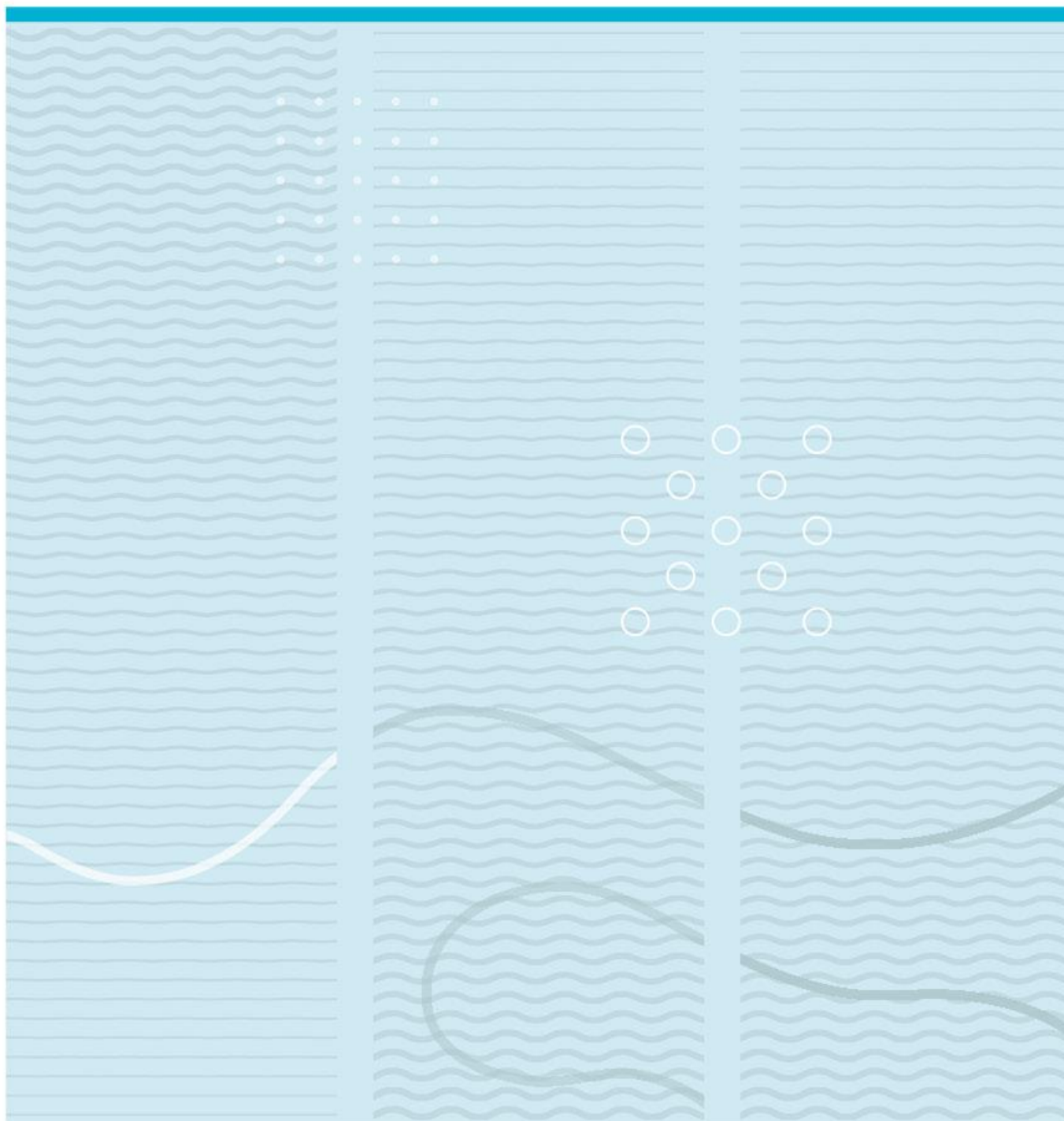Iselin Kallevik Stubberød

Oral participation in the EFL classroom

A study on teachers' methods for increasing students' oral participation in the EFL classroom

This thesis is worth 30 study points

Acknowledgements

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Iselin Kallevik Stubberød

Abstract

This study examines English teachers' methods for increasing their students' oral participation in an English as a foreign language classroom. Oral participation can be seen as an important factor for developing oral skills, a general interest in the lesson, and motivation for learning the target language. It is, therefore, important that teachers know how to work with enhancing their students' oral participation. The data material is collected through a qualitative method consisting of two semi-structured interviews and two non-participant observations with English teachers who work in Norwegian lower-secondary schools. Findings from the teacher interviews show that students' oral participation is a challenging topic for teachers. They report of contradicting attitudes regarding what they think they should do, and what they do in the classroom. The teachers do, however, describe and show various methods they use to increase participation, such as using Norwegian for scaffolding and ensuring all students understand what is said during the lessons, selecting topics the students find motivating, and using group work.

Sammendrag

Denne studien undersøker Engelsk læreres metoder for å øke elevenes muntlige deltakelse i et klasserom hvor engelsk er et fremmedspråk. Muntlig deltakelse kan sees på som en viktig faktor for å utvikle muntlige ferdigheter and en generell interesse og motivasjon for engelsktimene og språket. Det er derfor viktig at lærere vet hvordan de skal arbeide for å øke elevenes muntlige deltakelse. Data materialet er hentet gjennom en kvalitativ metode bestående av to semi-strukturerte intervjuer og to ikke-deltakende observasjoner med Engelsk lærere som arbeider på ungdomsskoler i Norge. Funnene fra intervjuene med lærerne viser at elevenes muntlige deltakelse er et utfordrende tema for lærere. De rapporterer om motstridende holdninger angående hva de tror det er meningen at de skal gjøre, og hva de gjør i klasserommet. Lærerne beskriver og viser, derimot, ulike metoder de bruker for å øke den muntlige deltakelsen, slik som å bruke norsk under «scaffolding» and for å sikre at alle elever forstår hva som blir sagt under timene, inkludere emner elevene syns er motiverende, og å bruke gruppearbeid.

Table of contents

List of tables

Abbreviations

EFL:	English as a foreign language
ESL:	English as a second language
LK20:	The Norwegian curriculum of 2020
Nesh:	The National Committee for Research Ethics in the Social Sciences and Humanities
NSD:	Norwegian Centre for Research Data
WTC:	Willingness to communicate
WWII:	The Second World War

1 Introduction

This master thesis is a qualitative study of two English teachers' methods to increase students' oral participation in the English classroom. In Norwegian schools, students are taught English as their first foreign language from the first grade to upper secondary school (Krulatz et al., 2018, pp. 78 & 92). A foreign language is described by Krulatz et al. (2018) as a language which is learned after early childhood and in an area where that language is not used (p. 31). English as a foreign language is typically learned after the child's early childhood, at schools, where the official language of the country would normally be used.

English in Norwegian schools can be considered to be between English as a foreign language and English as a second language (henceforth ESL). ESL is defined as learning English after early childhood, that is after having acquired a first language (Krulatz et al., 2018, p. 31). However, in areas where English is the second language, such as Canada, the English languages has a higher status compared to Norway, as it is an official language as well. English does not have an official status in Norway, so it is strictly speaking not an official language. However, English is very important and present for the students compared to other languages which are taught as foreign languages in school, such as French and Spanish. This means that the students might be surrounded by English daily, hearing it on the television, reading it in articles, or on social media (Krulatz et al., 2018, p. 27). Therefore, EFL does not mean that English is literally foreign to the students, but the term has been chosen to refer to English taught at schools in Norway. This is supported by Krulatz et al. (2018) who state that EFL is an appropriate term to use when referring to of the subject taught in schools (p. 77).

In this thesis, the terms target language and home language(s) will be used to refer to, respectively, the language aimed to be learned (Drew & Sørheim, 2016, p. 18) and the language(s) spoken by the students' families (Krulatz et al., 2018, p. 31). Target language is the language of the classroom, in this case English, whereas home languages include all the languages the students know or use. Using terms such as first language and second language can create a hierarchy, where the first language is perceived as the language best known to the person. It is, however, possible to have acquired several languages simultaneously at an early age, and therefore, the person might identify to having multiple first languages. Because of this, home language will be used instead, since it includes all the languages in the students' linguistic repertoire.

This thesis employs Delaney's (2012) definition of oral participation. He refers to it as speaking in the target language while taking part in tasks or activities. This definition views oral participation as an "umbrella term" for the various methods that are beneficial for target language

learning (p. 468). Dancer and Kamvounias (2005), however, describe oral participation as a process of (1) planning, (2) sharing, (3) group skills and communication skills development, and (4) attendance (p. 448). In other words, the students plan and prepare so they are able to contribute and participate later in class during conversations. The contribution can consist of sharing thoughts and answers and asking questions. During this stage, the students develop group and communication competence, such as giving feedback, being a good listener, or expressing themselves clearly. Finally, the students need to attend and be present in order to participate (Dancer & Kamvounias, 2005, p. 448).

The topic of the thesis was chosen because of the researcher's personal interest in how teachers work to increase their students' oral participation in an EFL classroom. Oral participation has intrigued me from an early age. Throughout my education and professional practice, both as a student, teacher student and substitute teacher, I have encountered various methods aiming to increase the students' oral participation. Interestingly, the methods used have seemed to remain the same all from primary school throughout university, such as teachers naming and forcing students to answer a question, or simply waiting until one student chooses to raise his hand. While working as a substitute teacher and participating in practice periods, there have been indications that oral participation is a challenging issue for several teachers. Teachers have expressed that they find the topic difficult and are uncertain as to what do to help students participate more.

1.1 Relevance

This study aims to contribute to the body of research on how lower-secondary school teachers work with increasing their students' oral participation. Skulstad (2020) states that "the day-to-day business in school involves spoken interaction between the teacher and the learner and between the learner and his or her peers" (p. 95). Language learners should, therefore, use the target language as much as possible (Skulstad, 2020, p. 95). Since oral participation, whether it is through discussing in groups, answering a question from the teacher, or asking for help, is such a significant part of both the regular and the EFL classroom, it is important to know how to increase each student's oral participation.

Sereno et al (2020) mention three reasons supporting why working with increasing students' oral participation in every classroom is important. The first is that it enhances the students' commitment and interest with the syllabus and the content of the lesson, which can contribute to an ideal learning environment. The second is that oral participation encourages learning and cognitive development. The cognitive development can come from the students summarizing or repeating the

lesson's content, discussing with classmates, or augmenting the learning situation by participating and sharing various opinions. The final reason mentioned is that oral participation develops the students' ability to debate, evaluate, claim, and reply, which are important competences for a future career (Sereno et al, 2020, p. 351).

LK20's competence aims after year 10 it is stated that the students should "express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient, and situation" (The Norwegian Directorate for Education and Training, 2020, p. 8). To "express" is defined by Cambridge Dictionary (n.d. a) as communication of feelings, opinions, etc., either through speaking or writing. Expressing, therefore, entails oral skills and oral participation as it requires the students to speak. However, the students should also know how to communicate and express themselves to a variety of recipients, in different situations (The Norwegian Directorate for Education and Training, 2020, p. 8). This requires that teachers have knowledge on what oral participation is, how they can help their students participate more, and how they can teach their students to adjust how they communicate in different situations. To summarize, to reach the mentioned competence aim from LK20, there should be an enhanced focus on increasing students' oral participation.

1.2 Research questions

The aim of this thesis is to investigate how Norwegian lower-secondary school teachers of English work with enhancing their students' oral participation in the EFL classroom. This thesis will, therefore, investigate the following research questions:

- *What are English teachers' beliefs concerning their students' oral participation in class?*

- *Do English teachers use any methods or resources to increase their students' oral participation? If so, what are they, why are they chosen, and how are they implemented?*

The first research question concerns teachers' perspectives on students' oral participation in general, such as why they believe some students hesitate to participate orally in class. The second question concerns what the teachers do to increase their students' oral participation in the classroom and the justifications for choosing these specific methods. Thus, this thesis focuses on teachers' opinions and attitudes towards oral participation, and what they do concerning their students' oral

participation in the classroom. This thesis will, therefore, also investigate the following research questions:

Interviews were chosen as the method for investigating the teachers' beliefs, experiences, and methods regarding oral participation. The interviews were followed by observations to research how the teachers manage this in the classroom. The chosen qualitative methods will provide in-depth data required for answering the research questions (see section 3.3 and section 3.4).

1.3 Overview of chapters

The thesis consists of six chapters. The current chapter introduces the topic of this thesis, defines central concepts, presents its relevance, and explains the research questions. The following chapter presents an overview of the theoretical background and previous research on increasing students' oral participation. It contains a detailed discussion of relevant terms, strategies, and methods which provide a foundation for understanding the data material of this project. Chapter 3 presents and explains the methodology of this thesis. This includes explaining how and why the interviews and observations were conducted, and how the data material is analyzed. The reliability, validity, and ethical considerations of this research are also discussed. In chapter 4, the findings from the data material are divided into topics and presented. Chapter 5 discusses the findings in light of the theoretical aspects and research presented in chapter 2. The final chapter includes concluding remarks, and summarizes how the findings and theory answer the research questions, before offering suggestions for further research on oral participation in the classroom.

2 Theoretical framework

2.1 Oral skills

According to Munden and Myhre (2016), oral skills entail the ability to speak, listen, and exchange information (p. 14). The definition in the English subject curriculum is similar to this, where oral skills are defined as "creating meaning through listening, talking and engaging in conversation." To further develop their oral skills, the students must have the competences required to communicate successfully (The Norwegian Directorate for Education and Training, 2020, p. 4). That is to say, the students need to be competent in both listening to another person speaking and being able to answer and talk themselves.

An important part of oral skills development is that the students should become more proficient regarding receiving, giving, and adjusting information according to the context and audience (The Norwegian Directorate for Education and Training, 2020, p. 4). In other words, the students should develop communicative competence, which means that they are able to successfully interact with a variety of speakers from different parts of the world, in different communicative settings. This means that they have both linguistic and sociolinguistic knowledge (Canale & Swain, 1980, p. 6). Further, they would be able to adapt their speech depending on the level of proficiency of their interlocutors. To support their students in this process, teachers would need knowledge of the factors which contribute to successful spoken interaction, such as eye contact, taking turns, and being conscious of who the listeners are, that is for example their mindsets and knowledge (Skulstad, 2020, pp. 95-96 & 98). In addition, they should create appropriate activities to foster communicative competence. For example, *describe and draw* and creating podcasts are two types of activities which focuses on developing oral skills. During the *describe and draw* activity, one student has a picture of something, and describes the pictures to another student who will try to create a similar drawing by following the first student's instructions. Podcasts can be created individually or in groups, and often allow students to record, listen, and edit their recording before publishing it or sending it to the teacher (Skulstad, 2020, p. 111).

As this thesis focuses on increasing students' oral participation in the EFL classroom, it is useful to consider the distinction between oral skills and oral participation. The difference between the two is that oral skills involve a set of competences the students develop throughout their life and throughout the school years, whereas oral participation is how the students choose to use these skills, share this knowledge, and contribute orally to a specific situation in the target language, which is usually in an educational setting (The Norwegian Directorate for Education and Training,

2020, p. 4; Delaney, 2012, p. 468). The connection between oral skills and oral participation, however, is that they influence each other. There is a dynamic, interdependent relationship between the two. Tsou's (2005) claims that when students participate in a language learning class, their speaking proficiency and competence in the target language increase, compared to the students who are passive during classes. This is because oral communication entails participation, engagement, and initiative. These are actions that activate the cognitive processes which contributes to language learning (Tsou, 2005, p. 46).

2.1.1 Strategies

The difference between learning strategies and teaching methods, is that first is implemented by the learner, or the student, whereas the latter concentrate on the teachers and what they do in the classroom to teach their students something. Language learning strategies are defined by Krulatz et al. (2018) as certain actions intentionally used by the learner to learn a language (p. 154). An example of a learning strategy is translanguaging, which entails using more than one language during communication (Krulatz et al., 2018, p. 63). When the students translanguage, they might use their entire linguistic repertoire, for example using both Norwegian and English to describe a term. Translanguaging can also be used by teachers. It will, then, be described as a teaching method, but the principle is the same. Other examples learning strategies for oral skills are using familiar languages to make meaning or compensate for lacking understanding, asking for clarification or follow-up questions, using body language, using a dictionary, paraphrasing and repeating, and using fillers and hesitation for extended time to think, relaxing and calming down (Krulatz et al., 2018, pp. 153-154; Munden, 2017, p. 204).

Nakatani (2005) found that using learning strategies which specifically targeted oral communication, significantly improved EFL students' oral competence. The reason for this was that students became conscious regarding how to utilize these strategies when communicating (pp. 76 & 78). The strategies used in this study had a particular focus on oral interaction and the participants' reaction to dealing with communication malfunctions. Thus, the strategies were used to teach students how to communicate effectively and successfully by both being able to listen and speak. (Nakatani, 2005, pp. 79, 81-82). These strategies should repeatedly be included and applied in the classroom to remind students to use them on their own. It is not sufficient to teach the students these strategies once (Munden, 2017, pp. 202 & 204). The students should know the strategies to a level where they can debate which strategies are appropriate and suitable for them, individually, to use during work in the classroom (Fenner, 2020, p. 301). This is also found in LK20, where it is written

that students should learn to use appropriate strategies for various situations, which leads to language learning (The Norwegian Directorate for Education and Training, 2020, pp. 2-3).

Teaching methods are defined as the strategies and procedures the teacher uses while teaching, and the reasons why they are used (Nunan, 1995, p. 2). This can entail organizing a learning environment which includes both individual and group work, and following up on the work, providing classroom material, such as tasks, texts, and strategies, giving feedback, and evaluating the students' learning process (Fenner, 2020, p. 303). Regarding learning strategies, it is the teachers' responsibility to facilitate a classroom which encourages their use. The teachers should facilitate an intentional use of strategies, and evaluate their students based on how they use these strategies, because it can help them further develop their oral skills (Nakatani, 2005, p. 87; Munden, 2017, p. 205; The Norwegian Directorate for Education and Training, 2020, p. 9)

2.2 Oral skills in established language teaching methods

Throughout history, there have been various approaches to teaching foreign languages. From the 1840's to the 1940's, the grammar-translation method, which focused on reading and writing was the main method for foreign language teaching. Developing oral competence and using the target language were not prioritized or considered at any level, since these were not regarded as important (Skulstad, 2020, p. 96). The lessons during this period often consisted of reading texts, translating isolated sentences, and learning grammatical rules (Munden, 2017, p. 60).

The Reform Movement, which occurred in the late nineteenth century, criticized the grammar-translation method, and proposed a new approach to teaching which focused on hearing the new language before reading and writing it (Skulstad, 2020, p. 96). A phonetic alphabet was, therefore, created for the learners to hear how words were supposed to be pronounced, and sentences were taught in context (Munden, 2017, p. 60). As a result, the direct method developed. This method was a complete opposite of the previously used grammar-translation method. The aim now was to use the target language as much as possible from the beginning of learning, and the teachers needed to be fluent speakers of that language. The approach was, therefore, similar to how a child develops their first language (Skulstad, 2020, p. 97).

In the late 1950's, the audiolingual method established. This method presented four skills in the following order, from most to least prioritized: listening, speaking, reading, and writing. The method was inspired by the "Army method", after World War II, and consisted of memorization and repetition exercises, such as drills, pattern exercises, and substitution tables (Skulstad, 2020, p. 97; Munden, 2017, p. 61). The purpose of this method was to sound as similar as possible to a

native speaker. However, there was no attention to meaningful oral communication (Skulstad, 2020, p. 97). Instead, the oral exercises included listening to cassettes and repeating what was said (Munden, 2017, p. 61).

Approximately twenty years later, the functional elements of the language were accentuated. This developed into what is known as communicative language teaching. This method utilized all four skills, that is speaking, listening, writing, and reading. The main concept was that to learn a language, one must use the language, and therefore, it included plenty of opportunities to practice speaking in authentic and purposeful situations, often done in pairs or groups (Skulstad, 2020, p. 97). Teachers often had a desire to always speak English, since they wanted to expose the learners to the language as much as possible (Munden, 2017, p. 63).

At the present time in Norway, there is no agreement regarding which method to use. Drew and Sørheim (2016) say that there should be a combination of elements from all the different methods, as this creates a balanced approach to language learning (p. 27). Munden (2017) states that several teachers now adapt their ways of teaching depending on the diversity amongst the students. There are, however, some main principles regarding the EFL teaching in Norwegian school, such as more attention towards the individual students and their needs, and teachers self-reflecting on their teaching (Munden, 2017, pp. 63-64).

2.3 Oral skills development

Vygotsky (1981) argued that language is learned through social interaction (p. 84). Because of this, Drew and Sørheim (2016) state that developing oral skills by interacting with other people should be emphasized in the EFL classroom (p. 49).

An important part of learning through social interaction is what Vygotsky (1981) called the zone of proximal development. The zone of proximal development is the distance between what a student, or learner, can achieve independently without the support of others, to what he or she can do with guidance or in collaboration with someone who is more capable than themselves (Vygotsky, 1981, p. 86), such as a teacher or another classmate. When learning happens, various "internal development processes" are activated, and these can function only when the students collaborate and interact with other people. An important part of the learning process is, therefore, that it creates the zone of proximal development (Vygotsky, 1981, p. 90). According to Vygotsky (1981), the zone of proximal development describes the functions that the learner currently has not developed, but will, with help, develop tomorrow. The development, therefore, identifies the learner's improvement in the future (p. 86).

Scaffolding as a teaching method was developed by Wood et al. (1976), and shares the same the theoretical aspects as the zone of proximal development. Scaffolding is a process where the teacher guides the students into adjusting the task, so it becomes possible for them to find a solution for it. Comparable to Vygotsky's theory, scaffolding entails the teacher helping the students to reach beyond what they can achieve individually. The teacher helps the students by removing unnecessary details, and allowing them to concentrate only on what is needed to accomplish the given task. With time, the teacher can "remove" the scaffolding, because the student's ability to solve tasks has improved (Wood et al., 1976, pp. 90 & 96). Scaffolding connects to the development of oral skills because communication is required by both the teacher and the students. When the teacher takes initiative to help, the students are forced to answer. At the same time, when the students discover that they are incapable of solving a task, they can address the teacher and ask for help. This requires that the students can describe what the problem is (Vygotsky, 1981, p. 27).

Oral skills can be regarded as the most challenging skill to obtain (Celce-Murcia & Olshtain, 2000, p. 165). One reason for this is that it involves both listening and speaking skills. Another reason is that speech is typically more spontaneous than writing, which may allow for more planning (Celce-Murcia & Olshtain, 2000, p. 165). It can become additionally challenging if the learner is not exposed to enough input of the language he or she is learning (Jamshidnejad, 2020, p. 2), which might be the case with the English lessons at lower-secondary school, which consists of only a few hours of English each week.

Oral skills can also, however, be considered as the easiest skill to acquire since it allows for using body language, demonstrating, repeating what is said, and a variety of other strategies one can use for successful communication (Celce-Murcia & Olshtain, 2000, p. 165). Using body language as a strategy is limited to in-person settings, and therefore talking on the phone or on camera might not allow for full body language. However, in a regular classroom setting, where teaching happens in person, body language, as well as the other strategies, is a natural part of the class, and therefore, it is here viewed as a strategy for developing oral skills.

An additional reason why oral skills can be easy to develop, is due to extramural English. Extramural English is the English that the students encounter outside the classroom walls (Sundqvist, 2009, p. 1). In extramural English, the learner may intentionally or unintentionally acquire English. It is intentional when the learner makes a conscious choice to place himself in a situation where he can and wants to learn English. However, sometimes the learner has no interest in engaging in English, yet they still encounter a setting where they are forced to, for example being asked for help by a foreigner in the streets (Sundqvist, 2009, p. 25). Since extramural English entails all English the learners engage in outside of school, there are numerous examples of

activities, where students may be exposed to and use English, such as online gaming, watching YouTube and other streaming channels, listening to music, travelling abroad, using the Internet, singing, and reading (Sundqvist, 2009, p. 1). Sundqvist's (2009) study showed a positive and significant connection between extramural English and oral proficiency, where she defined oral proficiency as "the learner's ability to speak and use English in actual communication with an interlocutor" (p. 39). The more time the students spend on extramural English activities, the higher was their oral proficiency. These results were more significant for boys, so the researcher concluded that boys appeared to be more sensitive to extramural English than girls (Sundqvist, 2009, pp. 142 & 144).

