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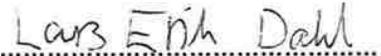
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# Abstract

This thesis focused on the topic of Norwegian lower secondary students' promotion of English as a foreign language (EFL) oral skills, namely listening and speaking, in and outside the EFL classroom and in particular investigated ninety-six ninth graders' and their four EFL teachers' experiences with and beliefs about practising the students' EFL oral skills in classroom and extramural activities. Additionally, the thesis aimed to explore whether there were differences in the students' and their teachers' responses.

The data for the study was gathered through a mixed methods approach by conducting questionnaires with ninety-six ninth-grade students and carrying out interviews with four teachers teaching the English subject in the four ninth-grade classes that filled in the questionnaires. The data was thus collected in four different Norwegian lower secondary schools. At each school, the student questionnaires were conducted first, and the interviews with the teachers were completed afterwards.

The main findings revealed that the students believed that inside the EFL classroom, receiving feedback from the teacher and participating in group projects were the most important factors helping them to develop their oral skills. In contrast, the students ranked participating in oral tasks from the textbook, listening to the teacher speak for the most of the classroom time, and reading books out loud in class as the least effective activities aimed at the development of their oral skills. The majority of the students believed that their oral skills were developed through extramural activities more greatly than through activities inside the classroom, even though their answers also indicated that they considered classroom activities to be important for their oral development. As for the students' beliefs about extramural English-mediated activities, they stated that they found watching movies, TV series and videos and playing online video games to be the most motivating activities to do outside school. The students believed especially watching movies, TV series and videos to have a strong impact on their oral development.

In turn, the teachers did not seem to have the same opinion on the outcomes of the extramural activities, but they believed that all students should read more outside school to be able to develop their oral skills. In general, the teachers acknowledged that they were aware of the fact that their students took part in numerous extramural activities, such as online gaming, watching TV series and movies, and listening to music and audiobooks. The teachers differed in the oral activities they carried out in their classrooms. Interestingly, two teachers with longer teaching experience stated that they found oral presentations to be the best way of

assessing their students' oral skills in class, while the other two teachers with less teaching experience viewed group conversations as a more efficient approach to oral language assessment.

To the best knowledge of the author, this thesis is one of the few Norwegian studies focusing on the students' and teachers' experiences and beliefs concerning the promotion of oral skills through classroom and extramural activities. Having acknowledged the role of extramural English exposure on the Norwegian students' EFL learning, one needs more research on extramural activities in order to improve future EFL classrooms, as well as EFL students' and teachers' experiences and activities aimed at the promotion of oral and other skills.

# Table of contents

# 1   Introduction

## 1.1   Topic aims and research questions

This master thesis is a study of Norwegian lower secondary students' and their English as a foreign language (EFL) teachers' beliefs and experiences concerning the promotion of the students' English oral skills in and outside the EFL classroom. Oral skills are comprised of listening and speaking skills (Drew and Sørheim 2016). The main goal of the thesis is thus to investigate the students' and teachers' beliefs and experiences regarding training and promoting EFL oral skills in classroom and extramural English activities, as well as to explore whether there are any differences in their beliefs. Extramural activities refer to the activities that students are exposed to outside the classroom (Sundqvist and Sylvén 2016). To be more precise, Sundqvist and Sylvén (2016: 6) define the term "extramural English" as the "English that learners come in contact with or are involved in outside the walls of the classroom". The rationale behind this study is thus to gain knowledge and a deeper understanding of the students' and their EFL teachers' beliefs about and experiences with training the students' English oral skills in and outside the EFL classroom. This knowledge may contribute to the improvement of the practices and methods of training English oral skills in the EFL classrooms in the future.

The data of the study were gathered through a mixed methods approach by collecting questionnaires, filled in by 96 ninth grade students from four different lower secondary schools, and conducting interviews with the students' EFL teachers, thus four teachers in total. The schools were located in three different cities, all in urban areas in Norway. The research questions for this study are as follows:

1: What are the Norwegian lower secondary students' experiences with and beliefs about promoting EFL oral skills in classroom and extramural activities?

2: What are the EFL teachers' experiences with and beliefs about the promotion of their students' EFL oral skills in classroom and extramural activities?

3: Are there differences between the lower secondary students' and their EFL teachers' responses? If yes, what are they?

## 1.2 Relevance and potential contribution of the study

Graddol (2006) argues that in recent years the world has witnessed numerous shifts in political, social and economic trends that have in turn led to a change of the language system globally. Graddol (2006) points to the fact that demographic change has become a vital factor for the spread, changes and shifts of new languages. He suggests that by analysing travel movements internationally there is a need for more EFL learning or greater use of English between people who do not share the same first language. Graddol (2006) claims that this is necessary because approximately 75% of all travellers are from non-English speaking countries.

Kennedy (2010) argues that the English language is an essential part of the process of globalisation. Due to globalisation English has become a vital means of communication for people from different parts of the world (Kennedy 2010). In this communication, as Kennedy (2010) argues, the English language has a decisive role of cultural and communicational value, which leads to a discussion of the negative and positive sides of the power and influence that the English language has worldwide.

The process of globalisation has provided students with the opportunity to develop their English oral skills at a whole new level than previous generations. The teacher is not the only source of input any more for students today. Playing video/computer games, reading books, listening to music, podcasts, audiobooks, watching films and TV series in English serve as examples of activities that influence students' English oral skills (Sundqvist and Sylven 2016). Although the topic of the effects of extramural activities on EFL learning seems to be widely discussed, no or few studies on the topic of teacher and student beliefs about and experiences with extramural activities have been conducted in Norwegian classrooms to the best knowledge of the author of this thesis.

Furthermore, the current Norwegian curriculum (LK06) in the English subject is divided into the following four main subject areas: (1) Language learning, (2) Oral communication, (3) Written communication, and (4) Culture, society and literature (Utdanningsdirektoratet 2015: 9). The English subject area regarding oral communication is the most relevant one for this study. The competence aims for grade 10 within this area mainly emphasise students' ability to develop, understand and use a broader aspect of vocabulary, grammar, language features and learning strategies most suitable for the particular situation (Utdanningsdirektoratet 2015). In oral communication, students are also expected to learn about new contents of different topics, how to use numerical expressions in

communication and understand how to express themselves precisely and correct in conversations (Utdanningsdirektoratet 2015). Although these aims in the Norwegian curriculum are all relevant for students' development of oral skills, some of them seem vague and they do not seem to attempt to establish any clear connection between extramural activities and classroom learning. This thesis can therefore help the prospective authors of future English subject curricular consider the potential effects of extramural learning and further reflect on aims related to oral skills, as well as on topics that students might be taught in the English subject. Additionally, this research is expected to shed more light on the students' and their EFL teachers' beliefs about the impact of classroom and extramural activities on promoting English oral skills, as well as whether these beliefs to a greater extent accord or differ. This knowledge may thus be of high pedagogical value to the Norwegian EFL classroom.

## 1.3   Outline of the thesis

This chapter (Chapter one) introduced the topic of the thesis, presented the study and its research aims and questions and reflected on the relevance and potential contribution of the study. In Chapter two, the theoretical framework for the study contributing to the better understanding and analysis of the research findings, is presented. Specifically, this research is based on theory related to second language acquisition and acquiring oral skills in particular, Krashens's Monitor Model, the Output Hypothesis and the Interaction Hypothesis, in addition to theories on student and teacher beliefs and individual learner differences, namely second language anxiety, motivation, and learning strategies and styles. Finally, Chapter two considers the outcomes of classroom and naturalistic learning and presents an overview of previous research on extramural and classroom English language learning.

Chapter three elaborates on the research context and sampling, namely the selection of participants for the study. The chapter further reflects on the mixed methods approach chosen for this study, the piloting of the interview guide and student questionnaires, and the procedure of data collection. Finally, Chapter three considers the reliability and validity of the study and discusses some important ethical issues and procedures that were completed in order to allow the researcher to conduct ethical research.

In Chapter four the results from the student questionnaires and teacher interviews are presented. Furthermore, in order to answer the research questions for this study, Chapter five discusses the findings of the study in light of theoretical framework and previous research

presented in Chapter two. Finally, Chapter six concludes the thesis by summarising the main findings of the study and by considering the limitations and contribution of the present research, as well as implications for EFL teaching and further research.

# 2   Literature review

## 2.1   Introduction

In this chapter, the theoretical basis of this thesis is provided in order to help the researcher to better understand and interpret the results of the study. Thus, Section 2.2 defines and discusses the process of second language (L2) acquisition, while Section 2.2.1 particularly focuses on oral skills in L2 acquisition. In Section 2.2.2, Krashen's Monitor Model, consisting of five hypotheses regarding language acquisition, is discussed in detail. In Section 2.2.3, the Output Hypothesis and its connection to L2 acquisition are presented. Section 2.2.4 explains the Interaction Hypothesis. Section 2.3 deals with cognition theories, presenting the relationship between student and teacher beliefs in L2 learning. Section 2.4 discusses individual learner differences in L2 acquisition to better understand the students' differences in their way of attaining new knowledge. In particular, Sections 2.4.1 and 2.4.2 consider language anxiety and motivation as key factors affecting learners' ability to learn an L2, and Section 2.4.3 discusses learning strategies and styles in L2 acquisition. Section 2.5 examines and compares the outcomes of classroom learning with those of naturalistic learning. Section 2.6 concludes the chapter by presenting a brief overview of relevant previous research on extramural and classroom L2 learning.

## 2.2   Second language acquisition

Second language (L2) acquisition is, as Gass (2016: 329) defines, "a multidisciplinary field that refers to the study of how languages are learned following learning of a first language". Thus Gass (2016) claims L2 acquisition to be the study of how learners attain new knowledge of a language following their first one.

The purpose of L2 acquisition is, as Ellis (1999: 15) claims, "the description and explanation of the learner's linguistic or communicative competence". To better understand the process of L2 acquisition, according to Ellis (1999), a more natural explanation can be provided looking at how learning a second language (L2) differs from learning a first language (L1). According to Ellis (1999), learners of an L1 will most often manage to master their L1 perfectly. They have a high rate of success in their L1 and their path to success is quite similar with the goal of competence of the intended language (Ellis 1999). Ellis (1999) argues that learners of the L1 will manage to have a clear understanding of correct and incorrect use of grammar and sentences and do not need formal teaching to learn this

language. The L1 will develop naturally in the social interaction with family members, friends and other children (Ellis 1999). The success of acquiring the L1 does not depend directly on motivation, beliefs, anxiety or other psychological reasons. The correction of the learner's language mistakes is not needed for achieving success in L1 acquisition (Ellis 1999). However, L2 acquisition tends to be more problematic for learners and does not follow the same path as L1 acquisition (Ellis 1999). L2 learners of a second language are unlikely to master the intended language on their own (Ellis 1999). Complete success happens seldom in L2 acquisition, and learner's success ratio and the path to competence are more varied (Ellis 1999). L2 learners are often satisfied with less achievement than in their L1, being less focused on accuracy, and more focused on fluency (Ellis 1999). L2 learners are more dependent on correction, formal lessons and instructions to achieve success in L2 acquisition. The L2 learner's judgement on how to formulate and structure sentences grammatically correct are not as good as L1 learners (Ellis 1999).

It is therefore essential to know how the L2 acquisition process functions, how learners acquire L2 knowledge and, specifically, how their oral skills develop through this process of acquiring competence in a new language. VanPatten and Williams (2015) draw several important observations that are relevant to the successful process of L2 acquisition, which assist in understanding the content of this process. VanPatten and Williams' (2015) observations that are relevant to the development of oral skills in L2 acquisition are presented below.

In their first observation, VanPatten and Williams (2015) argue that learners need to be exposed to lots of input, which involves reading and listening to different types of input in the acquisition process. The input exposure enables the L2 learners to understand the message of communication and to gain the knowledge of how to respond (VanPatten and Williams 2015). Their second observation states that a lot of L2 acquisition happens randomly, where the learners who are involved in communication will be focusing on the input, but they will manage to understand more complex features incidentally (VanPatten and Williams 2015). As for their third observation, VanPatten and Williams (2015) argue that learners will manage to adopt new knowledge in an unconscious process. In this process, which does not only involve learning through input, the students will develop their knowledge of language to a greater extent (VanPatten and Williams 2015). This unconscious process will affect the students' ability to understand ambiguous sentences, knowing how to rephrase and explain different type of sentences (VanPatten and Williams 2015). The fifth observation underlines the importance of understanding that all learners are unique and different. The process of

acquiring new language skills that happens unconsciously varies among learners. Even if students are exposed to the same amount of output under similar circumstances, they will be at different stages in the L2 acquisition process. As for their last observation, VanPatten and Williams (2015) argue that only producing output does not necessarily promote learning.

### 2.2.1 Oral skills in second language acquisition

It can be easier to understand what oral skills are, as well as their role and place in L2 acquisition, by looking at Harmer's (2001) arguments. Harmer (2001: 269) claims that in order for students to develop and have good speaking skills they need to know how to "process information and language on the spot". Teachers should design more activities for the students that are aimed at developing students' connected speech and understanding how to use some suprasegmental features, such as for example stress and intonation to, become good speakers (Harmer 2001). He states that teachers should provide students with tasks that are centred around meaningful everyday life activities (Harmer 2001). These tasks can help students to learn phrases that can be used in several various situations, making these phrases relevant to a context where they need to produce specific language (Harmer 2001). Such abilities can be used, for example, when speaking to other people when ordering food, at a job interview, or when asking for directions (Harmer 2001). The teacher's role as an advisor is essential, he argues, to help students who do not understand and those who need clarification, by showing the students how they should express themselves by having a clear structure when speaking out loud in class (Harmer 2001).

Harmer (2001) argues that for the students to achieve success in their development of speaking skills, the students need to use the language rapidly to accomplish good oral skills. To become competent and knowledgeable L2 speakers, the students need the ability to produce coherent and comprehensible language, constructing sentences with intended meaning through having processed its meaning in their minds (Harmer 2001). Interacting with other students by engaging in conversations is naturally vital when practising speaking skills (Harmer 2001). Conversations with others also involve a lot of listening, understanding and reflecting on what the conversation partners are saying (Harmer 2001). These conversations improve the students' knowledge of how and when to answer their partners, being a part of their linguistic improvement (Harmer 2001). By processing content and meaning by themselves, the students would get a better understanding of the language. It would also improve their knowledge how to produce intelligible, effective and coherent sentences in

intended conversations, being vital to the development of the students' oral skills (Harmer 2001).

### 2.2.2    Krashen's Monitor Model

Krashen's Monitor Model contributes to the understanding of L2 acquisition to a large extent. In his theory, Krashen (1982) argues that learners will develop their second language when the classroom is the primary cause of comprehensible input. The classroom will not be of vital importance for the learners if they have extensive access to input outside the classroom. If the learners are too skilled for what is going on inside the classroom, then the learners will also not benefit much from the classroom input (Krashen 1982). Krashen (1982) presents five different hypotheses within his Monitor Model, which, as he argues, are vital for learners' L2 acquisition. They are as follows: The Acquisition-Learning Hypothesis, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis and The Affective Filter Hypothesis (Krashen 1982).

#### 2.2.2.1    The Acquisition-Learning Hypothesis

In his first hypothesis, which is the Acquisition-Learning Hypothesis, Krashen (1982) argues that there are two different ways for learners to develop an L2. The first one is through acquisition, which is a subconscious procedure because learners do not know that they develop knowledge of a new language, but they only know that they are using it for communication. Learners are not fully aware of the rules of the new language they are communicating in, but will require these unconsciously (Krashen 1982). The words produced will be developed through a process of thinking where they formulate sentences, which sounds correct to them while speaking. The second possibility of developing a language is through learning as Krashen (1982) argues. This process includes rehearsing, learning of grammar and rules in a conscious procedure to make use of the acquired language in the right way (Krashen 1982).

#### 2.2.2.2    The Natural Order Hypothesis

The Natural Order Hypothesis is, as Krashen (1982) states, the process of how learners acquire new knowledge. Krashen (1982) argues that the structures that the learners will acquire happen in a natural order. Some of the structures are acquired by the learners at an earlier stage than the others. However, this way of learning structures and rules of a language

can also be a problem for teachers when designing tasks and activities for their students since some rules may seem easier or more difficult to learn than others (Krashen 1982). A learner might learn those rules that are supposed to be more difficult at an earlier stage than those rules that are supposed to be easy (Krashen 1982). This natural order of acquiring language knowledge is unchangeable, because it will come naturally when the learner is ready (Krashen 2013). However, Krashen (1982) also states that he would not recommend for teachers to force students to learn some structures or grammatical sequencing in a required order when the goal is to acquire a new language (Krashen 1982).

### 2.2.2.3 The Monitor Hypothesis

Krashen (1982) argues that there are two ways of acquiring an L2, stating that learning is one of them. In the Monitor Hypothesis, he argues that learning only affects the learner's speech in L2 acquisition when the learner has managed to acquire the necessary knowledge of the language (Krashen 1982). This hypothesis suggests that the rules of the language, which learners subconsciously acquire, only play a restricted part in the learners' L2 acquisition (Krashen 1982). Krashen (1982) argues that the only way of making sufficient use of language rules, three criteria need to be fulfilled. A learner may not manage to make sufficient use of the language rules even when fulfilling these criteria, but they are necessary to use the rules effectively (Krashen 1982). Time is the first criterion, for the learners to be effective in their L2 acquisition, they need to be given time to think and to understand how they should formulate themselves (Krashen 1982). Learners' increased awareness of rules can affect their abilities in conversation negatively, causing them to hesitate when speaking, which makes it difficult for the partners to understand each other well (Krashen 1982). The second criterion states the importance of form for the learner when speaking out loud, so the produced language is as correct and accurate as possible (Krashen 1982). The last and third criterion is about knowing the rules of the language, which is a complex and challenging aspect of L2 acquisition because it is almost impossible to teach students, all language rules (Krashen 1982). When all these criteria are met, there will be a change in the mistakes being made, reflecting the conscious learning of rules (Krashen 1982).

### 2.2.2.4 The Input Hypothesis

The Input Hypothesis is, as Krashen (1982) states, relevant for the learner's language acquisition process. This hypothesis explores how we learn a new language, how learners

move from one stage of the acquisition process to another. Learners will only understand new parts of language when the structures used are a little more advanced than the structures learners already have acquired at an earlier stage (Krashen 1982). The reason why this is possible is that learners manage to use not only their linguistic skills but also knowledge related to contextual situations and information to better help learners understand the intended language (Krashen 1982).

In the Input Hypothesis, Krashen (1982) argues that, first, the meaning is acquired, and, secondly, the structure of language is acquired and that this process refers to acquisition and not learning (Krashen 1982). Krashen (1982) states as the third part of the hypothesis if the communication between two parts is successful, and the input has been understood, learners will automatically manage to get to the next level of competence of the intended language. Following this hypothesis last and fourth part, fluent speech is not something that learners can be taught, but it is something that will over time happen by itself (Krashen 1982). The teachers' only opportunity to teach oral skills is therefore to provide learners with opportunities to receive lots of understandable input (Krashen 1982). The learners' ability to be accurate with their oral skills will emerge over time, and it is not something that they learn directly (Krashen 1982).

The Input Hypothesis is also relevant and useful for L2 learners because, as Krashen (1982) argues, there might be a period of silence for many learners. Some learners will start to produce sentences of an L2 that they have encountered before they know how to produce real and comprehensible language (Krashen 1982). This process is similar to their L1 development, filled with short and useful sentences (Krashen 1982). The explanation for this is simple because the learner will build knowledge of the L2 by listening and understanding conversations (Krashen 1982). When the learner has acquired enough competence, he or she will start to speak, because the language has emerged and developed as a result of these interactions (Krashen 1982).

### 2.2.2.5   The Affective Filter Hypothesis

The Affective Filter Hypothesis states how the affective filter of different aspects, relates to L2 acquisition (Krashen 1982). Affective factors of L2 acquisition vary based on what researchers believe interferes with L2 acquisition, but Krashen (1982) argues that the aspects interfering with L2 acquisition can be placed in three categories, namely motivation, anxiety or self-confidence.

Learners with high motivation tend to do better in L2 acquisition (Krashen 1982). Learners with high self-confidence, while believing in themselves and having a good image of themselves, often do better in L2 acquisition (Krashen 1982). Krashen (1982) argues that those learners with the wrong attitude about L2 acquisition will not seek much comprehensible input and will therefore also have a high score of affective filter, affecting their L2 acquisition negatively. Those learners with a more positive attitude will score lower on the affective filter and will therefore be more open to comprehensible input and will achieve higher in L2 acquisition (Krashen 1982).

### 2.2.3   The Output Hypothesis

Swain (2005: 471) states that the "output hypothesis claims that the act of producing language (speaking or writing) constitutes, under certain circumstances, part of the process of second language learning". Swain (2005) argues that Krashen's theory of L2 acquisition, focusing on the learner's access to comprehensible input, needs an extension, because it is not enough to only get the messages across between two learners, but the meaning of it should be discussed. Discussing the meaning of the messages between the two learners pushes them into producing consistent, precise and suitable output (Swain 2005). The metalinguistic and output functions constituting part of the Output Hypothesis are necessary to be discussed to better understand the hypothesis.

Swain (2005) claims that the role of output in L2 acquisition is that it improves learners' fluency. However, the fact that practising may improve fluency does not necessarily mean that it will naturally improve learners' accuracy (Swain 2005). When learners engage in conversations with other partners some problems may occur, such as finding the right words or sentences to precisely convey what they want to say (Swain 2005). These situations may cause a learner to become aware of his or her linguistic flaws. This awareness can inspire the learners to find solutions to these linguistic problems because they have been aware of flaws in their own speech, which she calls the noticing or trigger function (Swain 2005).

The metalinguistic function of output states that learners who use dialogue to consider language that has been made by themselves or other people will manage to promote L2 learning (Swain 2005). This process, which includes language use by the learners, is part of the learners' own thoughtful reflections, which they use to make new use of the dialogue they have been using (Swain 2005). This claim is relevant for learners working together, where they use these dialogues as a part of their language to best communicate their messages.

These dialogues become reshaped by the learners through their own experiences and making meaning of them (Swain 2005).

### 2.2.4   The Interaction Hypothesis

Gass and Selinker (2008) argue that the Interaction Hypothesis consists of what we learn through input, meaning the language we are exposed to, how we produce language which refers to output and getting feedback on the language which we produce (Gass and Selinker 2008). It is essential in this hypothesis to understand the meaning of negotiating, which is central in this approach, and to understand the concept of feedback. Negotiating meaning is a vital part of the conversation between two learners because it leads them to respond correctly to each other (Gass and Selinker 2008). Negotiating meaning is needed when learners involved in conversations need to intervene, hindering the natural flow of the conversation, for the learners to understand what they are talking about, because one or both learners have misunderstood the meaning of the conversation (Gass 2016).

Gass (2016) claims that these conversations between two learners where they are negotiating meaning when there has been a misunderstanding or breakdown in the conversation give both of them the opportunity to understand the flaws of their language better. This breakdown makes them capable of understanding if there is a gap between their skills and the targeted stages of the L2 acquisition (Gass 2016).

Sundqvist (2009) argues in her PhD study that this hypothesis is relevant to extramural activities, since students get input through activities when they watch movies and TV series, listen to music, read books and blogs or play online games. In some of these activities, they have to produce speech, for example when answering other players while playing online games, when commenting on videos or articles on the Internet, or when they are singing along to the tunes they are listening to (Sundqvist 2009).

## 2.3   Cognition theories

Reed (2012: 2) defines cognition to be simply "the acquisition of knowledge". He argues that both acquisition and knowledge involve lots of mental attributes. Following the theory of Reed (2012), cognitive tasks that people can face daily are, for example, driving, speaking, reading, puzzle solving, studying and solving tasks within the classroom. Many of these cognitive tasks are related to activities that both teachers and students encounter in the EFL classroom, which can be easier elaborated trough the term teacher cognition and beliefs.

### 2.3.1  Teacher beliefs

Borg (2006: 1) defines teacher cognition to be "what language teachers think, know and believe". Borg (2006) argues that the transfer of EFL teachers' knowledge and beliefs from education to classroom practice does not happen in a smooth, straightforward way. Teachers' skills will be affected and developed through matters such as colleagues, experience, the concerns of teaching and important situations of handling students inside the classroom (Borg 2006). These factors will influence the teachers' cognition, systems, structures and methods (Borg 2006). The knowledge of a subject, topic or language is not enough to teach proficiently and know how to help learners acquire new knowledge inside a classroom (Borg 2006). This belief is especially relevant to the subject of language teaching, as being a native speaker or being fluent in a language is not enough to be qualified for teaching it (Borg 2006).

According to Ellis (2012), teacher cognition is comprised of knowledge, assumptions and beliefs. Ellis (2012) states that knowledge consists of what teachers know and conventions that are viewed as acceptable truths. Assumptions are theories that are believed to be true, but need to be demonstrated, while beliefs are accepted propositions, which can be debated whether they are true or not (Ellis 2012: 143). Ellis (2012) states that teacher beliefs become shaped by different factors, such as teachers' previous experiences inside the classroom as learners, their opinions about acquiring an L2, their encounters of L2 learning inside the classroom as teachers, and their education and practice periods to become teachers (Ellis 2012). Ellis (2012) argues that there is sometimes a gap between teachers' stated beliefs and what they actually do inside the classroom. They might believe in one thing, but their classroom practice can indicate something else. Making teachers aware of this problem could influence the teachers' beliefs (Ellis 2012).

