anxiety

I8: なんか、長文というか、何ていうんだろう。

R: 教科書の？

I8: 教科書読めない。

R: 例えば、どういうかんじのどこ？例えば最近のところ

I8: こういうとこ

R: ああ、こういう長い文章？82 ページのこの、Go straight, Turn right at the first corner. とか長いのか？

I8: よくわかんなくなっちゃって。

R: なるほどね。じゃあ短いのは？こういうの？(中略)

I8: 読み方がわかればわかる。でも長いと結構わかんなくなっちゃって

I7:...急に長い言葉になったりするとわからなくなっちゃって、

R: 文になったりとか？

I7: そう。文になったりとか、わかんなくなっちゃって、えーって感じになる。

R: 文になると、どういうところ？

I7: なんか、だんだん、単語だったらいいんですけど、I want 何々、何々何々何々と文章がだんだん長くなっていくと、これは、えーって感じになる。なんか、ほんとに自分の読んでるのが合っているのかって、あってるのかあってないのか、どうだろうかってずっと思ってた、

R: ああ、じゃあ読んだりするのが、ちょっと

I7:不安な感じ。

R: 授業中に不安に思ったりとかそういう時ありますか？

I5:たまに文を書く時とか、これであってるのかなと。思う時はある。

Listening Anxiety

R: 授業中に英語の授業中に、心配だとか不安に思った時はありますか？

I9: 最初のハローから初めて、なんか先生の出来事みたいの言ってくれる時に、ちょっとわかんないとかあるんですけど、でもその後に、言ってくれるので、日本語で。

R: 先生が日本語で。

I9: 言った後に、難しい言葉とかあったら、そういう感じで説明してくれるので、まあ、分かるっちゃ分かるかなと

Anxiety About Being Called On by the Teacher

R: 心配になったりとかある？

I11: あ、急に当てられた。心配になる。

R: なる？そっか。どうして？

I11: どういうことを当てられるか。

R: あ、どういうふうになんか？何を当てられるかってこと？じゃあ、〇〇先生（JTEA）が急に当てました。心配になりました。

（中略）

I11: 授業全部が

R: そんな感じ？授業全部っていうのは、英語だけではなくて、ってこと？

I11: そう

R: そうなんだ。じゃあ他の科目も？

I11: はい。

R: そうなんだ。元々あてられるのがあまり好きじゃない？

Grammar Anxiety

R: 他にも心配な場面とかありますか？

I9: ああ、自分でやろうとしても、文章の順番がわかんなくなっちゃった時とか、

R: ああ、なるほど

I9: あの、組み合わせがわかんなかったときぐらいですかね。

（中略）

R: ...話したりするっていうので心配になったりとかある？

I9: あ、でもたまに黒板を見ないと文章の順番がわからなくなる。

R: ああ、そうね！文章の順番なんだ。

I9: そう。なんか。

R: なるほどね。じゃあ、黒板に書いてくれているというのは助かっている感じ？

I9: はい。

Appendix Q. Excerpts from 7th Graders' Interviews in Chapter Four

Speaking Anxiety

I1: やっぱもう。〇〇先生 (JTE A) の場合は、ゲームとかが多かったけど、今となると単語とかがいっぱい書くし、あと、一対一で話すっていうのがなかったから、それでちょっと。

R: そういう時はどういう感じなの？

I1: 一対一で話す？ やっぱ緊張するし、話したいことばもやっぱ頭真っ白になっちゃうから、まあそういう面でちょっとどうしようかなっていうので、小学校の時は、一対一というよりもみんなで作るって感じだったけどそういうのを初めてやるって感じだったから、ちょっと、

R: 先生と一対一で話すってこと？

I1: はい。

I8: (会話を)続けるのがすごい苦手で。

Literacy Anxiety

I7: 単語というか、本当になんかこれはなんて書くんだろうとか、なんて言うんだろうっていうのがその時々わからなかったりする。

I10: (6年生の英語の授業で、)英語が読めるようになってればよかったなって思います。

R: それは単語？

I10: 単語です。書けないし。

R: じゃあI10さんの悩みは単語なんだ。

I10: はい。

R: そっかそっかなるほどね。これから英語が課題だから、単語勉強して英語が楽しくなってくるといいね。

I10: 単語ものによったらちよこちよこ読めるんですけど、でもなんか、よくわかんないのが出て来ちゃうとやめます。

Anxiety About Catching Up in Classes

R: ああ、なるほど。なるほどね。そっかそっか。そしたら、英語の授業にちょっと心配だなと思うことある？

I10: めっちゃあります。

R: そういうの聞かせてください。

I10: 心配なことは、進みがめちゃくちゃはやくて、で、あのその日にやったことを次の日にやろうとすると、次の日ちよっともう違う段階のことやってて、前の日の

ことよく覚えてないんですよ。はい。その日にやったらいいと思うんですけど、いろいろなことでできないことがおおくて。

T: 忙しいから？

I10: はい。

Test Anxiety

I1: リスニングテストで、発音とか先生いいから、たまに、あれ、なんて言ってるんだ？とかそういうので。ちょっと不安には。

R: 音声ながれてくるやつ？

I10: はい、そういうので、なんかわかんないなど。

R: 会話をつづ

I8: 続けるのがすごい苦手で、

R: 苦手なんだそっかそっか。こないだのテストどうなったの？先生と90秒。あれはどうだったの？

I8: 全然ダメで、先生が質問して私が答えるみたいになっちゃって、テストの意味が...

R: あ、そっか。本当は質問しなきゃいけないんだけど、先生が質問する感じになっちゃった。

I8: なっちゃいました。

R: じゃあ、自分が主導でしゃべんなきゃいけない時に、ちょっと不安になる？

I8: なります。

Grammar Anxiety

I5: 動詞とかあまり出てこなかったから、動詞っていう言葉？あんまり出てこなかったから。小学生の時、なんだろ...すごい、これでいいのかなってなったりする。

R: これでもいいのかなって？

I5: うん

R: なるほど、文法の用語みたいなのをを使って説明とかしてなかったからということかな？

I5: はい

R: それが、急にそういうことを言い出してって感じかな？

I5: はい。

Anxiety About Feeling Isolation

R: 英語の授業で、不安とか心配になったりとかありますか。

I1: たまーにわかんないところが出てきて、そこで、自分1人だけわからないままだと、ちょっと不安には思いますね

Anxiety About Summarizing the Content of the Lesson in the Notebook

R:そっかそっか。英語の授業で、小学校となんか違うなって、心配になっちゃったりとかありますか？

I7:なんか特にないんですけど、なんか、ノートの使い方というか。小学校のときはノートはなくて、プリントみたいで、ちゃんと自分が見れるようにした方がいいんでなんかノートは。だから、もしスペルとが間違ってたら、勉強してもああってなっちゃう

R:ノートをきちんと書いてないと

I7:ああ、なんかやばい気がするって。だから、教科書に載っていることとかをしっかりと書くっていうのが大事なのかなって。単語があって、その意味を調べたりとか、ちゃんと毎回復習した方がいいのかなって、自分では思ってます

Anxiety About Making Mistakes

R:他にもちょっと心配だなと思うことありますか？

I8: やっぱり、間違えたり。友達からは、間違っていないから自信持っていった方がいいよって言われるんですけど、やっぱり不安になって、言えなくなっちゃいます。

R: 不安になるってなんで不安になるんだろうね。

I8: なんか、うーん。間違えるのが怖い

R: ああ、間違えるのがね。間違えちゃったらどうしようって気持ちになる

I8: はい。