2.4 Oral participation in the EFL classroom

Oral participation in the classroom is closely connected to the development of oral skills development and the students' perception of their oral skills. More specifically, Jamshidnejad (2020) explains that students learning a language, including older students who have learned the language for years, are often hesitant to participate orally in the target language. He found that students often feel unprepared and incapable of communicating since they are not given enough opportunities in the classroom to practice the skill or know what strategies to use for successful communication. As a result, the students choose to not participate and remain silent when they are doubtful of their skills. Other students might deal manage the situation by replacing what they want to say with what they are able to say (Jamshidnejad, 2020, p. 2).

There are several factors which can contribute to students not wanting to participate orally in the EFL classroom. Jamshidnejad (2020) divides these factors into three categories, that is the individual, psychological, and social factors. Individual factors include age, gender, proficiency levels in the target language, and personality. The second category, psychological factors, involves anxiety, lack of motivation and confidence, stress, and the worry of making mistakes. The last category, social factors, entails the fear of being made fun of, the power balance between the participants, the learning situation, and the tasks. All of these factors contribute to a significant burden on the students, and result in the students needing to spend a considerable amount of energy on dealing with these obstacles before participating orally in the target language in the classroom (Jamshidnejad, 2020, p. 2). Jamshidnejad (2020) points out that these are commonly reported findings in research done on oral participation amongst EFL students (Jamshidnejad, 2020, pp. 2-3; Jackson, 2002, pp. 76 & 82; Tanveer, 2008, p. 61; Tuan & Mai, 2015, p. 18). Because of this, some

students choose to give up on the target language learning, remain silent, pause or stutter while talking, or use their home language (Jamshidnejad, 2020, pp. 2-3).

The factors mentioned above constitute a person's willingness to communicate (henceforth WTC). A student's willingness to communicate is defined as the possibility of him or her speaking as a free choice, without any pressure from external factors (MacIntyre, 2007, p. 564), such as pressure by the teacher or classmates. This can be a challenge for all students, including students with a high proficiency in the target language and communicative skills. A student's willingness to communicate can vary over time and based on the context and situation (MacIntyre et al., 1998, p. 545). MacIntyre (2007) emphasizes language anxiety and language learning motivation as important factors for language learning and choosing to communicate in the target language. He writes that a person might be highly motivated to learn a language, but, if the level of language anxiety is high, the chances of that learner participating, are minimal (MacIntyre, 2007, pp. 565 & 573). The following subsections will present five main factors which might influence students' WTC.

2.4.1 Language learning motivation and language anxiety

Language learning motivation is what makes the students want to continue learning the target language. Motivated students have a desire to learn the language, improve their proficiency, and they enjoy working towards their goal (MacIntyre, 2007, p. 566). Skulstad (2020) states that the aim for an EFL class should be for the students to be motivated to use the target language as much as possible, since using the language is a major factor to developing the language (p. 113). Teachers should, therefore, facilitate a classroom which motivates and supports students. The lessons should be varied, entertaining, relevant, important, and somewhat difficult. Teachers can also themselves increase students' motivation and confidence by guiding, encouraging, and giving useful feedback (Drew & Sørheim, 2016, pp. 21-22).

Language anxiety is the negative emotional response that can occur when learning or using a language. It appears that language anxiety is exclusively connected to circumstances which involve the target language (MacIntyre, 2007, p. 565). The level of anxiety will fluctuate over time. However, when the anxiety increases, students' confidence decreases, and so does their WTC. The increase in anxiety can arise in multiple situations, such as unpleasant interactions and experiences, and a large audience listening (MacIntyre et al., 1998, p. 549).

2.4.2 Classroom atmosphere and organization

Jackson's (2002) study found that classroom organization and atmosphere were important factors in influencing the students' degree of oral participation and WTC. "For students to participate orally, teachers need to organize the classroom accordingly" (Drew & Sørheim, 2016, pp. 58-59). According to Drew and Sørheim (2016), the classroom atmosphere should be calm and encouraging. Since some students are reluctant to participate orally in front of the class, the teacher should facilitate a classroom where these students' needs are respected. This can for example be accomplished by using group work, building students' self-confidence, and making sure students know they are not to laugh at other students' mistakes. In addition, teachers should not comment on students' mistakes while they are speaking, as this can lead to students becoming more self-conscious (Drew & Sørheim, 2016, pp. 58-59), and, thus, choosing not to participate.

The classroom atmosphere should also be characterized by patience, acceptance, and encouragement (Skulstad, 2020, pp. 113-114). Skulstad (2020) states that to become proficient speakers of English, students should use English orally as much as possible, take chances rather than being nervous of making mistakes, and be aware of how their oral skills develop (p. 113). These actions may, however, be challenging for several students because of various factors, such as proficiency, personality, and anxiety (Jamshidnejad, 2020, p. 2) (see section 2.4). Teachers should, therefore, consider these factors, and aim towards emphasizing tolerance and support.

Another finding from Jackson's (2002) study was that when the classroom was organized in a group setting, facilitating group work, it provided a situation more beneficial to expressing different perspectives and opinions (p. 75). The reason for this might be that when the classroom is organized in groups, the students are often placed or they place themselves in circles around the table, which allows them to see the other students' faces (Sereno et al., 2020, p. 352; Drew & Sørheim, 2016, p. 59). This allows for the conversation to be more natural and authentic, which might result in increased oral participation (Drew & Sørheim, 2016, p. 59)

2.4.3 Pair and group work

Participating orally in pairs or groups is usually less demanding and more successful for students, particularly students with home languages other than Norwegian (Drew & Sørheim, 2016, p. 59). Drew and Sørheim (2016) argue that this is because when working in pairs and groups, students are often less insecure since they only talk to their group (p. 59). Students participating in Jackson's (2002) study, expressed that although they would not participate orally in class, they had no problem discussing in groups, because it was more intimate and informal (pp. 75-76). Jackson's (2002) found that using small groups removed some of the factors which led to the students not

wanting to participate orally. These factors were anxiety of being humiliated in front of the whole class, fear of being the focal point, and fear of being viewed as a "show off" (p. 82). By talking in pairs or groups first, the students prepared themselves for participating to the rest of the class. This preparation made students feel more comfortable with sharing their answers and thoughts (Jackson, 2002, p. 80).

To bring out what was said during the group work to the rest of the class, one member of each group could be chosen to represent the group and answer on behalf of the other members (Drew and Sørheim, 2016, p. 59; Jackson, 2002, p. 82). A lecturer from Jackson's (2002) study explained that he often used this approach since students were calmer and more confident to speak when they spoke on behalf of others (p. 70). The approach also led to more detailed answers and the students became more engaged when discussing with the whole class (Jackson, 2002, p. 82). This method was also approved by the students, where one student expressed that when the class was allowed to prepare answers during group work, the participation increased, and the quality of the responses was better because the students wanted their group to do well. Only discussing with the whole class often led to the teacher answering himself (Jackson, 2002, p. 80)

Munden (2017) suggests a variety of activities which involves oral participation that can be done in pairs or groups, such as *consensus tasks* and *information gap exercises* (pp. 217-218). In *consensus tasks*, the students discuss to agree on a case or issue (Munden, 2017, p. 217), for example agreeing on what social media apps are the most used in this class. These types of tasks are, according to Munden (2017), highly challenging communicative exercises. Yet, students are often interested, and the learning outcome can be great. It is important that the teacher gives instructions that are comprehensible and that the students have enough strategies and resources to communicate successfully (Munden, 2017, p. 217). *Information gap exercises* involves two students who are given different, yet complementary information, which they must share with each other to solve a problem. For example, one student is blindfolded, and the other student must guide him to given locations (Munden, 2017, pp. 218-220).

2.4.4 Interlocutors

Sereno et al. (2020) found that if there were a great number of students and interlocutors in a class, it would be more unlikely that the students would voluntarily participate orally (p. 352). An interlocutor is defined as a person who takes part in a conversation (Cambridge, n.d. b). The person can, therefore, be the listener or speaker in the dialogue, or both. According to Sereno et al. (2020), a large crowd was found to be a greater impediment for the students' oral participation, compared to factors such as age and gender (p. 352). The reason for this might be that speaking in front of large

audiences makes the students insecure (Kang, 2005, p. 282). In Kang's (2005) study, students reported feeling insecure about their English-speaking abilities, and the insecurity increased proportionally with the number of interlocutors. The students were afraid of making mistakes and being humiliated in front of or by the whole class. As a result, the students would choose to remain quiet and not participate orally whenever possible. This insecurity could, however, decrease if the students felt supported by the teacher. When the teacher smiled, showed that they were listening, or responded by nodding or saying for example "uh-huh" and "really", the students felt more secure, (Kang, 2005, p. 283), which is important for them to dare to participate orally. If the teachers' actions, however, indicated that they were bored or uninterested, such as by not responding, yawning, or looking at their watch, the students' insecurity would increase (Kang, 2005, p. 283).

2.4.5 Choice of topics

The choice of topics included in the lessons can also influence the students' oral participation. When the teacher chose topics where the students had little to no previous knowledge, the students would often feel hesitant about speaking and participating. The hesitation seemed to originate from the students being afraid of not contributing to the conversation because of lack of information, or being afraid of not understanding the content. In the EFL classroom, the lack of knowledge on a topic, therefore, becomes another challenge and concern to the students, alongside the challenge of speaking in a language they are still learning and developing (Kang, 2005, p. 283). Familiar topics, by contrast, often contributed to the students feeling secure and calm enough to participate orally (Kang, 2005, p. 283), for example a teenager talking about the TikTok application, or an engaged football player discussing last night's football match. This is because already known topics enhance the students' confidence in the language. Having knowledge on a topic makes it easier to use the target language, and research has found that having remarkable knowledge on a topic, may cause students to set aside their oral proficiency of the language (MacIntyre, 1998, p. 554). The students might, instead, wish to participate because of interest or a desire to share their knowledge.

In addition to previous knowledge, Kang's (2005) study also found that the students' interest of the topic also affected the oral participation. If the students were enthusiastic about a topic or had any experiences regarding it, they would willingly participate to a greater extent (p. 284).

2.5 Using home languages

As seen previously (see section 2.2), using the home language has had different roles in teaching the target language. LK20 states that students should experience that being multilingual, which is being able to use multiple languages (Krulatz et al., 2018, p. 53), is an advantage both at school and in the society. It also states that the English subject should help students view their and others' identities from a multilingual perspective (The Norwegian Directorate for Education and Training, 2020, pp. 2-3). The teacher must, therefore, facilitate a classroom which encourages students to use their home languages since it is a resource for further development in the target language. Krulatz et al. (2018) state that English teachers have the "moral responsibility" to make students aware of how important it is to respect all languages, and cultures, found in the classroom (p. 108).

It is, however, written in LK20 that the students should encounter and use the English language from the beginning of learning (The Norwegian Directorate for Education and Training, 2020, p. 2). Thus, the teacher must use English and require that the students, to some extent, use English as well. There is, however, a larger emphasis on using languages familiar to the student than in previous curricula. Comparisons between English and other languages the students know are mentioned in the competence aims throughout all years in the English curriculum, for example in year 10 where it states that the students should discover, reflect, and compare how the English language is similar and different from other languages the students know. From the section on language learning, it is also emphasized that students should "identify connections between English and other languages they know", to further help them in their own process of language learning (The Norwegian Directorate for Education and Training, 2020, pp. 2-3, 5-7, 9-10, 12). Consequently, Norwegian, and other known languages, can be argued to belong in an EFL classroom. The following sections will first discuss teachers' use of home languages, before discussing how students use home languages.

2.5.1 Teachers' use of home languages

Munden (2017) states that teachers in Norway should aim to speak as much English as possible when teaching English to students from the age of nine and upwards. She explains that in order to learn English, students need to hear the language whenever there is an opportunity. Also, by using this approach, teachers become language models for their students (p. 65). Iversen (2019) supports this belief. However, he adds that allowing students to use languages they already know can contribute to a better understanding, advanced competence regarding oral, reading, and writing

abilities in the target language, and better collaboration with the home (p. 54). Students with other home languages than Norwegian should also be allowed to use these languages during English classes as a support. Their language should be considered a resource. Allowing for other languages in the classroom is about social justice. It entails equality for all students and respect for all languages (García & Flores, 2015, pp. 232 & 242)

Scholars have found that teachers have complex and conflicting views on using home languages, while teaching the target language (Pablo et al., 2011, p. 118; Copland & Neokleous, 2011, p. 278). The reason is that teachers think using the home language, or the main language in that country, only should be used to a minimum (Copland & Neokleous, 2011, p. 278). Teachers believed that using the home language too often would have a negative impact on learning the target language. The language learning classes at school might be the only opportunity for the students to use the target language, and therefore, it should be used both by the teachers and the students as much as possible (Pablo et al., 2011, pp. 120-121). However, they still ended up using the home language in the classroom. Both teachers and students used the home language for several reasons, both educational and personal (see also section 2.5.2).

Copland and Neokleous (2011), therefore, argue that research on the advantages of sharing a home language with the students and using it in the classroom has not reached the teachers in their study (p. 278). One example of such a research is Butzkamm's (2007) paper on using the mother tongue in a foreign language classroom, where he states that the mother tongue, or home language, is the "most important ally a foreign language can have" (p. 30). He explains that by using home languages, people have learned to think, communicate, and understand grammar. Using this knowledge to learn the target language, is a great advantage, because it makes the learning process easier, faster, and more correct (Butzkamm, 2007, pp. 30-31).

Pablo et al. (2011) identified the following main situations when teachers use home languages to teach the target languages in Mexico: (1) giving instructions, (2) clarifying grammar and vocabulary, (3) building empathy and relationships with the students, and (4) speaking to students who were less competent in the target language (pp. 118-120).

The reason for (1) and (2) was mainly to save time and ensure that most students understand these specific topics of the class (Pablo et al., 2011, pp. 118-119). Munden (2017) does not recommend that English teachers routinely speak English first, before translating what was said in the home language. The reason for this is that by regularly translating what is said by the teacher in the classroom, the teacher denies the students the opportunity to learn how to create meaning in English without understanding everything that has been said. The teacher should instead make a point using English especially when giving instructions and information because this is knowledge

which will be repeated regularly throughout the school year, and therefore it gives students an opportunity to learn something that is meaningful (p. 65). Situation (3) occurred when the teachers asked questions they knew the students could not answer in the target language, for example what they did during the weekend or just general small talk, and therefore, they used the home language instead (Pablo et al., 2011, pp. 118-119). The explanation for situation (4) was to ensure all students understood what was being said and done during classes. If the home language was not used, some students would "get blocked". The teachers would adjust their use of home languages based on how proficient the students they were speaking to were in the target language. The teachers tended to use home languages when the students had a lower level of competence in the target language, but they used more of the target language when the students were at a higher level (Pablo et al., 2011, p. 120). This view is supported by Lucas and Katz (1994) who stated that using the home language was the only successful method for teaching the target language to students with little to no proficiency in the target language. Becoming proficient in a language requires learning it over several years, and therefore, discussing content in the home language can help the students communicate more effectively, and their own knowledge and experiences can be used to a greater extent (Lucas & Katz, 1994, p. 539).

2.5.2   Students' use of home languages

Pablo et al. (2011) studied why and in which contexts students used home language. The first reason for using home languages was to learn more of the target language. The home language was, therefore, used as a learning strategy to help them understand words, phrases, and grammar they did not know. This type of home language use happened spontaneously in the classroom, and the students appeared to benefit from it. The second context was while socializing with their classmates. The majority of the students reported that they used their home language when talking to their classmates during the lessons. One student said: "Most of the time when a team finishes and others have not, you start speaking in Spanish [the students' home language]" (Pablo et al., 2011, pp. 122-123). This is to say that as soon as the topic changes to something personal, the language also changes. This is similar to how the teachers also used their home languages to communicate with their students when the topic was personal.

Pablo et al. (2011) also researched students' perspectives on using home language, and found that students had negative attitudes towards using the home language during foreign language learning classes. Some of the students answered that using the home language to learn target language was "illogical" and "useless" (p. 123), because one needed to practice the target language, otherwise it would be impossible to learn. These views might occur due to the lack of possibilities

to use L2 outside of the classroom, which leads to them wanting to use the target language as much as possible when they can. However, they might also come from the teachers' perspectives on using L1 (Pablo et al., 2011, pp. 123-124).

Language and identity are closely associated. People express themselves and their connection to a group by speaking the same language. It is therefore important that students are allowed to use their home languages to develop their identity (Krulatz et al., 2018, pp. 102 & 106). The core curriculum emphasizes the importance of respecting the students' language competence in the classroom. Teachers should, therefore, create a classroom atmosphere which respects and validates the students' use of home languages. The classroom should be organized with the aim that students can use their languages to develop their identity and improve their social competence (Ministry of Education and Research, 2017, p. 7).

If home languages are not respected or validated, students might feel that their identity is not respected or validated either. In such classrooms, the students might feel as if they are not a part of the class, or that they are not understood. As a result, they can become vulnerable and insecure. This might be particularly relevant for immigrant students who speak minority languages. If their language is not validated, they might choose to disregard that language. This can cause changes in their identity, since they might feel that they are no longer a part of that language and culture (Krulatz et al., 2018, pp. 107-108). Teachers should, therefore, view multilingual students as valuable students with relevant knowledge and experiences they can share with the rest of the class (Krulatz et al., 2018, pp. 53 & 107).

3 Methodology

3.1 Methodological approach

This thesis employed a methodological approach based on qualitative methods, which were considered appropriate because this thesis investigates teachers' perspectives on students' oral participation. According to Denzin and Lincoln (2018), qualitative research helps the research collect data material through perceptions, views, experiences, and knowledge (p. 10). This definition is supported by Postholm and Jacobsen (2018), who say that researchers use qualitative methods to understand how people collaborate and construct reality in a meaningful way. It is the participants' words and language which is primarily used to collect the information (pp. 89 and 113).

Using mixed methods, such as a combination of interviews and observations, may provide a more in-depth understanding of teachers' perspectives on students' oral participation, and contribute to the validity of the findings (Maxwell, 2013, p. 102). This study employs a combination of qualitative methods consisting of semi-structured individual interviews with two teachers, followed by classroom observations of an English lesson. The observations consisted of observing one lesson taught by each teacher. The interviews are used to gather information regarding the teachers' beliefs, methods, and practices regarding increasing students' oral participation. Observations are employed to observe the teachers' practices in the classroom and investigate the correlation between these and the beliefs they expressed during the interviews. Furthermore, observations can also result in finding additional methods the teachers use, methods which were not mentioned during the interviews. Therefore, the two methods complimented each other. This combination was chosen to appropriately address the research questions.

3.2 The participants

The participants for this study are two female teachers who work at two different lower-secondary schools in southeastern Norway. It was necessary that both teachers were English teachers at the same level, since a phenomenological study requires participants who share experiences from the same context (Postholm & Jacobsen, 2018, p. 118). Multiple schools and teachers were contacted and asked to participate in this study, but there were no responses. The Covid-19 situation might be a possible reason for this. To find suitable participants, the researcher contacted teachers known from professional settings, and both teachers were recruited because they

are in the researcher's network. They were both asked to join by mail. When asked to participate, the teachers were given as detailed information as possible. This was to ensure they had all the information they needed before agreeing to participate. They were also informed that they could ask if they needed more information. This is essential regarding receiving a free and informed consent which is one of the main rules in terms of research ethics (NESH, 2021). After they had agreed to participate, both were sent the consent form (see appendix B) which consisted of more detailed information about the research. It was emphasized that taking part in this research was voluntary, and that they could withdraw at any time without any consequences (NESH, 2021).

The teachers are given pseudonyms to ensure their anonymity. In the observation notes, the students are also given pseudonyms, in order to accurately record the teachers' behavior in the classroom. The first participant, Kari, is an experienced teacher who has worked at schools for approximately 20 years. The English class Kari taught was in ninth grade, and consisted of 25 students. The second participant is Ada. She is a newly graduated teacher with a master's degree, and has been working as a fulltime teacher for almost two years now. Her English class was also a ninth grade, and there were 17 students. Both teachers said that there were students in these classes with other languages than Norwegian, whereas some of them had moved to Norway in the last couple of year.

At the observation of Kari, there was an additional English teacher teaching in the classroom, given the pseudonym Mette. Since Mette was not a participant, she was not observed. She was still somewhat included in to observation notes to provide an accurate record of Kari's actions.

3.3 Interviews

Conducting semi-structured, phenomenological interviews were chosen for this study. A phenomenological interview entails having the participants explain their experiences of a phenomenon (Postholm & Jacobsen, 2018, p. 118), which in this thesis are their methods for increasing their students' oral participation. A phenomenological interview should consist of participants who the researcher knows share this experience from a similar context, and they should be chosen based of the same criteria (Postholm & Jacobsen, 2018, p. 118). Semi-structured interviews use the interview guide as a foundation, while it simultaneously allows for discussing topics which are not covered by the interview guide. The participants might come up with spontaneous input, which the researcher must be prepared to welcome and discuss. The researcher may ask follow-up questions to construct meaning and fully understand the participants' answers

(Postholm & Jacobsen, 2018, p. 121). Using interviews as a method can result in a broad and exclusive understanding regarding a subject (Thagaard, 2018, p. 89). Peräkylä and Ruusuvuori (2018) emphasize that "by using interviews, the researcher can reach areas of reality that would otherwise remain inaccessible such as people's subjective experiences and attitudes" (p. 669.

3.3.1 Conducting the interviews

Before conducting the interviews, the interview guide was created (See table 1 below). Each question aimed to retrieve various perspectives relevant to the research questions. The questions written in bullet points are the potential follow-up questions.

1.	What does the term oral participation in the EFL lessons entail to you?
2.	What do you do to make your students participate orally? • What methods do you use? • Why do you use these?
3.	How do you as a teacher, adapt the various methods to the individual student?
4.	What do you emphasize regarding students' oral participation?
5.	Do you teach your students some learning strategies they can use when they participate orally, or to increase their oral participation? • If so, which strategies, and how do you teach them?
6.	Do you allow students to use different languages? Languages beside English?
7.	How do you respond when the students answer out loud?
8.	Do the students initiate oral participation? • When the students ask questions or comments, how do you react? Does this happen? What are the questions/comments?
9.	How much time do you spend on the oral participation which happens between the teacher and the students?
10.	What do you as a teacher find challenging regarding students' oral participation in the EFL lessons?

11.	Does it ever happen that students do not want to participate orally? Does it often happen?
	• What do you think are the reasons some students do not want to participate orally?
	• Do you have the resources required to manage this and support these students?
	• How does it feel when students do not want to participate orally?
	• If you reflect on your own teaching, is there anything you can do differently regarding this topic?
12.	Is there anything else you would like to say which has not been said till now?

Table 1: Interview guide

The interviews were conducted individually, in person. The interviews were recorded by using the *Diktafon* application created by the University of Oslo. Since Norwegian was the home language of both participants, the interviews were done in Norwegian to make sure that the participants understood the researcher correctly and could answer the questions as accurately as possible. Individual and in person interviews are suitable for interviewing individuals who are willing to interact and share their opinions and perspectives with the researcher (Creswell, 2014, p. 240), and both participants fit into this category. The participants were informed of the topic of the thesis when asked to join, both teachers, therefore, knew what the research entailed. While the interviews were happening, short notes were taken. These notes were used to ask follow-up questions, if needed, after the participant has finished answering.

The interviews were immediately transcribed after they were completed. The reason for this was to ensure the interview was fully transcribed so it could be used as a starting point for creating the observation guide. Copland and Creese (2015) stated that transcripts "should provide the level of detail required for the job they have to do" (p. 196). Therefore, the transcriptions in this thesis are detailed. However, they do not include pauses and intonation, since these were not relevant for this thesis. Since the content of the interviews was the essential element, it was appropriate to only transcribe the words that were said (Copland & Creese, 2015, p. 196). The transcribed interviews were written in Norwegian Bokmål (see appendix C). The aim was to stay as close to the original sayings from the participants as possible, however some structural changes were made for the sentences to make sense.

3.4 Observations

This study used non-participating observations. Observation is a research method which collects unlimited, personal data by observing people, behavior, or specific situations (Creswell, 2014, p. 235). It requires an organized and intentional process of data collection and registration, which means that the observation has a purpose and a meaning (Høgheim, 2020, p. 135). A non-participant observer is an observer who acts as a bystander and takes notes without being involved in the activities done by the participants. He or she typically sit at the back of the classroom to study the participants. Being a non-participant observer is, therefore, convenient when the researcher is unknown to the participants of the study (Creswell, 2014, pp. 236-237). Creswell (2014) states that this observational role is usually more comfortable for the participants, compared to being a participant observer (p. 237), because they do not have to interact with someone they are not familiar with. Since the researcher and the teenaged students of the participating teachers are not familiar with each other in this study, the aim was to create a safe and relaxed environment, where everyone felt as comfortable as possible. Therefore, a non-participant observation was regarded as the most appropriate observational role for the researcher.