According to Pajares (1992) beliefs are viewed as some knowledge, and our perceptions become affected by this kind of knowledge. This happens because beliefs are affected by teachers, individuals, and their opinions about how they view the real world (Pajares 1992). However, it is essential to make a distinction between beliefs and knowledge, and Pajares (1992: 313) states that: "Belief is based on evaluation and judgment; knowledge is based on objective facts".

Pajares (1992) argues that the longer individuals have had an incorporated belief, the harder it will be to change their judgment and therefore more difficult to influence the way individuals process new knowledge. Individuals tend to hold on to their most highly valued beliefs, finding simple explanations for their principles regarding the beliefs, even though

these principles may not be accurate at all, affecting their way of gaining new knowledge (Pajares 1992).

According to Tomlinson and Imbeau (2010), the choices a teacher makes inside the classroom are the beliefs that the teacher continues to follow. Caring for the students' learning development, teachers have to carefully help students progress towards what teachers believe to be crucial goals in the different subjects. Throughout this progress, Tomlinson and Imbeau (2010) argue that teachers will naturally understand that their students have different ways of reaching these goals, and some are faster learners than others. This learning variation leaves us with only one option, namely differentiating inside the classroom, which is vital to help all students succeed (Tomlinson and Imbeau 2010).

### 2.3.2  Student beliefs

Since one finds less theory on student beliefs in comparison with theory on teacher beliefs, student beliefs are often discussed in the literature in light of or in relation to teacher beliefs, which is also done in this section.

Brown (2009) claims that it is vital for teachers and students to have similar beliefs and expectations in how to teach and learn an L2. Without sharing similar beliefs with their teachers, students may lose interest and motivation to learn and achieve good grades (Brown 2009). By having gained a clear understanding of student beliefs, it is easier to improve and develop the students' L2 (Brown 2009). Brown (2009) points to several other studies exploring the field of students' beliefs in order to understand the students' needs better, and to adapt strategies and lessons more suitable for them.

Horwitz (1988) and Kern (1995), cited in Brown (2009: 48), argue that there is a need for getting teachers to talk to their students about learning an L2. They believe that teachers should speak openly about the importance of knowing good strategies and structures to learn a new language. Their findings pointed to the need for addressing student beliefs because their expectations about second language learning were not realistic (Brown 2009). Horwitz (1988), cited in Brown (2009: 48), conducted a study about the belief system of students on how to acquire a new language, the results of which indicated unrealistic expectations among students about language learning. Sixty percent of the German and Spanish students involved in the study believed that learning English as an L2 mostly involved the process of translating text from English into their language (Brown 2009). By having these unrealistic expectations the learner confidence and willingness to learn a second language might be reduced, lacking

the will to participate in future linguistic tasks (Brown 2009). The problems surrounding these matters are problems that might interfere negatively with the students' L2 learning.

## 2.4   Individual learner differences in second language learning

Cook (2008: 135) states that individual differences in L2 learning includes the understanding of how individuals differ in the way they use language, because of features related to their personality or mentality, which can hinder or support their language learning. Some individuals manage to learn an L2 easily, and other learners must work much harder (Cook 2008). There are several complex factors that can affect the outcomes of the students' language learning, such as language anxiety, motivation, learning strategies and styles, which are discussed further.

### 2.4.1   Language anxiety

Horwitz, Horwitz and Cope (1986: 125) define anxiety as "the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system". They state that both teachers and students tend to find a lot of situations related to school settings stressful. Thus, anxiety becomes a barrier when learners are engaging in L2 learning (Horwitz et al. 1986). The way students encounter and handle anxiety tends to be very different among students (Horwitz et al. 1986). The impact of anxiety can affect students' judgement and attitude towards learning another language, but can also be critical in other subjects (Horwitz et al. 1986). They argue that the students' anxiety filter even affects their future choices of schools, subjects and professions. To avoid these anxious feelings, Horwitz et al. (1986) argue that teachers can try to support and give specific advice to help student overcome these negative and anxious feelings and to improve the students' confidence when learning a new language. They argue that problems related to anxiety in the EFL classroom seem unlikely to disappear, believing that it is important to encourage teachers to help students to deal with their problems and help students to better know how to handle problems related to anxiety (Horwitz et al. 1986). Even the best students who seem motivated in all lessons can be heavily affected by anxiety. This means that there is a possibility of students' being anxious about EFL learning, affecting their progress, behaviour and effort negatively, which teachers need to consider (Horwitz et al. 1986). That is why teachers should try to avoid creating a stressful EFL classroom context in order to make it as positive and helpful as possible for their students (Horwitz et al. 1986).

Ellis (2004) argues that many students experience uncertainty about particular situations inside the classroom. These situations are often associated with anxiety. The anxiety that students experience in the EFL classroom, can be quite challenging for many students because learners tend to compare themselves with other students. There are several reasons why students can be anxious in the EFL classroom, according to Ellis (2004), such as students not willing to participate orally in EFL lessons because their proficiency levels are limited, which makes the students feel threatened when having to speak an L2 (Ellis 2004).

### 2.4.2 Motivation

Deci and Ryan (2000: 54) define motivation as "to be moved to do something". Learners who find inspiration and energy in what they are doing and continue to do so to the very end are learners who are motivated. The learners who feel demotivated do not find any inspiration in what he or she is doing (Deci and Ryan 2000). Motivation relies on learners' attitudes and goals towards their actions (Deci and Ryan 2000). In their research, Deci and Ryan (2000) distinguish between intrinsic and extrinsic motivation in their self-determination theory that is based on learners' reasons and goals for the actions they take.

Deci and Ryan (2000: 55) define intrinsic motivation as something a person does based on how enjoyable that activity is, rather than other reasons. They argue that this type of motivation is a common factor for humans, especially for exercising. This type of motivation is essential for our development socially, mentally, physically and for our cognitive skills (Deci and Ryan 2000). They believe the learners' knowledge and competence will develop through actions that are related to the learners' integral interests.

Students can, for example, be extrinsically motivated to do their homework because they are afraid of sanctions from the parents or teachers (Deci and Ryan 2000). Students can also be extrinsically motivated to get good grades because it is something they highly value (Deci and Ryan 2000).

Deci and Ryan (2000) explain that there is a concern with activities at school since few activities are made to make students extrinsically motivated. They believe internalisation and integration to be key factors in dealing with this problem. Internalization is as they state the method of practising new preferences and regulations, and integration is the ability to transform these new regulations into something of their own beliefs (Deci and Ryan 2000). With enhanced internalization, students will be able to be more motivated and determined,

and they will feel more committed and engaged in the activities they are doing (Deci and Ryan 2000).

### 2.4.3   Learning strategies and learning styles

Chamot (2004) defines learner strategies as "the conscious thoughts and actions that learners take in order to achieve a learning goal" (Chamot 2004: 14). She argues that those students who are structured about their way of working, who manage to understand the content of a task and how to best adjust their strategies to solve it are the most efficient learners (Chamot 2004).

Cook (2008) states that students with poor learning strategies tend to rely more on the teacher than students with good learning strategies. These students need to be encouraged to improve their autonomy and independence both in and outside of school (Cook 2008). One way of helping these students to reach this goal of autonomy and independence is by training them through explaining learning strategies (Cook 2008). This goal can be achieved by letting them become more responsible for their learning. This can be achieved by allowing the students to choose their learning goals, methods of learning and the content of learning materials, as well as by letting them assess their progress (Cook 2008).

As for learning styles, Pritchard (2009: 41) defines them as "an individual's preferred means of acquiring knowledge and skills". According to Pritchard (2009) learners have the ability to use different learning styles in various situations, adopting strategies they prefer to various contexts. For visual learners, the key to learning is through seeing (Pritchard 2009). They learn the most through, for example, studying diagrams, notes, charts, and maps, as Pritchard (2009) states. These learners also like to use images and pictures, for example in movies, and they are good at building and creating objects.

Auditory learners in turn prefer activities that involve listening, so these learners profit from classroom lessons, discussions, interviews, listening to audiobooks and being told stories (Pritchard 2009). Repetition activities and making summaries, as Pritchard (2009) argues, are vital for auditory learners.

Finally, kinaesthetic learners prefer learning through practical activities. These learners benefit the most from activities, which contain physical involvement, for example, lab projects, and their abilities at connecting these practical activities with their memory are good (Pritchard 2009). These learners are, as Pritchard (2009) states, good at using their body to process knowledge when being allowed to touch and move with objects. The teachers'

awareness of the different learning styles is crucial for the students. The teachers will then have more knowledge on how to best develop, plan and organise new activities and tasks within the classroom for the students Pritchard (2009).

## 2.5   Classroom learning vs naturalistic learning

Geeslin and Long (2014) argue that classroom learners and naturalistic learners differ from each other. Teachers' being aware of these differences can be a good starting point for the further development of pedagogical approaches within the classroom. Inside the classroom, learners are not provided with many varieties to take part in language interaction and for some students this is even the only place they get exposed to L2 learning (Geeslin and Long 2014).

A second factor of L2 learning in classrooms they point to is that learners can sometimes have no personal relationship to it. The reason why they lack this relationship to the L2 is that the classroom seldom provides learners with the opportunity to speak with other speakers of the target language (Geeslin and Long 2014). Learners outside the classroom have a better opportunity to get a personal relationship to the L2, even though it can be both of a good or bad impact, (Geeslin and Long 2014).

Another vital aspect of L2 classroom learning is the variation of language, which the learners meet inside the classroom. A native learner or a naturalistic learner will most often meet the same variation of the target language, because of their geographical position, where they will speak the same variety of the language with their families as they do in school (Geeslin and Long 2014). Classroom learners will possibly have more depthless contact with a wider set of language varieties, with teachers from different geographical places as well (Geeslin and Long 2014).

Cook (2008) argues that the situations that create learning outside the classroom can be entirely different from the type of learning situations we find inside the classroom. The naturalistic ways of learning outside the classroom happen in a less controlled context. Cook (2008) states that most classroom learning consists of conversations between learners, and their teacher adapting the language to the learners' reaction (Cook 2008). Cook (2008) points to three main points of teacher and learner interactions that happen inside the classroom, namely initiation, response and feedback. In this teacher-student interaction, a teacher usually starts by taking the initiative and continues to lead the conversation, asking a question which the students need to respond to. Through feedback, the teacher comments on the response

from the students, and the teacher states if the answers from the students are correct or not. These comments from the teacher do not take place outside class (Cook 2008).

Walsh (2002) states that it is vital that teachers inside the EFL classroom are aware of how they use language towards their students. He claims that EFL classrooms are in need of guidelines for how the use of language should be practised in them to facilitate foreign language learning. The reason for this is, as Walsh (2002) claims, that there is a need for improvement regarding teachers' knowledge of the relationship between teacher language, interaction and the facilitation of learning inside the EFL classroom. These factors are important, as Walsh (2002) states, because the discourse between teacher and students tends to be problematic. Walsh (2002) lists several features of how learners are restricted in their EFL learning, to provide a better understanding of this problem in EFL classrooms. Teachers are the ones who handle most of the discussions of topics, the content of the lesson and activities within the classroom (Walsh 2002). The teacher is also the one controlling which student who is allowed to participate and to what time, also deciding activities to do and how the student should take cues (Walsh 2002). Teachers speak much more than the students and they tend to ask questions that only they know the answers to (Walsh 2002). These questions are therefore not always adapted to the setting and the students. Teachers adjust their language to the students, but the students do not do the same, which can be problematic because of the huge difference in student proficiency, making their language suitable for only parts of their class (Walsh 2002).

Extramural English is a type of naturalistic learning (Sundqvist 2009). According to Sundqvist (2009), there is a common belief that many students, especially teenagers, learn and develop much or most of their English L2 skills outside school. Many students spend their time watching TV, listening to music, reading books, playing video games, and Sundqvist (2009) thus states that their L2 skills are affected by these activities outside the classroom, which are referred to as extramural activities. Sundqvist and Sylvén (2016: vii) describe the term extramural English as "all the English learners come in contact with or are involved in outside the walls of the classroom". In extramural English, learners may acquire new knowledge through intentional learning, but also unintentionally (Sundqvist and Sylvén 2016).

According to Sundqvist (2011), Swedish 15-year-olds, spend approximately eighteen hours on English extramural activities per week. Sundqvist and Sylvén (2016) also comment that other studies from other countries around the world normally support their results. The statistics prove that many students spend more time on English extramural activities than they

do when practising their L2 skills inside the classroom. There are also students who have no interests at all engaging in such activities even though it is easily accessible in many countries (Sundqvist and Sylvén 2016). In countries such as Norway and Sweden, all TV programs in English are subtitled instead of being dubbed, exposing students at an early age for L2 input (Sundqvist and Sylvén 2016).

However, all students do not spend the same amount of time on extramural activities, meaning that teachers need to adapt their teaching to the diverse classroom. Teachers need to help students on all levels, from those who seldom are involved in extramural activities and profits little by engaging in extramural activities and those who are more skilled (Sundqvist and Sylvén 2016). These students have often practised their second language skills more by spending time on extramural activities through for example activities like listening to music, watching movies or playing online video games (Sundqvist and Sylvén 2016). Regardless of these factors, all students need to experience helpful and motivational teaching, which contributes to developing their second language skills, through meaningful lessons in the classroom (Sundqvist and Sylvén 2016). Before the digital era, students were less exposed to English outside the classroom, and their teacher could often be the only element of English as a second language that they were exposed to (Sundqvist and Sylvén 2016).

Sundqvist and Sylvén (2016) argue that in order to foster learning inside the classroom it is vital to put students in situations where they can experiment with the English language. The students need to be allowed to take risks when speaking because they do not know how to use the correct answer or produce the correct sentence all the time, without the fair of being assessed every time (Sundqvist and Sylvén 2016). Through classroom observations and good feedback from the teacher, students can be provided with the opportunity to recycle language, to develop their L2 skills, helping them to reflect, on their language output, knowing when, what and how to give feedback to students when it is necessary (Sundqvist and Sylvén 2016).

## 2.6  Previous research

Previous research related to the topic of extramural activities and oral skills in L2 learning needs to be presented in particular in order to be further compared to the results of this study.

Jakobsson's (2018) master thesis, using a mixed methods approach, mapped Norwegian tenth-graders' experiences with extramural activities, what types of extramural activities they participated in and how much time they spent on these activities. He compared gender differences and similarities to provide a more extensive view of students' attitudes

towards the English subject, and English as an L2 (Jakobsson 2018). He argued that his thesis, being one of the few within this field in Norway, could help influence teaching in Norwegian classrooms (Jakobsson 2018). In his results, 105 students took part in the study, providing findings that indicated that Norwegian students spent fourteen hours on average on extramural activities every week. The activity the participants spent the least time on was reading, and gaming was the most common activity (Jakobsson 2018). Watching TV and listening to music were also popular. The results showed that the participants believed they learned more from these activities than from school activities (Jakobssson 2018).

Sundqvist's (2009) PhD study examined extramural activities and their effect on eighty Swedish ninth grade students' vocabulary and oral skills. Her findings indicated that the time the students spent on extramural activities had a positive effect on their oral skills and their vocabulary, but that the correlation was more significant between extramural activities and development of their vocabulary than extramural activities and their oral skills (Sundqvist 2009). Sundqvist's (2009) findings also indicated that different activities also influenced oral skills and vocabulary development differently, meaning that it mattered which extramural activities they spent their time on. She stated that productive activities, such as video games, surfing on the Internet and reading, influenced their vocabulary and oral skills more greatly than passive activities, such as watching TV or movies and listening to music (Sundqvist 2009).

Hlebnikovs' (2017) bachelor thesis examined Swedish upper secondary students' experiences, beliefs and opinions about extramural activities. Hlebnikovs' (2017) findings stated that Swedish upper secondary students spent most of their time on many different activities. Watching English movies was the most common one, followed by watching TV series (Hlebnikovs 2017). The gender differences showed that the boys played more online games than the girls, and that the girls preferred reading English texts (Hlebnikovs 2017). There were not any evidence of significant gender differences about learning English as an L2 inside versus outside school (Hlebnikovs 2017). The findings also stated that the students believed they developed their oral skills more through extramural activities. The development of written skills together with the development of grammar was believed to happen more at school (Hlebnikovs 2017).

Aalandslid (2018) studied Norwegian teachers' and students' perceptions of oral skills to better understand the concept of oral skills at upper secondary school, Vg1 level in the English subject. Aalandslid (2018) argued that previous research of students perspectives regarding oral skills had not been explored well enough, and that teachers' perceptions of this

topic seemed to vary. Through a qualitative study, Aalandslid (2018) found evidence that there was a mismatch between the students' and the teachers' perceptions of what oral competence includes. The students had little knowledge of what oral competence aims referred to. Importantly, the students and the teachers viewed aspects of fluency and accents differently (Aalandslid 2018). She suggested that this mismatch needed to be made aware of, making it understandable for both teachers and students what oral competence consists of (Aalandslid 2018). Her study suggested that fluency- enhancing tasks and assessment of tasks that are relevant to dialogue to be recommended for the EFL classroom, having a focus on developing students' communicative skills (Aalandslid 2018).

Njærheim (2016) studied the learning and teaching of oral skills in the Norwegian EFL classroom since 1974 with a focus on the development and changes in the curriculum for the lower secondary classroom which has happened since then. She interviewed four different teachers and students from the four different curriculum periods trough semi-structured interviews. She found evidence of an increased focus on oral skills from 1974 to the present day (Njærheim 2016). Njærheim (2016) stated that there was still a problem in many EFL classrooms to get students to speak out loud in activities related to oral skills. However, Njærheim (2016) argued that the students' and teachers' beliefs about teaching and learning oral skills in the EFL classroom did not always match. The use of reading out loud in the EFL classroom received much criticism and was profoundly discussed in her study, but seemed to still be vital and much used in teaching oral skills today as well. Njærheim (2016) argued that students' grades seemed to be based on different oral presentations, which she found worrying. She found this troubling because the students' communicative skills would not be best assessed through oral presentations, which seemed to be increasingly emphasised in the English curriculum (Njærheim 2016). According to Njærheim (2016), many students seemed to develop much of their oral skills outside of school by engaging in extramural activities.

# 3   Method chapter

In this chapter, information about the research methodology is given. In Section 3.1, the research context, including the description of the research study and its participants, is discussed. In Section 3.1.1, the way the participants were selected for the study is elaborated. In Section 3.2, the definition and justification of the mixed method approach used in this study are provided. In Sections 3.3.1 and 3.3.2, the piloting of the questionnaires and the procedure of data collection is discussed. In particular, Sections 3.3.2.1 and 3.3.2.2 explain how the data were gathered through questionnaires and interviews. In Sections 3.4.1 and 3.4.2, the validity and reliability of the project are reflected on. In Section 3.5, the ethical considerations regarding this study are considered.

## 3.1   Research context

This research study focused on lower secondary students, namely 96 ninth-graders, and their four EFL teachers' beliefs and experiences concerning promoting oral English skills in and outside the EFL classroom. One of the aims of this study was to look into the possible differences between the students' and the teachers' perceptions regarding the development of the students' EFL oral skills in and outside the classroom. As Algarra, Anguera, Villaseñor, Losada and Onwuegbuzie (2018: 3) state: "Research, above all else, should contribute to a better understanding and interpretation of phenomena, by moving beyond a purely descriptive analysis." Considering the above, this research should be conducted in order to widen our understanding of how oral skills may tend to be promoted among Norwegian lower secondary students in the most effective way. To get a better understanding of the relevant topics in this research, a mixed method approach was used to gather the necessary information through student questionnaires and teacher interviews (Dörnyei 2007).

The student questionnaires were carried out in four different ninth grade classes at four different urban lower secondary schools in Norway. Three of them were situated on the southwestern coast and the last one in the centre region of Norway. The number of students from each of the four schools that took part in this project was 25, 26, 23, and 22, making it a total of 96 students. It was also essential to interview EFL teachers teaching in the researched classes. By doing it this way, it would make the research more comprehensive and coherent when analysing the results from the questionnaires and the interviews, to see if there were any differences or similarities this study would manage to find.

The participants, both the teachers and the students, were provided with information about the focus of the project and its aims. The participants, however, did not receive exact questions from the questionnaires or the interview guide in advance to avoid getting rehearsed answers, which would threaten the validity and reliability of the study.

### 3.1.1 Sampling

The schools were contacted directly by sending an email to the headmaster or EFL teachers teaching in the ninth grade classes. Twelve lower secondary schools were contacted, but most of them did not answer. Luckily, four EFL teachers from four different schools agreed to take part in the project, including one of their English classes. In order to find suitable participants for the project, the sampling of teachers involved, according to Etikan, Musa and Alkassim (2016), convenient sampling because EFL teachers teaching in the ninth grade were purposefully chosen. The sampling of the students also involved a convenient sampling. According to Dörnyei (2007), the students were the available participants that were willing to take part in the study. Both students and teachers were available at an agreed time, they were accessible and matched certain criteria, such as being ninth-graders with English as their L2. The participants were also within a geographical area close enough to the researcher, which enabled the researcher to conduct the study at their school (Dörnyei 2007).

## 3.2 Mixed methods design

Mixed methods research is, as Dörnyei (2007) argues, the combination of qualitative and quantitative methods of data collection and analysis. In particular Dörnyei (2007: 163) claims that: "A mixed method study involves the collection or analysis of both quantitative and qualitative data in a single study with some attempts to integrate two approaches at one or more stages of the research process". One of the main attractions for choosing mixed methods is, as Harris and Brown (2010) state, that researchers should choose mixed methods approach because the combination of two different methods can produce data that are suitable for each other, overcoming the flaws of each approach. This statement indicates how a mixed methods approach with at least one quantitative and one qualitative component can be used together as the best possible solution to complete a research, which may contribute with new knowledge. By choosing a mixed methods approach, the different methods may complement each other (Harris and Brown 2010). Getting a more accurate and complete picture of the data collected because the information that has been gathered comes from several different sources of

information (Descombe 2008). Mixed methods research is also a way of reducing bias in the research, which might happen in single method studies by presenting both statistical analyses through the quantitative approach and in-depth analysis from the qualitative approach (Descombe 2008).

According to Dörnyei (2007), it is reasonable for researchers to use questionnaires as a part of their way of gathering data. Using a questionnaire in the research has several positive effects, because it is efficient for the researcher to use it both in terms of time and effort and it is possible to gather a lot of data in a relatively short amount of time (Dörnyei 2007). Using a questionnaire as a part of the research also has a few negative effects. A questionnaire seldom provides any in-depth answers regarding the participants' answers, and many respondents usually do not spend much time when answering their questions (Dörnyei 2007). Thus, the negative consequence of using a questionnaire as a part of the data collection is that the produced answers might be quite simple and short (Dörnyei 2007). If this problem occurs, we would be left with few elaborated answers making the design of the questionnaire extremely important (Dörnyei 2007).

As a part of the project, a questionnaire was used, which is suitable for a quantitative approach, because it often contains data where the participants choose the option which is the most appropriate answer for themselves, making it suitable for statistical analysis (Dörnyei 2007). With open-ended questions in the questionnaire, it could provide data giving answers from the students that are both exploratory and qualitative (Dörnyei 2007). By using Likert scale questions, numerical rating scale questions, semantic differential scales questions, and open-ended questions where the participants have to clarify or specify their answers, created a variety in the questions to avoiding repeated answers from the students (Dörnyei 2007).

According to Sandelowski (2003), there are somewhat conflicting purposes for combining methods. She argues that researchers are using this approach to get a broader understanding of specific aspects and to compare our findings with each other (Sandelowski 2003). First of all, by mixing methods, we can achieve a better understanding of a complex topic, analysing it from several angles (Sandelowski 2003). Secondly, by comparing our findings against each other, research can occur more valid and reliable if we manage to accomplish the same result or conclusion through different data collection, analytical methods or samples of participants (Sandelowski 2003). This way of verifying data is called triangulation and has been seen as an efficient way of avoiding bias within studies (Sandelowski 2003). In this particular research, one quantitative and one qualitative data collection were used, making it a mixed methods approach.

According to Kvale (2006), interviews are used in mixed methods research because the interviewer wants to develop a professional conversation between two people. The purpose of interviews is to gather new information about the experiences of the person being interviewed through a more general and purposeful conversation (Kvale 2006). The goal is to gain insight and new knowledge of the topic to be discussed (Kvale 2006). Dörnyei (2007) argues that the interview could be completed through a semi structured approach, open to follow up on the comments and answers which seems fascinating, to get more extended and well elaborated comments from the interviewee. In a semi-structured interview, the interviewer needs to be prepared for which elements and topics he or she wants to discuss more (Dörnyei 2007). The questions should not be asked in a leading way or in a way that limits the answers from the interviewee (Dörnyei 2007). According to Dörnyei (2007), it could be smart to also record an interview. He argues it is not enough to take notes when doing an interview, because details and nuances of personal meanings would be hard to precisely note down on paper at the same time the respondent is answering (Dörnyei 2007).

## 3.3   The study

### 3.3.1   Piloting

Before conducting the questionnaires and interviews, the project was tested by asking several students from other faculties from the University of Stavanger to fill in the questionnaire. This was done in order to check if the informants could make sense of the questionnaire items, that the items were not repetitive, and that the filling in the questionnaire did not take much time.

According to Loewen and Philp (2012), researchers should test their instrument to make sure it reflects what the researcher intends it to reflect. This process is called piloting, involving testing the quality of the questionnaire and interview by letting other people complete it (Loewen and Philp 2012). One student participated in the interview to see how much time was needed to answer all the questions. By piloting the questionnaire and the interviews, several questions needed to be rephrased because some were too wordy and not specific enough.