3.4.1 Data collection

The interviews were done first, and the observation was done the following day or the day after that. The observation guide (see table 2 below) used were based on the interview guide and the data collected during the interviews. Though the interview guide were written in Norwegian, the observation guide was written and used in English, as it was more convenient since the participants used English to communicate, and because it was for my use. Both classes were informed of the observation. At the beginning of the class, when the observations were to take place, I introduced myself, and told the students why I was there, and emphasized that nothing of what would happen during the observation would affect them in any way. They would not be evaluated in any way.

Category:	Questions:
Teaching methods	Does the teacher adapt the language? • How does the teacher use Norwegian and English? What questions are asked? What methods are used to increase the students' oral participation? Anything else?
Group work	Does the teacher use group work, if so, when? Do all students participate during the group work?

	What is the teacher doing while the students work in groups?
	• How many groups manages the teacher to talk to? What language is used?
	Does the oral participation change after the group work?
	What follows when the group work is done?
	How is the time management between the group work and one on one conversations between the teacher and the student?
Languages	What languages do the teacher use, and when?
	What languages do the students use?
	Does anyone ask if they can use Norwegian or other languages?
	How is the Norwegian language used?
The students' oral participation	Do the students initiate oral participation?
	• If so, what do the students say? Is it comments, answers, something else?
	How many different students raise their hand during the lesson?
Teacher responding	What does the teacher say when the students participate orally?
	Does the teacher correct the students?
	Does the teacher repeat answers? If so, what language is used?

Table 2: Observation guide

Since this was non-participating observations, I placed myself at the back of the classroom where I remained throughout the classes. During the observation, the observation notes were written down as the lesson progressed. The notes consisted of abbreviations and incomplete sentences. Noblit (2020) states that fieldnotes should be written into full and rich detailed notes within a day or two of the observation, since this is when the notes are fresh in mind. It is, therefore, important to write down undetailed fieldnotes during the observation as these help the researcher remember (Noblit, 2020, Observing schools and classrooms, expanded field notes, paragraph 1). This principle was followed, and the notes were written into fully detailed and expanded notes later the same day to best record and remember what was done and said during the observation (see appendix D)..

3.5 Data analysis

While conducting qualitative research, there is a simultaneous process of collecting data and analyzing it. The researcher, while collecting data, might be analyzing already collected data, trying

to look for repetitive patterns. There is, also, a continuous circle of collecting and analyzing the material. This means that the researcher might collect data, and then analyze it before collecting more data. A qualitative analysis requires reading and analyzing the material multiple times. This way, the researcher develops a greater understanding of the material each time it is read (Creswell, 2014, p. 262). To analyze the data in this thesis, the transcriptions and observation notes were coded. The purpose of coding is to create meaning out of the collected data. This is done by dividing the resulting text into codes, analyze to see if there are repetitive codes, and assemble these codes into larger themes (Creswell, 2014, p. 267).

In this study, Tesch and Creswell's six steps for coding data (referred to in Creswell, 2014, p. 268) was followed. First, all transcripts and observation notes were read, and the researcher's immediate thoughts and ideas were written down in the margins while reading. Then, the transcription from the first interview was chosen. It was read through carefully, while questioning what the main topics were from this interview. After this, the document was coded into different categories based on the content of the interview. When this was completed, the same process was done with the second interview transcript. When both transcriptions of the interviews had been coded, the observation notes were coded. These were also carefully read through, one by one, while searching for the main topics. The observation notes were then coded into larger categories based on the content of the observation. When the coding of the transcripts and observation notes were done, they were read through again, in case something had been missed, and to search for overlapping themes and categories. The codes were classified in four main categories, which were found in all of the data material. They are also the topics most relevant for the research questions. The method chosen for analyzing the data worked well. It provided a thorough walkthrough of the coding process, which ended in the researcher finding the main results concerning the research questions.

3.6 Reliability and validity

Reliability in qualitative research seeks to evaluate the consistency and trustworthiness of the research. This is often done by evaluating if the research can be replicated by another researcher and provide the same findings. It is, therefore, important that the researcher is transparent, and shares the steps of the research process (Postholm & Jacobsen, 2018, pp. 222-224). The data collection process, that is conducting the interviews and the observations, was done as similarly as possible to prevent it from affecting the results. This means that the premises of the second interview and observation were as equal as possible to the premises of the first interview and

observation. To increase the degree of reliability, all follow-up questions were asked for clarification or for further detail based on what the participants had already answered. All questions were, therefore, constructed from the same main topics, and the interviews were as similar as one could expect in qualitative research. When creating the interview guide and asking the follow-up questions, I tried to refrain from asking leading questions to not lead the participants in one direction (Postholm & Jacobsen, 2018, p. 225). This thesis also combines observation with interview which triangulates the data and, thus, increase the reliability.

There are, however, some factors which might contribute to a lower the degree of reliability. Semi-structured interviews are impossible to conduct in the exact same way twice. This is because the follow-up questions will vary depending on what the participants answer. As this research used a non-participant observation, there is a chance of the researcher distancing him- or herself from the experience which could contribute to the observation notes not being detailed or truthful enough (Creswell, 2014, p. 237).

All researchers must be aware of the effect that one has on the people participating in the study. One's preconceptions and previous knowledge will have an influence of the research as it is not possible to remain entirely neutral (Kvarv, 2021, pp. 72-77). The participants responses will, as a result, be impacted by the questions that were asked during the interview, and how they were asked Consequently, the findings will additionally be based of my interpretation of what the participants have answered. However, the degree of subjectivity is reduced by having a solid theoretical foundation and findings from previous research.

Validity entails if the research is conducted in a way which makes it possible to draw the findings which the researcher has found. If the research has validity, it means that the accuracy or credibility of the findings are high (Postholm & Jacobsen, 2018, p. 222). This thesis aims to explore what methods English teachers use to increase their students' oral participation, and thus, what their experiences and beliefs regarding the topic were. To collect data regarding these questions, there were used interviews and observations. Because the interviews were conducted before the observations, the teachers were aware of what the researcher was studying in more detail. This could have had an effect on the English lesson that was being observed since the teacher might have, both consciously and unconsciously, changed their lesson plan or way of teaching to suit this thesis. Both methods are appropriate for collecting this type of information, since they both seek to gather personal and comprehensive experiences and knowledge of a topic (Creswell, 2014, p. 235; Thagaard, 2018, p. 89). The data were also triangulated by using both interviews and observations. Creswell (2014) argues that triangulation can improve the validity of the research because it uses different sources of data (p. 283).

3.7 Ethical considerations

This research is done according to the research ethical guidelines from the Norwegian National Research Ethics Committees for Research Ethics in the Social Sciences and Humanities (NESH) (2021). Because the data collection includes recorded interviews with teachers, it was required to report and have it approved by the Norwegian Centre for Research Data (NSD) (n. d.) before gathering the data. Therefore, both the interview guide and the consent form were sent to the NSD before the data collection began. The project was approved in January 2022 (see appendix A).

The data was stored at the researcher's personal computer which remained locked when I was not present. The signed consent forms were stored away from the data material in a locked safe. While transcribing and writing the detailed observation notes, all information was anonymized. After the interviews had been transcribed, the recordings were both deleted.

4 Results

The informants being interviewed and observed for this study were the two English teachers, Kari and Ada. The purpose of the interviews and observations was to research what methods Kari and Ada used to increase their students' oral participation, and identify their opinions and beliefs about this matter. The questions that were asked during the interviews, emphasized their experiences regarding the research questions. The observations concentrated on what the teachers did and said during the lessons regarding oral participation. While interviewing Kari, she explained that they were two English teachers who taught in that specific class. Therefore, during the observation, there were two teachers, Kari and Mette. However, it was Kari who was being observed since she was the participant. Ada said during the interview that she occasionally had an assistant with her in the classroom. It was uncertain if she usually had one for this class, however, during this observation, she did not.

The topic of Kari's lesson was reading comprehension. The students were to improve their reading comprehension by translating, describing vocabulary, and working with a given fictional textbook text about a man and his car. The text tasks included finding difficult, funny, and key words, answering questions, and writing a summary of it. The topic for Ada's lesson was the book *Mau*s by Art Spiegelman. *Maus* is a graphic novel which describes the author's father's experiences of being a Polish Jew during the Second World War (henceforth WWII) (Spiegelman, 1986). For a detailed description of the activities done in each class during the observations, see table 3 and 4 below.

During the interviews, both teachers said there were some, yet few, students with minority languages in the class, and they did not use their home languages during classes. Kari mentioned that these students were alone regarding knowing that specific language in the class, and, therefore, they did not use it. She also added that students using their home languages during English lessons, had not been an "issue" for her. Ada said that since she did not know any other languages besides Norwegian and English, she would not understand if the students used another language. She has, however, heard her students occasionally, yet rarely, use a few words from their home language. Therefore, both teachers express that including students' home languages was not considered. During the observations, no other languages besides English and Norwegian were heard.

Observation with Kari	
Activities:	**Time spent:**

The teacher greeted the students, talked about the day, and explained the plan for today's class	25 minutes
Activity: "To the left" – The class was divided in half. One half left with the second teacher, while the other half remained in the classroom with Kari. The students stood in two lines facing each other. They would then ask the classmate opposite them a question from today's homework. The classmate must answer the question. Then one line took a step to the left, and they were opposite a new student to ask a question.	5 minutes
Pair work: Read a text in pairs, then collaborated when writing words, a summary, and answering one question.	25 minutes
Summary of todays' class. The students said out loud what they had written during the pair work. The teacher asked questions, which the students answered.	5 minutes

Table 3: Overview of the activities done in class during the observation of Kari.

Observation with Ada	
Activities:	**Time spent:**
Teacher talked to the class, and explained what they were going to do next.	10 minutes
Group work – the students were to write down what they thought the book *Maus wa*s about	10 minutes
Summarizing what they had talked about in the groups. One from each group had to say out loud what they had written on their sheet.	5 minutes

The teacher and a student read a page from the book out loud. This was followed by individual reading.	15 minutes
Group work – the students discussed and analyzed a picture from a book. The students worked in groups of four to five.	5 minutes
Summary of todays' class. The teacher asked questions regarding the book.	5 minutes
Oral exercise – The teacher asked a question to the full class. The students had to raise their hands to answer. The teacher chose one student to answer, and if it was answered correctly, the student was allowed to leave the classroom.	5 minutes

Table 4: Overview of the activities done in class during the observation of Ada.

4.1 Factors contributing to decreased oral participation

The following section will present the different factors the teachers reported during the interviews as the reasons for their students chose not wanting to participate. On multiple occasions during the interviews, both teachers claimed that insecurity was the main reason for why the students chose not to participate orally. Ada even said that the students' insecurity was what she found the most challenging regarding oral participation. When asked what the students were insecure of, the teachers answered that it entailed insecurity regarding themselves, their English competence, other classmates, and comments from these classmates.

Ada and Kari used words such as "being uncertain", "afraid", "feeling unsafe", and "having anxiety", when describing the students who chose not to participate. Ada explained that this insecurity might be caused by puberty, since this was a period where students went through physical changes which influenced their behavior. Regarding the term anxiety, Kari did not state if some of her students were diagnosed with an anxiety disorder. Instead, anxiety was used to refer to the fear some students had for participating out loud in class, rather than a pathological condition. Both teachers explained that several of their students were afraid in the classroom. They claimed that their students were afraid of being asked to speak in front of the class, afraid of having to talk English out loud, and afraid of having a substitute teacher who did not know they were afraid. From the observations, there were no signs that only speaking English contributed to a decrease in oral

participation. It was the same students who typically participated, regardless of what language they were expected to use.

Ada and Kari gave contrasting answers regarding if using English language for both teachers and students increased the students' insecurity. After the teachers had pointed out that several of their students hesitated to participate orally during their English lessons, they were asked why and if the level of participation in English was different from the level of participation in other languages. Kari answered that there was little to no difference. It was usually the same students who participated in other subject, who also participated in English. Ada, on the other hand, said that there was a difference. She believed the students found it more frightening when they had to participate in English, because they did not feel comfortable speaking it.

The third factor the teachers mentioned was the pressure the students placed upon themselves. Ada reported that in news and social media, she had seen that students grow up at a higher speed, and become adults at an earlier age, and as a result, they understood more since they were more exposed to the world around them compared to what teenagers previously had been exposed to. This fast development created a pressure, according to Ada. The students were pressured to become adults, or behave as adults. Ada thought that this might be a reason as to why students hesitated to participate in class since they viewed themselves as too mature to participate. To them, it was not viewed as cool or a popular action to participate orally in class, because that was something children would do. She compared her students now, to when she previously worked at a primary school, where all students would be eager to raise their hands and participate in class, and she wondered if the pressure the students felt to grow up was one of the reasons for this sudden change.

In terms of pressure, Kari pointed out that some students felt pressured because of grades. Because of this, the school where Kari was employed had stopped giving grades other than the final grade each semester. By not giving grades, the school had tried to create a safer learning environment where the students felt as if they were not under the constant pressure of performing. Kari had a dual attitude regarding decreasing the number of grades. On the one hand, she thought it was a good idea because she did not want her students to feel pressured into performing. On the other hand, she was worried that the reduced pressure led to the students becoming more afraid. She thought that students needed some pressure in order to advance in their oral proficiency. Kari claimed that to improve a skill, one must practice it, and therefore, the students would need to feel pressured for them to increase their oral participation. Otherwise, the students would remain quiet.

During the interviews, both teachers claimed that if the students participated orally during lessons, there was a higher possibility of them receiving a higher grade at the end of the semester.

Ada explained that though participating always would be beneficial for the final grade, there had to be some quality and content to what was said. Kari had experienced students who asked what they needed to do to improve their grades, and her answer was often that they needed to increase their oral participation. She explained that she told her students that they must dare to talk English during classes, which led to some students participating more because they were aware of the benefits. Kari would also comment on oral participation during the individual, *utviklingssamtale* "development conversation" with the students. She would tell them that they needed to try to participate more, since that was the best strategy for improving their oral competence. This would also contribute to more students participating. Later in the interview, Kari mentioned that a student's oral participation alone could not determine a student's grade. Instead, she would notice it and write it down if a student participated, and it would function as a positive contributor to the final grade. It is unknown if the students were aware of this as well.

Ada explained classroom dynamics could have a significant impact on insecurity levels. In several of her classes, there were students who would comment on other students' mistakes. Several students would also become bitter if another student did a good job. This had been the case for these classes all since primary school. It was, therefore, challenging for Ada to know how to change this pattern. Ada had herself experienced some of her students picking on her for mispronouncing a word, and, therefore, she had empathy for the students who chose not to participate because they were afraid of being teased by their classmates. During the observation, no students made comments out loud or laughs at other's mistakes. However, it was difficult for a non-participant researcher to fully understand the dynamics of a classroom after observing only one lesson.

Ada also experienced that noisy classrooms led to a decrease in the students' oral participation. She thought that the highly competent students had understood that they could remain quiet because the teacher's focus was be on the students making loud noise. As a result, these students often chose to not participate orally. However, when the classroom was quiet, the atmosphere changed, and the students who were otherwise quiet begin to participate. Ada wondered if these students viewed a noisy classroom as a not safe environment to participate in. In classes such as these, Ada had decided that the final grade would not be affected by the oral participation, since she understood why some students found it challenging to participate in that type of environment.

Kari explained that her students reported that they did not want to participate because of the large number of students listening to them. It is uncertain if this was a challenge for Ada's students as well, however, Ada had used Google forms to allow the students to choose themselves how many they wanted to have in the audience when they were presenting. By using Google forms, the

students did not have to physically tell the teacher the number, as it could simply be written on the form.

4.2 Using home languages to increase oral participation

Both Kari and Ada had negative attitudes towards using Norwegian in an EFL classroom. When Ada was studying to become a teacher at the university, she was told to mainly speak English in her English classes. The reason for this was that if she did not speak English, it would not be an English class. If Norwegian was to be allowed, it should only come from the students, she said. The university lecturers had explained that too many teachers spoke an excessive amount of Norwegian during their English classes. Even though Ada was told this during her teacher's education, it was not a realistic approach in her classroom. She reported conflicting mindsets, where on the one hand she had been told to use as much English as possible, yet on the other hand, the parents complained that their children did not understand what was being said, and therefore struggled to participate during the class.

The students from both classes mainly used Norwegian to communicate, both to the teacher, in groups, and privately with each other. During the groupwork at both Kari's and Ada's classes, the students explicitly spoke Norwegian while discussing the task.

Both teachers participating in this study reported that they used Norwegian to increase their students' oral participation and the students' general understanding of the lesson's topic. Ada's reason for this was that only using English would lead to several students not understanding what was being said during the classes. In her opinion, only students with high oral competence in English who would be able to participate and contribute to the class. It was, therefore, necessary for both her and her students to sporadically use Norwegian during their classes. During previous years, Kari had only allowed English speaking in tenth grade, which meant that both the teacher and the students were to communicate in English. When asked how this affected the students' oral participation, she answered that several students became quiet and did not want to participate anymore. Kari's requirement to only accept communication in English, became too much of a pressure for some students. With this year's class she would, therefore, not use this approach, as she had too many students who were afraid to participate.

Although Kari would not implement a complete target language approach, she stated that she would prefer it if her students mainly spoke English, since this was what she considered an important element of oral participation in the EFL classroom. According to her, expressing oneself in English was oral participation. She clarified that the students did participate orally when

answering in Norwegian as well, and that she would rather have them answering in Norwegian than remaining quiet.

The teachers would, however, adapt what language and vocabulary they used based on who they were talking to. Kari explained this as one of her methods of adjust her teaching to each student. When communicating with students who had a low level of oral proficiency in English, the teachers would use Norwegian at a larger degree, and with students who had a high level of proficiency in English, they would speak English almost exclusively. These adaptions were, however, not present during any of the observations. The teachers would only occasionally start the conversation with the individual student in English, before shifting to Norwegian. The teachers would, however, speak English or translanguage between English and Norwegian, to the whole class, for example when explaining a task or giving instructions. They would then walk down to a student and repeat what they had just said, only in Norwegian.

Regarding adapting the usage of the target language, Ada added that this adjustment also applied for her students. If she thought the topic being discussed might be demanding or challenging for the students, she allowed them to answer in Norwegian. The reason for this was to open up for more students to participate orally. She exemplified this with a classroom situation where they discussed the war in Ukraine. When discussing such topics, Ada said that "We cannot allow for misunderstandings, so here you [the students] can answer in Norwegian, and I can talk English". If she knew the students could answer in English, which was based on her knowledge of the students' level of proficiency, she let them know that for the next question, they could only answer in English. If they were to use other languages, their answers would not be considered or evaluated, Ada reported during the interview.

Expressing that she only wanted answers in English occurred two times during the observation of Ada. The first time was when Ada asks the students why they thougth the book, *Maus*, was in black and white. Here Ada asked for the students' opinions regarding a subject. The second time occurred after the class has discussed the book further, and Ada said: "Now I want you to answer me in English. Do you know any examples of other stories with blood?". This time Ada requested the students' previous knowledge. On the first occasion, three out of seventeen students raised their hand, and the second time, four out of seventeen students raised their hand. These were among the highest number of participating students regardless of the language they were allowed to use. Kari also had a part of her class done completely in English. She greeted her students, asked them what date it was, and what subjects they had during that day. She did not express that she wanted answers in English, as that was implicit, because it was an exercise the class regularly do.

During this practice at the beginning of class, five out of twenty-two students in total had raised their hand to answer.

Another method the teachers used to increase the students' oral participation was walking around the classroom while the students were working or collaborating on a task. The teachers asked the students questions such as "How is it going?", "How far have you gotten?", or "What have you done so far?", and they were often asked in Norwegian. The students then answered in Norwegian. Some students also asked for help after the teacher had initiated the conversation.

Although Kari and Ada wanted their students to speak as much English as possible during their English lessons, they did allow their students to talk Norwegian. As Kari explained, the students were participating orally, even though they were communicating in Norwegian. None of the teachers did, however, encourage their students to use their home languages, neither Norwegian nor other known languages. During the observations, both teachers used Norwegian while talking individually with students, responding to students' answers out loud in the classroom, and explaining the tasks for students who needed an additional explanation. Occasionally, the teachers used Norwegian spontaneously, such as Ada when she told her students that they spend too long finding their places and being quiet. Ada also used Norwegian to translate English sentences to Norwegian. For example, Ada said "Can two or three people from each group talk about what you have written? To til tre mennesker skal representere laget.".

Regarding students translating, Ada mentioned during the interview that she often asked students to translate for her. This occured several times during the observation. She began by asking "What do you think this book is about. What do you think will happen?". She waited before asking "Can anyone translate what I just said?". Three out of seventeen students raised their hand to answer. By having the students translate, Ada reported she hoped to increase the oral participation and competence. This way, the students who do not understand were given the information in Norwegian in addition to English. Translanguaging was also used by the teachers. Kari, for instance, said "But how can we know, hvordan kan vi vite at teksten forteller om en tid for lenge siden?», and Ada asked a student «Can you gather up the tusjer?». This way the teachers combined both Norwegian and English.

4.3 Topic selection and oral participation

According to the teachers' experiences, using topics the students enjoyed in the classroom, increased the oral participation. Kari claimed that engaging a whole class was challenging, since there would always be students who were not interested in that specific topic. However, when the

class recently worked with the popular Norwegian tv-series *Rådebank* the students were motivated and excited for their English classes. *Rådebank* follows the life of a group of car interested young adults, and their encounters with love, friendship, and loss (Skrivesenteret, 2022). The work was done in a cross-curricular matter between the Norwegian and the English subject, where the students would watch the tv-series in Norwegian before answering questions in English. This was a topic which really interested the students, which further led to them becoming more involved in the English subject and finding English fun. When asked how this affected the students' oral participation, Kari answered that she was uncertain if more students raised their hands than they usually did. She was, however, convinced that all students collaborated and participated during the group work they had those weeks. During these weeks, Kari would walk around the classroom and listen to the students talking, and Kari emphasized again, that all students seemed very engaged.

Ada emphasized that allowing students to have some flexibility regarding lesson content was important. Her class had recently worked on real criminal cases, where the students were to choose a case and present it to the class. The freedom to choose, and thus find cases which interested them, made the students much more engaged with the task. Ada said that she could see a clear difference regarding oral participation when she used topics the students found interesting, and topics the students viewed as irrelevant. She reported that teachers should avoid topics which reminds the students too much of school, as this often viewed as boring.

Later during the interview with Ada, when she was asked if the students initiate oral participation, she answered that it depended on the topic. Ada continued to tell that it had, for example, happened during an English class in eight grade, where the class had been discussing the situation in Russia and Ukraine. Ada said that the students seemed more engaged than ever before, it was almost too much. They interrupted each other and could not wait to express their thoughts. Ada, however, saw this as a pleasant experience because the loud noise indicated that they were all involved. Ada clarified that in this class, the increased oral participation occurred mostly because of the topic, and that the students found this topic interesting.

During the observations, both classes were introduced to topics who were new or relatively new to the students. The topic for Kari's class entailed a fictional text about a man and his car. For Ada's class it was WWII and working with the book *Maus*. Based on this, it was possible to say something about the teachers' perceptions of what the students found motivating. The text about a man and his car, and Maus, were similar topics to the topics the students had recently worked with, which were *Rådebank* and WWII. The teachers reported that both the tv-series and the War were topics which engaged the students.

4.4 Teachers' methods for increasing oral participation

During the interviews, the teachers reported that they often used pair or group work as a way of increasing and simplifying oral participation. Earlier this year, Kari had her students placed individually, but, after a few weeks she needed to place them back together in pairs as it did not cooperate with her way of teaching. She usually included working in pairs in her lectures, and therefore, it was easier for her to have them placed together at all times. Ada also placed her students' desks together with the intention of increasing their oral participation. The students were placed in a semicircle in groups of four, making the students partially face each other. This placing led the atmosphere to become more informal which she thought helped the students relax. Ada also mentioned that they would spend less time during lessons to form groups as they were now already placed in them. Ada was asked how rearranging the students into groups affected the oral participation, where she answered that the participation was easier for the students when they worked in groups. When placed in groups, the students would always have someone they could collaborate with. Even if one member of the group was gone, there would still be other members that they could talk do and find support in. She had, however, experienced that group work could lead to decreased participation as well. When the students were placed together, it was easier for some to hide and not be noticed. Though there were both advantages and disadvantages, Ada stated that she enjoyed this classroom organization as it created a safer learning environment. During the observations, all students seemed to participate orally during the group work. Both Ada and Kari did easily move throughout the classroom and engage students who were quiet. By placing the class in pairs and groups, the teachers had more time to work with increasing students' oral participation.

To manage the insecurity, pressure, and anxiety students felt, Kari said that she made individual arrangements with students who found participating orally challenging. She had made numerous agreements with the class she was teaching now because it consisted of many students who were terrified of having to answer or talk out loud in the classroom. She explained to the students who did not participate, that she wanted them to try. Together they created a plan where the students were to participate a certain number of times, contribute by raising their hand to say the answer after they have finished a task, or participate in groupwork and raise their hand to answer on behalf of the group. Kari explained that she tried to facilitate for the students' participation. It was important for these students to be assured that they would not be chosen to talk out loud in front of the class if they had not raised their hand. Ada had also made arrangements with students, however, she emphasized that an arrangement was not enough for students to participate. For some students to participate orally, everything needed to be perfect. It had to be the correct and appropriate time,

setting, and topic. During the interview, she explained that when she thought a student could participate during the class, she quietly said to them: "Okay, can you say something now?", or: "Okay, let's try now.". Sometimes the students would say no, to which Ada answered: "Oh yes you can.". Based on her experience, this usually led to the students participating. However, after the sensation of getting a student to participate, Ada stated that she would have to wait until that student was ready to participate again, and this could take months.

Another method both teachers used was randomly naming their students directly to answer a specific question. The teachers reported that they knew their students well enough to know who could manage being named to answer. Kari explained that she could practically name anyone of her students to answer, under the conditions that they had previously prepared the answers, or worked on the topic in pairs or groups. Pair- and groupwork were frequently used by the teachers. The teachers reported that after the students had finished a collaborative task, one from each pair or group were to answer on behalf of their group, to the rest of the class. This was often done as a summary of the work they had completed. Kari was conscious regarding the placement of the students, so two anxious students did not form a pair. This way, she made sure that the students could rely on each other for support, which hopefully would increase their oral participation. Additionally, both teachers explained that they have used small sticks with each student's name, and picked one stick from a cup. The student whose name was picked would have to answer out loud. Both Kari and Ada had occasionally abandoned this method, as the students had told their teachers that it made them more insecure. During the observations, both teachers did occasionally ask students who did not have their hand raised to answer a question. What was notable, however, was that the teachers had talked to these students beforehand or viewed what they had worked on. The teachers were, therefore, sure that these students could be asked to participate because they knew the students would answer appropriately. This correlated to what the teachers said during the interviews. They would try to only let the students who had their hands raised answer, but sometimes they needed to name students who had not raised their hand. This was, however, only done when the teachers were certain the students knew the answer or were capable of answering.

During the interviews, both teachers emphasized that they had told their students that there was not necessarily a correct answer. What was important for both of them was that the students dared to express themselves. Ada stated that she emphasized the students' thoughts and opinions first and foremost. At the observation, Ada on several occasions asked for the students' opinion, such as when asking them why they thought the book was in black and white, and the final question before leaving where she asked if anyone was looking forward to the prom tonight. The latter question was asked during the final activity of the lesson, where the students needed to raise their

hands and answer in order to be permitted to leave the classroom. The questions Kari asked during the observation were both factual and opinion based. She asked, for example: "What is a Model T?", and "Why do you think we have chosen this text?".

The teachers reported that they tried to give positive feedback in the classroom. When the students did not use the accurate grammar or mispronounced a word, the teachers did not emphasize it, as this was not what they found important for communication. They said that they did not comment on errors as they did not want to demotivate the students and take away the fact that they had dared to participate. It was once again mostly important that the students communicating and that they were being understood. If an error was repeatedly made, Kari said that she would repeat what the student said, but say it correctly. She thought that these grammatical errors could instead be corrected during written work. There was, therefore, no need to emphasize the mistake in front of the rest of the class. During the observations, none of the teachers commented on the students English, even when mistakes were made. When a student in Ada's class mispronounced a word, she answered: "Thank you. That was good.". Instead of correcting errors, both teachers enthusiastically commented "Yes" and "Great", when the students answered. Ada was especially engaged in what her students said. By walking around the classroom, and pointing to the student speaking, she showed with her body language that she was interested in hearing what the students had to say.

The final method Ada used to motivate students to participate orally, was to develop a good relationship with each student. Ada claimed that if the teachers had never talked to their students outside the classroom, the chances of those students wanting to participate were minimal. However, if the students liked and felt comfortable around the teacher, the probability of them participating increased. By taking time to talk and listen to all the students individually, Ada felt it might contribute to them being more motivated, and, thus, wanting to participate. This was also what she mentioned she would have done differently if she could to increase oral participation. She wanted more time to talk to the students and build relationships during the classes. During the observation of Ada, she walked around the classroom, and by the end of the class, she had talked to all groups. From the 55-minute class, Ada devoted approximately 15 minutes to group work, which gave her 15 minutes to talk to 17 students. Kari had also been able to talk to each group at the end of her class. She dedicated 30 minutes to collaborative work. As Kari's class had two teachers, each group was more frequently visited by a teacher since they would both walk around.

During the interview, Ada explained that she found it uncomfortable when there were no students participating. When this occurred, Ada said she jokingly asked the students: "Are we a bit tired today?", or "There must be someone who knows this?". Following this, a few students would usually raise their hand, and when they did, Ada would quickly let them answer before she moved

on to something else. She said that she did not wait for more students to raise their hands as that would, in her opinion, contribute to an unpleasant classroom atmosphere. While observing Ada, she said: "Come on!" and "Can anyone who has not raised their hands yet, read what is written here?". This method was used when there were no students raising their hands, or only students who had previously raised their hand who wanted to participate again. On both occasions, there number of students raising their hands to answer or contribute, increased. Kari used this method more frequently during the class. Throughout the observation of Kari, she said: "Come on.", "Raise your hands.", and "I wish more people would join, because I know you know this". An example of such a situation was at the beginning of class when Kari greeted her students. The class was quiet, and all the students were standing beside their seats. Kari said: "Good morning!", however there were only a few students who answered her. Kari informed the students that she was not impressed with their respond. "Oh, that is not good enough. One more time. Good morning." The sound of her voice was louder now. This time a few more students joined. Finally, she said: "Come on! One more time. Good morning!". She was even louder now, and approximately all students greeted her back. Kari refused to stop until she was pleased with the students' respond. She, therefore, waited and repeated what she was saying until all students had said good morning.

5 Discussion

At the beginning of this thesis, the following research questions were asked: *What are English teachers' beliefs concerning their students' oral participation in class?* And: *Do English teachers use any methods or resources to increase their students' oral participation? If so, what are they, why are they chosen, and how are they implemented?* This chapter will discuss these questions based on the findings and the theory presented so far.

5.1 Using home languages

During the interviews and the observations, it became clear that the teachers used Norwegian on several occasions to increase their students' oral participation. These were to make sure the students were able to understand what was being said, translate, to explain and give instructions, to avoid misunderstandings, and help students individually.

One of the main reasons for using Norwegian reported by the teachers for using Norwegian was to ensure that all students understood what was said during the lesson. The teachers reported that they would adjust their English depending on who they were speaking to. When speaking to lower proficient English-speakers, the teachers would use Norwegian, and when talking to more proficient English-speakers, they would use English. Although this was not seen during the observations, the teachers would explain tasks in Norwegian to students at their desks, after having explained the tasks to the whole class in English or by switching between English and Norwegian. Teachers adjusting their target language usage this way were also found in Pablo et al.'s (2011) study (p. 120). According to Lucas and Katz (1994), this is the most effective method to use for developing competence in the target language with students who are not proficient in that language. By allowing these students to use their home languages, such as Norwegian, the students can discuss the lesson content and communicate more freely and accurately (Lucas & Katz, 1994, p. 539).

During the interview, Ada explained that she would often let the students translate what she was saying, instead of her doing it herself. This was also done on multiple occasions during the observation of her. She used this method to increase chances of the oral participation amongst both proficient and less proficient English-speaking students. Students who were proficient in English, could translate what had been said, while students who were not proficient in English, were provided a translation, In a way, this resembles the grammar-translation method (see section 2.2), where translations between the home language and target language were customary (Munden, 2017, p. 60). However, this use of translation is tailored to the students' individual needs, which may be a

result of Drew and Sørheim (2016) suggestions to incorporate different elements of the traditional methods (see section 2.2.) (p. 27).

The teachers also used the target language when they knew the students could answer in that language. This was done without any translation. An example is when Kari greeted her students and asked them what date it was and what subjects they had that day. This can be regarded as systematic use of the target language, which Munden (2017) states should not be translated. The reason she gives is that when this type of knowledge (p. 65), such as asking what day it is and what is the weather like, is continuously repeated throughout the year, there is an opportunity for students to use the target language in a meaningful way. It allows for the students to only hear the English version, although they may not understand every word (Munden, 2017, p. 65). In time, the students will gradually understand more. According to Munden (2017), the target language should be systematically used when teachers give instructions, as this will also include more specific vocabulary which will be repeated several times (p. 65), such as "open your books" and "turn on your iPads". Ada and Kari would occasionally use only English when giving instructions, however, for it would mostly be followed by a fully or partially Norwegian translation.

Though both teachers in this study used Norwegian during their English lessons, they reported that they initially did not want to use Norwegian. They were both advocates of an "English only" approach, and aimed to implement such an approach, especially in the higher grades. The use of home languages, therefore, became a conflicting subject, since the teachers wanted to use the target language as much as possible, but it was not achievable in their classes. Implementing an all-English approach is not supported by Pablo et al. (2011). Their research found that applying an all-English approach for the whole class, would contribute to students not understanding what is going on during the lessons. As a result, the students' learning outcomes will become limited and incapable of developing (p. 120). During Kari's interview, she reported that she had previously implemented this approach, and the results were that the oral participation decreased. When she only allowed communication in English, the students did not want to participate anymore. Therefore, it appears that Kari's experiences echo Pablo et al.'s findings. If students do not understand what is being said during the lesson, they are not likely to participate orally.

Based on Kari's and Ada's views, it appears that they are not aware that using home languages to increase oral participation is an advantage, though they say they use it for increased oral participation. Teachers participating in Copland and Neokleous' (2011) research shared the same perspectives (p. 278). They claimed that home languages should only be used when strictly necessary, but they still used the home language during their teaching of the target language

(Copland & Neokleous, 2011, p. 278). They believed that using home languages would negatively influence the students' development of the target language (Pablo et al., 2011, pp. 120-121).

5.1.1 Including home languages other than Norwegian

Kari and Ada reported that their students only used Norwegian or English during their EFL lessons. Their reasons appeared to be based on lack of knowledge about multilingual students, because they justified their actions by stating that the students could not use a language the teachers did not know, or that students using home languages had never been an "issue" for them. Therefore, no other languages were heard during the observations. Since language and identity are connected, to not allow, and thus not validate, students' home languages can contribute to the students feeling that their identity is not validated (Krulatz et al., 2018, p. 107). And if the students feel as if their identity and home languages are not regarded as important in the classroom, why would they bother to participate in an EFL classroom? According to Krulatz et al. (2018), not respecting or facilitating for the use of home languages can lead to students choosing to not use that language anymore, which again leads to them loosing a part of their identity. This change can cause the students to become insecure of themselves (pp. 107-108). Being insecure, in addition to not having self-confidence, are two of the factors which contribute to decreased oral participation, and in worst case, the student might choose to quit learning the target language (Jamshidnejad, 2020, pp. 2-3).

5.1.2 Scaffolding

To enhance the students' oral participation, both teachers walked around the classroom and talked to the students while they were working on various tasks. What is worth accentuating is that when the teachers used the scaffolding method, they usually communicated with the students in Norwegian. This might be caused by the teachers wanting to do more to facilitate the scaffolding process, that is the process of extending the students' zone of proximal development (Vygotsky, 1981, p. 86). The teachers help their students in Norwegian to ensure that the support is actually understood. The results of this might be great for the students who understand Norwegian and have Norwegian as a home language. However, for students who do not, they might not get the same degree of support. It can, therefore, be questioned what these students gain from this approach.

The teachers would routinely walk from student to student, trying to speak to as many students as possible, preferably from different groups, as the students were placed in groups or pairs at all times. The conversation usually began with the teacher asking how the student was doing or what amount of work they had completed so far, followed by the student answering. This exchange was usually done in Norwegian by both the teachers and the students. This method can be viewed

as a form of scaffolding by the teachers. When the teachers talk to the students individually, it removes the pressure of several interlocutors listening and creates a more informal atmosphere. This allows the students to solely concentrate on solving the given task. As the students become more confident and proficient in their oral participation and oral skills, the scaffolding can gradually be removed, since the students now can solve the task on their own (Wood et al., 1976, pp. 90 & 96).

An important element of scaffolding is that it demands oral participation and oral skills of the student (Vygotsky, 1981, p. 27). When the teachers ask how the student is doing or if they need any help, the student is required to answer, and the answer will vary depending on the students' proficiency, knowledge, and comprehension. It will, however, still develop the students' oral skills since the students are participating and communicating (Tsou, 2005, p. 46). As these skills increase, it might contribute to them participating more later in the classroom. This is because participation develops the students' cognitive abilities (Sereno et al, 2020, p. 351).

When Ada and Kari used scaffolding as a method, it helped the students go from what they could do alone towards what they could not do even with assistance. The distance between those two stages, the zone of proximal development (Vygotsky, 1981, p. 86), is reduced when the teachers help their students by using this method. That is to say that with the teachers' assistance, the students can faster learn what they are supposed to, before being able to solve the same problem on their own. The premises is that the students must receive help from someone more capable than them (Vygotsky, 1981, p. 90). Therefore, the students can also work in their zone of proximal development with the help of a more proficient classmate. Kari emphasized that she carefully placed her students together in pairs while considering their oral participation. This way, the student who did not enjoy participating orally, could benefit from the student placed next to them who did not find it as challenging to participate. If the latter student also had better oral skills, it could help the first student develop their oral skills further and faster, compared to what they could have done by themselves (Vygotsky, 1981, p. 86).

5.2 Topic selection

Selecting topics interesting to the students might increase the students' oral participation (see section 2.4.5). Both Kari and Ada reported of significant improvements concerning the students' oral participation when the lessons consisted of topics the students found exciting and relevant. The reason was that implementing interesting topics in the lessons, caused motivated and engaged students, which again contributed to the students wanting to participate orally. MacIntyre

(2007) emphasizes that motivated students want to improve their proficiency in the language, and their WTC increases (p. 573). This was also the finding in Kang's (2005) study, where the students' participation increased when the lesson included topics they were passionate about, and motivated to continue learning about (p. 284). Ada also reported that the students would initiate the oral communication if the topic of the class appealed to them. She had experienced this recently when one of her classes wanted to discuss the war in Ukraine. The class had then become deeply invested and interested in the topic, and the oral participation increased tremendously.

Kari did emphasize that it is challenging, if not impossible to find topics that interest all students, since the students' interests will vary from student to student. However, Kang (2005) claims that students are often eager to speak about topics they have much knowledge on, or topics which are personal to them, such as their families, friends, and experiences they have had (pp. 283-284). When students were allowed to speak about these topics, or other topics they find interesting, they often felt comfortable and confident enough to participate orally (Kang, 2005, p. 283). The reason for this is that these types of topics ease the use of target language for the students, since sharing knowledge on the topic is regarded as more important that being proficient in the target language (MacIntyre et al, 1998, p. 554).

It is difficult to say based on the observations if the teachers had chosen topics which the students found interesting during those classes, since the observations only lasted for one hour. However, several students appeared to be engaged. Additionally, the topics of the classes, that is cars and WWII, were similar to topics the teachers reported their students had previously found interesting.

5.3 Collaborative work

During the interviews, Ada and Kari reported that they used an extensive amount of collaborative work to increase their students' oral participation. It became such an important part of the lessons, that both teachers had to rearrange the students in their classroom, so they were all placed together in groups or pairs (see section 5.4). The usage of collaborative work was also seen during the observations, where various types of group work were done for the greater part of the classes, such as writing, reading, and discussing together. According to Drew and Sørheim (2016), collaborative work is a suitable and recommended method for increasing students' oral participation (p. 59). This is because speaking in small groups is perceived as an informal, and thus less scary setting. The students would, therefore, usually be more confident and have no trouble talking in groups compared to speaking in front of the whole class (Jackson, 2002, pp. 75-76; Drew &

Sørheim, 2016, p. 59). Collaborative work also gives the students time to prepare and reflect on their opinions and answers, which makes them more comfortable towards sharing what they have discussed and found out with their teachers and the rest of their classmates (Jackson, 2002, p. 80)

One reason why the teachers used collaborative work was to manage students' insecurity of participating orally. Ada and Kari reported of high numbers of students who did not want to participate because they were insecure of themselves, their English proficiency, their classmates, and receiving comments. Jackson (2002) states that using collaborative work removes students' fear of being humiliated, in addition to removing the fear of being in the spotlight and appearing as someone who wants everyone to know how good they are (p. 82).

Several of Kari' students were also afraid of speaking in front of a large number of interlocutors. This is why she considered collaborative work as an appropriate method for them, as this would allow these students to practice and improve their oral participation and oral skills. Students afraid to speak in front of many is a commonly reported finding in studies on students' oral participation (Sereno et al., 2020, p. 352; Kang, 2005, p. 283). Corresponding to what made Ada and Kari's students insecure, the participants in Kang's (2005) study feared making mistakes and being humiliated, which resulted in them not speaking. For students who are insecure about speaking out loud in front of many, collaborative work can be appropriate since it is less demanding for the students. This is because they are only required to talk to the members of their group (Drew & Sørheim, 2016, p. 59). Therefore, using groups to discuss or collaborate during lessons can be a highly appropriate method to use for students who are reluctant to speak in front of the whole class.

From both the interviews and the observations, it was pointed out or shown that after completing group work, one student from each group were to answer on behalf of the rest of the group. Kari explained that when the students worked together in groups, the less competent English speakers could draw on the knowledge of more competent English speakers, and they could support each other. Based on the observations, the students seemed to participate orally while working in groups. This approach is supported by both Drew and Sørheim (2016, p. 59) and Jackson (2002, p. 82). Jackson's (2002) participants explained that since the students spoke for someone else, they were more confident, and as a result, the oral participation in the classroom increased (p. 70). Kari reported the person who were to present on behalf of the group, did not always participate voluntarily. After group work, she would occasionally ask students to participate orally by saying their names without them having their hand raised or picking names written on small sticks in a cup. The reason for this was that since the students had been given time to prepare and discuss in groups, all students should be able to participate. The students from Jackson's (2002) study also reported that group work contributed to them becoming more prepared and, thus, more able of

participating orally. Additionally, the preparation led to the students giving better and more detailed answers (Jackson, 2002, p. 80).

5.4 Classroom organization and atmosphere

In both Kari and Ada's classes, the students were seated in pairs and groups as a method for increasing the students' oral participation. The purpose of this organization was to create a relaxed classroom atmosphere where the students felt comfortable to participate. The teachers reported that they had rearranged the seating plan of the classroom to better agree with their teaching, as they both used group work extensively. Ada said that her experience was that having the students placed in groups at all times, created an informal classroom setting, which made the students calmer and not view the participating too seriously. Ada's experience is supported by Jackson (2002), who found that placing students in groups, made it easier for students to express their thoughts during group work (p. 75). Additionally, when the students are seated facing the other members of their group, such as in Ada's classroom, it leads to a more authentic dialogue which is believed to enhance the students' oral participation (Drew & Sørheim, 2016, p. 59).

Regarding classroom atmosphere, a relaxed atmosphere contributes to increased oral participation (See section 2.4.2). According to Ada's experience, an unpleasant classroom atmosphere would lead to decreased oral participation. In these classrooms the students were loud and laughed at and commented on each other and the teachers. This resulted in even proficient English-speaking students choosing to remain silent and not participate. Therefore, it is important to eliminate the actions contributing to an unpleasant atmosphere if the teachers want to increase their students' participation. As stated by Drew and Sørheim (2016), it is essential that the classroom is a calm and positive place, for all students to dare to participate (p. 59). Ada also mentioned that when the atmosphere in these classes changed, that it became calm and relaxed, the proficient students who previously chose to remain quiet, would begin participating. This illustrates the importance that creating a pleasant classroom atmosphere has for increasing the students' oral participation.

6 Conclusion

This research set out to answer the following research questions:

- *What are English teachers' beliefs concerning their students' oral participation in class?*

- *Do English teachers use any methods or resources to increase their students' oral participation? If so, what are they, why are they chosen, and how are they implemented?*

This study aimed to investigate teachers' beliefs regarding their students' oral participation. It was found that teachers find students' oral participation to be a challenging, yet important topic. The students' insecurity was viewed as one of the main reasons for hindering students' oral participation, and it was difficult for the teachers to know how to manage this insecurity.

Concerning their methods for increasing oral participation, the teachers used and allowed the use of Norwegian, but not other languages. When the students were allowed to use Norwegian, their oral participation increased, and when the students were not allowed to use Norwegian at all, the oral participation decreased. Secondly, selecting topics the students found motivating increased oral participation. Thirdly, collaborative work was used to help students, who were afraid to speak in front of the whole class work with their oral participation. The fourth finding was that an informal and calm classroom atmosphere increased the students' oral participation. Finally, scaffolding in the home language of the students was a useful method for helping students to practice their oral skills and participate orally in a safe and controlled environment without too many distractions.

For teachers today, this study provides suggestions for methods they could use to increase their students' oral participation. For instance, teachers who share a home language with their students might use it while teaching the target language to ensure that the students understand what is being said during the lessons, which enables them to participate later. Teachers could use Norwegian and other home languages while guiding and speaking to students who are at a lower level of proficiency in the target language, as it can contribute to the students understanding of the content. They should, therefore, not be worried of using their home languages during their English lessons. Teachers should also prioritize more time to speak to the students individually in the classroom. When students are hesitant to speak in front of many peers, it is essential that the teacher takes time to speak to those students alone, so the teacher evaluates their oral skills proficiency, and what needs to be further developed. Speaking to students individually might also contribute to

building a stronger and better relationship with them. It would, therefore, be beneficial that two English teachers share the instruction of one student group, as was the case with Kari's class.

The findings from this thesis would also support a greater focus on students' oral participation and how to increase the participation in teacher education programs. This education should provide the future teachers with strategies and methods which both they and their students can use to increase oral participation, such as scaffolding and using home languages. Teacher education should also provide pre-service teachers with more examples of activities their students can do to participate orally in addition to talking out loud in front of the class, for example by using podcasts.

6.1 Suggestions for further research

For further research on increasing students' oral participation in the EFL classroom, multiple observations with one class could provide a greater insight in how the different methods affect the students. During multiple observations, the researcher could study which methods lead to increased oral participation. In connection to this, it would also be possible for the researcher to do action research, where he or she actively participates in a classroom with the aim of enhancing students' oral participation. The researcher could use the findings from this study, and other similar studies, and test the suggested methods in a classroom.

It would be useful to investigate oral participation from the students' perspectives. A study based on the students' thoughts and opinions could provide a complementary perspective to this research. The research could, for example, focus on what strategies the students report that they use to increase their oral participation.

Finally, it would be interesting to research how students' oral participation in the EFL classes in primary school compares to oral participation in lower-secondary school. One of the teachers in this study reported that she experienced a great difference in students' oral participation when she moved from working at a primary school to lower-secondary school. It would, therefore, be interesting to study if this is a commonly reported finding amongst English teachers, and if so, what the reasons for these situations are.

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8 Appendices

Appendix A: Approval from the Norwegian Centre for Research Data

Appendix B: Consent form

Appendix C: Transcripts of interviews

Appendix D: Observation notes

8.1 Appendix A: Approval from the Norwegian Centre for Research Data

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

590853

Prosjekttittel

Muntlig deltakelse i et klasserom hvor engelsk er et fremmedspråk

Behandlingsansvarlig institusjon

Universitetet i Sørøst-Norge / Fakultet for humaniora, idrett- og utdanningsvitenskap / Institutt for pedagogikk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Delia Schipor, delia.schipor@usn.no, tlf: 31008951

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Iselin Kallevik Stubberød, iselin.k.s@hotmail.com, tlf: 94823688

Prosjektperiode

03.01.2022 - 01.06.2022

Vurdering (1)

28.01.2022 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg, og eventuelt i meldingsdialogen mellom innmelder og Personverntjenester. Behandlingen kan starte.

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

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

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

PERSONVERNPRINSIPPER

Personverntjenester vurderer at den planlagte behandlingen av personopplysninger vil følge prinsippene i personvernforordningen om:

lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen

formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål

dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet

lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Ved bruk av databehandler (spørreskjemaleverandør, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

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

MELD VESENTLIGE ENDRINGER

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

OPPFØLGING AV PROSJEKTET

Personverntjenester vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.
Lykke til med prosjektet!