It was essential to avoid making the language and questions too difficult, which would only have affected the results negatively. Too demanding language and difficult questions would have given answers from the students that would not be representative and precise.

An example from the questionnaire of these questions was: "How important have classroom activities been for your English oral development?" This question was at first too

lengthy and wordy, with options that were difficult to understand. An example from the interview guide was: "How do you ensure that all of your students can practice their oral skills in your classroom? Meaning no matter what level the students are on, they get to practice their oral skills." This question was at first not understandable for the student who completed the questionnaire, but was easy for the teachers to understand after rephrasing it.

Another factor to make the research more valid and reliable was to include questions and options that were both easy to understand and short enough when designing the questionnaire to keep the students concentrated and motivated when completing it. The interview guide also needed questions that the teachers would relate to and understand why they were asked them. All this was done to avoid getting unreliable results from both students and teachers.

### 3.3.2    Data collection

#### 3.3.2.1    Student questionnaires

At each school, the student questionnaires were answered first before the interviews with the teachers were completed. The questionnaire (Appendix 5) consisted of a title and some information about the project. Some general information was also presented to them in oral form by the researcher before they started answering the questionnaire. The student questionnaire were in paper form and consisted of thirty-one questions, all of them relevant to the topic of beliefs and their experiences of oral skills in and outside the English, as a foreign language (EFL) classroom. In order to be understandable the questions were short and concise, so the students should not lose concentration or misunderstand the content of the questions. All students that took part in answering the questionnaire had English as their second language. Those who needed help to understand some of the questions were provided the help that they needed, to avoid getting answers that could not be used in the research.

The students were given a proper introduction and clear instructions on how they should answer the questionnaire and which questions needed an extra comment or an extra answer. After giving a proper introduction, some words were also written on the smart board. All students would then understand each question and the meaning of those words that might seem too difficult for some of them. The language of all thirty-one questions was adapted to the students' level to make the questions understandable.

The students were asked both closed-ended and open-ended questions. The students were asked for example to mark up to three alternatives, about their opinion on the impact of

different classroom activities on the development of their oral skills, which is a closed ended question, as they did not have to write any sentences (Dörnyei 2007).

These closed ended questions can be divided in to different categories. Some of the Likert scales questions they answered, asked for example about how important it was for the students to get good grades in the English subject on oral presentations, to develop their oral skills, and if they felt oral presentations represented how good their oral skills were. They were also asked how much they believed their teacher managed to provide necessary help to them.

The numerical question used in the questionnaire asked the students how good on a scale from 1-10 they believed their oral English skills were.

They were asked semantic differential scales questions as well. For example, the students had to indicate the impact of different classroom activities by marking alternatives, which stated how important each activity was for the development of their oral English skills.

The students were also asked several open-ended questions, where they had to write their own sentences in order to elaborate on and explain their answers (Dörnyei 2007). These questions were typical clarification questions, both at the end of several questions but also as questions on its own.

They were also asked several questions where they had to specify how many hours they approximately spent on different activities. Other questions they had to answer were, how much time they spent on practising their oral skills in and outside class, why they need oral English skills for in the future, and what activities they thought had the most positive and negative effect on their learning outcome. The different questions had various alternatives to answer the questions.

### 3.3.2.2  Teacher interviews

The teacher interviews were carried out in a face-to-face way, and a semi-structured interview guide had been prepared in advance. The interviews lasted approximately forty to forty-five minutes. Some of the questions in the interviews asked for general information, for example the teachers were asked about how long they had been teaching English. Other questions needed to be elaborated, for example the teachers were asked about the oral activities they practiced in their classrooms or how they ensured that all students got to practice their oral skills. When interesting details or aspects of their teaching or student habits were discussed, the teachers were told to elaborate and give a richer description of their answers.

The researcher listened to the recordings from the interviews several times throughout the project and transcribed them (see Appendices 6, 7, 8 and 9) to better understand the teachers' experiences with and beliefs about the promotion of classroom and extramural activities of their students' EFL oral skills. By recording and transcribing the interviews, the researcher had the opportunity to use elaborated answers, personal opinions, interesting details and to get the correct interpretation of what the teachers answered in the study. Before the interviews took place, all teachers were informed that the interviews were going to be recorded, and they gave their oral consent. It was important to record the interviews in order to have a natural flow in the conversation and to focus on listening to the teachers to receive well detailed and developed answers (Dörnyei 2007)

All four teachers had to answer fifteen questions that were prepared in advance. Some questions needed a more elaborated answer and some topics and answers led to several follow-up questions. All interviews were done in Norwegian. All teachers said that there would not be any problem doing the interview in English, but all of them stated that they would probably be better at elaborating and giving more in-depth answers to all the questions if it was done in Norwegian. Interesting relevant thoughts and comments were followed up during the interview.

The interviews with the four teachers provided an in-depth exploration to get a more detailed description of the teachers' experiences with and beliefs about their students' promotion of EFL oral skills in classroom and extramural activities. The teachers were, for example, asked about their opinions regarding the students learning of English oral skills and how they thought their students learned English oral skills inside and outside the classroom. They were also asked about their beliefs regarding the most effective way of teaching English oral skills. Some of the questions led to short answers, for example the questions asking to define English oral skills, and speak about their qualifications as teachers and how long they had been teaching English. Other questions needed more in-depth answers, for example the question about what the teachers did to improve the students' oral skills, which oral activities were carried out in the classroom and what the students needed to improve their oral skills. The questions regarding the teachers' beliefs about student differences in learning outcomes regarding motivation and preparation in their classroom were very useful for the and for the teachers to reflect on. The questions that asked the teachers which oral skills they practised most inside the classroom, what beliefs they had about oral presentations and what they believed were the best solutions to base their students' grades on were among the topics that all the teachers had strong opinions about.

## 3.4 Validity and reliability

### 3.4.1 Validity

Cohen, Morrison and Manion (2007) argue that research validity can be accomplished through obtaining the data addressing sincerity, objectivity, and providing extensive, well formulated and elaborated answers from the participants.

Dörnyei (2007) argues that the validity of mixed methods research relies on the justification of the chosen approach, as well as the research questions involved in the research. Before conducting the study, it is essential to choose an appropriate research design, which is best suited for the study (Dörnyei 2007). In this research, a mixed methods approach was chosen, using both a qualitative and a quantitative method by collecting data through student questionnaires and teacher interviews. This approach was seen as the most appropriate and suitable approach regarding both research questions and the chosen topic (Dörnyei 2007). According to Dörnyei (2007), both the questions in the questionnaire and in the interview guide need to be well designed and formulated to get sincere answers. For the researcher to get valid answers, the participants need to be honest to avoid exaggerating their beliefs and to avoid trying to impress the researcher with their answers. This issue demands the researcher to think of how questions are asked and what options the respondents can choose from (Dörnyei 2007).

To ensure research to be valid, Dörnyei (2007) argues that validity is the quality of our findings and how the researcher interprets the findings. If the results of the findings in the research correlate with what has been measured, the research will have internal validity (Dörnyei 2007). If the research has found results that are not based on what was supposed to be measured or if the results have been tampered with, the research will be invalid (Dörnyei 2007). Dörnyei (2007) states that research will be externally valid if the findings in the research have a correlation to a more significant group than only those who participated in the research. If the findings are representative for more groups of people to other similar situations and seem durable, the research will have external validity (Dörnyei 2007).

### 3.4.2 Reliability

When conducting research, validity and reliability are important factors, because they contribute to make the research appear as believable and trustworthy as possible (Zohrabi 2013). It is crucial when carrying out a research study to produce and measure the gathered

data in a reliable way, so every aspect and phase of the thesis appear correct and accurate, making validity and reliability key factors when it comes to doing quality research. In this project, the participants' beliefs and experiences regarding training English oral skills were attempted to be analysed and interpreted in a trustworthy and believable way. The researcher's goal was to conduct a study that would contribute to the field of teaching oral English skills. To carry out a reliable study, it is essential to use quality instruments to evaluate the gathered information and produce good analyses in every aspect and phases of the research project (Zohrabi 2013). To collect data that correspond with reality, it is necessary to use different techniques. If different techniques are used, one obtains the same results, and the goal is thus achieved (Zohrabi 2013). Both the interview guide and the questionnaires were designed to best ask questions, to which the participants would deliver corresponding answers.

Another important factor to make the thesis more reliable was to include questions and options that were both easy to understand and short enough when designing the questionnaire. By doing this the students would avoid losing their concentration and motivation when completing it. The interview guide also needed questions that the teachers would relate to and understand why they are asked about them. All this was done to avoid getting unreliable answers from both students and teachers (Zohrabi 2013).

To make the interviews in the study more reliable and valid, Cohen et al. (2007) state that the questions used in the interviews need to cover what the study promised to cover, asking questions relevant to the topic of the study. One way of avoiding invalid questions is to avoid bias, which means to avoid making systematic errors that will affect the real purpose of the interviews. Attitudes, beliefs, prejudice and judgements can all affect the bias of the interview. It is recommended to avoid misunderstanding and poor handling of materials that are needed for the interview and avoid leading questions that are looking for a specific answer (Cohen et al. 2007). Cohen et al. (2007) also recommend doing a structured interview to keep it reliable, with questions with the same sequence, but with slightly different wording for each participant.

In questionnaires, it is crucial according to Cohen et al. (2007) to pilot them, making them more reliable by improving the - length, accuracy and wordiness of the questionnaire items. A problem that can arise is the misunderstanding of questions because a question can have a different meaning from student to student (Cohen et al. 2007). Some questions can also be misunderstood because of students' limited language. Some participants might also be unwilling to answer open-ended questions because they will feel that the questionnaire asks

too much of them and takes too long to answer. If the questionnaire only consists of closed item questions it may not be broad enough to cover what was intended (Cohen et al. 2007). Another issue with questionnaires is the length, as too many or too few questions can affect the data negatively (Cohen et al. 2007). Too few questions might result in sparse data, and too many questions can result in participants answering falsely and incorrectly in a hurry (Cohen et al. 2007).

The questionnaire was designed based on a professional approach, getting advice from two English teachers, one educated in the US within the field of linguistics and one educated as an English teacher from the University of Bergen. All questions in the questionnaire concerned oral skills, several questions and the alternatives were also based on oral skills within the revised *Læreplanen, English subject curriculum* from 2013. The participants were informed that they needed to answer truthfully and honestly to avoid getting unreliable results. They were told that none of their answers would be given or sent to anyone else except for the researcher and his supervisor, and that it would not affect them in any way.

## 3.5   Ethical considerations

Following ethical advice relevant to this study given by Dörnyei (2007), it is crucial for the researcher to avoid revealing too much information about the project to the participants to avoid bias responses. While conducting data, a researcher needs to avoid fabricating, producing false data or giving in any way misleading information. Dörnyei (2007) recommends that the researchers who have recorded and transcribed data should avoid making the participants traceable and should destroy the collected data at the end of the project. The participants also need to give their consent through being informed about the aims and reasons for conducting the study. In this process, the participants need to be provided with information about their rights. The participants need to be given information about their involvement in the study, and the opportunity to withdraw from the study. Dörnyei (2007) states that the participants should also be given information about the questions they will answer and confidential treatment of this data. All these ethical considerations were taken into account by the author of this thesis.

Furthermore, the researcher needed approval from *NSD, Norsk Senter for Forskningsdata* to collect the data for this project. The researcher applied for the NSD approval in advance and collected the data for the study once *NSD* approved it (see Appendix 1). No personal information was needed to answer any of the questions in the questionnaire.

The two questions about the teachers' education and how long they had been teaching English at this level were optional, but all teachers chose to answer these two questions. This information could not be traced back to them.

All students had their parents or guardians sign a consent form to be allowed to take part in the study because they were all under eighteen years old. The students willing to participate also gave their oral consent in the classroom. The consent forms were emailed to the teachers two weeks before the questionnaire and interviews were completed (see Appendix 2 and 3). All the participants had been given enough information and enough time to give their consent. The consent form had to be signed making it legal to use the participants' answers in this project. When participating in the study at school, a total of five students who met the criteria and had their consent form signed decided not to take part in the study. The students from the classes that did not have English as their L2 did not participate. The number of these students is unknown since they were given activities to do in another classroom together with those who did not want to participate, but this number seemed to be rather low. The students involved were informed that they had the opportunity to withdraw or not to take part in the study if they did not want to participate, which was in line with the ethical requirement for the confidential treatment of the participants. They had also been informed about their rights to withdraw from participating in the study at any stage of the project. The participants were provided with the information about anonymity and that all their answers would be treated confidentially. All the gathered data from the questionnaires, the transcribed interviews and the audio recordings of them were kept confidential until the end of the project in May and then deleted.

# 4 Results

In this chapter, the results from the student questionnaires and the teacher interviews are presented.

## 4.1 Student questionnaire

Figure 1 shows the students' responses on how important it was for them to get a good grade on oral presentations.
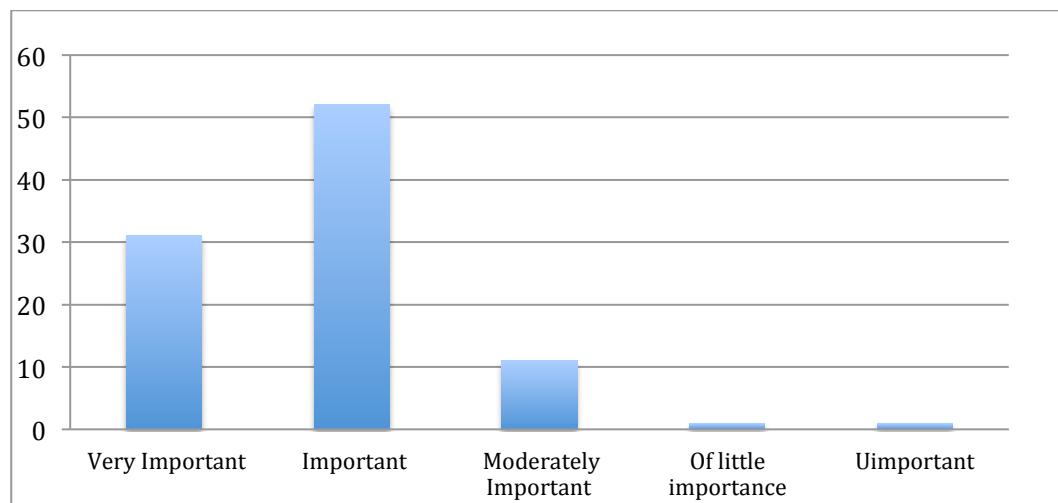


Figure 1: Questionnaire item 1: How important is it for you to get a good grade on oral presentations?

Figure 1 indicated that most of the students found it important to get a good grade on oral presentations. Particularly, fifty-two students felt it was important and thirty-one students believed it was very important for them to get a good grade on oral presentations. Only two students in total believed their grade on oral presentations to be of little importance or unimportant.

Figure 2 shows how many students believed oral presentations in English to reflect how good their oral skills were.
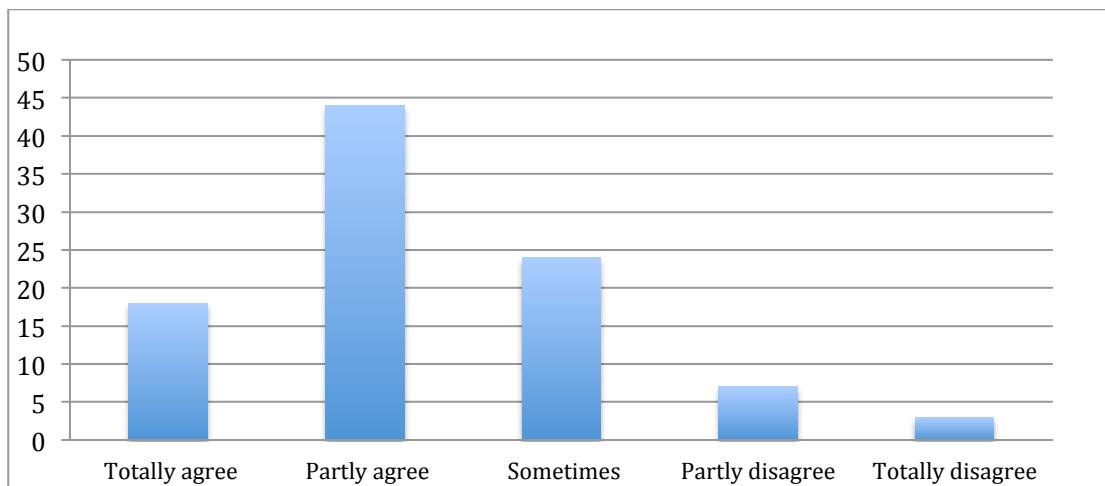
Figure 2: Questionnaire item 2: Do you feel that oral presentations in the English subject reflect how good your oral English is?

The students' answers revealed that most students agreed that oral presentations reflected how good their oral skills were. Thus forty-four students answered that they partly agreed with this statement, eighteen students totally agreed with it, and only three students stated they totally disagreed with this statement.

Questionnaire item 3 concerned the students' choice of the most important oral skill to get an excellent oral grade in the English subject. The students had the opportunity to choose up to three answers out of eight options, and they had the opportunity to add a comment about grading oral skills (see Appendix 5 for all options). In this case, only twenty-one students chose giving oral presentations as the most important skill. Two options became the most popular, namely "Being able to pronounce words and sentences correctly and speak clearly", and "being able to discuss and understand a wide variety of topics". The two were chosen fifty-four and fifty-one times respectively. There were also many students who added a comment, such as "to speak fluently", "the ability to communicate with others in English", "the ability to have a conversation with someone" and several other similar comments seemed to be popular. When given more options to reflect on what they considered the most important skill to get a good grade in the English subject, oral presentations were not that important anymore.

Figure 3 shows how important it was for the students to get a good grade in the English subject.
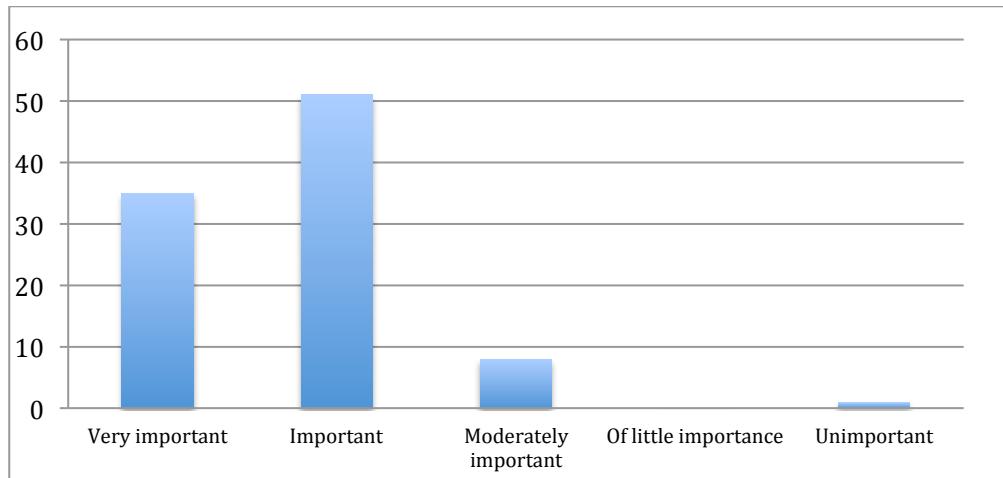
Figure 3: Questionnaire item 4: How important is it for you to get a good grade in the English subject?

The students indicated that it was essential for most of them to get a good grade in the English subject. Only one student found it unimportant to get a good grade, while fifty-one students found it important to get a good grade. These results indicate that the English subject seems to be highly appreciated by many students.

Figure 4 shows the students' beliefs about developing their English oral skills.
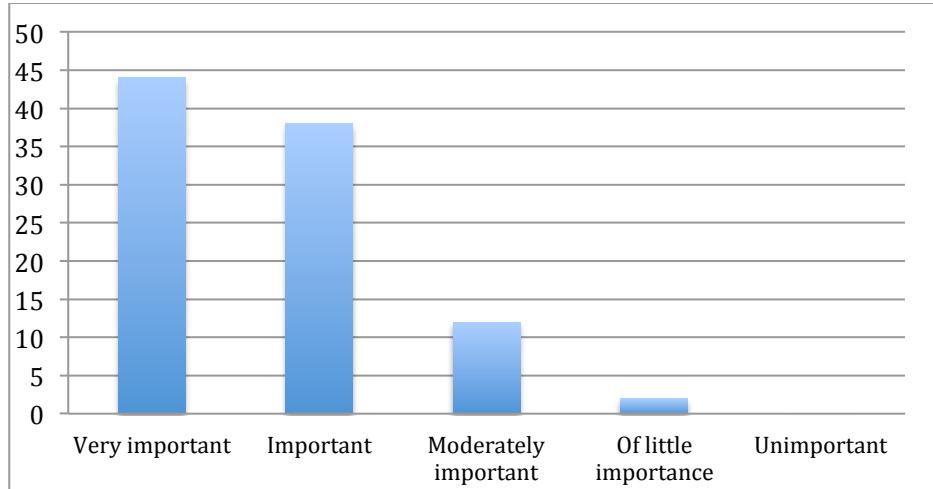


Figure 4: Questionnaire item 5: How important is it for you to develop your English oral skills?

According to Figure 4, the general belief among the students was that they wanted to develop their English oral skills. Most students found it to be important or very important to do this, being chosen by thirty-eight and forty-four students respectively. Only two students stated that English oral skills were of little importance to them.

Figure 5 demonstrates the students' response about being comfortable in class when speaking out loud.
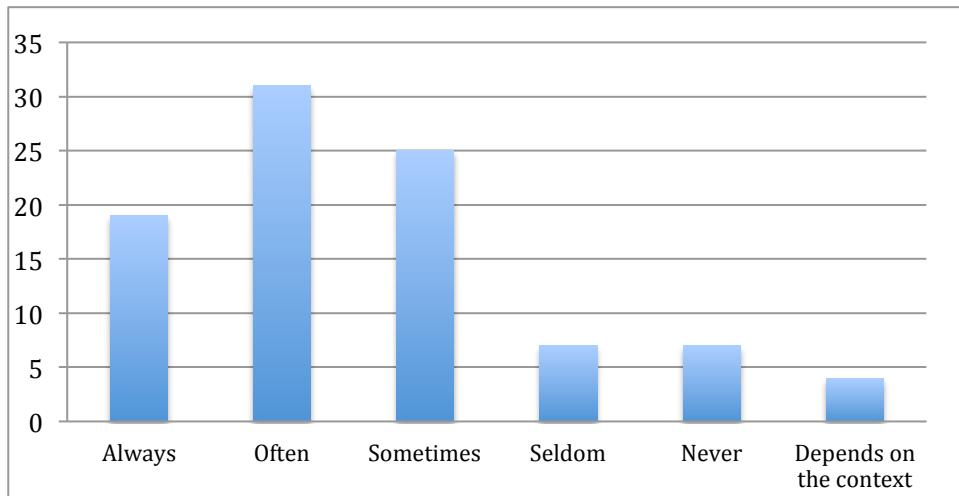


Figure 5: Questionnaire item 6: Do you feel comfortable speaking English out loud in class?

Thirty-one students stated that they often felt comfortable, twenty-five students answered sometimes and only seven students believed they never felt comfortable speaking English out loud in class. The students had the opportunity to comment on what made them nervous in these situations. Many students commented that they were not comfortable speaking when they felt forced to speak out loud or when they did not have enough knowledge of the themes and topics being discussed. Several students stated that they felt their oral skills were not good enough, making them nervous when they had to speak out loud, being afraid to say something wrong or mispronouncing words and sentences. Three students did not answer the question.

Figure 6 shows the students' beliefs about their motivation to train English oral skills in class.
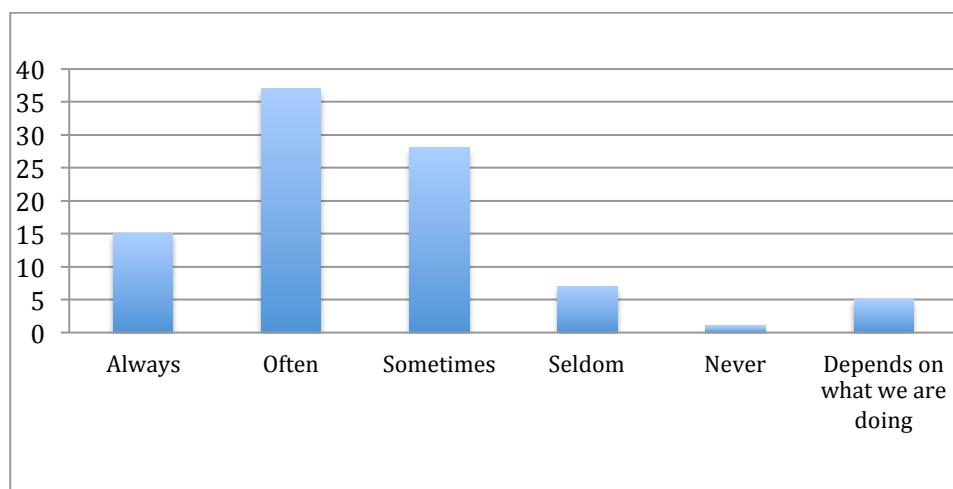


Figure 6: Questionnaire item 7: Do you feel motivated to train English oral skills in class?

Figure 6 indicated that most students felt motivated to train oral skills inside the classroom. Only one student stated he or she never felt motivated to acquire this skill inside the classroom. Thirty-seven students and fifteen students stated they were often and always motivated to learn oral English in class respectively. Three students did not answer the question.