8.2 Appendix B: Consent form

Vil du delta i forskningsprosjektet,

«Muntlig deltakelse i et klasserom med engelsk som fremmedspråk?»

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvilke strategier engelsklærere bruker for å øke elevenes muntlige deltakelse i engelskundervisningen. I dette skrivet gir jeg deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Mitt navn er Iselin Kallevik Stubberød, og jeg er masterstudent i engelsk ved grunnskolelærerutdanningen ved Universitetet i Sørøst-Norge. I den forbindelse skal jeg gjennomføre et masterprosjekt som har som formål å undersøke hvilke strategier ungdomsskolelærere bruker for å øke elevenes muntlige deltakelse i engelskfaget. Problemstillingen er følgende: «What methods do English teachers use to increase their students' oral participation in the EFL classroom?". Problemstillingen tar dermed utgangspunkt i dine erfaringer som engelsklærer, og hvordan du arbeider med å øke elevenes muntlige deltakelse.

Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Sørøst-Norge er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du får spørsmål om å delta med grunnlag i at du er engelsklærer på ungdomsskolen, og denne tilknytningen er relevant for min problemstilling.

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer det at du vil la deg intervjue ved personlig intervju. Tidsrammen som er satt av til intervjuet er ca. 45 minutter. Intervjuet inneholder blant annet spørsmål om dine valg av metoder for å økt muntlig deltakelse, hvordan du tilpasser disse metodene, og hva du vektlegger når det gjelder muntlig deltakelse.

Intervjuet vil inneholde spørsmål som kan bidra til at jeg får svar på min problemstilling. Det vil ikke stilles spørsmål om tredjepersoner og det vil ikke stilles spørsmål om særlige kategorier av personopplysninger som politisk oppfatning, religion, helseopplysninger, eller straffedommer/lovovertredelser.

Diktafon vil benyttes for å ta lydopptak av intervjuet.

Det er også ønskelig å få observert en undervisningstime i engelsk for å observere deg som lærer.

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

- I forskningsprosjektet vil veileder og jeg ha tilgang til dine opplysninger.
- Navnet og kontaktopplysningene dine vil ikke bli gjenkjent i endelig innlevert oppgave, alle informanter vil anonymiseres gjennom kode i oppgaven, for eksempel Ped1, 2, 3 osv. Koden lagres innelåst, adskilt fra øvrige data.
- Datamaterialet vil bli passordbeskyttet og lagret på ekstern harddisk.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes noe som etter planen er 01.06.2022. Lydopptaket vil bli slettet etter transkribering, kort tid etter intervjuet er gjennomført. Transkriberingen vil anonymiseres gjennom koding.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg,
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Sørøst-Norge har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Sørøst-Norge ved prosjektansvarlig: Delia Schipor, epost: delia.schipor@usn.no
- Student: Iselin Kallevik Stubberød, epost: iselin.k.s@hotmail.com
- Vårt personvernombud: Paal Are Solberg, epost: paal.a.solberg@usn.no, ved Universitetet i Sørøst-Norge

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Prosjektansvarlig/veileder   Student
Delia Schipor   Iselin Kallevik Stubberød

-
Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «elevenes muntlige deltakelse i et klasserom med engelsk som fremmedspråk», og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju
☐ å delta på observasjon.

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, 01.06.2022

(Signert av prosjektdeltaker, dato)

8.3 Appendix C: Transcripts of interviews

8.3.1 Interview A

The interview with Kari.

Hva legger du i begrepet muntlig deltakelse i engelskfaget?

At elevene prater engelsk når vi har engelsktime. Jeg tenker at det ligger i å uttrykke seg på engelsk. Men det er klart at de er jo muntlig aktive om de også snakker norsk, fordi de ikke klarer eller ikke tør eller ikke vil uttrykke seg nok på engelsk. For det hender jo at de spør «kan jeg få lov til å svare på norsk for jeg syns det er litt vanskelig å svare på engelsk?».

Hva sier du da?

Jeg sier «ja, hvis det skal til for at du skal svare så vil jeg heller at du svarer på norsk enn at du ikke svarer.»

Så du åpner opp?

Ja, jeg gjør det noen ganger. Jeg tenker det er viktig å få frem ting.

Hva med andre språk enn norsk og engelsk?

Ja, jeg har også tysk. Jeg er tysklærer også, så jeg er opptatt av at elevene skal snakke, og der blir det veldig ofte sånn. Hvis man skal begynne å svare på «hvorfor-spørsmål» på tysk så blir det ofte sånn at man må ty til norsk for å kunne svare.

Men tillater du svar på tysk i engelsktimen for eksempel?

Nei, det har aldri vært noe issue for meg engang.

Ikke morsmål?

Nei. Det er elever der med andre morsmål, men de prater ikke det. De er også alene i klassen om å ha det morsmålet.

Noe mer du vil legge til under hva du legger i begrepet muntlige deltakelse i engelsk?

Det går jo ikke bare på det å snakke muntlig foran klassen eller med klassen. Det går også på å prøve å holde opp den dialogen som skjer på engelsk innenfor et pararbeid og innenfor et gruppearbeid. Det kan jo være utfordrende det. Det er også utfordrende å få dem til å bryte den barrieren det er å prate med hverandre på engelsk. Det er mye mer naturlig for dem å snakke norsk sammen enn å snakke engelsk sammen selvfølgelig.

Og hva gjør du da når du skal prøve å få de til å prate?

Nei, jeg går jo bort og setter meg ned og prater. Jeg pleier å sette meg ned med elevene, og så prater jeg på engelsk, og så prøver jeg å få de inn igjen på engelsk. Jeg ser jo at da fungerer det en liten stund for da har de liksom skjerpet seg litt. De snakker da litt engelsk igjen, og så sklir det. Det sklir

litt fort ut. Jeg går rundt og hører. Lytter litt noen steder, så setter jeg meg ned noen steder hvis jeg syns det går litt tregt med dialogen. Da setter jeg med ned litt, og så bidrar jeg litt eller lytter litt eller stiller dem noen spørsmål.

Men, hvis du tenker generelt, er det noe annet du gjør for å få elevene til å delta muntlig i timen?

Jeg vet ikke. Eh, jeg gjør sikkert det, men jeg bare vet ikke hva.

Har dere engelsk hvor du står foran, og du snakker med hele klassen som en enhet?

Eh, ja, men det som er litt utfordrende med den gjengen jeg har nå, for jeg må nesten ta utgangspunkt i den gjengen jeg har nå, er at det er så veldig mange som er redde for å snakke høyt. Og da har jeg kjørt mye mer på at, ja vi starter jo alltid opp felles liksom, men veldig ofte legger jeg opp til pararbeid eller gruppearbeid eller. Ja, jobbing i grupper da, for å få elevene til å prate i de gruppene selv om de ikke vil prate høyt i klassen. Ellers så er jeg redd at jeg bare engasjerer fire, fem stykker.

Så det er mest at du går ned til gruppene, og det er da du får de til å delta muntlig da?

Ja. Noen er kjempeflinke uansett. Det er de. Mens andre er ikke det. Hvis ikke læreren er der så er de ikke flinke til å snakke engelsk. Så det varierer veldig på gruppene.

Men som du sier, du har mange forskjellige elever. Hvordan tilpasser du som lærer ulike metoder til de forskjellige elevene du har?

Eh, noen ganger så må man gå inn og gjøre helt forskjellige, ulike grep, og lage ulike avtaler og ulike eller egne oppgaver til elever. Men ofte så tenker jeg også at elevene løser oppgavene på ulik måte. Hvis du tenker deg at noen få gjør mer ut av en oppgave enn det andre gjør, så bare ved å få samme oppgave så vil noen løse det på, kall det over middels nivå, noen vil løse det på middels nivå, og noen vil løse på under middels nivå. Og noen vil dra hverandre. Vil ha nytte av å jobbe sammen med noen som kan være flinkere enn seg, ikke sant. Andre vil være gode, ha nytte av å være litt læremestere for å få satt ord på ting for seg selv også. Hvis man jobber, hvis man tenker seg sånn læringspartner da for eksempel. Men noen må jo ha helt egne opplegg.

Ja, så det tilpasser du også i det muntlige?

Ja, hvis jeg trenger det. Eh, ja. Så er det jo litt forskjell på hvordan man snakker til elevene. Jeg merker jo det at noen elever kan jeg jo snakke mye med, altså litt fort og slurvete på engelsk, mens andre elever så må man tenke veldig på hvordan du ordlegger deg for at de skal forstå hva du sier. Så det er jo forskjell på elevene sånn sett også. Hvor de står faglig.

Så du tilpasser språket ditt da?

Ja, jeg tenker da at jeg gjør det.

Når du har engelsk, hva er det du vektlegger når elevene deltar muntlig? Hva er viktigst for deg?

Det blir jo veldig mye sånn at man stiller spørsmål ofte, ikke sant, og så kommer det noen svar. Og da er det liksom det at de tør å uttrykke seg da. At de tør å svare. Jeg tenker at det er ikke nødvendigvis noe fasitsvar på ting. Men det å vektlegge at de tør å prate engelsk i timen, det syns jeg er kjempeviktig.

Så det gjør ikke noe om de svarer litt feil?

Grammatisk og sånt?

Ja.

Nei, det er jeg ikke så opptatt av. Men det kan hende at hvis jeg skal gjenta noe av det de har sagt eller at jeg tenker at hvis de går i mange av de samme fellene flere ganger etter hverandre. For eksempel hvis de har sagt «is» mange ganger, og det egentlig skulle vært «are», så kan det hende at jeg kanskje kan repetere noe, og så legge litt vekt på ordet «are», fordi jeg tenker at. Jeg påpeker det ikke, men jeg kan legge litt vekt på det og så bruke det jeg da. Just emphasize that word. Men jeg pleier ikke å korrigere så veldig mye på det. Jeg korrigerer mer på slike ting skriftlig. Jeg syns liksom at det å ta fra dem initiativet, de kommuniserer jo. Det er jo ingen som har problemer med å forstå hva de sier. Om de velger feil person i forhold til verbet, eller feil tid til verbet, betyr jo ikke det noe, nei.

Så da, for å forstå det riktig, så er det kommunikasjon som du vektlegger mest da når elevene svarer, og at elevene blir forstått?

Ja, mhm. Jeg har jo også en del elever som er, eh, som egentlig ikke er så veldig opptatt av skole, men som er ganske flinke i engelsk muntlig. Da tenker jeg at det er litt viktig å verdsette det også. Ikke drepe det engasjementet som kanskje kommer dem nærmere da.

Mhm, absolutt. Men lærer du elevene noen læringsstrategier som de kan bruke når de er muntlige aktive, eller for å fremme deres muntlige aktivitet?

Vi lærer dem mange former for, altså vi driver med mange former for læringsstrategier som vi introduserer i åttende klasse, ja.

Og hvilke er det?

Ja, det er for eksempel. Men det er klart at engelsken er kanskje litt annerledes, men vi introduserer mange former for læringsstrategier sånn totalt sett, det gjør vi. Hva som er spesifikt engelskfaget, det tør jeg ikke å si. Men vi introduserer for eksempel, eh, BISON, hvis du kjenner til det?

Ja. Bruker du det da muntlig?

Det tror jeg vi bruker mer hvis jeg har et annet fag, men jeg er liksom bevisst på delene i BISON uansett. For eksempel, sånn som jeg da, jeg er ikke sånn veldig visuell av meg. Men jeg har blitt

veldig opptatt av at vi skal starte med bildene, og se hva kan bildene fortelle oss, for jeg vet at det kan fange mange som egentlig, ja, som sliter litt selv da. Jeg har jo hatt en del elever opp igjennom tiden som ser helt fantastisk mye ut av bilder. Eksempelvis.

Er det noe annet, du tenker? Du nevnte jo det med at elevene skal tørre å prate?

Ja, jeg syns det er veldig greit å kjøre slike «summegrupper», hvor elevene sitter og prater sammen litt sånn i par. Eller at man driver litt med sånn tenkeskriving. Bare sånn for seg selv først, og så kanskje man skal prate med enten en partner eller en gruppe på fire stykker, eller kanskje to pluss fire, eller to pluss to. Man kan bruke de «summegruppe», og man kan bruke tenkeskriving, den veien inn da for at elevene skal få forberedt seg litt på hva de skal jobbe med nå.

Interessant! Er det noe mer du kommer på mens vi prater om det, om læringsstrategier? Eller akkurat disse her, er det noe du gjør elevene bevisst på? At det er en læringsstrategi?

Nei, jeg bruker begrepene, holdt jeg på å si. Jeg bruker begrepene.

Du sier ikke «dette er en læringsstrategi»?

Hvis jeg introduserer, for eksempel sånn som BISON, da vil jeg gjøre det i starten. Hvis jeg sier at i dag skal vi ha tenkeskriving, eller i dag skal vi jobbe med summegrupper, så gjør jeg ikke det. Da bruker jeg bare begrepene.

Så hvis du har en elev da som ikke vil prate, eller rekke opp hånda, eller delta muntlig. Har du noen strategier å si til den eleven som gjør at den kanskje kan tørre å rekke opp hånda senere?

Prøver å gjøre avtaler med elever som ikke er aktive, at de skal tørre det. Vi lager noen avtaler på at de skal rekke opp hånda så og så ofte eller bidra så og så mye. Eller at de skal bidra etter at de har gjort den oppgaven, eller at de skal bidra når de har snakket om ting i grupper, så skal de rekke opp hånda på vegne av gruppen. Jeg prøver å pushe dem litt på ulike måter inn sånn da. Men akkurat nå har jeg en klasse hvor det er fryktelig mange avtaler å gjøre for det så veldig få aktive. Det er så mange som sitter der og, på en måte har angst for å bli spurt, og da må du trygge dem på at du ikke kommer til å spørre selv om jeg alltid. Veldig ofte når jeg jobber, så går jeg langs alle rekkene. De får lov til å snakke om ting to og to, og hvis vi skal oppsummere, så skal en av de presentere på vegne av de to. Eh, og det må jeg i hvert fall gjøre nå. Det er en måte å tvinge frem muntlig aktivitet på, ikke sant, men det er også en måte å trygge på i forhold til muntlig aktivitet, for da har man snakket sammen først.

Mhm. Så da blir det på en måte nesten «frivillig tvang»?

Ja. Ja, vi går etter rekkene, og så må alle si noe.

Og det bruker du nå også selv om du har en klasse som er?

Ja, det gjør jeg. Da må en av de to tørre å si noe. Og det tør de. Vi setter dem jo også sammen sånn at. Det sitter jo ikke to stykker som er livredde for å si noe i par. De sitter ikke ved siden av hverandre for å si det sånn. De sitter med hver sin partner som tør å si noe, hehe. Det har blitt ganske mange hensyn å ta. Det sitter elever der inne som på en måte bruker mesteparten av tiden, hvis det da ikke er de faste lærerne, som bruker mesteparten av tiden på å være livredd for at «kommer læreren til å spørre meg nå?», og så får de ikke med seg en dritt, liksom. For de har alt fokus på: «blir jeg spurt, for det tør ikke jeg».

Men det er noe dere som lærere prater sammen om, så alle vet det?

Ja. Ja, ja. Vi må det.

Så elevene er trygge på det da?

Ja, men de er så utrygge at hvis det kommer en vikar, for eksempel, så er de ikke trygge likevel. Men alle lærerne som er i klassen vet om det. Vi har jo klassemøter, og da deler man jo sånn informasjon. Passer litt sånn ekstra på det også faktisk. Hvis man vet at det skal komme en annen person inn liksom. Sier ifra.

Kommer du på noen flere læringsstrategier, eller noe du gjør?

Det er vanskelig. Det er vanskelig å komme på slike ting underveis. Vi jobber veldig mye med ord og begreper egentlig. Det er jo en del av det muntlige det også. Få utvidet ordforrådet sitt. Så vi, i år har vi jobbet veldig systematisk med å plukke en sånn 12-15 ord i uka som på en måte er knyttet opp mot det vi leser og jobber med. Jeg har prøvd alle varianter av ordinnlæring, eller mange varianter av ordinnlæring, så nå har vi gitt de en del av ordene på engelsk eller en del av ordene på norsk, eller en kombinasjon, og så har vi bedt om en forklaring på ordene også i tillegg. Vi har brukt de ordene litt aktivt sånn i forhold til at de skal gå litt rundt og forklare hverandre hvilke ord de har valgt. Muntlig har jeg også kjørt litt sånn. Det er trygt og godt da, men jeg er redd for at de sterke verbene og bøying av sterke verb skal dette helt ut, så vi har laget noen slike «looper» på sterke verb, og da kjører vi sterke verb i grupper. Ikke i klassen eller store deler av gruppen, vi kjører bare en fire, fem stykker i en sånn liten loop på sterke verb. Da må alle si noe, men da har de på en måte både spørsmål og svar, så det er trygt og godt sånn, men det er også en metode da, kanskje ikke en strategi, men en metode i hvert fall for å få til muntlig aktivitet og kanskje få inn litt pugging også, eller automatisering av enkelte ting, hehe.

Så hvis jeg forstår deg rett, så bruker du mye gruppearbeid?

Jeg bruker mye to og fire ja. Jeg syns det er. På starten av niende trinn, så satt de en og en. Det syns jeg var fryktelig tungvint for meg. Det var min klasse, og jeg var med på å bestemme det. Vi hadde spesial pedagogikk teamet inne, men det passet meg veldig dårlig for måten jeg driver mine timer på. Jeg må på en måte alltid koble opp to og to uansett.

I forhold til det med læringsstrategier da, så kan man jo tenke sånn puste og roe seg ned før de skal svare. Har du arbeidet med elevene om det?

Nei. Jeg har vel introdusert uttrykket «superwoman position» for dem i forhold til presentasjoner. Eh, men jeg bruker ikke det sånn aktivt, nei.

Vi snakket jo litt tidligere om å svare på engelsk og norsk, og du nevnte jo at du ville at elevene skulle snakke engelsk. Oppfordrer du til å bruke norsk eller engelsk?

I utgangspunktet så vil jeg at de skal bruke engelsk. Jeg er glad for alle som svarer på engelsk. Men jeg vil heller ha svar enn å ikke ha svar. For det er jo litt sånn da at når de kommer med noe, så kan du gjenta det på engelsk, og så får du ofte en del engelske ord da. Så skjønner man kanskje at de mangler noen ord, og så kan man kanskje skrive de ordene på tavla, og skrive den norske oversettelsen, og så får man noen flere ord.

Du svarte jo også på hvordan du responderer når elevene svarer muntlig. Da sa du gjentok, i hvert fall hvis det var feil?

Ja, jeg kan gjøre det i hvert fall. I hvert fall hvis det er gjentakende feil.

Hvis du tenker på klasser du har hatt tidligere også, initierer elevene til muntlig aktivitet?

Ja, noen gjør det, men ikke så mange. Ja, for jeg har jo elever som. Vi kan jo sitte og snakke om ting, for eksempel sånn oppsummere ting i klassen da, og så kan jo kanskje jeg være den som på en måte har snakket mye norsk fordi de har snakket så mye norsk, og da har jeg begynt å snakke norsk. Så plutselig får du svar fra en elev som trekker hele greia tilbake til engelsk fordi eleven prater og svarer på engelsk. Ja, så absolutt. Det er noen elever som er litt sånn «hva skal til for at jeg skal få den eller den karakteren?», og hvis du sa sier «du må tørre å prate litt mer engelsk», og «du må tørre å prate engelsk, og ikke prate norsk», så er det noen som er veldig bevisst på det da. Vi skriver jo en del kommentarer til utviklingssamtaler at skal man bli god på noe, så må man tørre å kaste seg ut i det og prate engelsk, og det er en del som tar det på alvor. Det er det.

Så når elevene kommenterer da på engelsk, hva er det da? Er det en kommentar? Er det spørsmål?

Det kan være begge deler. Det kan være at de har. Jeg er litt opptatt av alle elever som har lyst til å svare, kan få lov til å svare det de har lyst til å svare. Jeg tenker at det er ikke nødvendigvis alltid et fasitsvar. Elevene mine er litt vandt til at man sitter med hånda oppe til alt det de har tenkt på, har blitt sagt. De tar ikke nødvendigvis hånda ned fordi en elev svarer. I hvert fall ikke hvis ikke det stemmer med det svaret de selv har i hodet, så tar de ikke ned hånda. Da tenker jeg at det kan være alt fra å fylle på mer av det som var spørsmålet, eller det kan være en kommentar.

Du nevnte jo at du kan bli litt sånn «tatt på senga» hvis du snakker norsk, og så plutselig får du et svar på engelsk, og så hopper du over til engelsk. Er det noe annet som skjer med deg?

Nei, da blir jeg bare veldig glad. Så sier jeg: Åh, jeg er så glad for at du drar det tilbake til engelsk. Da gjør vi det.». Jeg sier det høyt til elevene at jeg blir glad. Jeg har to klasser i engelsk nå, og særlig i den ene klassen er det noe ivrige elever som alltid svarer på engelsk uansett. Så de er kjappere til å dra samtalen tilbake til engelsk, enn det den andre klassen er.

Nå har jo du snakket om at dere jobber en del i grupper. Men hvis du skulle sammenligne, hvor mye tid bruker du på den muntlige samtalen som skjer mellom lærer og elev, sammenlignet med de samtalene som skjer i grupper?

Det vet jeg ikke om jeg klarer å svare på. Nei.

Men nå har dere mest grupper?

Ja, men vi starter jo opp felles, og ofte så avslutter vi også felles. Så det er jo en deling der. Det varierer liksom på innholdet i hva man skal gjøre. Men jeg er jo opptatt av det ikke er læreren og en elev som skal prate i timen. Jeg er jo opptatt av at det skal være engasjement i gruppa, og at elevene skal være engasjerte, og derfor syns jeg det er viktig å jobbe to eller fire sammen da.

Så det er ikke sånn at «nå har vi pratet mye i grupper, nå må vi stoppe», eller omvendt?

Nei, det kjenner jeg inni meg. Du merker det litt på stemningen. Jeg tenker det er veldig dumt å avbryte en bra gruppesamtale, gruppediskusjon eller gruppearbeid fordi du tenker at nå må jeg ha litt tid jeg også. Det er veldig dumt det, tenker jeg. Samtidig, hvis man kjenner at nå er gruppesamtalen ferdig, så må man kanskje bryte før man egentlig hadde tenkt til å bryte også. Så man må jo kjenne litt på det.

Da kan vi gå videre på neste spørsmål. Hva finner du som lærer krevende når det gjelder elevenes muntlige deltakelse i engelskfaget?

Det er jo vanskelig å. I år er vi to lærere på 25 elever, så da har man litt oversikt. Men det å få pratet ordentlig med hver eneste elev hver time, det er kjempekrevende. Det er jo helt umulig egentlig. I hvert fall over tid. Du må gjøre andre ting hvis du skal klare å kartlegge eleven over tid, og du kanskje skal ta en evaluering av den eleven. Da kan du ikke bruke den muntlige aktiviteten til å avgjøre karakteren på eleven, tenker jeg. Det går ikke, føler jeg da. Selv om jeg skriver noen plusser og merker meg jo hvilke elever som er muntlig aktive og sånt, så er det ikke der du kan vurdere dem. Det må være litt mer enn det.

Noe mer du syns er utfordrende?

Ja, jeg syns det er krevende å stole på eller å vite at de har nok med seg hvis de bare skal prate og ikke skal skrive. Så det blir jo ofte en kombinasjon av at man prater litt og så noterer mann i hvert fall noen stikkord eller noen setninger. For at man skal ha noe å gå tilbake på, for eksempel sånn ved muntlige prøver da. For vi har muntlige prøver her et par ganger i året også, à la muntlig eksamen. Vi starter veldig forsiktig i åttende, men innen vi kommer til våren i niende, så er det veldig likt sånn som det blir til en eksamen.

Er det også en kombinasjon med skriving eller fokuserer dere bare da på den muntlige eksamenen?

Det er begge deler, men når eleven kommer inn i rommet så er det muntlig. Under forberedelsene så er det en del skriving. En del notatskriving blant annet, som de da forhåpentligvis har gjort før, ikke sant. Så de slipper å ta alle disse notatene mens de forbereder seg på pensum. Men da syns jeg at jeg får en veldig god dokumentasjon på hvor de står faglig når jeg har de inne til muntlig prøve i opp mot 30 minutter. Da er det ikke noe vanskelig å få kartlagt dem.

Så du syns det er enklere enn den dag til dag samtalen?

Ja, ja, ja. Du får pratet med dem over tid. Altså da måler jeg jo i hvilken grad de er i stand til å sitte å prate med meg om både løst og fast egentlig, holdt jeg på å si. Men også pensum, men totalt sett hvordan kommunikasjonen er da, når man sitter sånn og har en samtale gående på et fremmedspråk.

Men dere var to engelsklærere i klassen, altså tolærer?

Ja.

Hvordan syns du det fungerer i forhold til det muntlige?

Jeg syns det fungerer bedre. Hvis jeg setter meg i en gruppe, og det er seks grupper i det rommet, så er det jo på en måte en annen lærer som også går litt rundt, ikke sant. Man er ikke alene. Man får konsentrere seg om bare fire av 25 elever da. Det er en til som også flyter i det samme systemet.

Er det noe mer du vil si, som du har kommet på nå, som kan være krevende?

Ja, kan jeg få lov til å si noe når det gjelder vurdering i muntlig og skriftlig?

Ja, absolutt.

Nei, jeg tenker jo de at jeg har jo jobbet nå i mange år. Jeg har jobbet helt fra det var en karakter i engelsk, til at det ble to karakterer i engelsk, og nå er vi tilbake til en karakter i engelsk. Og jeg syns det er veldig synd. For jeg tenker at vi har mange elever som er flinke muntlig, og ikke nødvendigvis så sterke skriftlig. Jeg føler jeg går i kompromiss med meg selv noen ganger når jeg skal sette karakterer nå når jeg bare skal sette en karakter på elevene. Så det skulle jeg ønske, at vi var tilbake til to karakterer.

Blir det for vanskelig?

Ja, jeg syns det. Jeg syns det er vanskelig. Jeg skulle ønske at det var to karakterer. Sånn som i norskfaget, der vi har to eller der har vi jo tre karakterer, men vi har en skriftlig og en muntlig. Så selv om engelskfaget er mindre enn norskfaget, så skulle jeg ønske at vi satte to karakterer. Jeg føler at det blir en sånn kompromiss karakter. Skjønner du hva jeg mener med det, hehe? Men jeg har ikke vært fornøyd med det, med den ene karakteren. Jeg tenkte at det går seg sikkert til, men jeg syns det er like vanskelig hver gang å sette den ene.

Er det ofte at det er veldig store forskjeller mellom karakterene på det skriftlige og det muntlige?

Det er ikke veldig ofte det er sånn at det kan skille to karakterer, men det hender at det er det faktisk. De elevene får ikke så god uttelling for det da, føler jeg. De blir ikke verdsatt for at de er kjempeflinke i muntlig, eller kjempeflinke i skriftlig da.

Det blir bare sånn middels?

Ja.

Men hvordan var det da når du hadde en muntlig karakter som du skulle sette? Hva baserte du den karakteren på?

Jeg kjørte mye mer muntlig aktivitet i form av mini-talks og sånne ting for elevene. Jeg har måttet gå ned på det fordi da hadde den gjengen der vært et nervevrak hele tiden. Hvis det stadig skulle vært mini-talk fremføringer liksom, hehe.

Men mini-talk er noe du har gjort før da?

Ja, jeg har gjort mye av det faktisk.

Hvordan syns du det fungerer?

Bra! Eller jeg har jo ikke gjort det mye, men jeg har hatt et par, tre stykker i året, eller i terminen som elevene har utarbeidet. De har kanskje vært med på å bestemme hva som skal være tema også for den saks skyld. Det har vært ganske fritt. Enten at de har fått lov til å velge helt selv eller at de har valgt sjangeren eller bestemt innenfor det vi har jobbet med hva vi skal lage mini-talk om.

Bare sånn at vi er på samme side, kan du forklare hva en mini-talk er?

Det er en liten presentasjon som er forberedt, eh, som man ikke har brukt masse tid på å forberede, men kanskje bare en time eller lekse på å forberede. Og at man da kanskje bare prater i et par minutter om det temaet foran de andre elevene i klassen eller i gruppa. Så vi kunne hatt det nå i sånn mindre grupper, men det er så stort press. Det er så mange som er bekymra, som er redd for alt, og som da ikke vil komme på skolen. Så jeg orker ikke akkurat nå å holde på med sånne ting.

Hvordan tror du det blir da med muntlig eksamen?

Det tror jeg går helt fint for da er det bare meg.

Okei, så det går bra?

Ja, det er når det er mange som hører på. Jeg sier ikke at de ikke gruer seg til muntlig, for det gjør de, men det er annerledes liksom. Det er annerledes enn å ha et stort publikum.

Så du ser forskjell på dem når de jobber i grupper, og når de må svare høyt foran resten av klassen?

Ja. Ja.

Hva er forskjellen?

De er så skjøre blitt, syns jeg. Det var ikke så farlig. Det var ikke så farlig før.

Men når de først snakker sammen i grupper, og så må en av de ta det foran resten av klassen, ser du noe forskjell på engelsken? Eller er det samme nivå på engelsken?

Nei, det er ikke noe dårligere det som kommer ut enn det de har arbeidet med i par eller grupper.

Så det er ikke sånn at du merker at de er nervøse eller noe? De er like flinke?

Ja, det har jeg ikke tenkt på. Det har jeg ikke stussa ved.

Men da er det at de tør ikke foran flere?

Nei, mange tør ikke det.

Og det er vanlig i din klasse?

I min klasse er det det ja. Det gjelder ikke alle, men det gjelder en del, og derfor så blir det litt sånn, man må jo finne andre måter for man kan jo. Vi har jo tonet ned veldig det med karakterer og press og alt sammen for å prøve å roe det litt da. Det kan hende at vi har blitt litt dumsnille den andre veien også liksom. Jeg vet ikke.

Ja, hva tenker du på da?

Nei, at vi liksom. Før det første så gir vi ikke karakterer på det vi leverer tilbake eller. Vi gir bare stjerner og ønsker, og gir aldri karakterene. Vi kan skrive karakterene i Skooler. Det er ikke alltid vi skriver karakterer. Vi bruker veldig mye sånn over-middels, middels og under-middels nivå. Det har blitt veldig fokus på karakterer får man kanskje bare to ganger i året. Prøver å ha ikke så mange vurderinger heller, ikke sant. Men nok til at man syns det er forsvarlig å sette karakterer da. Prøve å tone litt det ned sånn at de ikke stadig er oppe og føler at de skal bli testet.

Så du føler det kan ha virket litt negativt?

Jeg syns det er vanskelig å svare på det, om jeg syns det er negativt. Jeg syns det er bra at vi ikke driver og vurderer i alle bauger og kanter hele tiden, for vi ville jo ikke likt det selv heller. Samtidig skulle jeg ønske at de turte å stå foran der alle sammen, at det ikke var helvetes-dagen når det skulle være presentasjon av noe slag. Finne den balansegangen der.

Du sa tidligere at et av problemene til hvorfor de ikke deltar muntlig var antallet. At det var for mange rundt. Er det noe annet som er med på at det er vanskelig for eleven å delta muntlig?

Nei, det er klart at det er ikke alle som føler seg så trygge, ikke sant. Det er mange av dem som ikke snakker engelsk så ofte, og som da syns det er knotete å da skulle uttrykke seg på engelsk selv om de forstår godt hva som blir sagt og de kan lese tekster. De ser på filmer, og det er greit, liksom. Men så er det noe med det å praktisere der her også. Så det ligger der da, kanskje?

Men hvis du tenker antall da. Hvorfor vil de ikke prate foran det antallet?

Alt er jo sammensatt, ja. Alt er jo sammensatt. Men det er nok mye som bunner i usikkerhet tror jeg.

Og den usikkerheten er?

Nei, det går jo på alt fra det inni dem til usikkerheten utenpå. Hvordan ting blir mottatt av de andre, og hvordan de andre ser på eleven.

Føler du at du har de ressursene som trengs for å håndtere dette?

Eh, ja og nei. Hehe. Jeg tror det er litt sammensatt. Jeg skulle jo egentlig ønske at man stadig vekk kunne sittet og pratet med elever over tid på engelsk, og vendt dem til å snakke engelsk, men det er utopi, på en måte. Det er ikke realistisk.

Men hvilke ressurser har du da for å håndtere dette med at elevene ikke vil prate i klassen din?

Jeg tenker jo at det er at de er jo ressurser for hverandre. Så derfor så tenker jeg at det er greit å jobbe sammen med noen, enten det er én læringspartner eller flere læringspartnere. Sånn at de på en måte må jobbe sammen med dem, og så man jo på en måte inn der som lærer og støtte så godt man kan.

Føler du at de tingene du ikke har ressursene til, de kan du ikke få ressursene til heller?

Nei, det er ganske luksus å være to lærere i en klasse i to engelsktimer, hehe.

Ja, absolutt! Men hvordan føles det for deg når elevene ikke vil delta muntlig?

Det er jo ikke tilfredsstillende egentlig. Man skulle jo ønske at alle ville det, så man må jo ta i bruk metoder som gjør at noen ganger må alle si noe uansett.

Ja, så du må liksom tvinge de litt?

Ja, mhm.

Hvordan er det?

Jeg tvinger ingen foran alt og alle. Men jeg tvinger dem jo da i par eller grupper, eller på forberedte ting da, hvis man da for eksempel kjører noen sånn systemer rundt alle de ordene som jeg snakket om, som vi jobber ganske kontinuerlig med. Det er jo en trygg måte å skulle bruke språket sitt på. Så da blir det jo å tvinge det frem via det eller verb-loop eller sånne ting hvor de ikke må dele noe

som de selv har produsert, men som allerede er produsert, som de i hvert fall har fått forberedt hjemme da. Ikke noe på sparket variant, men noe som de har forberedt i hvert fall.

Men det er greit for deg å gjøre det på den måten?

Ja, jeg vet ikke hvilke andre alternativer jeg har. Jeg kan ikke sitte og presse dem til å snakke hvis ikke de tør å gjøre det liksom. Jeg har jo ikke noe myndighet til det. Det kommer ikke noe godt ut av det heller.

Nei. Men så, hvis jeg forstår deg rett, så er det litt tøft for deg da når du ikke får noe respons fra elevene?

Ja, hvis du tenker deg en time da, og du forventer deg aktivitet og respons, og så får du ingenting. Det er jo helt eh. Eller du får to stykker. Det er vi tre som er i rommet. Det er jo ikke noe okay det. Så man må jo legge opp til det klientellet man har, tenker jeg.

Så du prøver å unngå å havne der, og heller gjøre ting som gjør at du får med deg hele klassen?

Mhm, mhm. Engasjere flere ja.

Hvis du da reflekterer over din egen undervisning, er det noe du føler at du kan annerledes i forhold til det temaet her?

Ja, jeg kunne vel kanskje, uansett hva elevene gjorde, snakke engelsk. At jeg, på en måte, i engelsktimen gjorde meg helt teit liksom hehe. Ikke godtok noe annet.

Hvorfor er det en god strategi?

Jeg vet ikke om det er en god strategi, men, for de ville jo alle sammen hvis de visste at de måtte, så er jeg jo helt sikker på at alle hadde pratet engelsk. Hvis det satt en engelsktalende person foran dem, så ville de jo helt sikkert gjort det, tror du ikke det?

Jo.

Ja, jeg tror det

Tror du at du ville fått flere hender da hvis du hadde bevisst gått inn og sagt «nå er det engelsk»?

Det er ikke sikkert. Man kan jo. Jeg har jo tidligere gjort avtaler med elevene på tiende trinn om at vi snakker kun engelsk i engelsktimene, men jeg har ikke gjort det før tiende.

Grunnen til det er?

Nei, bare sånn for å se om vi klarer alle sammen å holde ting i gang på engelsk hele tiden. Det er ikke så mange ganger du klarer det, skjønner du, før det detter litt ut igjen.

Hvis du sammenligner da fra niende til tiende, hvordan var den muntlige deltakelsen?

Nei, det var jo en del som ble veldig stille da, som ikke er med. Det er et press om at alt skal skje på engelsk. Så det tåler ikke denne gjengen her i hvert fall. Da er det enda flere som blir redde, hehe.

Så hvis du hadde gått over til å kun prate på engelsk nå, så tror du at du hadde minsket elevene muntlige deltakelse?

Mhm.

Er det noe annet du ser som du tror er med på å minske elevenes muntlige deltakelse?

Hm. Det kan godt hende jeg kommer på noe i natt, men akkurat nå så nei. Jeg vet ikke, jeg. Jeg tror jo at alle de hadde klart å uttrykke seg, eller jeg vet at de hadde klart å uttrykke seg for jeg har jo hatt de oppe i muntlig prøve i engelsk, så jeg vet jo at alle hadde klart å uttrykke seg på engelsk hvis de måtte.

Før vi avslutter, er det noe du ønsker å ta opp som vi ikke har snakket om?

Nei, jeg vet ikke. Det er jo utfordrende å få engasjert en hel gjeng, hvor også en del ikke er engasjert i det vi holder på med eller det som er tema. Mellom juleferien og vinterferien har vi arbeidet med *Rådebank*. Vi har kombinert det i norsk og engelsk. Da har vi også jobbet mye i grupper. Eh, og da har jo spørsmålene kommet på engelsk, mens serien har vært norsk, ikke sant. Det har vært veldig kult egentlig, sette ord på ting på engelsk som man egentlig får presentert på norsk. Det var de veldig engasjert i, og veldig opptatt av, og samtalen gled etter hvert over på norsk, men de leste jo spørsmålene opp på engelsk, og så pratet de gjerne seg imellom på norsk, og så skrev de et svar på engelsk. Så du fikk jo den greia der. Nå har de vært inne i noen uker hvor de har vært veldig engasjert i tema, og likt engelsktimene veldig godt.

Har den muntlige deltakelsen økt da, uavhengig om de svarer på norsk eller engelsk?

Vi har latt de stort sett prate i gruppene. Vi har ikke oppsummert så mye sånn høyt i klassen. Det tar jo cirka halve timen bare å se en episode, og så har vi laget noen omfattende spørsmål til det hvor fokuset har vært på psykisk helse. Så da har vi vært mer opptatt av at de skal snakke i gruppene enn at de skal snakke som klasse da. Ha det engasjementet der. Og så har vi lærerne vært litt mer rundt, sittet eller stått litt mer rundt til det de har sagt og jobbet med.

Så det er kanskje noe å ta med seg da, at man finner engasjerende temaer? At kanskje det kan føre til flere hender opp?

Mhm. Ja. For dette har engasjert alle egentlig. Vi har hatt om det i både norsk og engelsk, så det har engasjert ja.

Hva med tverrfaglige temaer knyttet mot det å øke den muntlige deltakelsen?

Det kan være. Jeg vet ikke. Kanskje. Nå fremover mot påske skal jeg og den ene kollegaen min ha fokus på muntlig aktivitet, og vi skal ha litt lesetrening. Så nå skal elevene lese og spille inn leksa, og så kommer vi til å høre på noen hver uke. Vi sier jo ikke til elevene hvem vi hører på, så de må, på en måte, levere hver uke da. Men på den måten får vi hørt på alle elevene. Så får de arbeidet godt med lese-leksa da. Vi tar ikke det opp igjen i timen, da er det eventuelt at de leser i små grupper.

Jeg gjør det aldri sånn at en person leser leksa foran resten av klassen, og jeg tvinger aldri noen til å lese leksa. Jeg har brukt ispinner med navn som jeg trekker fra en kopp før, men det gjør jeg ikke nå på grunn av klassen. Da leser de heller i grupper. Vi kommer også til å arbeide med temaer som vi har vært innom før, sånn som skolelunsj og sånt innenfor folkehelse og livsmestring, og så skal elevene argumentere i grupper og lage en samtale. De må liksom holde samtalen gående i grupper. Så da snakker de, og så gjør de opptak av samtalen sin.

8.3.2 Interview B

The interview with Ada.

Hva legger du i begrepet muntlig deltakelse i engelskfaget?

I norsk skole så vil jeg si at det er en variasjon av både engelsk og norsk, med tanke på oversetting. Flere ganger så spør jeg jo, snakker jeg på engelsk, så spør jeg elevene: «Hva var det jeg akkurat sa?»., for at både de i klasserommet som ikke skjønner hva jeg sier får det med seg, og at de får øvd seg på å oversette engelsk muntlig, på en måte. Og så ble vi fortalt, på høgskolen, at du skal aldri snakke norsk i timen egentlig. Du må prøve å holde det så engelsk som mulig muntlig hele tiden, hvis ikke så blir det ikke en engelsktime. Hvis du skal snakke på norsk, så må du la elevene gjøre det. Sånn at, da blir det jo på en måte de sterkeste som er muntlige da, eller som oversetter. Eh, hva var spørsmålet igjen?

Hva legger du i begrepet muntlig deltakelse i engelskfaget?

Ja, og da kan man jo også si at det er alt fra presentasjoner til at de er muntlig aktive i timen. At de spiller inn lyd, altså at de spiller inn engelske lydopptak, podkast, ja.

Det at høgskolen sa at dere bare skulle snakke engelsk, begrunnet de det?

Hun jeg hadde som foreleser var veldig opptatt av temaet, og at det er alt for mange lærere som snakker for mye norsk. Men jeg føler, realistisk sett, så får jeg ikke gjort det hun ba om på høgskolen, på en måte. For noen klasser har så enormt mange svake elever, og så er det så veldig mange foreldre hjemme som gir tilbakemeldinger. Sånn som, vi hadde tiende i engelsk, og så snakket jeg og han som jeg jobbet med mye engelsk i timene, så fikk vi melding hjemmefra om at vi snakka for mye engelsk, og at det var flere som ikke forstod hva vi sa, og ikke fikk med seg det. Da måtte vi jo justere oss. Vi hadde ikke noe valg. Det var jo det som var beskjeden. Så det blir jo litt vanskelig når du får beskjed om at du må snakke mye engelsk i engelsktimene, men så liker ikke foreldrene det fordi at ungene henger ikke med. Det blir jo litt sånn, hva skal du gjøre for at alle skal bli med?

Er det noe du syns er utfordrende med engelskfaget?

Ja! Ikke med de mest, ikke med de klassene som kan mye. Jeg hadde jo klasser på barnetrinnet som kan bedre engelsk enn flere av klassene generelt sett på ungdomsskolen. Som for eksempel sjette trinn der jeg jobbet før er bedre enn en klasse på åttende trinn der jeg jobber nå. Så det kommer an på hvem er det du har. Og så er det veldig variert, når du har noen som sliter veldig på engelsk, og noen ikke.

Ja, mhm. Du nevnte jo dette med språk, og da lurte jeg på om du lar elevene svare på forskjellige språk? Altså andre språk enn engelsk.

Mener du norsk da eller?

Både norsk og andre språk.

Jeg kan ingen andre språk, så hvis de hadde svart på et annet språk, så hadde jeg jo ikke skjønt hva de hadde sagt for å si det sånn. Men det har ikke vært et tema egentlig. Jeg har elever fra ulike land på alle trinn, men jeg har aldri hørt de prate morsmålet sitt. Jeg har aldri hørt de snakke sitt eget språk egentlig, med unntak av kanskje noen ord her og der. Det har de kanskje slengt ut hvis det har vært noe, men det har egentlig aldri vært et tema.

Har du for eksempel du elever som snakker samme språk i klassen?

Ikke innad i klassen. Jeg har to fra samme land hvor en går i tiende og en i niende, men de er helt forskjellige og snakker ikke med hverandre, og er ikke venner. Du hører aldri de snakke i gangene med hverandre.

Men norsk tillater du?

Ja. Tillater det nok altfor mye.

Hva legger du i det?

At det er sjeldent at når de diskuterer at de er flinke til å snakke engelsk. Og så har jeg bare ikke pusha de heller til å snakke engelsk. Jeg burde nok gjort det enda mer, men jeg har hatt fokus på at de forstår hva vi har om. Og så har jeg ikke pusha de til å snakke engelsk med hverandre, men det har nok med at da vi gikk på høgskolen så var vi dårlige til det selv med mindre læreren gikk forbi. Vi switchet jo bare over til norsk igjen. Så det er litt vanskelig å pushe andre når du ikke gjør det selv i voksen alder, på en måte. Men det må jeg nok bare ta med selv mer i. Men jeg er veldig på at de skal jo skrive alt og gjøre alt arbeidet på engelsk. Det er det ikke noe slingringsmonn, hvis det går an å si.

Men jeg tenkte litt på når de bruker norsk til å svare og mellom seg i grupper, hvordan.

Ja, der bytter jeg litt på. Hvis jeg spør de «Er det noen som vet det her?», så kan det hende at jeg noen ganger godkjenner norske svar hvis det er veldig vanskelige temaer, for eksempel Ukraina og Russland situasjonen hvor ting er litt hårsårt. Da tenker jeg at vi kan ikke ha rom for misforståelser, så her kan dere svare på norsk, og så kan jeg heller snakke på engelsk. Med andre ting så sier jeg at jeg skal ha kun svar på engelsk, så jeg kommer ikke til å svare på det dere sier på norsk i det hele tatt. Da går jeg til neste eller så sier jeg at «Nå må dere si det på engelsk, hvis ikke går vi videre til nestemann.». Det er litt variert.

Oppfordrer du noen ganger til at de skal prate norsk også?

Nei, jeg oppfordrer aldri til å prate norsk. Jeg sier heller: «Nå kan dere prate norsk». Det er nok ganske mange der ute som føler veldig press på seg hvis de må snakke engelsk. Og så bare står de

der og sitter de og stirrer i veggen og vil helst ikke ha noe kontakt med deg for de er redd for at du spør de, og at de må svare. Det er nok veldig mange som er redde for å si noe på engelsk. Usikre.

Ja, så du har timer hvor du sier «Okei, nå skal jeg kun ha engelske svar», og timer hvor du tillater svar på norsk?

Det er mer sånn at jeg bytter gjennom timen. Det varierer i timen, på en måte.

Hvordan er det med håndsopprekningen da når du switcher?

Det spørs hvor enkelt det er. Jeg pleier å si at når vi skal kun ha engelsk så gjør jeg det når det er enklest for de for å få mer deltakelse. Jeg vet at hvis jeg spør om noe vanskelig, så vil ingen rekke opp hånda. Da kommer kun den ene som rekker opp hånda hver gang til å rekke opp hånda. Så jeg forutser litt situasjonen da. Hvis jeg spør om dette, som jeg vet at mange kan svare på på engelsk også, så går det greit. Det er veldig variert fra klasse til klasse. Noen har elever som kanskje ikke er så redde for å si ting i klasserommet, mens andre har veldig mange som er redde for å si noe. Det varierer veldig fra klasse til klasse, i hvert fall på ungdomsskolen. Det er ikke samme aktiviteten som på barneskolen, for å si det sånn. Det er veldig mye mindre.

Hva tror du er grunnen til det?

Jeg vil tro det er en blanding av ting. Puberteten. Masse nye følelser og andre utfordringer. Også mye mer press på dem. De forstår mye mer. Jeg har sett mye på sosial medier og nyhetene at de blir jo mye mer voksne nå fordi de blir mye mer eksponert for ting enn det andre voksne og tenåringer gjorde før. Så de vokser opp fortere, og det presset tror jeg kanskje kommer mye fortere også til å være voksen. Og da er det kanskje ikke like kult å rekke opp hånda og svare. Det er jo ikke kult å være flink på skolen. Det har det jo så å si aldri vært, vil jeg si. Og så er de usikre på hverandre noen ganger. Det spørs på dynamikken i klasserommet.

Hva gjør du for å få elevene til å delta muntlig?