The 8th questionnaire item was an open-ended question asking the students to leave a comment, concerning what they felt was the most motivating activity to do at school regarding English oral skills and activities. Ten students chose not to answer this question at all, and three students said they did not know. However, oral presentations, reading, playing alias, group work/discussions and watching movies were the activities that most students often presented in the comments. Thirteen students commented oral presentations to be the most motivating activity to do at school, sixteen students answered reading, five students answered alias, twenty-four students chose group projects/discussions and eighteen students opted for watching movies.

Figure 7 shows the students' responses concerning their motivation to learn English through English-mediated activities outside the classroom.
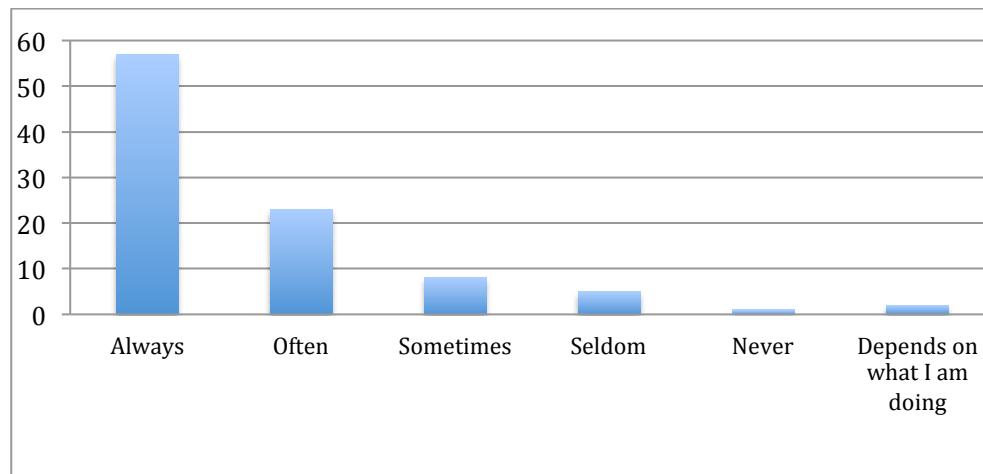


Figure 7: Questionnaire item 9: Do you feel motivated to learn English by doing activities outside the classroom?

Figure 7 revealed that the participants felt motivated by activities outside the classroom, and a large percentage of the participants were either always motivated which fifty-seven students answered, or often motivated, which twenty-three students answered. Only one student answered to never be motivated by activities outside the classroom.

In the 10th questionnaire item the participants listed their favourite extramural English activities. Some of the students combined activities in their comments. Listening to music was

commented seventeen times and thirty-one students commented that online video games were their favourite extramural English activities. Watching movies, TV series and videos were the most fun/motivating extramural activities to do outside school according to forty-seven students. Seven students chose not to answer this question.

In the 11th and 12th questionnaire items the students were asked about how important classroom activities and extramural activities were for their English oral development. Question 11 emphasized classroom activities and question 12 emphasized extramural activities. The majority of the students answered that their oral skills were developed outside the school. In particular thirty-two students believed most of their English oral skills were developed through extramural activities, and twenty-four students believed some of their skills had been developed trough extramural activities. Thirty-six and thirty-five students answered that their oral skills were developed both in and outside school in these two questions. There were no students who believed their English oral skills were not at all developed from extramural activities. Five students believed their oral skills were mostly developed through classroom activities and ten students believed some of their English oral skills were developed at school. Thirty-three students believed that they had learned little from activities inside the classroom and ten students stated that they had not at all developed their orals skills from classroom activities. Two students did not answer question eleven.

In questionnaire item 13, the students had to give their opinion about different classroom activities, rating the impact of them on their English oral skills from very strong to very poor. "Listening to other people reading" seemed to have a poor impact on the students, getting thirty-nine responses, only four students believed it had a very strong impact on their oral English, and twenty-two students believed it had a moderate impact on their oral English skills. "Discussion tasks" seemed more popular, getting forty-two responses on having a strong impact, but it also got twenty-eight responses on having a moderate impact on the development of the students' oral English skills. "Games" to play within the classroom gained seventeen very strong responses and thirty-two responses on a strong impact on the development of their oral English skills, but eleven students believed it had a poor impact on them. Thirty students believed "group projects" to have a very strong impact on their oral skills development, thirty-eight students believed it had a strong impact, and sixteen students believed it had a moderate impact on their oral development. Thirty-one students believed that "drama" had a moderate impact, twenty-seven believed it had a strong impact, and eleven students believed it had a very poor impact on the development of their oral skills. "Watching movies, films or videos", seemed very popular, getting forty-one very strong responses and

thirty-five responses on having a strong impact on their oral development, corresponding with what many students had answered in other questions as well. "Reading" got twenty-five responses on strong impact, eight responses on a very poor impact, and twenty-two students found this activity to have a very strong impact on the development of their oral skills.

Figure 8 shows how often the students spoke English in their spare time
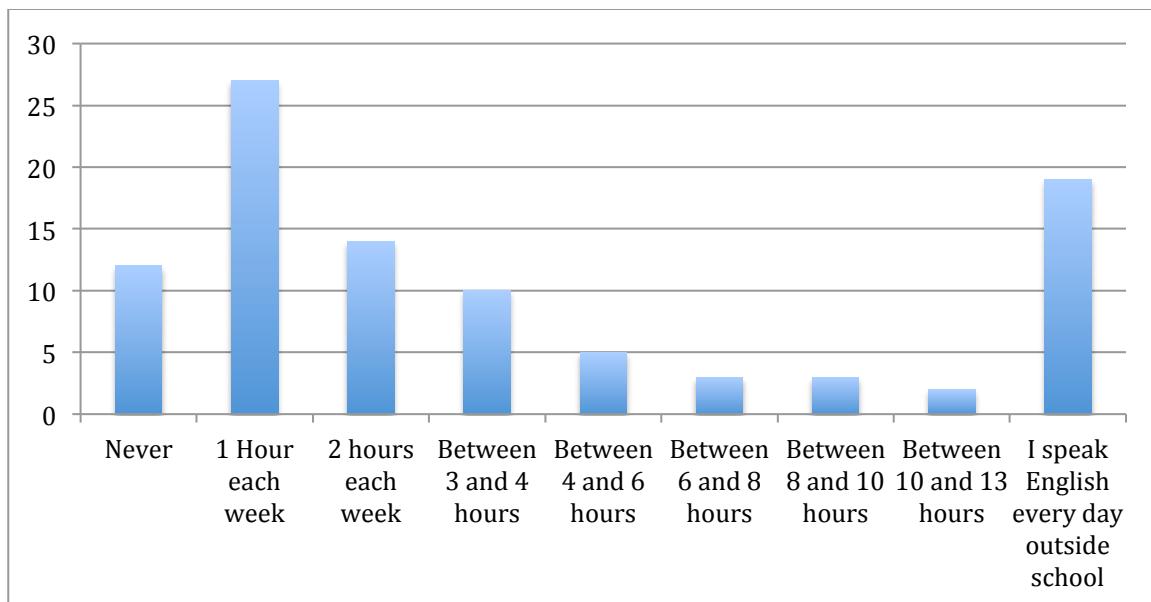


Figure 8: Questionnaire item 14: How often do you speak English in your spare time?

The results from questionnaire item 14 indicated that there were generally many students who spoke much English outside of school on a general basis. Nineteen students answered that they spoke English every day outside of school, but there were also twenty-seven students who stated that they spoke English only one hour each week in their spare time, which indicated quite spread results about how often they practised their oral skills. One student did not answer the question.

Figure 9 shows how much time the students spent on English- mediated oral activities in their spare time.
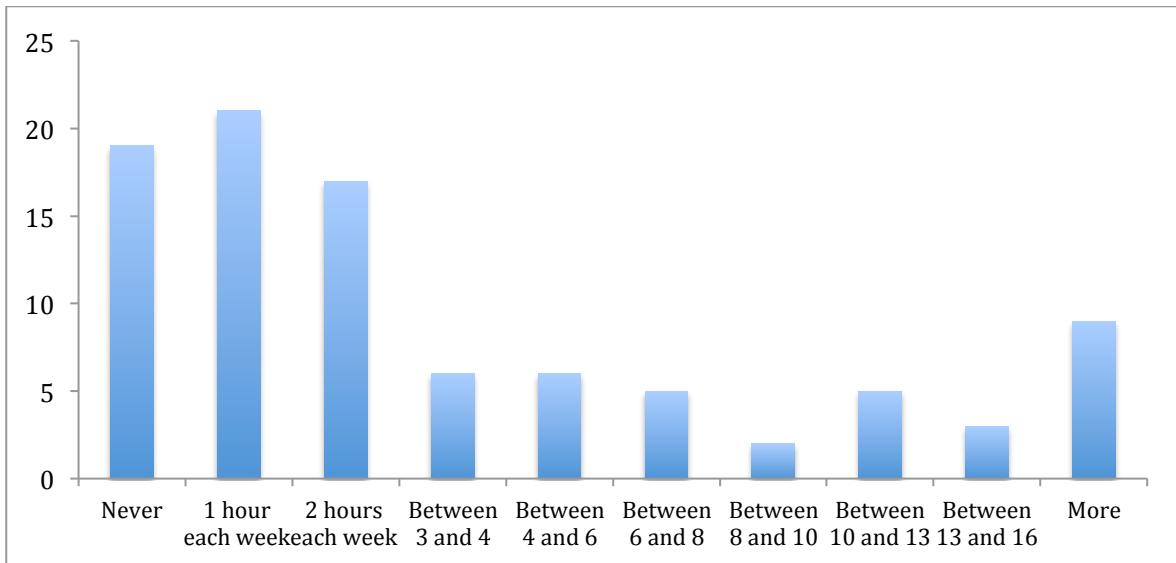
Figure 9: Questionnaire item 15: How much time do you spend on oral activities such as speaking or discussing things in English in your spare time?

Figure 9 showed that nineteen students believed that they never did any oral activities in English in their spare time. Twenty-one and seventeen students stated they did not spend more than one and two hours each week respectively on oral activities outside school. Three students stated they spent between thirteen and sixteen hours on oral activities each week outside school, and nine students believed they spent more than sixteen hours each week on oral activities. One student did not answer the question.

Questionnaire item 16 asked the students, if they spoke to people while playing online games or not. Fifty-five students answered yes, five did not, and thirty-five students said that they did not play any online games.

Figure 10 shows if the students believed online games to develop their oral skills.
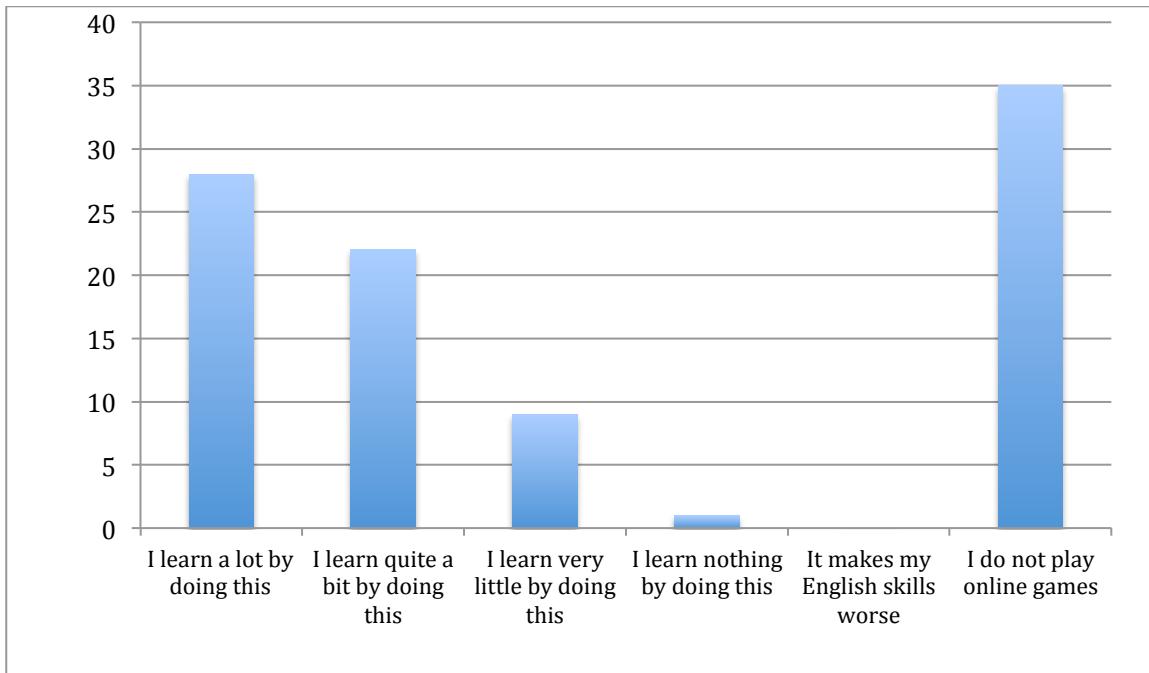
Figure 10: Questionnaire item 17: Do you feel you develop your English oral skills by talking to other people while playing online games?

Figure 10 revealed that the students believed that playing online games was an extramural activity many managed to develop their oral skills from. Twenty-eight students believed that they learned a lot through online video games, twenty-two students believed that they learned quite a bit by doing so and only one student believed they learned nothing by playing digital games. Thirty-five students stated they did not play any online video games. One student did not answer the question.

Figure 11 shows the students' beliefs about how much they learned by listening to music or audiobooks.
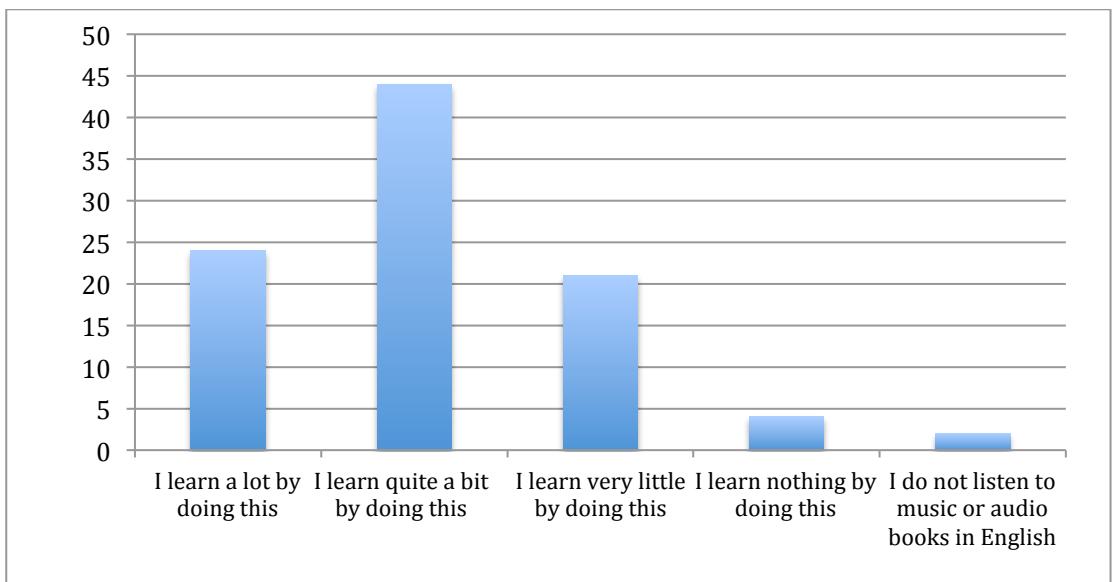
Figure 11: Questionnaire item 18: Do you feel that you learn English by listening to music or audiobooks?

Twenty-four students stated that they learned a lot by listening to music or audiobooks, and forty-four students said they learned quite a bit by doing this, as showed in Figure 11. Four students stated they learned nothing by it, and only two students stated they did not listen to music or audiobooks in English. One student did not answer the question.

Figure 12 shows how much the students believed they learned by watching films, TV series, YouTube videos, Twitch or similar channels.
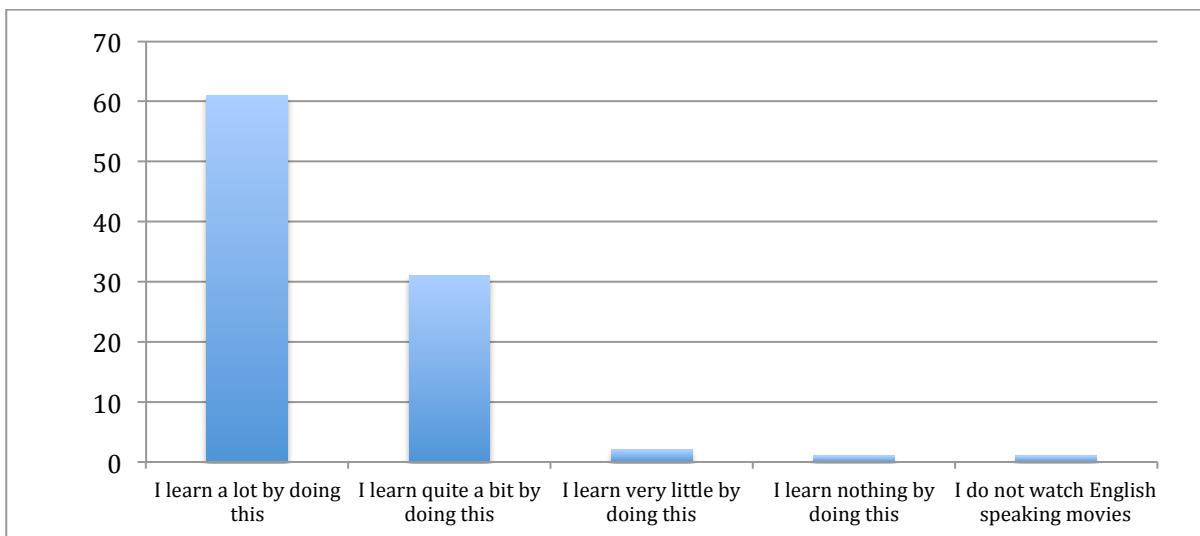


Figure 12: Questionnaire item 19: Do you feel that you learn English by watching films, TV series or videos online (Twitch, YouTube)?

The most chosen questionnaire option was that the students believed they learned a lot by watching films, TV series or videos online, showed in Figure 12. Sixty-one students in total believed they learned a lot by doing this, and thirty-one students answered that they learned quite a bit by doing so. Only one student answered that he or she did not watch any English speaking movies and one student believed that he or she learned nothing by doing this activity.

In questionnaire item 20, the students were asked to answer which three statements they believed were the most important for themselves (see Appendix 5). The students believed it would be essential to know how to speak proper English when they got older, getting forty-five responses. Thirty-five students agreed they needed English oral skills for their future jobs. Improving English oral skills for travelling and living in foreign countries when they got older received forty-two responses. Seven students found English to be difficult, and twenty-five students stated that speaking English was easy. Seven students believed that the classroom did not promote their oral English, and only four students answered that they developed their oral skills the most from activities that they did in class. Fifteen students wanted more oral activities in the classroom, and twenty-six students believed they developed their oral English mostly from activities outside the classroom. Nineteen students wanted their teacher to correct them if they spoke incorrectly and only eleven students believed they developed their oral skills by listening to other people speak English.

Figure 13 shows how much time the students spent on playing online games in English.
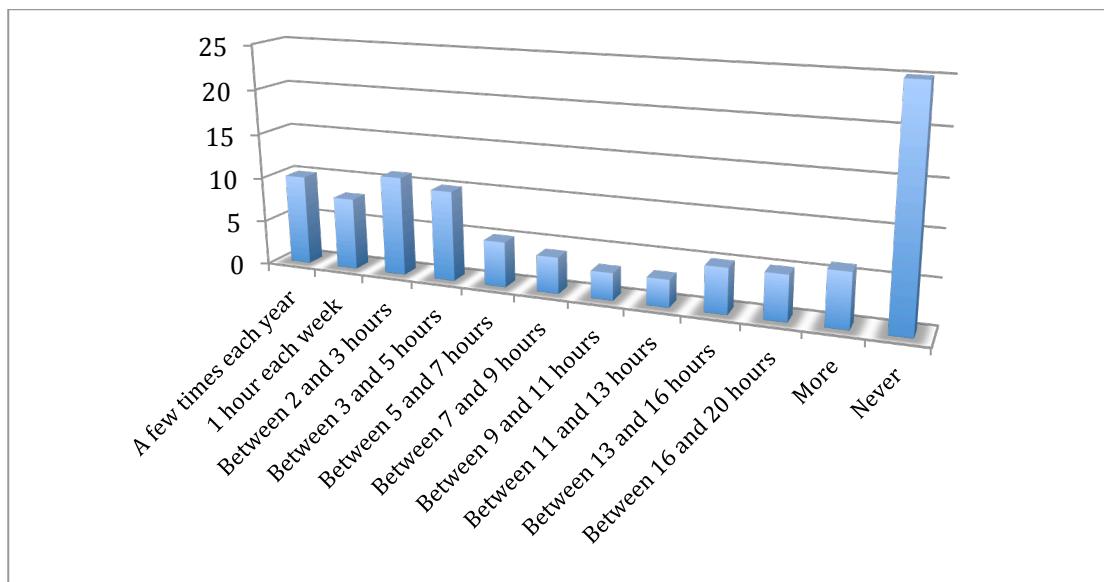


Figure 13: Questionnaire item 21: How much time do you spend playing online games in English?

Figure 13 showed that five students spent between thirteen and sixteen hours per week, another five students spent between sixteen and twenty hours each week, and six students answered they spent even more than twenty hours each week playing online games. Eleven students answered that they spent between two and three hours each week and ten students stated that they spent between three and five hours each week on this activity. Ten students believed they played online games in English just a few times each year and twenty-five students never played any online games in English. One student did not answer the question.

Figure 14 shows how much time the students spent on watching movies, TV series or videos online each week.
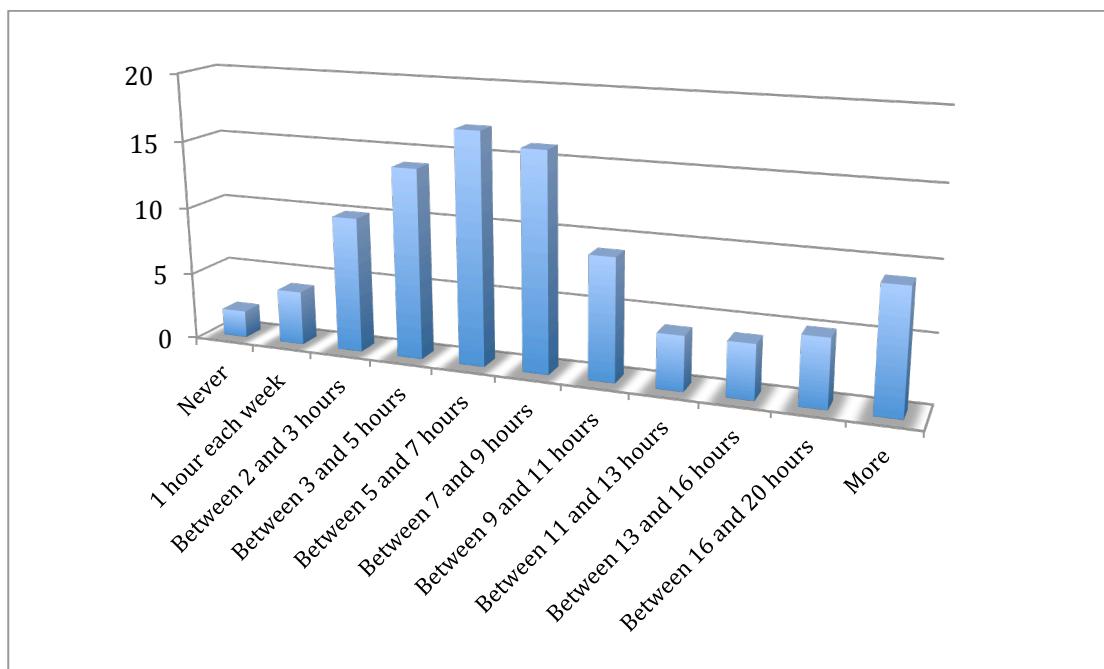


Figure 14: Questionnaire 22: How much time do you spend watching movies, TV series or videos online (Twitch, YouTube, etc.) in English each week?

Figure 14 indicated quite spread results among the students. Two students stated they never spent any time on these activities, nine students stated they spent more than twenty hours each week, but the median was between seven and nine hours as sixteen students answered. Seventeen students answered that they spent between five and seven hours a week on this, and fourteen students answered that they spent between three and five hours each week doing this. Two students did not answer the question.