Eh, nå har vi jo hatt PLF på skolen, profesjonslæringsfellesskap eller noe sånt. Da valgte vi at vi skulle ha mer fokus på muntlig aktivitet i den klassen jeg er kontaktlærer for, niende trinn. Da har vi snakket mer om hvordan vi gjør det. Da er det noen elever som er ekstremt redde for å bli tatt til noe muntlig i det hele tatt, så jeg har hatt litt forskjellig. For eksempel, på slutten av hver dag, så kan jeg ha hatt, jeg kaller det muntlige øvelser. Det er for at de skal komme seg ut av klasserommet, så må de svare på et spørsmål. Jeg har, for eksempel, hatt quiz hvor jeg har spurt hvem som er presidenten i USA, og så må de svare. Jeg har hatt det både på norsk og engelsk. For å komme seg ut må de rekke opp hånda. Jeg tar så en eller annen random som kan det, og så kommer de seg ut hvis de svarer riktig. For ikke så lenge siden, så fant jeg på en engelsk fortelling i hodet mitt. Jeg sa, for eksempel: «There once was a», og så slutter jeg. Så må elevene rekke opp hånda og si: «dog», og så sier jeg: «Ja, den er godkjent». Vi går så videre, og jeg sier: «Okei, there once was a dog

that», og så fortsetter de da. Da er det mange som er veldig ivrige som kanskje ellers aldri rekker opp hånda. De rekker opp hånda for å komme seg vekk fra skolen. Det er veldig morsomt å se. Men jeg ser jo også at det er jo noen som bare nekter hver gang. De bare venter til slutten hvor de blir sluppet uansett. Selv den lille øvelsen fungerer ikke på dem. Noen ganger så ser jeg at det fungerer å kanskje, selv om de hater å bli tatt sånn helt tilfeldig, så fungerer det noen ganger best. Hvis jeg vet at sannsynligheten er 99 prosent for at de kan svaret, så spør jeg: «Du, kan du svaret på det her?». Jeg vet at den personen kan svaret, og da tenker jeg det er tryggest for den personen. Da får den muntlig aktivitet tvunget på seg, men kanskje unngår å drite de ut da ved å spørre et spørsmål som de kanskje ikke har peiling på. Da har de som regel svart, selv om de ellers kanskje bare ville låst seg helt. Jeg har også hatt presentasjon hvor vi har Google presentasjoner, så alle kan komme inn hvis vi deler dokumentet. Da har alle i klassen vært på samme dokument, og så har de laget et lysbilde hver i løpet av timen. Neste time de har det, så skal de fremføre. Det er såpass lite og kort, og jeg har ikke sagt at de må kunne alt utenat. Presset er ikke like stort som en stor presentasjon hvor de kanskje føler at de må passe på tempo, innholdet, at de ikke ser ned på arket. Det blir veldig sånn litt mindre rigid, og mest for å kunne informere de andre. Vi har så gått fortløpende, og da var alle med. Selv de som du aldri hadde trodd hadde vært med, på en måte. Så når jeg sa «Ja, hun ble med på den.», så ble de andre sånn: «Hæ, klarte du det?». Jeg tror det har litt med hvordan du legger opp til det. Hvis du har et veldig stort prosjekt de skal fremføre om fire uker, og det er en ti minutters presentasjon, så blir jo presset mye større enn hvis de bare skal si ett lysbilde og det tar ett minutt. Så jeg har lagt opp til at alle kan klare å være muntlig aktive da, sånn at de ikke kan si nei hver eneste gang, og at de ikke gidder eller vil. Det er mange som stiller seg på bakbeina på mange av de store prosjektene som tar tid.

Hva pleier temaene å være på de Google-presentasjonene?

 Den vi hadde nå handlet om forskjellig kriminelle saker. Det var alt fra skoleskytinger til seriemordere til ulykker da. Det var jo ting som engasjerte de også. De kunne velge, og syns at det var litt moro. Så det har jo litt å si det også.

Ja, du føler det?

Ja, ja, ja! Sånn som nå så har vi hatt KRLE presentasjon om urfolksreligion. En elev har dysleksi og sliter enormt, og skjønte ikke vitsen med det temaet. Det var jo bare kjedelig, og ikke interessant for henne. Hun ville ikke gjøre noe. Mens da vi hadde om andre verdenskrig nå, så var det en helt annen sak. Da er det på en måte greit. Der forstår hun hvorfor hun skal lære om det, og det er interessant. Da er det mye enklere. Det har jo med hva de syns er moro og ikke. Det blir de jo veldig styrt av.

Ja, og om en elev syns noe er morsomt, betyr jo ikke det at de 19 andre syns det samme er morsomt. Det er jo vanskelig å treffe alle hele tiden. Men du føler at engasjement er bra?

Ja. Engasjement har mye å si. Og om de føler at det er veldig «skolete» eller ikke, hvis det går an å si, hehe.

Men de teknikkene du har nevnt nå, hvorfor bruker du de?

For meg så er det veldig viktig at jeg varierer hvilken type vurdering. Ha skriftlig, muntlig, en blanding av podkast, film, skriftlig oppgave, presentasjoner, og at de noen ganger kan velge selv. Jeg har to trinn hvor jeg sier at de kan velge hvilken type produkt de har lyst til å lage. Om de har lyst til å lage en presentasjon eller podkast spiller ingen rolle for meg, så lenge du får formidlet det du skal ha om til meg. Da har jeg også brukt Google Forms hvor jeg har lagt inn hva de skal ha om, hvilken type, og helt nederst har jeg som regel skrevet: «Hvor mange har du lyst til å fremføre for?». Hos noen har jeg skrevet lærer, halvparten av klassen, eller hele klassen. Noen har jeg tatt tre til fire elever, syv til åtte, eller hele klassen. Ja, sånn variert. Så kan de da gå inn, og så kan de fylle det inn, så slipper de å si det til meg. Jeg får statistikk på at tre stykker ønsker å fremføre for halvparten av klassen. Det er litt variert hvordan de mottar det for jeg har jo sagt i timen at det skal ikke telle negativt å velge få, men det teller veldig positivt at du fremfører for flere. Da er det noen som reagerer på det. Spesielt en elev følte veldig på det, da han tolket det som at de fikk bedre karakter for jo flere de fremførte for. Det jeg ikke sa til de, som jeg kanskje kunne ha sagt, men jeg var litt usikker på om det var innenfor eller ikke, var at de er alle forskjellige, så jeg vet at for en som er muntlig aktiv i hver time, så er det ikke noe big deal for han å fremføre foran hele klassen. Han er vandt til det. Mens for en som aldri har sagt noe igjennom hele året, hvis den personen hadde gjort det foran hele klassen, så hadde jeg blitt helt blown away. Så man har jo ulike utgangspunkt. Så for noen så føles det som om de aldri blir bra nok. De blir møtt med den der at: «Jeg er så dårlig. Jeg klarer det ikke. Jeg har ikke lyst til å fremføre foran hele klassen, og da går det ikke bra uansett så da er det bare å gi opp».

Du sier du har ulike elever med ulike utgangspunkt, hvordan tilpasser du som lærer de ulike metodene du har til de ulike elevene?

Jeg tilpasser nok altfor lite. De som har vedtak, har jeg prøvd å bli flinkere til å sette med assistenten jeg har som ekstra i engelsk. Men noen ganger så henger de ikke bare etter i engelsk, men de henger igjen i KRLE og samfunnsfag, som jeg også har de i. Sånn at noen av de engelsktimene som de helst skulle hatt til å gjøre det og det, blir til at de må ta igjen det de har igjen i andre fag. Da blir de jo hengende igjen i engelsk. Nå har det ikke problem for nå har vi hatt et prosjekt hvor vi har filmet, og de er i store grupper, så noen kan bli tatt ut. Men nei, tilrettelegging,

hm. Nei, jeg kan ikke komme på at jeg tilrettelegger så voldsomt mye. Det må jo bli da at hvis jeg har en ekstra, hvis jeg skal ha de til å gjøre noe muntlig eller skriftlig eller whatever, så tar assistenten med eleven ut. Det kan, for eksempel, være at de får prøver lest opp muntlig. Ofte så er det jo at hvis jeg har sagt noe i klassen, og så vet jeg at hun som sitter bakerst ikke har skjønt hva i all verden jeg har sagt. Jeg ser at hun surrer med et eller annet annet. Jeg ser at det har bare flydd rett over hodet. Noen følger jo ikke med heller fordi de tror ikke at de forstår de. Da går jeg ned til de og sier det på norsk igjen slik at de kan henge med. Da ser jeg at noen responderer veldig bra på det, at de får den norske i tillegg. At de tenker: «Å ja, det var det oppgaven var. Da kan jeg gjøre det.». Hadde jeg ikke gjort det, så vet jeg at den personen hadde bare sittet og surret hele tiden. Det er ikke alltid like enkelt å plukke opp de heller. Det er noen ganger jeg har fått vite at en person sliter i engelsk, og så tenker jeg at det visste jeg ikke for den personen har aldri sagt noe. Det er litt vanskelig å vite.

Hva vektlegger du i muntlighet i engelsktimen?

Det jeg har sagt på begynnelsen av året. Det var veldig viktig for meg å si til de hva jeg forventer skriftlig og muntlig, og sånn i forhold til vurdering til standpunktkarakter som de får da til slutt. Jeg sier at de må ikke være flinkest til å snakke engelsk. De må ikke ha den perfekte aksenten. Om du har skikkelig norsk-amerikansk aksent, så bryr ikke jeg meg om det. Hvis du prøver, så er det halve jobben. Hvis du viser at selv om du syns det er litt skummelt, så prøver du likevel, så er jo det supert. At man ser at de forsøker. De fleste tenker jo at de ikke får det til uansett, så da trenger de ikke å prøve. Jeg syns det er spesielt modig av de som prøver selv om aksenten er helt på jordet. Jeg hadde en elev da jeg jobbet på en annen ungdomsskole, og vi hadde debatt i engelsk. Alle måtte snakke. Den eleven hadde så sykt norsk aksent at man begynte bare å le når han pratet. Hele klassen begynte å le, men han var en litt sånn moro person, så jeg tror han gjorde det litt med mening. Han eide den aksenten, så det ble en positiv ting ut av det. En annen person hadde kanskje løpt ut av klasserommet og brast i gråt av den responsen. Men at han prøver selv om han ikke har den beste engelske aksenten, har jo alt å si. Det at man viser at man kan hvis man vil.

Ja, så bra. Lærer du elevene noen læringsstrategier som de kan bruke når de er muntlige aktive eller for å fremheve muntlig aktivitet?

Læringsstrategier ja. Vil si det nærmeste er at de bruker ulike typer. Jeg har hatt mer fokus på podkast. Når de fremfører så vil jeg helst at de legger ved lyd, eller det beste er at de har det for meg, og ikke legger ved lyd. At det er live. Om det er i klasserommet hvor de rekker opp hånda og sier et ord, eller om de har presentasjon hvor det er lydopptak, om det er film hvor de snakker. Sånn som nå så har vi hatt et nyhetsprosjekt hvor de skal lage en nyhetssending med ulike typer saker. Da har jeg sagt at det viktigste for meg er ikke at dere har perfekt engelsk, men at dere har litt

engasjement og litt skuespill. Det må være litt moro, og at vi kan le litt når vi ser på det. Det må ikke være så veldig høytidelig. Det viktigste er at du ser hvilken kompetanse de har. Da må du jo bruke ulike typer måter hvis ikke får du ikke med deg alle. Det kan hende noen hater å ha podkast, men skinner når de står foran publikum. Og det å rekke opp hånda. Noen syns det er helt greit, mens ikke å spille inn lyd. Så variasjon er viktig, for eleven sin skyld også. Ungdomsskolen skal jo ruste elevene litt til videregående.

Under læringsstrategier tenkte jeg litt for meg selv på sånn å roe seg ned eller puste, er det noe dere har snakket om?

Aldri. Det har jeg ikke tenkt på at det går an.

Men når du underviser og elevene skal bruke læringsstrategier, sier du til dem at dette er en læringsstrategi som de kan bruke?

Nei, egentlig ikke. Jeg prøver jo å si til dem at jeg er jo der egentlig for å lære de å lære, men jeg tror nok at vi ikke sier det nok. Det blir mer sånn «gjør dette, sånn at du får denne karakteren, sånn at du kan komme deg ut av ungdomsskolen, og komme til videregående og gjøre det samme igjen». I tiende nå skal jeg prøve å hjelpe de til å få det til bedre på videregående. Vise de noen programmer og sånt som de kan bruke. Noen tips og triks. Jeg kommer ikke på noen akkurat nå som gjelder muntlig.

Hvordan responderer du når eleven svarer muntlig?

Det spørs jo hva de svarer da. Jeg prøver å gi tilbake positive tilbakemeldinger, men hvis jeg er sånn at nå har vi litt hastverk i timen, så føler jeg at «Shit nå har jeg glemt å rose de tre siste elevene», og da tenker jeg: «Hva tenker de om det?». Jeg prøver også å unngå å være brå hvis de tar feil. Jeg prøver mest mulig å ikke demotivere de til å svare neste gang. Jeg er veldig var med hva medelever sier hvis noen svarer. For eksempel hadde jeg en elev som svare feil på et spørsmål, og så kommenterer en annen elev som sitter på andre siden av rommet det. Den eleven sa: «Det er feil», høyt i klasserommet sånn at alle hørte det. Da ble jeg ordentlig sint. Jeg sa da at det der kan være grunnen til flere i klassen ikke har lyst til å si noe som helst. Hvis noen andre hadde sagt det når jeg hadde svart, så hadde ikke jeg ville svart mer i timene. Med mening prøvde jeg å gjøre det personen litt ydmyk. Den var alt for frekk mot den andre eleven. Jeg ville også vise de andre at sånt godtar jeg ikke i klasserommet mitt. Hvis jeg hadde gått i den klassen, og fått den kommentaren, så hadde jeg aldri igjen sagt noe i den klassen. Der prøvde jeg å ta tak i det med en gang. Hvis jeg hører noe i timene, så prøver jeg, men det er litt vanskelig noen ganger. Si det er fem stykker som prøver å snakke samtidig, så hører du ikke alltid de kommentarene som kommer. Det er mange med kommentarer og meninger, og veldig mange som er kjappe på å kommentere hvis noe er feil.

Hvordan reagerte den eleven i ettertid?

Jeg kan ikke huske at eleven har gjort det samme igjen. Det som den eleven gjorde i timen, har ikke skjedd noe mer, i hvert fall ikke når jeg er der, for det er så langt i fra greit. Det er nok fordi at der var jeg ikke noe redd for å ydmyke han litt, eller gjøre han flau. Foreldrene kunne kanskje ha reagert, men man må være streng iblant. Den risken hadde jeg tatt. Jeg hadde absolutt gjort det samme igjen. Det kalles å oppdra ungene, og noen ganger må det gjøres på skolen.

Initierer elevene til muntlig aktivitet?

Noen. Få. Vil jeg tro. Eh, det spørs hvilket tema vi har. Med åttende trinn så tror jeg at jeg aldri har sett de så muntlige aktive som da vi snakket om Ukrainia og Russland, og situasjonen der. Da var alle med, og de snakket i munnen på hverandre. Jeg måtte be de roe seg ned. Det er en klasse med ekstremt mange problemer når det kommer til bråk og frekkhet. Er mange utfordringer der. Men det ble en slags uro som var bra. De var engasjerte. Der handlet det mye om hvilket tema vi hadde om, og hvor interessant de syns det var.

Men når de initierer, er det spørsmål eller kommentar eller annet?

I den klassen så er det å rope det ut så fort som mulig. Det er egentlig mest at hvis en sier noe, så må tre andre kommentere på det. De skal bygge på det så fort som mulig. Så han sier noe, så skal de tre ved siden av rope ut hva de mener om det eller kommentere på det, eller rette på det, eller et eller annet.

Hvordan reagerer du da?

Da blir jeg fort oppgitt. Da må jeg si «Slutt å kommentere.», men det er som regel de samme hver eneste gang, som helst vil ha mye oppmerksomhet. Grunnen til at de da snakker uten å ha fått lov, er jo fordi de har lyst til å ha oppmerksomheten fra de andre og fordi de vil være høytstående da i klasserommet. De skjønner ikke at de egentlig ødelegger for seg selv.

Så det er ikke det at de vil øke karakteren sin, de vil at stemmen sin skal bli hørt?

Ja. Basically. Noen er sånn at de tror det vil øke karakteren deres. En elev fikk anmerkning etter at en sånn situasjon skjedde, og sa «Ja, men jeg har jo muntlig aktiv, så du ikke det? Jeg var jo så flink.». Da svare jeg «Ja, men du skravlet i vei uten noe tur og orden flere ganger. Det blir forstyrrende når du ikke rekker opp hånda.». Han skjønte det, men han spurte om jeg ikke kunne være litt grei siden han var så muntlig aktiv. Han var veldig målrettet og bevisst på at han skulle være. Han syns selv han var så flink, og da jeg tenkte tilbake så var han jo flink. Så vi lagde en avtale om at han skulle fortsette å være like aktiv, men han skulle ikke la seg rive med. Da skulle jeg fjerne den anmerkningen etter en stund.

Hvordan reagerer de andre elevene i klassen på dette?

I det klasserommet har du enten de som sitter helt stille og sier ingenting. Det er helst de flinkeste, de som er topp to i faget. De tror jeg har skjønt at så lenge de er stille og ikke sier noe som helst, så

går det greit fordi lærerne er så opptatt av de som sier noe, så da er de veldig lite muntlig aktive. Men jeg ser at de er mer muntlig aktive hvis klasserommet er relativt rolig. Hvis klasserommet er stille, og jeg stiller et spørsmål, så tror jeg de ser an situasjonen. Er det mange som skriker, gidder de ikke. Men ser de at det er rolig, så svarer de. Jeg vet at de kan for jeg har jo vurdert de noen ganger, så jeg ser at nivået er på sekseren. I en klasse som er så urolig som det der, så lar jeg ikke muntlig aktivitet i timen påvirke karakteren for mye, for jeg vet at jeg selv ikke ville vært muntlig aktiv i den klassen der. Det er mange som skal kommentere på feil. De er bitre hvis du er for flink. De har kommet i en ond sirkel, og vært der siden barneskolen.

Hvor mye tid bruker du på den muntlige deltakelsen som skjer mellom lærer og elev, sammenlignet med det du da, for eksempel, bruker på gruppearbeid?

Eh, jeg vet ikke. Det er helt blankt for meg nå.

Har dere mye gruppearbeid?

Nå må jeg tenke tilbake på hva vi har gjort. Det føles jo sånn ut nå som vi har holdt på med det i mange uker. Vi har ganske lite muntlig i engelsk nå hittil. Vi har hatt mer fokus på å bli kjent, og så at de skulle bli mer komfortable med meg. Jeg har ikke hatt så mye sånn at de skal ha presentasjon for meg hittil fordi jeg vil at de skal bli kjent først. Men det jeg for det meste har hatt er iMovie og skriveoppgaver. Det er egentlig bare i timene jeg har hatt sånn en til en-opplegg. Da er det egentlig bare å spørre. Nå i niende trinn sitter de på gruppebord med fire og fire eller fem og fem, og da har jeg sagt at de skal først diskutere seg imellom, og så skal en på bordet si svaret til meg. Da er det jo selvfølgelig den som er mest trygg. «Gjør det du», liksom. Så rekker de opp hånda, så gir jeg de på en måte valget, og da kommer det som regel et svar, kontra hvis du spør en og en. Og så er det mest sånn at hvis jeg har hatt en og en, den ene gangen skulle vi lese. Da tok vi en setning hver, og vi gikk runda. Da var det flere som klagde på at de ikke fikk med seg innholdet. De var mer fokuserte på at det var deres tur, og de måtte følge med på hvor de er. Det var litt sjanseløst. Jeg har hatt litt hvor de skal lese høyt, men da har sagt «Okei, da leser du, og du, og så videre», men det var vært veldig få som egentlig vil. De fleste vil jo ikke. Det er bare fire, fem, hvis du er heldig. Men jeg har veldig lyst til å ha fagsamtaler. Jeg hadde fagsamtaler på en skole jeg jobbet på tidligere, og det var veldig ålreit. Da skulle vi lese en bok, og så tok jeg med en og en elev ut, og så snakket jeg med den eleven om boka. Jeg spurte «Kan du si hva boka handlet om? Hvordan syns du den var? Hva kunne vært bedre?». Så hadde vi en engelsk samtale med dem. Det syns jeg var veldig morsomt, og jeg tror elevene var mer komfortable fordi det bare var meg. Det var mer løs prat. De måtte ikke svare direkte på spørsmål om andre verdenskrig eller snakke om katastrofer eller sånt. De måtte spesifikt snakke løst med meg om hva de syntes og deres meninger. Det var litt mer sånn uhøytidelig. Det var litt mer chill. Du får litt mer den hvordan de snakker på engelsk hvis de hadde vært i utlandet,

kontra hvordan de er under en presentasjon på et universitet. Det blir en helt annen vibe. Det har jeg veldig lyst til å ha igjen med de forskjellige, men da må du ha noen andre som kan styre klassen mens du er ute og har fagsamtaler. Det er jo ikke alle ganger du har en lærer eller assistent til å styre klassen mens du plukker ut noe til å prate med på gangen. Jeg føler at ved fagsamtaler så får man en veldig pekepinn på hvor eleven ligger, og hvor komfortable de er med engelsken sin for de må komme på ting der og da. De har ikke et manus som de må skrive eller snakke rett fra. Det er et ønske.

Føler du at når du har hatt fagsamtaler at elevene blir mer muntlige i timene etterpå?

Jeg har bare hatt fagsamtale en gang, og etter den gangen er det litt vanskelig å svare på. Vi var to lærere som var mye inn og ut av klassen. Jeg kjente ikke elevene så godt. Jeg ble kjent med de mye mer i fagsamtalen. Det var lettere å prate med de i etterkant for jeg ble kjent med de på en helt annerledes måte. Som ny lærer, og å kunne ha den fagsamtalen på starten, det var gull verdt. Da satte vi av tid til den fagsamtalen, og jeg ble kjent med hver elev på en litt annerledes måte enn å bli kjent med de i klasserommet hvor du løper rundt og er litt stressa. Jeg hadde jo tid til å ha en samtale og bli kjent med dem, selv om den ikke handlet om hva de likte og hva jeg likte. Det føler jeg er gull verdt hvis du kommer inn, og dere er to lærere. Hvis dere kan ha fagsamtaler i begynnelsen, så er det bra. Det vil jeg benytte meg mer av da.

Vi har allerede pratet litt om det, men hva finner du som lærer krevende når det gjelder elevenes muntlige deltakelse i engelskfaget?

Usikkerhet vil jeg si.

Fra elevene?

Ja. De er usikre på engelskspråket. Altså de er usikre på om de sier det riktig, om det er riktig ord i det hele tatt, om aksenten deres er bra nok, om de snakker for norsk. Noen vil jo sikkert prate britisk, men det er det veldig mange som stusser på. Ehm, og egentlig usikkerheten hvis de er rundt andre elever, om det kommer noen kommentarer fra siden. «Det var feil. Nei, haha, det var morsomt. Det var rart.». Ikke sant, sånn som jeg sier iPad, og det er tydeligvis helt feil i forhold til det de sier på skolen. Jeg føler vi sier det på samme måten, men da hang den klassen seg så opp i at jeg sa iPad, så nå skal jeg si læringsbrett i stedet for. Men det er liksom, når de er så på meg da på det samme ordet i mange timer, så kan jeg tenkte meg at de andre elevene er sånn «Ja, hva om jeg sier iPad da feil? Da kommer de vel etter meg også.». Det har med hvem du har i klasserommet ditt. Hvem de er. Hm, er det noe mer på krevende? Noen er det jo vanskelig å få i gang i det hele tatt. De vil ikke si noe. Hvis de har møtt mye motgang, og føler at engelsk ikke er noe de mestrer, og det vil du jo alltid finne i hver eneste klasse, så er det jo enda vanskeligere å få de til å prøve i det hele tatt. Jeg kommer ikke på noe mer på det nå.

Nei. Hvordan håndterer du dette?

Hm. En løsning er jo det på Google Forms hvor elevene kan velge så få som mulig. De velger hvor mange de vil fremføre for. I åttende trinn har jeg hatt mye mer fokus på at jeg vil at de skal være så komfortable som mulig, og i tiende så vil jeg utfordre de til at de må fremføre og de må vise frem. Her har de helst ikke noe valg, da må de liksom ha med melding hjemmefra. Jeg har nok litt annerledes standarder fra åttende til tiende trinn, og så er niende trinn litt på sånn midtbane. Jeg setter nok litt forskjellig standard på ulike elever ut fra hvordan det er. Noen er veldig utafor generelt sett i klasserommet sånn at de ville jeg jo ikke presset for mye. Noen vet jeg jo sliter mer enn andre. Så det har jo med hvem det er. Noen ville jeg ha sagt foran hele klassen at «Jo, det klarer du.», mens en annen ville jeg gått fysisk bort til og sagt «Kan du ikke prøve da? Det hadde vært så bra hvis du hadde fått til det.». Du går personlig bort til de for de hadde nok følt seg veldig ydmyket hvis jeg hadde gjort det foran hele klassen. De føler det er ekkelt da. Vi har jo hatt den ordningen med ispinner. Den har jo selvfølgelig blitt fjernet noen ganger fordi noen føler seg usikre, og de føler at det er ekkelt da. Det har vært litt frem og tilbake. Den klassen tror jeg vi bestemte at vi ikke skulle ta sånn random greie, men noen ganger så har jeg gjort det for jeg føler at det passer best da. Ikke på de mest skumle tingene. Jeg har ikke fått noen tilbakemeldinger på det, og de hadde nok sagt ifra veldig fort. De er flinke til å si ifra at «Nei, nå er disse timene kjipe fordi vi blir valgt ut, og det syns jeg er ekkelt.». Det er en hårfin balanse.