Figure 15 shows how much time the students spent on listening to music or audiobooks.
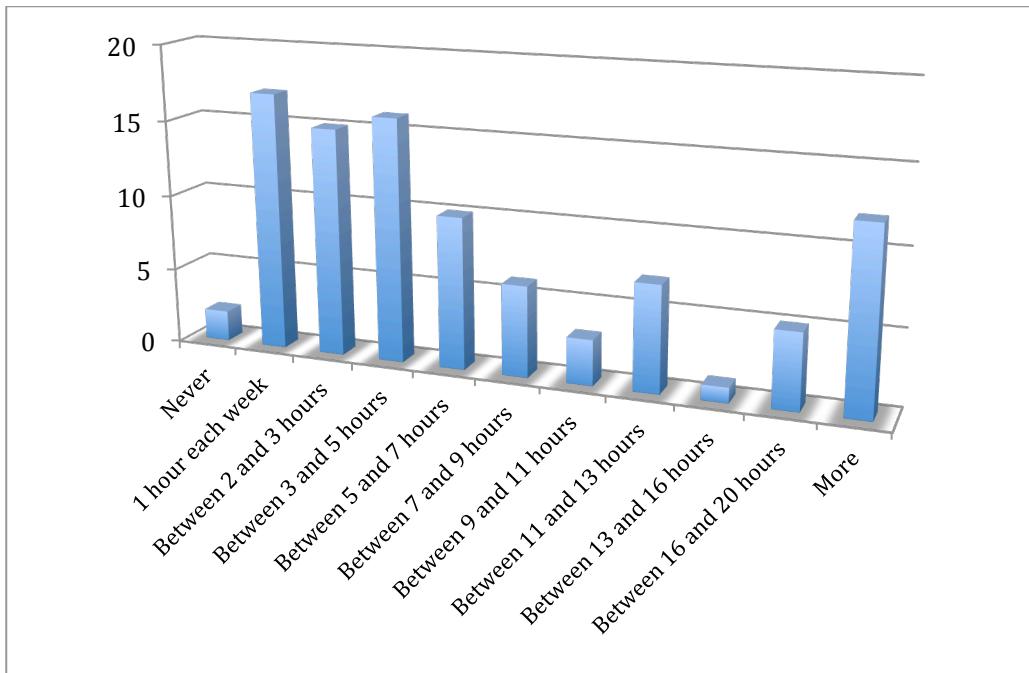
Figure 15: Questionnaire item 23: How much time do you spend listening to music or audiobooks each week?

Figure 15 revealed that seventeen students spent approximately one hour each week listening to music or audiobooks, and ten participants believed that they spent around five and seven hours each week doing this. Five students believed that they spent between sixteen and twenty hours doing this and twelve students believed they spent more time than 20 hours each week listening to music or audiobooks. Two students did not answer the question.

In questionnaire item 24, the students were asked if they were comfortable speaking during oral presentations. Twenty-two participants answered that they were comfortable every single time, twenty-five stated that they sometimes were comfortable speaking during presentations. Twenty-six students stated that it depended on the topic if they felt comfortable or not. Thirteen participants answered that they only felt comfortable in groups, four participants only when they were alone and eight participants answered that they never felt comfortable doing it. Two students did not answer the question.

Figure 16 shows the students' beliefs about the proficiency level of their oral skills.
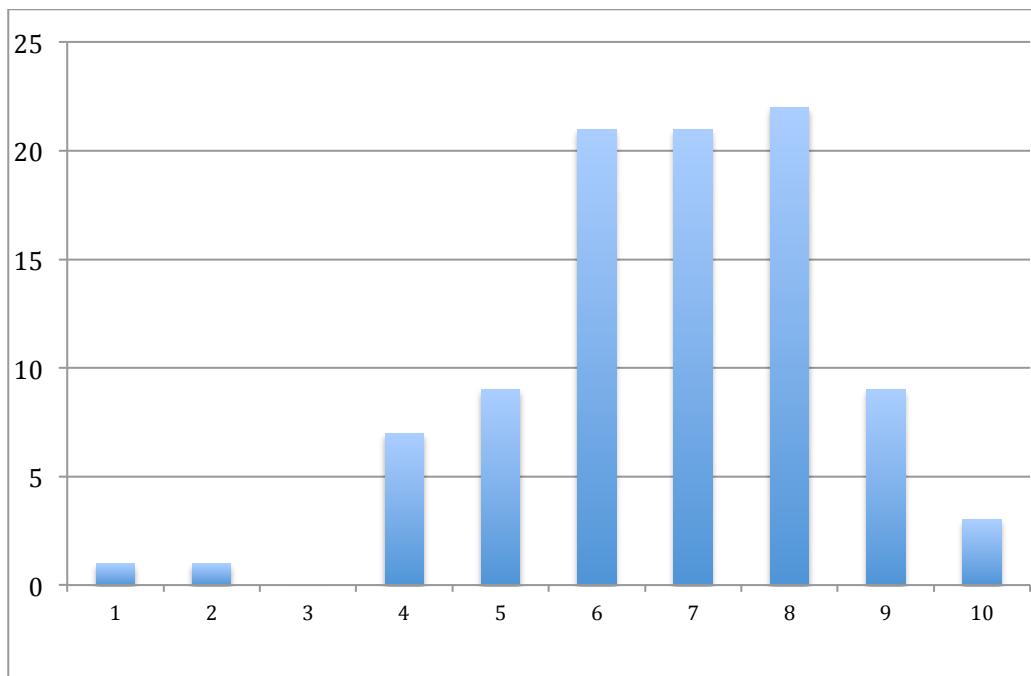
Figure 16: Questionnaire item 25: On a scale from 1-10, how good do you believe your oral English skills are?

The average rating among the students on how good they believed their oral skills to be was 6,76 out of 10. This score indicated quite high results regarding judging their oral proficiency level. One student rated him or herself as bad as one and another student rated him or herself as bad as two. Nine students believed their oral skills to be as good as nine on the scale and three students ranked their oral skills to be as good as ten. Two students did not answer the question.

In questionnaire item 26, the students were asked to choose three activities they believed were the most important to develop their oral skills. "Watching movies, TV series or videos online in English" got fifty-six replies. "Getting feedback from their teacher on their oral skills" got forty-one replies and "doing group projects" received thirty-eight replies as the most popular activities to develop their oral skills. The general belief seems to be that students valued extramural activities higher than classroom activities. "Oral tasks from the textbook" only got five responses. "Listening to the teacher talk in class" got seven replies. "Getting feedback from other pupils on their oral skills" received eight replies. "Reading books out loud in class" got eleven replies (See Appendix 5 for all the statements).

In questionnaire item 27, the students were asked to choose three activities they believed were the least important to develop their oral skills. Doing "oral tasks from the textbook" and "listening to the teacher talk in class" got thirty-six and thirty-five responses

respectively. "Reading out loud in the classroom" received thirty-two responses. Getting "feedback from other pupils on their oral skills" got nineteen responses. The lowest scoring activities were group projects, getting feedback from the teacher and watching movies, TV series or videos online, which got seven, one and zero responses. (See appendix 5 for all statements)

In questionnaire item 28, the students were asked to comment on what they believed was the most effective way of improving their oral skills. Some of the students combined activities in their comments. Thirteen students commented on online gaming as an effective way of improving oral skills. Ten students commented reading as the most effective way of improving their oral skills. Watching movies, TV series and videos were chosen by twenty-seven students. Ten students recommended discussion tasks as the most efficient activity. Thirty-one students believed speaking much more English to other people would develop their oral skills. Two students stated they did not know, and three students did not answer the question.

Figure 17 shows the students' beliefs about how much help they received from their teachers regarding their English oral skills.
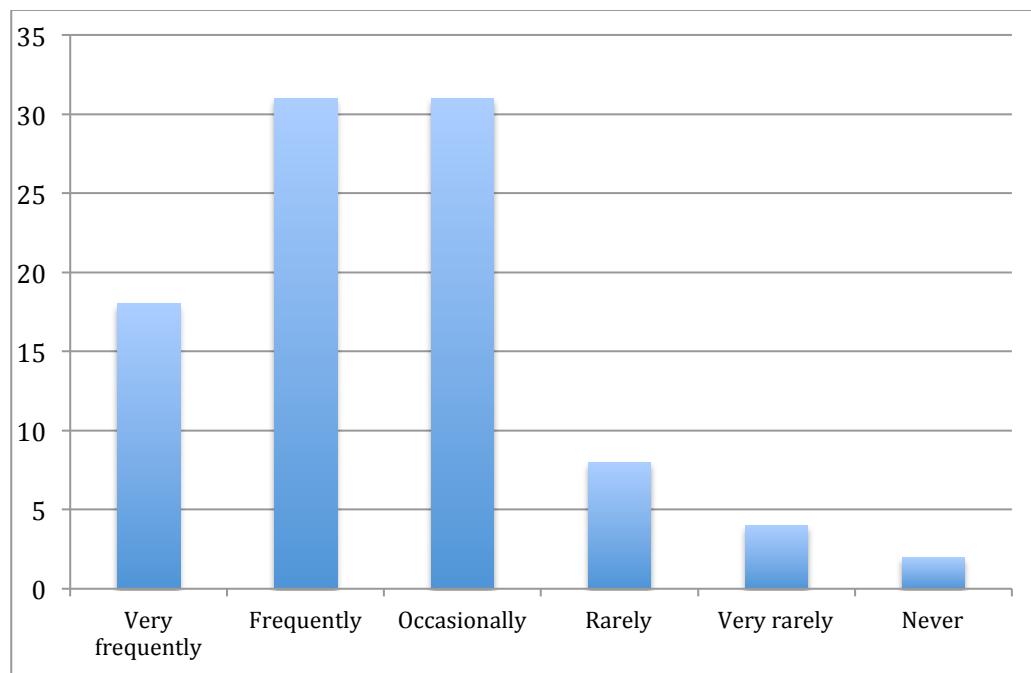


Figure 17: Questionnaire item 29: Does your teacher provide you with help when it is needed regarding your English oral skills?

Figure 17 revealed that the students believed their teachers helped them most often if that was needed. Eighteen students stated they received help very frequently, thirty-one students said they frequently received help, thirty-one answered occasionally, and only two students claimed they never got help. Two students did not answer the question.

Figure 18 shows how often the students believed they spoke during English lessons.
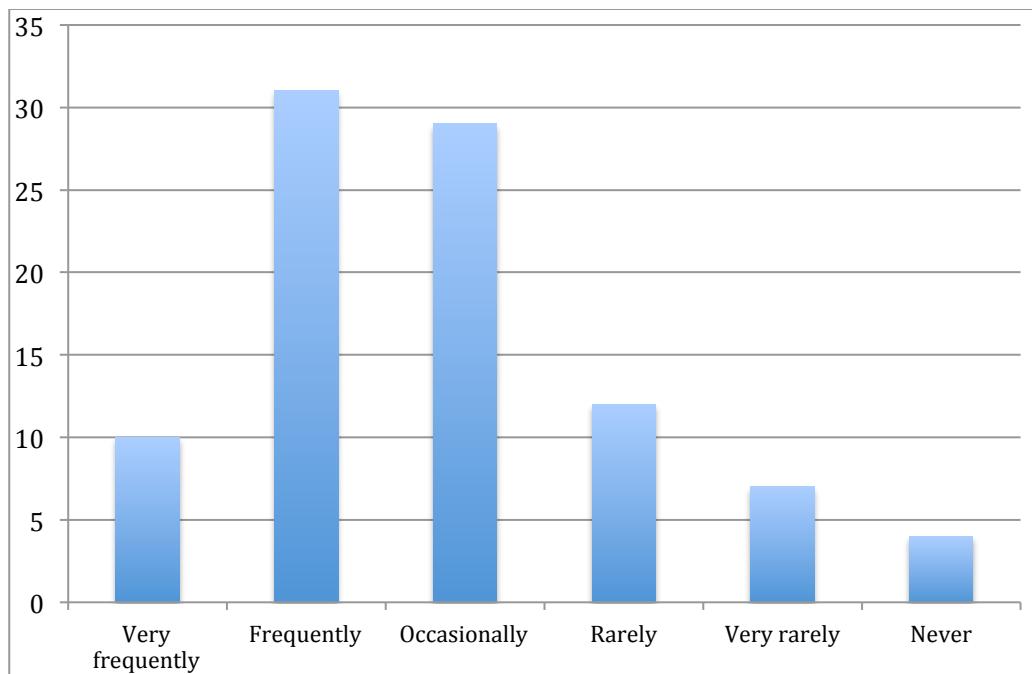


Figure 18: Questionnaire item 30: How often do you speak English in your English lessons?

Figure 18 revealed that twenty-nine students only occasionally spoke English, ten students answered that they spoke English very frequently and four students answered that they never spoke any English during the English lessons. Three students did not answer the question.

In questionnaire item 31, the students were asked to add comments if they had any. There were most comments that repeated what many of them had already stated.

## 4.2   Teacher interviews

### 4.2.1   Interview Teacher A

Teacher A had been teaching English for six years and had English as his major subject from the university. When the interview was conducted, he was working at a lower secondary school, teaching two different ninth grade classes. When asked to define oral skills, the teacher defined them as the ability to formulate ideas, communicate in English and make oneself understood. The teacher also stated that it was vital to know how to orally produce meaningful sentences. The teacher argued that with today's globalisation, many students would need good English oral skills later on in their careers. Pointing out that many students had hobbies that required the students to use their oral English through online gaming, sharing videos, watching TV series and films, made their oral skills a tool they would need for their future.

The teacher argued that because of the diversity among the students regarding how they trained English oral skills best and what level they were on, the type of oral activities they did inside the classroom varied. The focus was often on basic exercises to make the students appear more confidence when they were speaking out loud, by talking about themes or topics that were already familiar to them. Every week the students were given a text that they would listen to, then they had to read it for each other, and then they solved some tasks related to the text, before going through it altogether in the classroom. The teacher often gave the students a type of task he named "Minitalks" where the students had to write an assignment and prepare an oral assignment. Most often the students did this alone, which made it easier for the teacher to grade them, based on their written assignment and oral presentation.

The teacher stated that many students were afraid of speaking out loud, having a problem to produce sentences that they had not written down on paper. They did these kinds of exercises so that the students would be well prepared for oral exams in the future. The teacher stated that this was the easiest way to grade the students and that the "Minitalks" were comparable to the future English oral exams. He argued that even though these "Minitalks" were shorter than a regular oral exam it was good practice for them. The students received much time to prepare for the "Minitalks", and he wanted to give the students more advanced questions gradually. The teacher felt that students these days were more afraid of speaking out loud than before. As a response to this, the teacher tried giving the students tasks that would

make them feel more comfortable and motivated. This would enable them to speak more freely, giving the students different topics that were always related to what they did in class.

When asked about the most important activities the students spent their time on outside the classroom to develop their oral skills, the teacher had great faith in reading, which he believed would help them to develop their grammar, terminology, phrases and sentence structures. The teacher argued that there were more girls than boys who read books, but the boys would spend many hours playing online video games and watching lots of videos on YouTube. He believed these activities would develop the students' oral skills, but it gave the boys a limited vocabulary, which could also affect the weaker students' oral skills negatively. The teacher believed that most students spent their time watching TV series and movies, but that it affected their written skills more than it affected their oral skills. He stated that he thought the girls in his class had a better understanding of genres than the boys since they read more.

When asked about the most effective way of developing the students' oral skills the teacher answered that it was a difficult question, but he believed that all teachers could learn a lot by observing other teachers, which almost never happened. The teacher believed in repetition and getting the students to talk about and repeat familiar topics in small groups.

Getting students inside the classroom to feel comfortable when speaking out loud could often be a problem, the teacher explained how this functioned in his classroom.

> It depends on, if they feel they are competent enough to speak out loud and where in the social hierarchy they belong, and it depends on how interesting they feel the topic is. Of the twenty-five students in the class, if you ask them a basic question, there might be four or five students who want to answer. If you ask them directly, most of them will answer, but then you have to be sure that they know the answer and that they are prepared for it, otherwise you can make it a lot worse. [1](Appendix 6)

The teacher believed that there was a gap between the students when it came to how prepared they were for each lesson. High achieving students did not find oral activities challenging enough, and the teacher struggled to make these students challenge themselves. The students with average oral skills learned more by being well prepared for the lesson,

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[1] All quotations from the teacher interviews have been translated from Norwegian to English by the author of the thesis.

[2]IOP students receive special education that is adapted in accordance with their needs. (https://www.udir.no/globalassets/filer/regelverk/tidlig-

doing their homework as the teacher regularly checked it, and by getting help at home when that was needed. The students with the poorest skills did not bother to be prepared for the lessons and therefore did not develop their oral skills. The teacher also believed that most students were motivated to develop their oral skills, but had the opinion that the book assigned for the students this year was too childish. He believed the book to be demotivating and he wanted a book that managed to differentiate more, making it more suitable for all students at different levels.

As long as the students managed to understand the content of what they were doing, the teacher did not have any problem with the students speaking a little Norwegian in their lessons, and with good help by some of the brightest students in the class, the teacher believed that many students managed to practice their oral skills inside the classroom.

As the last question, the teacher was asked about the best and fairest way to grade the students' oral skills and if there was a clear connection between the students' oral presentations, oral skills and their grades in the English subject? The teacher's attitude towards grading oral skills was that those who did best at oral presentations managed to speak more freely without a script. He believed that these students knew the topic they were talking about very well and that it was the best way of rehearsing for the oral exam in 10th grade. The teacher also stated that they could have conversations and questions about a topic in smaller groups, forcing the students to produce own sentences and answers, but he seldom did this because it took too much time, it was hard to organise, and it ideally took two teachers to carry out small group activities. Grading the students based on what they did during the lessons gave an impression about their oral skills, but because of the formal requirements, oral presentations were the best way to grade them.

### 4.2.2   Interview Teacher B

Teacher B had been teaching lower secondary students for eleven years and had English as her major subject, having graduated 35 years ago. Before the lower secondary school, she had been teaching at a primary school in the period from 1998-2007. Teacher B was also asked to define oral skills in the English subject. For this teacher, English oral skills were the ability to understand what was being said and being able to answer, speak, and make others accurately understand what one was saying.

The teacher argued that students needed to develop their oral skills because we live in a country where we speak a language that is a minority language in the world. Students need

to speak proper English on many different occasions, such as at work, as tourists, when they use social media, or when they play online video games the teacher argued. The teacher believed that the best oral activities to do in the classroom to develop the students' oral skills was to discuss texts that they had been reading, and relevant themes and topics. The teacher felt it was necessary for the students to talk about different topics so that they could manage to gain new knowledge and widen their vocabulary about a new topic.

The teacher stated that there was a substantial difference between the boys' and the girls' oral skills. She believed that the boys' oral skills were better than the girls' because of online gaming. She believed that online gaming played a large part in developing especially the boys' oral skills, but that it also had a few negative consequences. The boys' habits of chatting with other players when playing online games negatively affected their results in writing and giving oral presentations because they did not know how to be formal when speaking, and writing. The teacher also believed the students spent much time on watching movies and listening to music, but the brightest students were those who read many books, believing this to be a key attribute in developing oral skills. The teacher argued that based on what the students told her about their habits outside school, the students seemed to spend most of their time on activities promoting their oral skills, such as online gaming, movies, YouTube and TV-series.

When asked if the teacher believed the students to be comfortable speaking English out loud, the answer was that many students did not feel comfortable. Many students did not like oral presentations or to speak English out loud on a general basis. The teacher argued that the students did not feel safe when doing it, because they could hear that they were not as good as other students in the class. Several students the teacher stated had low confidence and did not dare to speak out loud. The teacher believed that there were more girls than boys who were uncomfortable speaking out loud and tried to avoid having oral presentations. The teacher said that some of her students used their oral language more than others, both at home and in vacations. These students had the confidence to engage in conversations naturally, without being forced. Therefore, some were more skilled and more confident using their oral skills than others, even though most students were interested in developing their oral skills. The teacher wanted to help her students by challenging them to, for example, talk more freely and use their body language when they had oral presentations.

When asked about what she did to improve her students' oral skills, she believed that she perhaps did not do enough. They had oral assignments two or three times each semester, where the students afterwards were given written feedback. This feedback was also important

for the development of their vocabulary with four or five new words that were important for developing more comprehensive oral language skills. Regarding her attitude towards speaking English inside the classroom, she believed that she should have forced more students into answering in English instead of Norwegian. She did not do this because she rather wanted them to take part in the conversation in the classroom instead of not saying anything at all.

The most effective way of developing their oral skills, the teacher believed to be was using the language as much as possible through listening and speaking. She stated that other teachers' spoke more English than her because she was afraid of excluding any of her students. She believed that especially the weaker students learned a lot by listening continually to English, but it was challenging to do so, especially if there were several IOP[2] students in the class because they would have problems understanding the context. She believed that the ninth graders needed more knowledge of the differences between formal and informal language, how to talk politely to strangers compared to how they talked to strangers in online games.

The teacher believed the most practised oral activity inside the classroom to be oral presentations, an activity that helped students prepare for the oral exam in grade ten. The teacher argued that the oral exam also included the ability to answer questions, and that is why they had to learn to talk about different topics without having any script in front of them. They also needed to be able to formulate sentences and reflect on different topics, because it was relevant for the oral exam the next year. The teacher was asked if she believed that there was a connection between having good oral skills, giving oral presentations and obtaining good grades in the English subject, or if the teachers emphasised oral presentations too much when grading their students.

The teachers' attitude towards this question was that no one could get the highest grade by reading straight from a script. She believed this to be easy to notice if someone had been rehearsing a script or not. If students who had rehearsed a script suddenly had forgot a word, they would get entirely distracted, not knowing where to continue. She always encouraged students to learn their oral presentation so well that they would not need a script when speaking out loud in front of the class. After the students had completed their oral presentations, the teacher talked about their performance without naming anyone. She did this

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[2]IOP students receive special education that is adapted in accordance with their needs. (https://www.udir.no/globalassets/filer/regelverk/tidlig-innsats/foreldreinfo/engelsk_spesialunderv_foreldre.pdf)

to see if they were able to understand which student or group did great, and what the rest of the class could learn from them. That is why she believed that it was vital to have oral presentations in class because the students could learn so much from this experience. She argued that the students needed these skills later in life and they learned more from doing presentations in front of people.

> I think they will improve their oral presentations with a live audience who are a little bit critical and they also learn a lot by watching other presentations, both those who are good and bad, and they will learn other things from it as well. These abilities will be important later on in life, both at work, in meetings or at job interviews. (Appendix 7)

When asked if there was a gap between the students' learning outcomes for those who were prepared compared to those who were unprepared for English lessons, the teacher answered that this was a difficult question, struggling to find a suitable answer. Teacher B worked at a homework reduced school that seldom gave their students any homework to do after school or before the next lesson. Those students who generally got help at home were the most active at school.

The teacher stated that most students felt motivated to learn English in her lessons, and many students felt that there were too few English lessons each week. The teacher therefore sometimes taught English in other subjects as well if there was an opportunity for it.

As for the very last question, the teacher was asked if she felt that she managed to teach English to all the different students, no matter what level they were on and if they were given the opportunity to practice their oral skills. She found this question difficult because she was afraid to exclude parts of the class by making the lessons too advanced, excluding the weaker students, or making the lesson too simple, which could demotivate more advanced students. She believed that the weakest students, who did not even manage to say anything in English, should not be excluded from the class by being forced to speak English. This approach would not have been good for them, she believed. Instead, they were given tasks in Norwegian relevant to the topic the class were doing at the moment, so that they could contribute something. The weaker students could also be taken out of the class to practice their oral skills with another teacher and students at their level. This opportunity could give them the necessary treatment to develop their oral skills in a more suitable environment, with adapted tasks to their level of competence.

### 4.2.3   Interview Teacher C

Teacher C had been teaching English for two years at the same lower secondary school after graduating as a Lecturer (Lektor) with English as an additional subject. Similar to the three other interviews, this one also started with the teachers' definition of oral skills. The teacher claimed oral skills to be the ability to understand and to be understood. The teacher believed that students needed good oral skills to express themselves precisely, stating that she might be old fashioned, but they needed good oral skills in several different situations. The students should not only know how to order food in English, but they should also know how to be precise when, for example explaining what is wrong with their car, or how to discuss aspects of a contract.

The teacher believed activities inside the classroom that promoted oral skills were those, which included conversations, such as conversations in pairs and groups. Conversations about specific topics and about everyday things were important for the promotion of oral skills. The teacher believed the students learned a lot by doing activities they found interesting and motivating, such as watching films, TV series, listening to music and reading books. By focusing on these types of activities, their oral skills could be promoted, she believed. The students would never learn grammar rules by heart, as the teacher herself had done.

The teacher believed the oral activities the students spent most of their time on outside the classroom were online games. She believed approximately half of the class played online games, most of them boys. Most often online gaming had a positive impact on their oral skills, because they managed to use more words and phrases accurately. The teacher stated that not many students read much, but she believed there were more girls than boys who did this. Too many students did too little to develop their oral skills outside the school. Teacher C stated that she had several students that would not enjoy spending time on activities relevant to developing their English oral skills outside school because their skills were too little developed yet. The teacher still believed that most of the students were comfortable speaking out loud, having a class that was extraordinary kind to each other. These students encouraged each other and even applauded their classmates when they achieved something they had been struggling with, being a class with conscientious students, who cared for each other. Most students were also quite motivated to learn English because they understood the positive outcomes of good oral skills, which made it easier to motivate them in the English subject than in many other subjects. The motivation in itself did not make the students more orally

active, but some of the highly motivated students sometimes managed to motivate students that showed no interest in the English subject in the first place.

When asked how the teacher promoted oral skills and the students' vocabulary, the teacher answered that they did not do activities she believed would promote their oral skills the best way, since all the ninth grade classes at the school had to do similar things. The teacher often made the students practice their glossary by doing activities through an online programme called "Quizlet" that was created for developing their language skills. She argued that the most effective way of developing the students' oral skills was to repeat longer sequences of dialogue many times, making the students understand and learn the context and content of different dialogues.

The most practised activities in the classroom regarding oral activities were, as the teacher stated, conversations between partners and "speed dating". In these activities, the students were given different topics to talk about with different partners and to engage in meaningful conversations with their classmates.

To develop all students' oral skills, the teacher said the size of the group was decisive. It was difficult to decide if she should put the students at the same level together or if it was smartest to mix all students. The teacher often gave the brightest students activities that matched their level. She had some students that were nearly as good as the teacher herself, and the students on the other side of the scale were given simpler tasks, which were still challenging for them. She differentiated the students to promote their oral skills if that was needed as well.

Some students did not understand or knew what was expected of them to do in the English subject, no matter how many times she had told them. The teacher stated that there were often problems with the content and length of oral presentations, even though they had been given the criteria needed to get a good grade, and therefore they seldom did oral presentations. The teacher believed that they should be graded based on group conversations, because they were much more efficient and representative for oral skills in the English subject. The teacher argued that she found oral presentations to be a complete waste of time.

> I think this kind of reading out loud from a script is useless, and on their oral exams they will be evaluated based on a presentation and their ability to hold a conversation. Therefore it is essential that they manage to keep a conversation like this, which should have been more decisive on their oral exam. I am listening to them and I am grading them based on the same criteria, vocabulary, content, grammar, syntax and language. This year we have been focusing on the content in their oral presentations,

so then we have to cover a lot of topics in class. The conversations can be conducted in groups, in pairs and not in front of the whole class (...). (Appendix 8)

The teacher believed that this way of grading the students was more related to the oral exam in grade ten, because it included a part where the students had to answer questions and take part in a conversation. By doing it this way, the teacher argued that she could still grade the same things as if they had more oral presentations.

### 4.2.4  Interview Teacher D

Teacher D had been teaching English at the same lower secondary school for seven years after graduating from the university with a master degree in Music and Science, with English as an additional subject. The teacher defined oral skills as the ability to communicate with others, to be understood, and talk about well known and unknown topics. The teacher believed that it was most important to make oneself understood, especially at work, during holidays or studies, where the students would also acquire new knowledge. The teacher believed that students needed these skills when meeting people from around the world. They needed the ability to be precise when communicating in, for example, a situation where they had to read and understand instructions in a manual or if they had a job as a mechanic, needing to be specific when giving or receiving instructions. The teacher stated that the ability to express oneself and to be understood was the most vital oral skills.

The teacher said that those oral activities they spent the most time on inside the classroom were activities that they usually did at the beginning of the lessons, which made all students participate and contribute. Activities they tended to do were games like "alias" where they had to explain a word without saying the actual word, or "speed dating", lining up the students to talk about a specific topic with a partner for a limited period and then taking turns on whom they talked to. The teacher believed putting the students in groups and having them engaged in conversations in English with each other was a better way to practice their oral skills than forcing them to work on an oral presentation, which the teacher felt they would learn less from. The students were given familiar topics to talk about in these groups, where they could talk about what they had for breakfast or discuss relevant topics from previous English lessons to make it a little more challenging. The teacher believed that the students learned too little from doing oral presentations, it took too much time and many students had issues about speaking out loud in front of the class, especially the girls. If they had oral presentations, they would record themselves and then hand them in for the teacher to grade,

because it would take less time to do it that way and the students would feel less nervous and anxious about doing a recorded oral presentation. The best way of grading the students, the teacher believed was to divide them into groups of four students, where the four students should take part in a group discussion about a familiar topic or a text they had read in class. Before the group discussions, they had practised different types of questions they might be asked, so the students would be encouraged to show initiative and interest in taking part in this group discussion.

The teacher believed that many students felt comfortable speaking English out loud in class, but that the differences between the students were quite huge. Some students never felt comfortable, and did not even raise their hands in class. Some of them only wanted to answer in Norwegian, and some felt they were not good enough to say anything in class. Luckily, some students got more comfortable speaking out loud after some time in class, getting more comfortable when they got to know each other better. The teacher felt that it was difficult to help all students in the classroom to develop their oral skills since the class had too many students. With almost thirty students, she felt it was impossible to adjust the lessons to make them adapted for everyone to develop their oral skills. The teacher believed that the size of the class affected the opportunity and time to help all students in the class, and she appreciated those lessons when they could split the class in half. The teacher believed lessons when they were only half the class made it easier to adapt the lesson to the students' needs and to practice their oral skills, which they learned a lot from. The students were often given activities or tasks open for interpretation that would challenge and motivate them in a way that they could feel a sense of achievement afterwards.

The teacher believed that many of her students read lots of books, which influenced both their oral and written skills, having a well-developed language, vocabulary and sentence structure, which the teacher felt were essential. There were also several online gamers in her class, which influenced mostly their written language. She believed that the gamers were not those students with the best oral skills. She was not sure how much they really developed their oral skills by playing games. She stated that the students themselves believed they learned much by watching movies, TV series and YouTube videos, which the teacher believed were the activities they also spent most of their time on regarding oral extramural activities. The teacher was unsure about how much they learned from it, believing that those who read books were those who developed their oral skills the most. She also had some students who spoke English with each other outside school, which was helpful for them.

To evaluate the students' oral skills inside the classroom, the teacher believed group conversations to be the best way. By doing group conversations, the students showed their abilities to communicate, which presented their oral abilities in a realistic way. These conversations prepared them for the conversations they needed to handle during the oral exam in grade ten, which was the most important part of the oral exam according to the teacher. These group conversations consisted of four students who talked about a specific topic, for example about a book or a text that they had read in class. She wanted the students to show initiative during the conversation.

The teacher stated that most students understood why they needed to develop their oral skills and therefore most of them were motivated to learn oral skills in class. She believed that they needed more knowledge and practice of reading, writing and speaking to develop their oral skills. "I think reading, writing and speaking are all relevant to each other, to develop one, you need the other two abilities as well. A little bit of everything is needed for the students' development of English oral skills" (Appendix 9).

# 5    Discussion

Chapter five discusses the results from the student questionnaires and teacher interviews and relates them to the theoretical framework and previous research provided earlier in this thesis, namely Chapter two. The three research questions to be answered in this chapter are as follows:

1: What are the Norwegian lower secondary students' experiences with and beliefs about promoting EFL oral skills in classroom and extramural activities?

2: What are the EFL teachers' experiences with and beliefs about the promotion of their students' EFL oral skills in classroom and extramural activities?

3: Are there differences between the lower secondary students' and their EFL teachers' responses? If yes, what are they?

## 5.1    Students' experiences and beliefs

The first research question concerned the Norwegian lower secondary students' experiences with and beliefs about the promotion of their EFL oral skills in classroom and extramural activities. The students who participated in this study were asked to fill in a questionnaire. The questionnaires reflected the students' experiences and beliefs concerning the development of their English oral skills in and outside the classroom. It was deemed important to explore the students' experiences first to better understand their beliefs about the promotion of oral skills in and outside the EFL classroom.

First, the students' experiences with performing oral presentations in class, which is often a common oral activity in the Norwegian EFL classroom, were explored. The students seemed to share a common belief that it was vital for them to develop their English oral skills and get a good grade in the English subject, especially on oral presentations. The students had quite high beliefs about their oral proficiency level. Many students shared the belief that they needed English for their future jobs, for future vacations and needed to know how to speak proper English when they grew older. These opinions among the students underline the importance of the English subject and its role globally, which the students seemed to agree on. These statements are supported by Graddol's (2006) arguments regarding trends in social, political and economic trends, which have provided people, especially in the western part of the world, with the opportunity to travel more often. This opportunity seems to be a common interest and future plan for many students. Kennedy's (2010) statements are also supported by

the students, on the significance of the English language as a global language and as a vital part of their communication. Many students also seemed to be motivated and interested in communicating with other people from other countries and cultures through participating in online activities, such as gaming and social media, which have become easily accessible.

Group projects, discussion activities, movies and reading were the activities that received most comments regarding the most motivating activities to do in the EFL classroom when practising oral skills. A possible reason why some students chose reading could be because it is an activity they are used to doing in the classroom, which can only be partly relevant to training oral skills. Reading activities are likely to provide the students with a lot of comprehensible input (Krashen 1982, VanPatten and Williams 2015 first observation), but they usually lack in output, which is in line with Swains' (2005) Output Hypothesis.

Many students found it important to do well when giving oral presentations, but when they had several options to choose from while reflecting on which oral skills they believed to be important for their grade in the English subject, oral presentations only came in fourth. "Being able to pronounce words and sentences correctly and speak clearly" and "Being able to discuss and understand a wide variety of topics" were the two options that stood out with the most responses from the students. However, most of the students believed that oral presentations reflected how good their oral skills were. Oral presentations was therefore an activity in which the students often wanted to do well because they were graded. As a result, the students' participation in oral presentations was likely to give them a sense of achievement related to extrinsic motivation, rather than intrinsic motivation (Deci and Ryan 2000).

Group projects and discussing different topics were among the activities inside the classroom that the students believed to be vital for their oral development. Group projects and having discussions are likely to give most students the opportunity to practice their oral skills in EFL lessons. This is not always the case when students have to answer questions or read out loud in front of the whole class, which were the activities that many students may have found uncomfortable and seemed to believe that those were not helpful for their oral development. The students might have preferred discussions and group work and disliked reading aloud and textbook tasks since in the former activities they could practice their oral skills in a more anxiety free environment. In a more relaxed environment, the students will have the confidence to participate in conversation and produce more output and many will not feel to be evaluated when speaking (Sundqvist and Sylvén 2016). When working with projects and doing discussion tasks, the students are likely to receive a lot of input from other

students, which is necessary for their L2 acquisition. To work well together, it is needed of them to understand each other, which encourages them to negotiate meaning between the partners or the group in line with statements of Gass and Selinker's (2008) Interaction Hypothesis about the need of understanding the meaning of a conversation in order to know how to respond. Swain's Output Hypothesis (2005) and claims from Gass (2016) are also relevant for discussing these activities since in conversations and discussions, the students could become aware of their own linguistic flaws and promote the L2 through their thoughtful reflections about the use of the language.

The students seemed to share the belief that feedback from their teachers on their oral skills was essential for them. Quality feedback is essential for the development and making potential, correct adjustments on their oral skills, in line with claims of Ellis (1999), regarding the importance of formal lessons, corrections and instructions for the students' success in L2 acquisition. This belief from the students also refers to Gass and Selinker's (2008), and Cook (2008) statements on getting proper feedback on the learners' output for the development of their L2. By getting proper feedback, it might also be easier for the students to understand language rules and develop their knowledge of how to be accurate when speaking, which is an important aspect of their L2 development in Krashen's (1982) Monitor Hypothesis.

Therefore, oral textbook tasks and reading books out loud in class were activities the students seemed to believe had very little impact on the development of their oral skills. Many students might believe that classroom English was boring and artificial because they had no personal connection to it. Extramural activities seemed a better opportunity for the students to get personal relationship to the language, which can explain why they did not appreciate these classroom-based tasks. Thus, according to Geeslin and Long (2014), the classroom, where students often lack a personal relationship to L2 learning, is less beneficial than extramural activities, which provide them with more varieties of language than they meet inside the classroom. Reading aloud was also an activity, which Njærheim (2016) did not recommend for teaching oral skills in the EFL classroom.

Getting feedback from other students and listening to their teacher talk in class were two classroom practices that few students believed had any impact on their oral skills. Feedback from other students could contain a lot of misunderstanding and linguistic mistakes from one or both students involved in the conversations. Such feedback could then be a waste of time, since a lot of students do not have the competence to provide proper feedback, which is essential for the development of the students' L2. Feedback from other students that contain language mistakes, and misunderstanding, according to Krashen's (1982) Monitor

Hypothesis, will result in an inaccurate use of language rules, which may hinder their oral L2 development.

Another problem with classroom activities seemed to be that the teachers talked too much of the classroom time. This belief from the students is in line with Walsh's (2002) arguments about the fact that teachers, without a clear guideline on training oral skills, might forget about the learners' necessity to practise the L2 and talk too much themselves. The students' beliefs thus indicate that the discourse in the EFL classroom should be focusing on the students, and not the teacher. It is the students' input and output that should be emphasised in the EFL classroom for the students to develop their oral skills. The students also need to discuss the meaning of the language they produce to develop their oral skills as much as possible, which supports Krashen's (1982) Input Hypothesis, Swain's (2005) Output Hypothesis, and the Interaction Hypothesis (Gass and Selinker 2008). It should, however, be noted that one needs to take into account VanPatten and Williams' (2015) observation that only producing output is not necessarily enough to promote L2 learning.

Some of the students' negative beliefs towards classroom oral-related activities can be explained through exploring motivation theories from Ryan and Deci (2000). Extrinsic motivation does not last long and does not bring as many benefits as intrinsic motivation. The majority of the students wanted to develop their oral skills, which indicated that they were intrinsically motivated to promote their English oral skills. The students were motivated to participate in activities that seemed fun and exciting to them. They also believed that acquiring good oral skills in English would lead to a positive outcome for them in the future. All these beliefs were related to the students' intrinsic motivation (Deci and Ryan 2000). The majority of the students in this study seemed to be more motivated to train English oral skills through extramural activities, probably because many of these activities were among their hobbies. This can also explain why the students preferred extramural activities to the activities inside the classroom, because in the former activities they were doing things they really enjoyed. Deci and Ryan (2000) suggest that there are few activities in school that make the students intrinsically motivated, which seems to reflect the beliefs of the students in this study as well.

Many students believed their oral skills to be developed both at school and outside school. However, there were more students who believed that their English oral skills were more influenced by extramural activities than classroom activities, similar to Hlebnikovs' (2017) findings in Swedish upper secondary school and Jakobsson's (2018) findings in Norwegian lower secondary school. These findings also agree with claims by Sundqvist

(2009), who states that many students develop much or most of their English L2 skills outside school through extramural activities.

The students thus stated that they spent a lot of their spare time on extramural activities, in which they were intrinsically motivated, because they were joyful. Watching movies, TV series and videos online seemed to be their favourite activities, but also listening to music or audiobooks, reading, and online gaming seemed to be extramural activities they spent a lot of time on. The students' oral development, according to many students' beliefs, seemed to be positively affected through extramural activities either intentionally or unintentionally. The students engagement in activities that they liked spending time on were likely to develop their oral skills unintentionally, even when they were relaxed and not focused on the development of any L2 skills. This unintentional learning can be supported by Krashen's (1982) Acquisition- Learning Hypothesis stating that L2 acquisition may take place even when the students are unaware that they develop their language skills.

It is also worth noting several of students believed their oral skills to be developed by speaking a lot of English with other people, which is a common activity for those who play online games. Students, who talked with other people through online gaming, commented or posted videos on social media could get a closer relationship to their L2. These naturalistic ways of developing their L2 skills are in line with statements of Geeslin and Long (2014), who state that communication with other people in online gaming or social media can give students a more personal connection to their L2 by communicating with other people of the target language.

Extramural activities were also helpful for other reasons. When commenting in English on social media or when talking to other people while playing online video games students were motivated to produce output, and when listening to music and watching movies they received necessary input for the development of their L2. The students' beliefs about L2 learning are therefore in line with findings from Sundqvist's (2009) PhD study regarding extramural learning as an important source for producing output and receiving input. This could also be linked to Swain's (2005) Output Hypothesis and the Interaction Hypothesis (Gass and Selinker 2008), because of all the input they are exposed to through extramural activities. Since the students seemed to spend a lot of time on these activities, they would receive a lot of relevant input from music, TV shows, movies and by talking to other people while playing online video games which also connects to Krashen's (1982) Input Hypothesis. These extramural activities have a connection to the Input Hypothesis, which provides evidence of how students' L2 development happens. With enough comprehensible language

through these activities, the students might learn new words and sentences that they pick up that will help develop their L2 oral skills.

These findings about the students' experiences with and beliefs about the promotion of their oral skills have found evidence for several important factors about classroom and extramural activities. The findings about their classroom experiences and beliefs indicate that in general the students were motivated to train English oral skills because of future plans and professions. In the classroom, receiving feedback from their teachers and participating in group projects were the most helpful factors for their L2 oral development. In these situations the students are provided with opportunities to produce a lot of output, and to take in and process a lot of input in a relaxed environment. The classroom unfortunately also involved activities, which seemed to have very little impact on the students' L2 oral development. The findings suggest that the EFL classroom discourse should focus even more on the students, and less on the teachers, and the oral tasks from the textbook need to be better adapted to the diversity in the EFL classroom in order to be more intrinsically motivational for all the students. The findings of extramural experiences and beliefs indicate that the students tended to find a more personal relationship to extramural activities, which seemed to be more intrinsically motivational for them. Watching movies, TV series and videos seemed highly motivational and to make a strong impact on the students oral skills. Speaking to other people in English, online gaming and listening to music or audiobooks, was other extramural activities that contributed to developing their oral skills, which they also liked to spend their time on. These activities are likely to provide an arena for developing the students' oral skills unintentionally and naturally.

## 5.2   Teachers' experiences and beliefs

The second research question aimed to find out the four EFL teachers' experiences with and beliefs about the promotion of their students' EFL oral skills in classroom and extramural activities. At the beginning of the interviews, all the teachers were offered to define oral skills. All the four teachers defined oral skills similarly by including aspects such as being able to formulate ideas, to understand what is being said, to be understood and to communicate well with others in their definitions. This can be positive because the goal of teaching oral skills among their students would be quite similar. However, the teachers' similar definitions of oral skills could also be due to the teachers being heavily influenced by the curriculum in the English subject.

The teachers seemed to have their own preferred tasks to do inside the classroom, but they were not very similar, even though all of them contained elements of oral skills. The teachers focused on different things to help develop their students' oral skills. The teachers designed activities to help everyone participate in the EFL lessons, to develop the students' vocabulary and understanding of new or familiar topics and texts. Some of these activities were oral presentations, discussions, group work/projects, oral conversations in pairs or groups, reading aloud, and games. These activities seemed to be what the teachers believed were the best activities specifically made to promote their students' oral skills. Some of these activities could be filled with topics that were easy to talk about, for example what they had for breakfast or what they liked to do in their spare time, similar to the type of cognitive tasks that Reed (2012) argues to be relevant for the EFL classroom. This way the students were encouraged to participate orally, to process input, to produce output and to develop different ways of handling a conversation. The teachers' seemed to follow ideas from Harmer (2001) about constructing activities for the students where they rapidly practiced their oral skills in conversations about topics which all of them had the opportunity to talk about. These ideas and ways of teaching oral skills can also be interpreted in line with theories of Swain's (2005), metalinguistic function of output where the students' develop their oral English skills through dialogue. They could in these conversations also become more aware of their linguistic flaws when engaging in conversation with other students, which is an important statement for the promotion of their L2 learning by Swain (2005). Claims from Krashen's (1982) Input Hypothesis regarding L2 development through successful communication is also relevant for these activities the students did inside the classroom, because the students were provided with lots of comprehensible input in them.

The teachers seemed to be afraid to exclude weaker students or students with high level of anxiety if they made classroom activities too difficult or demanding for them. The teachers seemed to believe their class to differ in L2 anxiety levels. A reason why the teachers believed a lot of students to be anxious when speaking in class might be due to the types of oral activities they were doing in the classroom or that the students would compare themselves to other students who were better speakers than themselves. Statements from Horwitz et al. (1986) and Ellis (2004) can explain this belief, because feeling anxious is a typical barrier in the L2 classroom when speaking a foreign language in front of other people. A lot of the students might also be uncertain about what they should say in L2 activities, making them more nervous and anxious, which could hinder their L2 acquisition process. Thus the teachers might not sufficiently support and build their students' confidence when

doing L2 oral activities.

The teachers seemed to have problem with knowing how to teach and differentiate between the wide varieties of students, if their class consisted of too many students or if there was a huge gap between the students' oral skills. This is relevant to claims from Krashen's Monitor Model (1982). Students who are too skilled for the EFL classroom or when the classroom is not the primary cause of input the students will probably not benefit much from EFL lessons. This unfortunate case seemed to be a major problem for the teachers on how to teach classes with such huge proficiency differences. This belief could indicate that teachers need to develop their competence level of designing tasks or that they need to have more extensive selection of activities and tasks that can be given to the students. Since the teachers implied that the EFL classroom consisted of huge varieties among the students, it is necessary to make sufficiently differentiated activities to help all students in developing their oral skills and to produce coherent and comprehensible language. This belief is in line with Tomlinson and Imbeau's (2010) claims about the importance of differentiation in the L2 classroom. The teachers seem to be left on their own on when dealing with this problem, which could possibly lead to an enormous amount of job since there are no clear guidelines on what activities these students should be given. Claims from Walsh (2002) support the need of more clear guidelines when it comes to teaching oral skills.

In particular, Teacher A and Teacher C seemed to appreciate cramming of rules and grammar to be a sufficient way of developing language skills, as Krashen (1982) simply refers to as learning in his Acquisition-Learning Hypothesis. However, the teachers did not often do such activities in their classroom, because a lot of students would find it boring. Instead of forcing students to learn language rules or cram grammar, the focus was to help all students to become engaged in meaningful and comprehensible conversations. Avoiding the students to learn specific language rules or to cram grammar is in line with claims of Krashen's (1982) Natural Order Hypothesis, recommending teachers to not force students to learn some structures or rules of their L2 in a required order and rather help them to develop their language naturally through other activities.

Teacher B argued that there were several students who got demotivated by listening to other students' speak, because they compared themselves to students who were better oral speakers and often did better on tests. This could trigger the weaker students language anxiety, making the students less interested in classroom oral activities and giving them less confidence to speak out loud in class. This way of loosing interest and confidence in the L2 classroom will negatively affect their L2, which is central in Krashen's (1982) Affective Filter

Hypothesis.

Reading was also an activity that all the four teachers highly recommended for their students to do more in order to improve oral skills. The teachers argued that reading could develop the students' sentence structures, vocabulary and accuracy when using both oral and written skills. Reading is a source primarily providing the students with lots of input necessary in the L2 acquisition process, according to Krashen's (1982) Input Hypothesis. The problem that can occur then is that learners lack output following Swain's (2005) Output Hypothesis stating that input is not enough for the students to develop their language skills. This lack of output in class might be one of the reasons why students would spend much time on extramural activities, such as gaming or commenting videos they were watching online.

The teachers also differed in their experiences and beliefs about grading their students' oral skills. The reason why this is relevant for the study is because oral presentations were an oral activity that seemed to be much used, especially by two of the teachers. Teacher A and Teacher B who had been teaching the longest believed oral presentations to be the best possible way to grade their students because oral presentations were relevant for their oral exam in Year 10, a method Njærheim (2016) found to be worrying because it did not reflect the students' communicative skills in the best possible way. In contrast, Teacher C and Teacher D, the two youngest teachers, who had taught the shortest, did not believe oral presentations to be the best possible way to grade their students, and they graded their students through group conversations instead. The youngest teachers viewed oral presentations as a time-consuming activity, where the students delivered a rehearsed speech without the ability to produce self-made output, being unable to answer questions and argue for their opinions in a conversation. This divided belief is best logically explained by the teachers' old habits and traditional beliefs, as Brown (2009) claims. It would be difficult to change these beliefs because they have for a long time used oral presentations as the only way of grading students' oral skills. It is also logical that this way of grading students is a tradition the teachers have commonly followed for a long time.

Regarding extramural activities, the teachers believed the students spent much of their time on activities such as online gaming, watching TV series, movies, listening to music, audiobooks and reading. Teacher B and Teacher C seemed to believe that online gaming had a positive influence on their students. Teacher B believed that the boys' oral skills were better than those of the girls' because of online gaming. The lack of research on gender differences in this study makes this claim impossible to analyse. Teacher C believed that online gaming had a positive impact on the students' oral skills because they managed to use more words

and phrases accurately. These beliefs correlate with Krashen's (1982) Natural Order Hypothesis. This natural order of developing their language skills could happen because they are involved in a gaming context, where they often are engaged in conversations or missions solving problems relevant to the games they play. In these contexts where language is needed, they are often required to be as precise as possible with their language and understand language to solve problems. Therefore, online gaming could, based on the beliefs of teacher C, develop the students' language knowledge, and they could acquire new rules naturally by themselves. Teacher A believed online gaming to be mostly negative for the students' oral development. The teacher believed online gaming influenced the boys' oral skills with a limited vocabulary and filling it with abbreviations, affecting primarily the weaker students negatively.

The teachers did not have many comments on the learning outcomes of watching movies, TV series and videos online. The teachers seemed to believe that it was difficult to measure how much the students' learned from extramural activities and they seemed unsure about how much it influenced the students' oral skills. Teacher D said she was unsure about the benefits of watching movies. Teacher A believed watching movies to affect their written skills more than their oral skills, affecting especially the boys written skills negatively, because they did not read as much as the girls, which helped develop the girls' understanding of genres.

The findings from the teachers on their experiences with and beliefs about the promotion of their students' EFL oral skills in classroom and extramural activities have provided evidence for several important aspects of training EFL oral skills. The teachers' experiences with and beliefs about classroom learning indicate that teachers have several different, but not identical ways of training students' oral skills in the EFL classroom. The teachers seemed to have problems with differentiating in the EFL classroom, which indicates that it is needed more extensive selection of tasks for the teachers to help all students participate in well-designed oral activities adjusted to their level. The teachers recommended especially reading for their students' oral development, and were divided in their view of how to best grade their students oral skills. The two oldest teachers believed in oral presentations, and the two youngest teachers believed in group conversations to be the best way to grade their students.

The teachers' beliefs about the impact of extramural activities on the students' oral skills were more difficult to define. The teachers seemed to have more varied beliefs about the students' interactions with extramural activities and their effect on the students' skills. They

agreed that extramural activities could help develop their English oral skills. They believed the students spent a lot of time on different extramural activities, such as online gaming, listening to music, watching movies and TV series. It is worth mentioning that three out of the four teachers believed that the students should have more English lessons per week in Year 9, since the ninth graders only have two school hours of English each week.