Du har snakket mye om dette allerede, men jeg tar det fra starten. Hender det i klasserommet at du har elever som ikke deltar muntlig?

Ja.

Ja. Skjer det ofte?

Ja.

Daglig?

Som ikke vil delta muntlig?

Ja.

Ja, det er det. Men i den niende klassen, så er det flere som jeg har klart å få til å være muntlig aktive som ikke ellers ville vært det. Men du må velge riktig tidspunkt og tema, og riktig alt. Alt må passe godt nok for den personen, for å si det sånn. Så ja.

Alt må ligge til rette?

Ja, det må være riktig. Altså jeg har tatt det der og da, bare «Okei, passer det nå? Okei, nå prøver vi.». Så sier de kanskje nei, og jeg svarer jo da. Og så har det gått, og da blir det sånn «Yes, da har vi fått med den personen i dag.». Vente to måneder til neste gang.

Har du de ressursene som trengs for å håndtere dette, og støtte disse elevene?

Eh, både ja og nei. Det som kanskje er problemet noen ganger er andre ansatte. Assistenter, for eksempel, som ikke gjør jobben sin og hjelper de som de skal hjelpe. Da gir jeg opp og gidder ikke å bruke assistenten i det hele tatt. Jeg føler assistenter burde ha nok kunnskap til å håndtere dette mer på sparket, og ikke ha flere døgn på å forberede seg. Jeg har vært litt demotivert på grunn av de jeg har måttet samarbeide med da. Nå rotet jeg meg litt bort her. Hva var spørsmålet igjen?

Spørsmålet var om du hadde de ressursene som trengs for å håndtere og støtte disse elevene?

Ja, så det har jo med mangel på kvalitet da. På andre trinn har jeg vært veldig heldig, og har hatt en gruppe som har hjulpet de som sliter aller, aller mest. De er langt under, altså det minste av barneskolenivå. De skjønner ingenting. Du kunne sagt house, og de hadde ikke hatt peiling. Der har ressursene vært veldig bra. Da går de ut av klasserommet og får sitt eget opplegg. Så både og vil jeg si i forhold til ressursene. Jeg syns det er litt for lite informasjon i forhold til de programmene som finnes, blant annet som dyslektikerne kan bruke. De sier at man kan bruke det og det, men jeg vet ikke hva det er, og jeg har ikke tid til å sette meg inn i det på fritiden. Det å få en elementær opplæring i hvilke og hvordan disse programmene fungerer, det er det mangel på både fra høgskolen, og fra ledelsen, og fra kommunens side. Egentlig burde alle få mer info om de mer lærevansker, og hvilke verktøy vi kan bruke. I spesielt engelsk er det «Åh, men det er så mange oversettelsesprogrammer.», og jeg bare «hvordan, hvilke?». Jeg har ikke tid til å sette meg inn i alt det for jeg har klassen også.

Men hvordan føles det for deg da når elevene ikke vil delta muntlig?

Eh, jeg føler jo at det er mye bedre når alle er muntlig aktive. Sånn som på barneskolen når du ser at alle rekker opp hånda så får du en sånn «Åh, så deilig. Nå får ballen rulla. Nå er de interesserte, og nå er det engasjement her.». Den følelsen får du mer på barneskolen enn på ungdomsskolen hvor alle bare sitter og stirrer på deg når du stiller et spørsmål. Og så er det kun han ene eller andre som faktisk svarer. Man får jo en veldig god-følelse når en som ikke pleier å rekke opp hånda plutselig gjør det. Da blir man veldig rask med å la den personen svare, og litt gira. Man blir veldig fornøyd hvis man ser at de svarer. Du får en helt annen følelse. Jeg blir ikke veldig fornøyd hvis jeg spør et spørsmål og det er null. Det blir litt kleint.

Sier du det til elevene at du syns det er kleint?

Jeg sier ikke at jeg syns det er kleint, men jeg sier at det kanskje var litt lite engasjement. «Er vi litt trøtte i dag?». Jeg spøker det litt vekk. «Det er vel noen som kanskje vet det eller?». Da kan det hende at det kanskje sniker seg opp en liten hånd i bakgrunnen, og da er det «Ja, ja deg!». Da er jeg veldig kjapp til at i hvert fall en svarer, så skal jeg ikke holde på det spørsmålet lenge. «Er det noen flere?», det gidder jeg ikke å spørre hvis det først er lite aktivitet. Da trenger vi ikke å pushe det

spørsmålet noe lenger. Jeg husker selv hvordan det var når læreren venta lenge. Det ble så kleint og ubehagelig. Alle hater de lærerne. Jeg husker hvordan klasserommet ble og hvordan vi reagerte, og jeg vil ikke ha den samme reaksjonen i klassen min. Prøver å gå fort videre hvis jeg ser at det er lite aktivitet, og ingen rekker opp hånda. Da sier jeg at vi går over til neste eller så svarer jeg på spørsmålet selv, slik at vi ikke blir stående og vente.

Men hvis du reflekterer over din egen undervisning, er det noe du kan gjøre annerledes da i forhold til dette temaet?

Det er nok masse. Jeg skulle ønske jeg hadde mer tid til å prate med de en og en. Jeg føler kanskje at jeg stresser ganske mye i klasserommet. At jeg må legge opp til at jeg kan ta meg tid til det. Jeg vil gå igjennom det, det og det. Da er det viktigere for meg å gå igjennom alt jeg skal gå igjennom, enn at jeg sier «Okei, da jobber dere med det, og så går jeg rundt og snakker med dere om ulike ting.». I noen klasserom er det vanskelig å få pratet med dem fordi det er så mye bråk at du bruker halve timen på å hysje og be de være stille. Så det er det du surrer bort mye av tiden din på da. Nei, men ta meg mer tid, og mer tid til å snakke en og en. Bare sånn at de føler seg sett og hørt, så føler jeg at de kanskje blir mer motivert til å si mer da. Hvis du aldri har snakket med de utenom sånn høyt i klasserommet, så er jo sjansen for å få snakka med de høyt i klasserommet veldig liten hvis du ikke har snakket med de en og en. Det vil jo jeg tippe. Og så er det det å ha gode relasjoner. Det tror jeg har mye å si. Hvis du har gode relasjoner med læreren, vil du heller svare enn med en lærer du syns er pyton.

Er det noe mer du ønsker å ta opp som vi ikke har snakket om?

Eh, det er det nok sikkert, men jeg klarer ikke å komme på det nå.

Men sånn avsluttende, de elevene som du sier er stille. Er de stille i alle fag, eller merker det seg ut i engelsk?

Nei, det er nok kanskje litt ekstra i engelsk med tanke på at jeg tror de syns det er mer skummelt når det er tanken på å snakke på engelsk, og på et annet språk som de ikke er så komfortable med. Det er nok litt verre der for enkelte spesielt. Men jeg har jo også elever med utenlandsk bakgrunn, og spesielt ei som elsker å prate engelsk. Hun er mye mer muntlig aktiv her enn i andre fag. Hun er bedre enn alle andre i klasserommet, så hun får mye selvtillit der da. Vil helst snakke engelsk hele tiden. Lærerne måtte be hun snakke mer norsk fordi hun måtte lære seg det norske språket. Hun snakker mye bedre norsk nå, men jeg ser at hun blir veldig glad når hun kan snakke på engelsk med meg.

Er det noe mer du kommer på da som du ønsker å ta opp?

Nei, altså det eneste er at grunnen til at vi skifta, altså før så satt vi to og to ganske lenge. Så skiftet vi til firer-bord. Det var mest med tanke på muntlig aktivitet. Vi følte at de kanskje følte seg mer

trygge da enn når de var to og to. For da ble det veldig normalt, A4 klasserom. Mens med gruppebord blir det mer løst og aktiviserende.

Hva skjedde med den muntlige deltakelsen?

Hm, jeg vet ikke. Jeg føler at selve muntlige aktiviteten i timene er mye enklere. Vi bruker mindre tid på å samle de i grupper på fire og fire. Vi sparer tid. Det blir nok for noen litt mer og litt mindre aktivitet. Er man fire, så er det lettere å gjemme seg uten at det blir lagt merke til. Det er nok noen baksider ved det også. Men så er det også greit når noen elever er vekk på grunn av sykdom eller annet, så har de de andre å støtte seg på, så slipper de å sitte alene. Det er fordeler og ulemper. Jeg syns det er veldig ålreit. Jeg syns det er mer hyggelig. Det blir mindre skole, og «her skal vi gjøre sånn og sånn». Det blir mindre av de faste reglene om at vi må gjøre sånn og sånn, og mindre rigide i lengden da.

8.4 Appendix D: Observation notes

8.4.1 Observation A

Observation of Kari.

There are two English teachers in this class, Kari and Mette. Kari is the teacher that was interviewed and is therefore, mainly the one being observed. This is the first class of the day, and all students are at their places when the class starts. When the teachers enter the class, they stand up to greet them. The classroom is quiet. Kari says "Good morning". Only a few students respond. Kari repeats herself, and says "Oh that is not good enough. One more time. Good morning". She says it even louder this time. A few more students join in. She then says "Come on, one more time. Good morning". She says it even louder this time, and almost the whole class answer. The students sit down and remain quiet. They all sit in pairs. I introduce myself to the class, and say that I am writing a master's thesis. There is zero response from the group. No one is nodding or smiling. Kari begins writing today's subjects on the whiteboard in English. "Can anyone tell me the first subject of today after English?". Two students raise their hand. A boy answers "Math". Kari repeats the word in English, then in Norwegian. She continues to ask the students about the subjects and today's date in English. There are only one or two students who raise their hands. "I wish more people would join, because I know you know this.", Kari says. One more student raises his hand. "What is today's date?", Kari asks again, and points to a girl to let her answer. "Second", she says. "Yes, and how do we say that easy in English? Come on. How do we say that easy in English?", Kari continues. Two more students raise their hands. Kari points to another student. "March second", he answers. "Yes", says Kari. After asking these questions, five different students have raised their hands. "I was recently a substitute in tenth grade, and none of the students knew what the subjects were called in English. So, it is great that you know this.", Kari says to the class. Kari explains the plan for today's lecture. The plan is written in English on the Smartboard. While explaining, Kari, sometimes, switches to Norwegian. This happens when she talks to the other teacher. "Ser du den?", Mette asks. "Ja.", answers Kari. There is no specific time or system for when she speaks English and Norwegian.

After explaining the day, they begin with an activity called "To the left", where the students are to ask a question from today's homework, and the student opposite them must answer. Then, they take a step to the left, and they are opposite a new student. During this activity, the class is split in two, and there are only 10 students left in the classroom. It sounds as if most students speak English when asking and answering. One conversation goes like this: "What does piece of cake mean?".

"Easy". "Yes". Right after they are done with the task, the begin talking in Norwegian. They tease or comment each other. The teacher also uses Norwegian in the game, and says. "Hei", and "få se". There are also some students who consequently answers in Norwegian, even though they are asked questions are asked in English.

The activity is over, and the rest of the class comes back into the classroom. Now they are supposed to work in pairs with the student sitting next to them. "First, you will read the text, and you have to decide who reads what", says Kari. When the students split the text, everyone speaks Norwegian. "Du kan lese det, og så tar jeg den delen», a student in front of me says. Some students start doing something that is not a part of the task, and talk privately about what they did yesterday in Norwegian. Those who read, read in English, and both students in the pair read. The teachers, immediately, walk to two different groups and talk to them. "Nå skal dere lese teksten sammen, og da skal dere fordele teksten mellom dere.», says Kari. Kari then continues to walk around the classroom to listen to more students read the text. She does not say anything.

After reading, the students shall find difficult, funny, and key words in pairs. Kari says to the class "Nå skulle nesten Jacob ha lest høyt for hele klassen altså, for han leste så bra. Han hadde skikkelig god uttale.». When collaborating, all students speak Norwegian. The teachers continue to talk to the different groups. To most groups, Kari speaks Norwegian. Typical questions being asked are «Hvor langt har dere kommet? Forstod dere oppgaven?». At one group, Kari starts the conversation by talking English. "How is it going?", she asks. "Greit. Jeg skjønte ikke den.", answers the student and points at his iPad. "Nei, der skal dere jobbe sammen og så må dere finne ut av hvilke ord som er viktige for teksten.». During the task, two students turn around and begin talking to the group behind them in Norwegian. "Hvor langt har dere kommet?", they ask, before the other group answers in Norwegian. The teachers have talked to every group before this activity ends. There are some groups they visit more often, and at one group Kari places a chair and sits down to talk to the students and help them. During the pair work, two students have raised their hands for help.

It has been approximately 25 minutes, and the task is over. Kari stands in the back of the classroom, while Mette stands in the front. "It's time to summarize. How far did you get? Some of you have done a lot, while other have done almost nothing. You were supposed to collaborate, you know that? You need to use your partner and work with your partner when you do these tasks. What is a model T?", Kari asks. One student raises his hand, and answers "Car". "Yes, a car. Now, why do you think we have chosen this text?", Kari continues. Two students raise their hands. "Come on. Raise your hands.", Kari says. No one further raises their hands. "Yes, Oda.". "Fordi vi skal lære", she answers. "Ja, det er en grunn.». Some students answer in English, some in Norwegian. "What did people do before the car came? What did they do?", asks Kari. "They walked.", answers a

student. "Yes, they walked. Anything else? Come on.". The student sitting next to the first student who answered, raises his hand. "Yes, Morten?". "They rode horses.", Morten answers. "Yes.", Kari finishes.

Mette asks "Can anyone answer the question from the aims of this class?". Two students raise their hands. One of these students has raised her hand earlier, at the beginning of the class. Kari says "Come on, we need more than two people to contribute". No one else raises their hands. Mette then comments that and says: "No one raised their hand". Kari chooses a student to answer. He answers the question detailed in English. Kari comments and says "But how can we know, hvordan kan vi vite at teksten forteller om en tid for lenge siden?». The boy then answers in Norwegian. Kari points to one student to answer the task. He has not raised his hand. "But you, Tore, you found out why this was a text where he looks back?", she says. "Yes, it was because it was a popular car back in the 1920's. Therefore, the text is old.". The class is technically over, however the teacher allows the other student who had her hand raised to answer. Without commenting, Kari goes on to the other student who has now put her hand down. She says "I think Aurora also wanted to answer.". Aurora answers something in Norwegian. Kari interrupts her and says "Det er vanskelig å høre fordi noen pakker, og du ikke snakker høyt nok.» She is still standing in the back of the classroom. The girl retells the answer in Norwegian. The teacher does not comment. The class ends.

After the class has ended, I had a short conversation with the two teachers. They said that they were pleased with the students' oral participation in this class. They felt like they got to talk to many students. I asked if they thought the students were affected by my presence, but they said no.

8.4.2 Observation B

Observation of Ada.

I am standing in the classroom before the students enter. There is immediately a lot of talking, and students shouting at each other. I get the impression that this is an active group. Ada, the teacher, greets the students in Norwegian, and give the first instructions for this class in English. The students are to log onto their iPads, open a document, and look at the first page. A student, Harry, asks loudly: «Kommer du til å prate mye mer engelsk den timen her, for da må jeg ha tolk?». «Ja, men dette skjønte du.», Ada answers. Harry answers: «Ja, ja.». Ada continues to give instructions in Norwegian.. Ada walks around and helps the students find the document. She is speaking Norwegian. During this beginning of the class, the sound volume is quite high. During the instructions, Ada gesticulates. The students shall look at a picture and guess what it is about. She says "Use your eyes.", and points to her eyes.

The students will, for a period of time, read the book *Maus*, and they are beginning today. Ada says «What do you think this book is about? What do you think will happen?". She waits a few seconds before saying "Can anyone translate what I just said? Kan noen oversette?». Three students raise their hands. The first student answers "Hva boka handler om.". «Ja. Det var en ting jeg sa. Men jeg sa noe mer.», answers Ada. The next student repeats what the first student says. Ada asks the final student whom answer "«Hva vi tror kommer til å skje videre.» «Ja! Hva dere tror kommer til å skje.», answers Ada enthusiastically.

The task for the students is that they shall answer some questions in groups, and write the answers on a whiteboard sheet in English. The students are already divided in groups at four, and one group with five students. After the students have started, Ada reminds them «Husk at det er ord, ikke bilder det er snakk om.». While the students are working in groups, I can see that everyone is talking and participating. They all speak Norwegian, but many talk about the task. One student translates what the other students say to English, and writes it on the sheet. Several of the groups asks how words are spelled. "Hva er jøde på engelsk?», Harry shouts to another group. «Jew. J E W.», answers the other student. Ada talks to three of the groups during the group work. She speaks Norwegian to the students, and guides them by asking what they have written so far.

When the task is almost over, Ada says "Ett minutt igjen. One minute left.". The task is done, and the students shall find their places. «Places people, places. Simon». Ada waits while the students find their seats and calm down. «Det tok alt for lang tid. Neste gang klarer vi det på halvparten av tiden. Can two or three people from each group talk about what you have written? To til tre mennesker som skal representere laget. Bli enige om hvem.». she says. There are no discussions as

to who should talk. Ada chooses one group to begin talking. «Skal vi lese hele greia?», asks the student. «Nevn sånn halvparten», answers Ada.

The students read what they have written. They say it in English. At one group, Harry also explains what the group meant with what they word, such as «Here we wrote Nazi, because of the mark [on the book].». Harry, additionally, uses English pronunciation on Norwegian words. He pronounces Europa as /ˈjʊərəpə/, and says maus instead of mice. Ada does not correct him, but says "Takk, det var bra.". A different group had written something in Norwegian at the sheet. Ada asks: «Can you translate to English? Over der har dere også skrevet på norsk, kan noen oversette jakter mus til engelsk?». Three students raise their hands and shout: «Hunting mouse» og «Hunting mice». "Hunting mice, ja", Ada answers.

After the group work, the students will now begin reading the book. «Can everyone find their copy of Maus on their iPads, so you can read along? Har alle oppe boka nå? Alle sammen. Supert.", says Ada. She walks down to one group and asks them in Norwegian if they have found the book and are ready. She walks back up to the front of the classroom. "I will start, and if someone is eager to read, I would like them to read as well. Så jeg begynner å lese, men hvis noen andre også vil lese er det kjempefint". After having read a couple of sentences, Ada asks if anyone could raise their hand and translate what she has just read. One student raises his hand and translates. Ada follows him with her eyes, and says "Mhm.", repeatedly. When the student is stuck at a word, Ada reads it out loud in English, and asks if anyone in the class could translate it. Another student raises her hand and helps. Simultaneously, there are several students who talk without permission. The teacher shows her students that they can use Google Translate to translate if they are unsure.

Ada asks if anyone would like to continue reading. One student, Jenny, raises her hand. She has not raised her hand previously during this class. After she has read, Ada asks «Kunne noen ha forklart dette på norsk?». She picks one sentence from the text, and asks if anyone can say what it means in Norwegian. She repeats the sentence. Jenny, who read, raises her hand and answers. She does not translate word for word, like the other student did, but talks in a more coherent way. «Ja! Veldig bra! Det er viktig at dere skjønner hva dere leser. De snakker om en katt og mus, men egentlig så ...», answers Ada. Ada continues to tell the class what the book is about. Picking one sentence to translate is something she does multiple times. Two new students raise their hands to answer what a "tortured relationship" means. They are both allowed to answer, and Ada answers enthusiastically "Yes!", after both their answers.

«Noen som vil fortsette? Kom igjen.». Harry raises his hand. Ada emphasizes that the task now is to read in English. «Ja. Det er litt enklere for meg nå for nå kan jeg bare lese.», he anwers. When Harry stops and is stuck at a word, Ada reads it out loud in English. Harry then repeats it in English

before he continues to read. When the reading is done, Jenny, without being asked, comments in English something about a name being written at the page. «I think he is a famous author from the Czech Republic.", she says. "Ah, yes. That might be.", Ada answers. The students are told that they will read this book for the next couple of weeks. Ada talks about her own experiences connected to reading. «Ikke stress om dere leser litt senere enn de andre. Vi skal prøve så godt som mulig. Dere skal få tid hjemme, og vi skal lese to sider nå.», she says.

Ada scrolls down to the next page. «Kan noen som ikke har rukket opp hånda enda lese det som står her?». It is eleven words written on a page. Harry pushes Nora, the student sitting next to him, arm towards the ceiling. «Ja, Nora, kan du lese?», says Ada. Nora protests in the beginning. «Jeg klarer bare halvparten av de ordene.», she says. «Det går bra.», answers Ada. Nora translates all the words without help.

«Can anyone imagine why the book is in black and white? I would like an English answer this time.", asks Ada. Several students raise their hand, both Jenny and new students. They answer «Disturbing», «Scary.» «Old-fashioned», and «Un-easy». The students answer with one word. Ada continues reading the book in English before she explains what she has read in Norwegian. «Hvem tror vi sier dette?». She points to one of the pictures in the book. Harry answers «Han i midten.» «In the …», comments Ada. «In the middle», he says.

The students will now read a book on their own. Ada walks over to two students who sit at the same table, and assists them to get started with the reading. She explains what the task is in Norwegian. After Ada has left them, and there has been a few minutes, one student from the table beside them asks the two boys «Har dere lest?». «Nei.», they answer. «Ikke jeg heller.», he says back. The boy then says to the teacher that he is done reading. After all the students are finished with reading the page, Ada asks «Kan noen fortelle meg hva som blir sagt, gjort? Hva handler det om?». Olav answers «Han går ned». «Aah, okei. Noe annet?». Ada is talking to the whole class. A new student answer in Norwegian. Ada continues «Men hvordan ender det? What is happening in the end?». Olav raises his hand again and answers. Ada asks him questions back. «Ah, så det var sånn at den kjenner den?». «Ja.», he answer.

After reading, the students will work in groups and analyze a page from the book. The students talk together in Norwegian while discussing the page. Some also discuss private things, such as what is happening this weekend, while other pretend they are driving a motorcycle. Ada walks around the classroom. She has talked to every group. At the last group, she speaks English with the students. Towards the end of the class, Ada asks «Marthe, can you gather up the tusjer?». The students have just finished the group work. Ada asks the whole class «Anything. Can you see anything?». Three students raise their hands. «Jeg søkte på det ene ordet, og det betyr sjeik, sånn riking.», answers

Tommy. Ada chooses a student who did not have his hand raised. «Nikolas, I visited you. Can you say what you found out?". Nikolas answers «Sjeik means elder in Arabic, and could therefore mean elder.". "Yes! Good, so it could be that there is an older person involved. Did you on the first table here hear what Nikolas said?". "No, because we did not listen.", answers a student from that table. «Thank you for being honest.», answers Ada.

«My father bleeds history. Daniel, overset det.", says Ada. Daniel did not have his hand raised. «Hva da?». «My father bleeds history.» «Min far blør historie.» "Flott!". Ada chooses another student. «Erik, kan du tenke det hva det betyr?». «Kanskje at det er blodig?», he answers. «Kanskje det er blodig, ja.», Ada repeats. Another student raises his hand and says «Kanskje han har mange historier?». «Det kan være ja. Han har kanskje mange historier.», Ada answers.

«Nå vil jeg at dere skal svare meg på engelsk. Do you know any examples of other stories with blood?», asks Ada. Four students raise their hands. Jenny answers "The second world war.". Harry answers "Utøya". He then translates it to Out Island. Ada explains «Nei, det er Utøya. Vi oversetter ikke sånn. But you could say the 22nd of July.". Another student answers "Auschwitz.". Answer in one word. Nikolas says «Jeg tror ikke blodige historier nødvendigvis inneholder blod.». «Okei, så det trenger ikke være blodig. Det var et godt poeng.», Ada comments. «Nei», says Nikolas. «Det kan være at», Ada begins. «At det er mange historier», Nikolas continues. «Ja, at det er mange historier ja. Ja det var bra sagt.», Ada says.

The class ends with an oral exercise. The students know this exercise well. «When it is quiet. I will start the quiz. But I only want English answers.", Ada says. The first question is "What African city is the largest? It is okay if you say the country.". Five students raise their hands. Ada chooses Harry to answer. «Egypt», he answers with a Norwegian pronunciation. «Which is in English?», Ada asks him. Another student calls out «Egypt» with English pronunciation. «Egypt», Harry repeats, this time with an English pronunciation. Since it was the correct answer, Harry is allowed to leave the classroom. With every question, there is around five students raising their hand. The difficulty of the questions is varied, and they surround topics from videogames to geography. If a student answers in Norwegian, Ada says «In English.». Ada asks another question. «Which two colors are on the Greek flag?». Now almost the whole class raises their hand. The final question is «Who is looking forward to the prom tonight?". Several students raise their hands, and they are all allowed to leave. After they have left, Ada says that she could tell that they were getting tired, and that some students had said that they were just going to leave anyways.