## 5.3  Students' versus teachers' responses

The third research question aimed to study whether there were any differences between the students' and the teachers' answers by looking at the responses from the student questionnaires and teacher interviews. By having a more clear understanding of their students' beliefs, the teachers could improve their lessons and become better at adjusting activities to their students' needs, making both student and teacher beliefs more coherent.

All the four teachers had varied beliefs about what kind of knowledge and skills their students needed to spend more time on to develop their oral skills. Teacher B for example, believed their students needed to know more about informal and formal language. Teacher A believed that the students should spend more time on repetition tasks, and Teacher C believed cramming to be vital for oral development. However, few students seemed to agree with the above teachers' beliefs, as no one commented that they did this or learned much this way. These activities recommended by the three teachers seemed to indicate that they had more specific ideas than their students on how they should practice their oral skills and what the students needed to learn more about. Believing these activities to be helpful could be because of the teachers' previous experiences both as teachers and students, as Ellis (2012), Borg (2006) and (Pajares) (1992) claim, finding these activities helpful for themselves. The problem with these specific ideas is that they seemed to be problematic to teach inside the classroom and adapt them into oral tasks suitable for the students. It is possible that the teachers believed their students found, for example, repetition and cramming tasks to be boring and therefore not helpful for their oral promotion. This indicates that the teachers might not always follow their own beliefs, and therefore there is a gap between what they believe and what they actually do to promote students' oral skills (Ellis 2012).

Teacher C stated that she did not even follow her own beliefs about activities that promoted the students' oral skills. Her class had to do similar activities to the other classes, which could indicate that a lot of schools and teachers would follow old, traditions on how to teach oral skills, possibly hindering the students' oral development. The reason why this can

hinder the students' oral development is because, many students believed several classroom activities to have very little impact on their oral development. Oral activities from their textbook, reading aloud and listening to their teacher speak were activities the students believed to have little impact on their oral development. Some of these activities seem old-fashioned and might also be more difficult to change, as Pajares (1992) claims. The longer a belief has been followed, the more difficult it is to change it, which might be the case for several oral activities used by teachers in the EFL classroom, such as oral presentations.

There were also differences between the teachers' and students' responses regarding their beliefs about the effect of extramural activities. The students believed that watching movies, TV series and videos were especially crucial for their oral development, but there were also other activities that the students believed were important and also motivating for them in developing L2 oral skills. The teachers had different beliefs about extramural activities and their effect on the promotion of the students' EFL oral skills, but it seemed that there were several activities the teachers were unsure about on the students L2 oral promotion. This indicates that more research is needed on the study of student beliefs about helpful tasks on their oral promotion both in and outside the classroom. This needs to be done in order to better develop the teachers' knowledge on how to help and design activities made to help students promote their EFL oral skills.

Some students stated that they did not receive the necessary help in class. Teacher D might have given an explanation of this problem. She felt she never managed to help all her students inside the classroom because there were too many students in her class. This statement from Teacher D might indicate that because of too many students in her class she struggled to design activities that would satisfy all students' preferred learning styles and strategies. It could thus explain why there were students who believed they rarely or never got the necessary help when it was needed, in line with statements of Brown (2009), who argues that student and teacher beliefs about preferred learning strategies often do not match. This belief about preferred learning styles and strategies among the students could be explained by looking at statements from Pritchard (2009), and VanPatten and Williams (2015). If the activities inside the L2 classroom fail to satisfy students' preferred learning styles and strategies, a lot of students might feel they are left on their own with tasks they do not know how to answer. Thus, it is important to take into account VanPatten and Williams' (2015) and Pritchard's (2009) arguments that it is essential for the students to have teachers who understand that their students' L2 development might be at different stages of this process and therefore manage to help all students develop their oral skills. If more teachers understood

their students' beliefs about preferred learning styles and strategies, it could be easier to design and organise motivational and helpful tasks for the students, in line with claims by Brown (2009), and Pritchard (2009). If teachers offered a wider variety of oral skills that satisfied more students' preferred learning styles and strategies, the students could also develop their understanding of what oral aims consist of. The reason for this development among the students is because suitable activities for the students could help them to become more aware of what oral skills consist of. Similarly, based on her study, Aalandslid (2018) recommends that both students and teachers should share a common understanding of oral competence aims in the Norwegian EFL classroom.

Three out of the four teachers stated they had a lot of students who were nervous and uncomfortable when speaking out loud in class or when having oral presentations. This indicates that there should have been many students with a high level of anxiety, which could affect their English oral development negatively (Horwitz et al. 1986). However, the students' answers did not indicate the same. Many students seemed, based on their answers, comfortable speaking English in class and even performing oral presentations. Most likely, the classroom is divergent regarding the students' level of confidence when speaking out loud inside the classroom. There are several factors affecting their confidence level according to the teachers, such as social hierarchy, general confidence, how good their oral skills are, and the oral skill level of other students.

# 6   Conclusion

## 6.1   Main findings and implications for EFL teaching

This thesis was a study of Norwegian EFL students' and their EFL teachers' experiences with and beliefs about promoting the students' oral skills in and outside the classroom. The thesis was a mixed methods approach involving questionnaires filled in by ninety-six ninth-graders and interviews with four EFL teachers. The study aimed to answer three research questions concerning the students' and the teachers' experiences and beliefs regarding the students' promotion of English oral skills in and outside the EFL classroom, as well as to explore the possible differences in the students' and the teachers' responses.

The main findings indicated the following. The majority of the students seemed motivated to develop their oral skills and to get a good grade in the English subject. The students also seemed to rely on extramural activities to promote their oral skills in English. There was a general agreement among the students that especially watching movies, TV series and videos were an activity they learned a lot from and believed to be fun and motivating. Possibly, the students preferred extramural activities, rather than oral activities at school, because it made them intrinsically motivated to do the activities that they found joyful and on which they gladly spent many hours, as the results from the questionnaires indicated. The students might also have found extramural activities to be anxiety-free activities.

Although the students believed extramural activities to be vital for the development of their oral skills, they also believed that classroom activities contributed to the promotion of their oral skills. There was a tendency among the students that they did not like dealing with oral tasks from the textbook, reading books out loud in class, getting feedback from other students on their oral skills and listening to their teacher talk in class. These were the activities they felt they learned the least from. In contrast, doing group projects, getting feedback from the teacher and watching movies seemed to be the classroom activities that the students found helpful to develop their oral skills.

The students' beliefs seemed to differ regarding grading oral skills. Traditionally, because of the oral exam in year ten, oral presentations have been the most common way to grade students. In real-life oral conversations, the students are, however, more likely to elaborate and discuss a wider variety of topics than in oral presentations. Oral presentations tend to be a more rehearsed presentation of one specific topic, where students do not have the opportunity to discuss and elaborate on a wider variety of topics. Oral presentations are, as the

teachers in this study also believed, an activity that many students seem to be nervous about and have a high level of anxiety towards. Teachers should reconsider the role of oral presentations and consider the effect of group presentations or conversations providing more real-life situations for communication. Group conversations can reduce the students' anxiety level and may also reflect their oral skills more efficiently than oral presentations.

The teachers seemed to believe that promoting oral skills in the EFL classroom was an overall complex and difficult task to do. The teachers in this study believed that their students needed to read more to promote oral skills, which was an interesting finding. They were also aware of the fact that many students promoted oral skills through extramural activities, but seemed to be unsure about the impact of several of them on the students' oral skills. The teachers had very different answers regarding the effect of extramural activities and they did not seem to have a clear understanding of its role in the development of the students' oral skills. As a suggestion, teachers should try to map their students' preferred learning styles and strategies to better understand the correlation between extramural activities and the students' oral development. It is therefore recommended for teachers and future studies to help find solutions on how the EFL classroom can adapt these activities to help learners benefit from them inside the classroom.

The textbook seemed to provide students with little of motivation and few good oral activities, thus demanding more from the teacher to have clear guidelines on how to teach oral skills in the EFL classroom. With clear guidelines, the teachers' will have a better understanding of how to properly teach oral skills and have a wide variety of oral activities that satisfy more students' preferred learning styles and strategies. This will help teachers to build their knowledge of how to differentiate activities inside the EFL classroom in order to stimulate more students to develop their EFL oral skills.

## 6.2   Contribution, limitations and implications for further research

This thesis has attempted to contribute to a broader understanding of the role of the Norwegian EFL classroom and extramural activities in terms of Norwegian lower secondary students' promotion of oral skills. The results of this study have contributed to gaining a deeper understanding of what oral activities students do inside and outside the EFL classroom and which activities the students and their teachers believe to be mostly important for the students' EFL oral skills. The findings can thus help develop more precise guidelines on how to train oral skills inside the classroom, which could be helpful for EFL teachers in future.

The results regarding extramural activities could also contribute to the improvement of future curriculum aims focusing on oral skills in the Norwegian EFL classroom.

However, some limitations of this study need to be acknowledged. The main limitation of this study is the relatively small sample size, namely ninety-six students and four teachers. More participants are needed from several parts of the country, as well as different age groups in order to conduct a thorough, in-depth research within this topic. It is therefore recommended to conduct a study that covers a broader set of participants, both students and teachers at more schools. For future research, the field of student beliefs is, to the researcher's best knowledge, an area that has not been explored thoroughly enough and should be studied further. An in-depth analysis of students' and teachers' beliefs about classroom and extramural activities could bring results that would provide an even deeper understanding of the participants beliefs on the topic, as well as would provide a broader picture of how teachers teach oral skills in the EFL classroom and how students develop their oral skills in and outside the classroom. Conducting a study where the classroom has been observed or video recorded, in addition to student interviews, could provide evidence of how teachers actually practice oral skills in the classroom and how students experience their participation in the chosen activities.

Another limitation is thus the lack of classroom observations in the study. Consequently, it is desirable to conduct observation in future studies to explore if teachers' beliefs about promoting oral skills match their practices. It could also help widen the understanding of how students experience classroom activities and how they believe their oral skills are best promoted in and outside the EFL classroom. The impact of several extramural activities, such as watching movies, TV series, online gaming, listening to music and commenting on videos online, should be studied further to closely investigate their impact on the students' oral skills. It seems necessary to study the impact of textbook activities. As a final implication, the impact of oral presentations and oral conversations in groups should be investigated and compared to find the most efficient and effective way of grading the students' oral skills. With a better understanding of how students acquire and promote their oral skills and which activities they feel are helpful and motivating, the activities in modern Norwegian EFL classrooms could be better adjusted to the students' needs.

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# Appendices

## Appendix 1: Approval from NSD (Norsk senter for forskningsdata)

Det innsendte meldeskjemaet med referansekode 205076 er nå vurdert av NSD.

Følgende vurdering er gitt:

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 den 17.01.2019, samt i meldingsdialogen mellom innmelder og NSD.

MELD ENDRINGER

Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 03.06.2019.

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 enten skriftlig (manuelt/elektronisk/e-post) eller på lydopptak, 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

NSD 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: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

NSD 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

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

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

## OPPFØLGING AV PROSJEKTET

NSD vil følge opp underveis og ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet/pågår i tråd med den behandlingen som er dokumentert.

Lykke til med prosjektet!

Kontaktperson hos NSD:

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

**Forespørsel om deltagelse i forskningsprosjekt om**

**Lower secondary students' and their EFL teachers' beliefs about and attitudes to promoting oral English skills in and outside school**

**Formål:** Dette er et spørsmål til deg om å delta i et forskningsprosjekt som omhandler lærere og elever på ungdomskolen sine holdninger til hvordan man lærer bort og tilegner seg muntlige ferdigheter i undervisningen som foregår i klasserommet og hva elever tilegner seg av muntlige ferdigheter i engelsk utenfor klasserommet. De spørsmålene som du vil bli stilt omhandler din rolle som engelsklærer i klasserommet og deler av din undervisning, rettet mot utvikling av muntlige ferdigheter i engelsk. Du blir stilt spørsmål som omhandler ungdomsskoleelevers holdninger og dine meninger om hvor effektivt klasseromsundervisning er og hvor effektive aktivitetene utenfor skoletid er for elevenes muntlige ferdigheter i engelsk.

**Ansvarlig for prosjektet:** Forskningsprosjektet gjennomføres av Lars Erik Dahl i forbindelse med den avsluttende delen av min 5 årige lektorutdannelse ved kultur og språkvitenskapelige fakultet ved Universitet i Stavanger. Og jeg setter enormt stor pris på din deltagelse.

**Hvorfor får du spørsmål om å delta?**

Deltagere i dette prosjektet er valgt tilfeldig etter kontakt med forskjellige skoler. Alle lærere som har sagt ja til å bli med i dette prosjektet har også takket ja til å stille med en klasse hver, der elevene deltar gjennom å besvare et spørreskjema.

**Hva innebærer det å delta i dette prosjektet:** Å delta i dette prosjektet innebærer å svare på noen spørsmål gjennom et intervju med meg som vil bli tatt opp slik at jeg kan lytte til den informasjonen som du gir meg slik at jeg enklere kan bearbeide de svare jeg får. I tillegg kommer jeg til å skrive ned en del av det du sier. Alt av info kommer til å bli slettet etter at prosjektet er ferdig og jeg trenger ingen personlige opplysninger om deg annet enn hvor lang

tid du har vært lærer og hvilken utdanning du har. Har du ikke lyst til å besvare disse to spørsmålene så er det også helt greit. Intervjuet vil ta cirka 30-45 minutter å gjennomføre.

**Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger vil fortsatt være anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta. Du vil være en av 4 engelsklærere fra 4 forskjellige ungdomskoler som deltar i dette prosjektet.

**Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene som blir innhentet av deg vil bli behandlet konfidensielt fram til prosjektslutt i Mai/ Juni 2019 og deretter slettet og makulert. Ingenting vil bli lagret eller beholdt etter prosjektslutt.

**Ditt personvern:** Det er kun meg og min veileder ved Universitet i Stavanger som vil ha tilgang på disse opplysningene og det kreves ikke at du oppgir noen som helst form for personlige opplysninger. All informasjon vil bli behandlet konfidensielt og alt vil bli kastet/fjernet med en gang prosjektet er ferdig. Det er ingenting som du blir spurt om, som kan avsløre din identitet, hvor du kommer fra eller hvilken skole du tilhører.

**Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller 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.

**Hvor kan jeg finne ut mer?** Ved spørsmål angående denne undersøkelsen ta gjerne kontakt med meg på mail: le.dahl@stud.uis.no eller ved telefonnummer 91881886, eller ta kontakt med min veileder, ansatt på Universitetet i Stavanger Dina Lialikhova, dina.lialikhova@uis.no

Med vennlig hilsen

Masterstudent Lars Erik Dahl


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# Samtykkeerklæring


Jeg har mottatt og forstått informasjon om prosjektet (Lower secondary students' and their EFL teachers' beliefs about and attitudes to promoting oral English skills in and outside school), og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐   å delta i dette prosjektet gjennom et intervju med masterstudenten Lars Erik Dahl

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. Juni 2019

-------------------------------------------------------------------------------------------------------
(Signert av prosjektdeltaker, dato)

**Forespørsel om deltagelse i forskningsprosjekt om**

**Lower secondary students' and their EFL teachers' beliefs about and attitudes to promoting oral English skills in and outside school**

**Formål:** Dette er et spørsmål til deg om å delta i et forskningsprosjekt som omhandler lærere og elever på ungdomskolen sine holdninger til hvordan man lærer bort og tilegner seg muntlige ferdigheter i undervisningen som foregår i klasserommet og hva elever tilegner seg av muntlige ferdigheter i engelsk utenfor klasserommet. De spørsmålene dere skal svare på omhandler ungdomsskoleelevers holdninger og meninger om hvor effektivt klasseromsundervisning og deres holdninger til hvor effektive aktivitetene utenfor skoletid er for deres muntlige ferdigheter i engelsk. Spørsmålene omhandler dine muntlige ferdigheter i engelskfaget og spørsmålene vil også bli stilt på engelsk, men skal være mulig å forstå. Noen av spørsmålene vil også være mulig å besvare på norsk.

**Ansvarlig for prosjektet:** Forskningsprosjektet gjennomføres av Lars Erik Dahl i forbindelse med den avsluttende delen av min 5 årige lektorutdannelse ved kultur og språkvitenskapelige fakultet ved Universitet i Stavanger.

**Hvorfor får du spørsmål om å delta?**

Deltagere i dette prosjektet er valgt tilfeldig etter kontakt med forskjellige skoler. Alle lærere som har sagt ja til å bli med i dette prosjektet har også takket ja til å stille med en klasse hver, der elevene deltar gjennom å besvare et spørreskjema.

**Hva innebærer det å delta i dette prosjektet:** Å delta i dette prosjektet innebærer å svare på avkryssingsspørsmål og noen spørsmål der dere er nødt til å skrive litt om deres holdninger til hvordan dere best tilegner dere muntlige ferdigheter i engelsk. Spørsmålene som krever at man skriver noen setninger kan også besvares på norsk hvis du føler dette er enklere for deg. Spørreundersøkelsen vil ta cirka 30 minutter å besvare.

**Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger vil fortsatt være anonymisert. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta. Deres lærer i engelsk vil også delta i dette prosjektet gjennom et intervju med meg. Dere er en av 4 klasser på forskjellige ungdomskoler som deltar i dette prosjektet.

**Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?**

Opplysningene som blir innhentet av deg vil bli behandlet konfidensielt fram til prosjektslutt i Mai/ Juni 2019 og deretter slettet og makulert. Ingenting vil bli lagret eller beholdt etter prosjektslutt.

**Ditt personvern:** Det er kun meg og min veileder ved Universitet i Stavanger som vil ha tilgang på disse opplysningene og det kreves ikke at du oppgir noen som helst form for personlige opplysninger. All informasjon vil bli behandlet konfidensielt og alt vil bli kastet/fjernet med en gang prosjektet er ferdig. Det er ingenting som du blir spurt om, som kan avsløre din identitet, hvor du kommer fra eller hvilken skole du går på. Hvis deres foreldre/ foresatte har lyst til å se spørreskjema før deltagelse så er det bare å kontakte meg.

**Dine rettigheter**

Så lenge du kan identifiseres i datamaterialet, har du rett til:
- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- få slettet personopplysninger om deg,
- få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller 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.

**Hvor kan jeg finne ut mer?** Ved spørsmål angående denne undersøkelsen ta gjerne kontakt med meg på mail: le.dahl@stud.uis.no eller ved telefonnummer 91881886, eller ta kontakt med min veileder, ansatt på Universitetet i Stavanger Dina Lialikhova, dina.lialikhova@uis.no

Med vennlig hilsen

Masterstudent Lars Erik Dahl

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# Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet (Lower secondary students' and their EFL teachers' beliefs about and attitudes to promoting oral English skills in and outside school), og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i dette prosjektet gjennom et spørreskjema

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. Mai/ Juni 2019

-------------------------------------------------------------------------------------------------------
(Signert av prosjektdeltaker, dato)

**Lower secondary students' and their EFL teachers' beliefs about and attitudes to promoting oral English skills in and outside school**

The purpose of this master thesis is to find out what attitudes and beliefs both teachers and students have about acquiring oral English skills and to see if the students and teachers attitudes and beliefs correlate. The interview is entirely anonymous, and there will not be possible to identify who you are, where you are from or which school you and your students come from. The interviews will be audio recorded to keep information only and the audio recordings will be deleted as soon as the research has been finished. Thank you so much for participating in this survey and helping me with my master thesis.

Regards
Lars Erik Dahl

1: What is your qualification as a teacher, and how long have you been teaching English classes?

2: What is your definition of English oral skills?

3: Why do you think students need to improve their oral skills, what is the purpose of good oral skills?

4: What types of oral activities inside the EFL classroom do you think are the most important contributing factors for the students' oral English skills?

5: What types of oral activities outside the EFL classroom do you think are the most important contributing factors for the students' oral English skills?

6: What type of activities outside the classroom do you think the students spend their most time on?

7: Do you think that your students feel comfortable talking out loud in the classroom, if no, why or why not?

8: What do you do to improve the students' oral skills and their vocabulary?

9: What is the most effective way of improving the students' English oral skills?

10: What do the students need more knowledge of to improve their oral skills?

11: Which orals skills are practiced in the classroom? And how are you doing this as a teacher?

12: Do you feel that your students are well prepared for their English lessons? Which in this context refers to; do students that are well prepared learn oral English skills faster and better than the other students?

13: Do you feel that the students are motivated to learn English in your classes?

14: How do you ensure that all of your students can practice their oral skills in your classroom? Meaning no matter what level the students are on, they get to practice their oral skills.

15: What are your beliefs about grading oral skills? Do you think that there is a clear connection between good grades and being good at oral communication, listening and speaking skills? Do you think many teachers only emphasises one type of activity when they are grading their students?

**Lower secondary students' and their EFL teachers' beliefs about and attitudes to promoting oral English skills in and outside school**

Dette spørreskjemaet inneholder spørsmål angående dine muntlige ferdigheter i engelsk som betyr å skape mening og sammenheng mellom lytte, tale og samtale. Dette spørreskjemaet omhandler dine holdninger og meninger om hvordan man best tilegner seg gode muntlige ferdigheter på skolen og utenfor skolen gjennom forskjellige aktiviteter. Gjennom besvarelse av dette spørreskjemaet tar dere del i min masteroppgave som er en avsluttende del av min 5 årige lektorutdannelse ved universitetet i Stavanger. Det vil ta cirka 30 minutter å besvare alle spørsmålene, og noen av de spørsmålene som krever av dere skriver noen setninger kan besvares på norsk hvis dere føler for det. Spørreskjemaet er anonymt og all informasjon blir behandlet konfidensielt. Informasjonen som blir mottatt i dette spørreskjemaet kan ikke kobles til dere og alt vil bli slettet og makulert når prosjektet er ferdig i Mai/Juni neste år. Dere har allerede bekreftet gjennom et samtykkeskjema at dere vil ta del i dette prosjektet, som jeg setter enormt stor pris på, men dere kan trekke deres besvarelse fra prosjektet når som helst hvis det er ønskelig.

Med vennlig hilsen
Lars Erik Dahl

1: How **important is it for you** to get a good grade on oral presentations?

○ Very important

○ Important

○ Moderately important

○ Of little importance

○ Unimportant

2: Do you feel that **oral presentations** in the English subject reflect how good your oral English is?

○ I totally agree

○ I partly agree

○ Sometimes

○ I partly disagree

○ I totally disagree

3: What do you think is the **most important oral skill** to get a good grade in English? (You can choose up to three answers)

○ Oral presentations

○ Being able to read out loud when told to

○ Being able to discuss and understand a wide variety of topics

○ Being able to pronounce words and sentences correctly and speak clearly

○ Being able to express myself fluently and coherently in class

○ Being able to justify own opinions

○ All of these skills

○ Other skills

If there are other things you mean are important for getting a good grade, please specify: You can write in Norwegian if you want to.
Answer:

4: How important is it for you to **get a good grade** in the English subject?

○ Very important

○ Important

○ Moderately important

○ Of little importance

○ Unimportant

5: How important is it for you to **develop your English oral skills**?

&#9675; Very important

&#9675; Important

&#9675; Moderately important

&#9675; Of little importance

&#9675; Unimportant

6: Do you feel **comfortable** speaking English out loud in class?

&#9675; Always

&#9675; Often

&#9675; Sometimes

&#9675; Seldom

&#9675; Never

&#9675; Depends on the context

If it depends on the context/situation, can you specify this? You can write in Norwegian if you want to.

Answer:

7: Do you feel **motivated** to train English oral skills **in class**?

    ○ Always

    ○ Often

    ○ Sometimes

    ○ Seldom

    ○ Never

    ○ Depends on what we are doing

If it depends on what you are doing, can you specify this? You can write in Norwegian if you want to. Answer:

8: What is the most **motivating oral activity** to do in English lessons? You can write in Norwegian if you want to.
Answer:

9: Do you feel **motivated** to learn English by doing activities **outside the classroom**? (Online gaming, reading, watching movies, talking to other people in English, listening to music)

    ○ Always

    ○ Often

    ○ Sometimes

    ○ Seldom

    ○ Never

    ○ Depends on what I am doing

If it depends on the activity, can you specify this? You can write in Norwegian if you want to
Answer:

10: What is the most **fun/ motivating** activity **outside school** regarding your **oral English skills**? You can write in Norwegian if you want to

Answer:

11: How important have **classroom activities** been for your **English oral development**?

&#9675; Most of my English oral skills have been developed through classroom activities

&#9675; Some of my English oral skills have been developed through classroom activities

&#9675; My English oral skills have been developed both at school and outside school

&#9675; I have learned little from classroom activities in the English subject regarding my English oral skills

&#9675; I have not developed my English oral skills from classroom activities in the English subject

12: How important have activities **outside** the classroom been for your **English oral development?**

&#9675; Most of my English oral skills have been developed through activities outside the classroom

&#9675; Some of my English oral skills been developed through activities outside the classroom

&#9675; My English oral skills have been developed both at school and outside school

&#9675; I have learned little from activities outside the classroom regarding my English oral skills

&#9675; I have not developed my English oral skills from activities outside the classroom

13: What is your opinion about the impact of these classroom activities on the **development of your oral English skills**?

| | Very strong | Strong | Moderate | Poor | Very poor |
|---|---|---|---|---|---|
| Listening to other people reading | | | | | |
| Discussion tasks | | | | | |
| Classroom Games | | | | | |
| Group projects | | | | | |
| Drama | | | | | |
| Watching movies, films or videos | | | | | |
| Reading | | | | | |

14: How often do you **speak English** in your **spare time**?

○ Never

○ One hour each week

○ Two hours each week

○ Between 3 and 4 hours each week

○ Between 4 and 6 hours each week

○ Between 6 and 8 hours each week

○ Between 8 and 10 hours each week

○ Between 10 and 13 hours each week

○ I speak English every day outside school

15: How much time do you spend on **oral activities** such as speaking or discussing things in English **in your spare time**? (Example; Calling someone on the phone, playing online games, discussing football, speaking to friends in English etc.)

○ Never

○ One hour each week

○ Two hours each week

○ Between 3 and 4 hours each week

○ Between 4 and 6 hours each week

○ Between 6 and 8 hours each week

○ Between 8 and 10 hours each week

○ Between 10 and 13 hours each week

○ Between 13 and 16 hours each week

○ More

16: Do you **speak to other people** in English while playing online digital games?

○ Yes

○ No

○ I do not play online digital games

17: Do you feel you **develop your English oral skills** by talking to other people while playing online games?

○ I learn a lot by doing this

○ I learn quite a bit by doing this

○ I learn very little by doing this

○ I learn nothing by doing this

○ The people I am talking to has very bad English oral skills, so it is only making my own English skills worse

○ I do not play online digital games

18: Do you feel that you **learn** English by **listening to music or audiobooks**?

○ I learn a lot by doing this

○ I learn quite a bit by doing this

○ I learn very little by doing this

○ I learn nothing by doing this

○ I do not listen to music or audiobooks in English

19: Do you feel that you **learn** English by **watching films, TV series or videos online (Twitch, YouTube)**?

    ○ I learn a lot by doing this

    ○ I learn quite a bit by doing this

    ○ I learn very little by doing this

    ○ I learn nothing by doing this

    ○ I do not watch English movies

20: Which of these **statements** do you find the **most important** for you? (You can choose up to three answers) (Adapted from Jakobsson 2018)

    ○ I need to know how to speak proper English when I get older

    ○ I will need good English oral skills for my future job

    ○ I will need good English oral skills for so I can travel and live in other countries

    ○ Speaking English is easy

    ○ Speaking English is difficult

    ○ I develop oral English skills the most from activities that we do in class

    ○ I develop oral English skills the most through activities I do outside the classroom

    ○ I develop oral English skills when I interact with other people through English

    ○ I develop oral English skills by listening to other people speak English

    ○ I want my teacher to correct my errors when I speak incorrect English

    ○ I think that we need more oral activities in the classroom

    ○ The classroom does not promote my oral English

21: How much time do you spend **playing online games in English**? (Adapted from Jakobsson 2018).

○ Never

○ A few times each year

○ Approximately one hour each week

○ Somewhere between 2 and 3 hours each week

○ Somewhere between 3 and 5 hours each week

○ Somewhere between 5 and 7 hours each week

○ Somewhere between 7 and 9 hours each week

○ Somewhere between 9 and 11 hours each week

○ Somewhere between 11 and 13 hours each week

○ Somewhere between 13 and 16 hours each week

○ Somewhere between 16 and 20 hours each week

○ More

22: How much time do you spend **watching films, TV series or videos online (Twitch, YouTube, etc.)** in English?

○ Never

○ Approximately one hour each week

○ Somewhere between 2 and 3 hours each week

○ Somewhere between 3 and 5 hours each week

○ Somewhere between 5 and 7 hours each week

○ Somewhere between 7 and 9 hours each week

○ Somewhere between 9 and 11 hours each week

○ Somewhere between 11 and 13 hours each week

○ Somewhere between 13 and 16 hours each week

○ Somewhere between 16 and 20 hours each week

○ More

23: How much time do you spend **listening to music or audiobooks**?

○ Never

○ Approximately one hour each week

○ Somewhere between 2 and 3 hours each week

○ Somewhere between 3 and 5 hours each week

○ Somewhere between 5 and 7 hours each week

○ Somewhere between 7 and 9 hours each week

○ Somewhere between 9 and 11 hours each week

○ Somewhere between 11 and 13 hours each week

○ Somewhere between 13 and 16 hours each week

○ Somewhere between 16 and 20 hours each week

○ More

24: Do you feel **comfortable speaking during oral presentations** in English class?

○ Yes, every single time

○ Depends on the topic

○ Sometimes

○ Only when I am having the oral presentation alone

○ Only when I am having the oral presentation in groups

○ Never

25: On a scale from 1-10, how **good do you believe your oral English skills are**? Where 10 are the best and 1 is the worst. Please circle you answer (Adapted from Jakobsson 2018).

1       2       3       4       5       6       7       8       9       10

26: Which activities do you believe is the **most important** for the development of **your oral English skills**? (You can pick up to three alternatives)

○ Oral tasks from the textbook in class

○ Listening to the teacher talk in class

○ Having oral assignments in class

○ Getting feedback from the teacher on my oral skills

○ Getting feedback from other pupils on my oral skills

○ Doing group projects

○ Discussing the material with other pupils

○ Reading books out loud in class

○ Listening to audiobooks or music outside class

○ Playing online video games

○ Watching movies, TV series or videos online in English

27: Which activities do you believe is the **least** important for the **development of your English oral skills**? (You can pick up to three alternatives)

○ Oral tasks from the textbook in class

○ Listening to the teacher talk in class

○ Having oral assignments in class

○ Getting feedback from the teacher on my oral skills

○ Getting feedback from other pupils on my oral skills

○ Doing group projects

○ Discussing the material with other pupils

○ Reading books out loud in class

○ Listening to audiobooks or music outside class

○ Playing online video games

○ Watching movies, TV series or videos online

28:  What do **you believe** is the **most effective way of improving your English oral skills**? You can write in Norwegian if you want to

Answer:

29: Does your teacher **provide you with help** when it is needed regarding **your English oral skills**?

○ Very frequently

○ Frequently

○ Occasionally

○ Rarely

○ Very rarely

○ Never

30: How often do you **speak English in your English lessons**?

○ Very frequently

○ Frequently

○ Occasionally

○ Rarely

○ Very rarely

○ Never

31: Are there anything you will like to add regarding your English oral skills

Answer:

**Thank you for your participation!**

Intervju lærer A

Intervjuer: Hva er din kvalifikasjon som lærer og hvor lang tid har du undervist i faget?

Lærer: PPU (Praktisk pedagogisk utdanning), og engelsk som grunnfag, har undervist engelsk i 6 år.

Intervjuer: Hva er din definisjon på muntlige ferdigheter:

Lærer: Evnen til å formulere og kommunisere på engelsk og gjøre seg forstått og kommunisere meningsfulle setninger som andre forstår.

Intervjuer: Hvorfor trenger elevene å utvikle sine muntlige ferdigheter?

Lærer: Verden er blitt "mindre", mange trenger det i arbeidslivet, de har også et behov i det livet de lever nå, gjennom spill, internett, chatt der de bruker engelsk og kommunisere med andre muntlig. Det er et behov for å kunne dette fremmedspråket for den verdenen de lever i men også deres fremtid

Intervjuer: Hva slags type muntlige ferdigheter i klasserommet syns du er viktigst for å utvikle elevene sine muntlige ferdigheter?

Lærer: Det er aldri en ensartet gruppe, de er alltid på forskjellige nivåer. Men ha noe som er trygt for alle, det er en del vegring for å snakke høyt i klasserommet. Har man noen trygt og basic så er det veldig greit noe som de allerede har gått igjennom. Vi har en tekst hver uke, først hører vi den i klasserommet, så leser de den for hverandre, så løser de oppgaver sammen om teksten og deretter går vi gjennom oppgavene i plenum, ellers har vi en del "minitalks", da leverer de både inn en tekst som de har forberedt via chroomebooken, som de får karakter på og presentasjoner foran klassen som da ofte er en forberedt tekst eller manus. De er i midten av 9 nå, evnen til å slippe seg litt fritt, og tørre å produsere setninger uten å ha noen som er forbedret, er det mange som har en redsel for, men det er det vi jobber mot fram mot muntlig eksamen. "Minitalksene" får de alltid karakter på, og de er som oftest alene og da er det

enklest å sette karakter. De har lang tid på å forberede "minitalksene", og de er kortere i tid enn en muntlig eksamen, etterhvert skal vi gi de mer spørsmål til "minitalksene". Dette har litt med gruppedynamikken, hvordan de er ovenfor hverandre. Det er utrolig mange som kvier seg for å snakke engelsk, noe jeg føler bare blir verre og verre for hvert år, og dette vet jeg ikke hvorfor skjer. De er i mye større grad redde for å drite seg ut, noen er alltid tøffere enn andre, prøver å skape situasjoner som medfører mestring. Dette sørger for at elevene slipper seg litt mer løs, og det gjøres for å få de til å snakke, der de har forberedt, der elevene mingler i klasserommet om et spesielt tema. Tema er alltid knytta opp til det vi har om, de får ikke velge oppgaver sjøl, for da velger de alltid det enkleste, og da får man gitt rett oppgave til rett type elever.

Intervjuer: Hva slags type aktiviteter som foregår utenfor klasserommet tror du er viktigst for å utvikle sine muntlige ferdigheter?

Lærer: Har stor tro på å lese bøker, både skriftlig å muntlig, der de lærer seg setningsoppbygging, terminologi, fraser, grammatikk. Det er mest jenter som leser bøker, men guttene spiller mye spill, snakker my om det, ser videoer på youtube. Så mange gutter er dyktige muntlig, men har et litt begrensa ordforråd og vokabular og ser ikke den store sammenhengen skriftlig, det blir bare sentrert til en type ting, nemlig spillet de spiller eller ser på.

Intervjuer: Hva slags påvirkning har chattespråket?

Lærer: Påvirker gjerne de svakere elevene, mye forkortelser.

Intervjuer: Hvorfor leser ikke flere gutter:

Lærer: Kanskje på grunn av forventinger hjemmefra og hva de er vant med, har også en sammenheng med foreldres utdanningsnivå, har de en bokhylle hjemme, som da fører til at det enklere at elevene leser mer.

Intervjuer: Hva bruker elevene mest tid på av muntlige aktiviteter utenfor klasserommet?

**Lærer:** De ser mye filmer og serier, som man ser mer spor av skriftlig enn muntlig. Mye handlingsbaserte tekster og lite skildring, fordi de ser mer actionfilmer. Og jentene er mye flinkere på akkurat dette området. Som gjerne har en sammenheng med at jentene leser mer og har en bedre sjangerforståelse. Jeg er også musikklærer, all populærkultur har en viss påvirkning, ikke all musikken de hører på har mye tekst heller da.

**Intervjuer:** Hvorfor tror du noen er komfortable med å snakke høyt i klasserommet og andre ikke?

**Lærer:** Det har mye med om de føler de behersker det å snakke høyt, og hvor i det sosiale hierarkiet de er. Det har litt med hvor interessant de syns temaet er i utgangspunktet. Av de 25 i klassen hvis man spør et generelt spørsmål så er det kanskje 4-5 som rekker opp hånda, hvis du spør direkte så svare de aller fleste. Men da må du være litt sikker på at de man spør kan svare og er forberedt på det, for det kan gjøre ting verre. Har mye med trygging vi driver på med. Prøver å si til elevene at de er flinke og at de kan det de gjør, mange tørr rett og slett ikke og trenger oppmuntring selv om der er utrolig flinke.

**Intervjuer:** Hva er den mest effektive måten å utvikle elevene sine muntlige ferdigheter i engelskfaget?

**Lærer:** Vanskelig å svare på, fordi man kun egentlig kjenner sin egen undervisning. Dessverre er man alt for lite rundt og ser på hva de andre lærerne gjør, vanskelig å svare på. Men at de har noe som er kjent som de kan snakke om flere ganger i mindre grupper der man repeterer ting som vi har gått gjennom tidligere i plenum. Jeg har stor tro på å repetere. Jeg lærte selv best engelsk med å ha en kompis fra England, der jeg praktiserte engelsken min. Det er begrenset hvor mye man kan lære på 3 timer i klasserommet hver uke.

**Intervjuer:** Er det noe elevene generelt trenger mer kunnskap om for å klare å utvikle sine muntlige engelskferdigheter?

**Lærer:** De som har gått vanlig norsk skolegang, nei, men man får stadig flere innvandrere som ikke har samme bakgrunn og da kan man ikke forvente at de har det samme utgangspunktet somr esten, det er noen som klarere det, men det er ikke gitt at de skal sendes rett i

klasserommet og klare det, det gjenspeiler seg også i flere fag. Men de som har gått det vanlige løpet er generelt godt rustet.

Burde det vært mer engelskundervisning?

Vi begynner tidlig med det på barneskolen og mange er generelt flinke muntlige, som jeg føler er det viktigste å være flinke på, det er det de aller fleste trenger for fremtida si. Det er sjeldent jeg personlig setter meg ned å skriver mye på engelsk. Har jo litt med hvor man ender opp i verden, og hva man jobber med. Jeg foretrekker å lese mer på engelsk, men sjeldent jeg skriver mye selv.

Er det noen flere muntlige ferdigheter som dere gjør i timene?

Jeg prøver å snakke mest mulig engelsk, gi mest mulig beskjeder på engelsk, funker stort sett greit og forventer også at eleven svarer på engelsk. De jobber mye to og to og da vil jeg at de snakker med hverandre på engelsk om oppgavene.

Er det mange som sniker seg unna og snakker norsk istedenfor?

Ja det skjer jo hele veien, men jeg må minne det på de hele veien, noen er mer komfortable enn andre, men mange snakker mye på norsk.

Er det noen som trenger beskjeder på både norsk og engelsk fordi de ikke forstår det?

Ja det er det, viktige ting blir først gjennomgått på engelsk først også på norsk, for eksempel om viktige regler eller tema, som grammatikk eller oppgaveskriving. Dette kan gjerne gjøres på bare norsk og, siden det å skrive en god oppgave og hvordan en god oppgave er bygd opp er likt både på norsk og engelsk.

Føler du at de elevene som er best forberedt er de som evner til å utvikle sine muntlige ferdigheter best?

**Lærer:** Spørs hvilket nivå de ligger på, noen av de aller dyktigste syns vel fort at det vi holder på med blir for lett, men da gjelder det å finne noe for de der de blir utfordret, og evner til å utvikle seg videre. De som ligger på et litt middels nivå har godt av å stille forberedt for å utvikle sine muntlige ferdigheter mer, mens de aller dårligste gjerne ikke gidder eller orker og evner ikke til å komme seg opp på det nivået de burde. Og disse får ikke nok oppfølging hjemmefra. Veldig variabelt effekt hvor mye foreldre selv klarer og orker å bidra med hjemme. Noen har alltid alt på stell, mens andre trenger et lite tupp bak for å få ting gjort, selv sjekker jeg relativt hyppigst at de har gjort leksene sine, og da får man fort oversikt på hvem som gjør det de skal og ikke.

**Intervjuer:** Føler du at elevene er motiverte til å tilegne seg muntlige ferdigheter i engelskfaget?

**Lærer:** Ja i utgangpunktet så vil jeg si det. I 9ende så er gjerne motivasjonen litt dalende, med et mellomår på ungdomskolen. Noen kjedelige tema finner man også i boka, skulle gjerne hatt en bok som differensiert mer mellom nivåene, noen tema blitt litt barnslige. De er interessert i land, reise, andre kulturer, som gir et beder bilde av engelsk i verden og sport som mange selv driver med.

**Intervjuer:** Er det noen spesielt du gjør for at alle elever får praktisert muntlige ferdigheter i klasserommet uavhengig av nivået de er på?

**Lærer:** Alle må jo, så om de sitter å snakker litt norsk undervis er det greit for å forstå det de holder på med. En del medlever er alltids flinke til å gå litt rundt å hjelpe andre som er flinke til å bidra og hjelpe, og de er gull verdt, de blir nærmest som assistenter, som hjelper de flere andre i klasserommet. De lærere mye av hverandre.

**Intervjuer:** Hva syns du er den beste måten å sette karakteren på elevene? Hvordan bør dette gjøres? Er det en klar sammenheng mellom det å være gode på muntlige presentasjoner, muntlige ferdigheter og gode karakterer i engelskfaget?

**Lærer:** Ja det vil jeg si, de som scorer høyest på muntlige presentasjoner er de som klarer å slippe seg litt løs fra manus, har en litt løsere tone, der de kan stoffet sitt godt, det blir friere fra manus og de klarer å legge fram innholdet på en helt annen måte enn hvis du forholder deg

helt til et manus, som blir veldig kunstig. Den viktigste måten at vi gjøre det på denne måten er muntlig eksamen, det er en forberedelse fram til det. En annen måte å gjøre det på et gjennom fagsamtaler og svare på spørsmål rundt et tema, og det er jo en intensiv måte å gjøre det på. Da produserer de svarene sine på egen hånd og dette er vel en mer reel vurderingssituasjon, men den er tidskrevende, vanskelig å organisere som man gjerne trenger to voksne for, litt mer stress i praksis å gjennomføre. Det er en god måte å gjennomføre og karaktersette de på i alle fag

Intervjuer: Legger lærere for stor vekt på muntlige presentasjoner?

Lærer: en vurderingssituasjon skal være en forberedt vurderingssituasjon. Det er vanskelig å gi karakterer basert på det de produserer i timene rent formelt sett, men man danner seg et bilde av de som er aktive i timene, men det er vanskelig på grunn av formelle krav å gjøre det slikt.

Intervju lærer B

Intervjuer: Hva er dine kvalifikasjon som lærer og hvor lang tid har du undervist i engelskfaget?

Lærer: Grunnfag i engelsk fra UiB, som jeg tok eksamen fra 83,84, lenge siden jeg har tatt min utdanning. Hatt undervisningen i Engelsk på ungdomstrinnet fra 2007. Vært på barnetrinnet siden 1998. Har ikke bodd i et engelskspråklig land og det savner jeg.

Intervjuer: Hva er din definisjon av muntlige ferdigheter i engelskfaget?

Lærer: De skal forstå det som bli sagt og de skal kunne svare og snakke og svare på spørsmål og gjøre seg forstått, og etterhvert gjøre seg forstått på en korrekt måte.

Intervjuer: Hvorfor trenger elever å utvikle sine muntlige ferdigheter, hva trenger de disse ferdighetene for.

Lærer: VI bor i et land med et språk som er et minoritetsspråk. Elevene trenger engelsk i veldig mange sammenhenger, de trenger det på jobb, som turister, veldig mange bruker det daglig i sosiale medier, i spilling og slikt. De trenger det i veldig mange sammenhenger.

Intervjuer: Hva slags type muntlige aktiviteter blir gjennomført i klasserommet synes du er viktigst for å bidra til å utvikle elevenes muntlige ferdigheter.

Lærer: Vi diskuterer mye tekster som vi leser, vi snakker om aktuelle temaer og emner på engelsk. Det er viktig at de klarer å snakke om ulike temaer, slik at de klarer å tilegne seg et ordforråd som gjør til at de klarer å snakke om ulike temaer. Denne småpratingen i grupper er også viktig, men der er jeg nok ikke flink nok.

Intervjuer: Hva slags muntlige aktiviteter som elevene foretar seg utenfor klasserommet tror du er viktigst for at elevene skal utvikle sine muntlige ferdigheter i engelskfaget?

Lærer: Gaming er veldig nyttig, vi ser stor forskjell på guttene sine muntlige ferdigheter sammenlignet med jentenes muntlige ferdigheter på grunn av dette, så guttene er faktisk flinkere enn jentene. Dette gir seg også utslag andre steder, guttene har et veldig uformelt skriftspråk. Chattetspråket påvirker negativt i skriftlige sammenhenger, de behersker et muntlig språk, men tror dette også kan brukes skriftlig. De tror de også kan bruke et slikt språk i muntlige presentasjoner også, men forstår ikke helt forskjellen  mellom formelt og uformelt språk.

Meg: Er det andre ferdigheter utenfor klasserommet du syns de lærer mye av?
De ser mye film, høre på musikk. Har oppfordret de til å ha på engelsk undertekst med engelsk tale. De som leser mye engelske bøker er de som gjerne er sterkere i faget, de som burde ha lest mer bøker er dessverre de som ikke er like flinke. Men tror også jentene chatter en del på engelsk.

Intervjuer: Hvilke aktiviteter de foretar seg utenfor klasserommet er det de bruker mest tid på? er det gaming og se på film?

Lære: Gaming, film, youtube, serier. Merker at selv korte filmer på youtube er noe de fleste forstår mye av. og prøver å si til elevene at selv om de ikke forstår alle ordene så skjønner man sammenhengen. Ikke så utrolig viktig å skjønne alle ordene

Intervjuer: Føler du at elevene føler seg komfortable til å lære seg muntlige ferdigheter i engelskfaget i klasserommet ditt?

Lærer: En del gjør ikke det. En del elever liker ikke å ha muntlige framføringer på engelsk og vil helst ikke lese høyt heller. Har en sånn gjeng på 5-6 stk som ikke føler de er flinke i engelsk. Vet ikke hva det kommer av, men de føler seg utrygge og føler seg ute på tynn is. De hører også på andre som mestrer språket bedre at de ikke er linke flinke og ser det på karakteren de får også at de ikke er flinke nok. Flere elever som er flink i andre fag, føler også at de gjerne ikke er flinke nok i engelsk og det er deres dårligste fag og ikke har lyst til å vise at de ikke er flinke i dette faget. Flere jenter i faget som ikke vil ha muntlige framføringer og føler seg ubekvem i engelsk.

Intervjuer: De som føler seg komfortabel i faget, hva tror du det kommer av?

Lærer: En har for eksempel bodd i Canada, noen har engelsk talende familiemedlemmer og noen har en del med engelsktalende gjester eller folk de møter i feriene som de snakker engelsk med. En del bruker engelsk med foreldrene på fritiden. En del er trygge på seg selv og klassen og setter pris på en utfordring. Noen er veldig flinke i faget, men ikke like flink til å utfordre seg selv, eller presentere, slik at man må utfordre de til å bli flinkere til akkurat dette, legge vekk manus, bruke mer av sin stemme og kroppsspråk sitt. Men jeg har en oppfatning om at alle føler at det er viktig å bli flinkere i engelsk.

Intervjuer: Hva gjør du for å utvikle elevene sine muntlige ferdigheter i engelsk faget:

Lærer: Jeg gjør kanskje litt for lite, vi har muntlige presentasjoner 2-3 ganger i semesteret, og prøver da å få en spesifikk og skriftlig tilbakemelding for at de skal bli flinkere, prøver å hjelpe de med å utvikle vokabularet ved å plukke ut 4-5 ord som er viktig for deres ordforråd, ikke nødvendigvis ord som står i glosene, men ord som er viktig å utvikle sin forståelse av fordi de blir mye brukt.  De kan trenge disse når de skriver videre. Det er mange som spør, hvorfor trenger jeg å oversette disse ordene når jeg allerede vet hva de betyr? Men det å ha en norsk ord å sette på engelsk ordene og rett og slett oversette språket føler jeg er viktig fordi da blir det en mer aktiv del av ordforrådet når man har oversatt det. Men jeg kunne nok presse de mer til å svare på engelsk i samtaler, fordi det er så mange som vil snakke på norsk, som jeg ofte godtar fordi jeg heller vil ha de til å delta i samtalen enn å falle ut, og det er et dilemma. De spør ofte kan jeg svare på norsk?

Intervjuer: Hva mener du er den mest effektive måte for eleven å utvikle muntlige ferdigheter:

Lærer: Bruke språket mye, høre språket mye. Det er flere engelsklærere som snakker engelsk hele veien, det gjør ikke jeg, fordi jeg føler dette ekskludere de svakeste som ikke får det med seg. Men de svakeste har allikevel godt av at det hele tiden snakkes engelsk for å lære seg mer muntlige ferdigheter. Det er et vanskelig dilemma akkurat det der. Man må nok inn å forklare med jevne mellomrom for å få med seg at alle har forstått det man går igjennom. Spesielt i en klasse der jeg har mange iop (individuell opplæringsplan) elever, disse elevene detter helt ut hvis det snakkes engelsk hele veien. Før var de ute av klassen i egen gruppe for å få mer hjelp.

Intervjuer: Hva tror du elevene trenger mer kunnskaper om, er det noe de kan for lite om som skaper et hull i deres læring relater t til muntlige ferdigheter.

Lærer: De trenger å vite mer om forskjellen på formelt og uformelt språk. Når er det greit å snakke slikt og når er det greit å snakke slikt? Det å kunne vite mer om høflighetsfraser, som er viktig når man kommer til utlandet for å spørre om forskjellige ting og hvordan man snakker med fremmede. Sammenlignet med hvordan de snakker når de sitter å gamer, vite forskjellene på disse tingene.

Intervjuer: Hvilke muntlige ferdigheter føler du at du får praktisert mest av i klasserommet?

Lærer: Det er vel muntlige presentasjoner der de har fått muligheten ti å forberede seg og det er jo det som blir eksamen, men eksamen er jo også utspørrings del og derfor må de lære seg å snakke om ulike temaer uten manus. Det å formulere setninger og kunne tenke og reflektere som er det vi prøver å få de til å utvikle seg på når vi jobber i klassen for det er jo dette som er eksamensrelevant.

Intervjuer: Syns du det er en klar sammenheng mellom gode karakterer i engelskfaget og det å være god på muntlige presentasjoner? Hva vektlegger lærere når de skal sette karakterer på elevenes muntlige ferdigheter?

Lærer: Man kan ikke få høyest mulig måloppnåelse hvis de leser rett fra et manus, og man merker fort hvis de bare har pugget et manus, for da blir det en slik tirade som de lirer av seg og hvis de gemmer en setning så kommer de helt ut av det. Jeg oppfordrer de alltid til å lære seg det de skal snakke om så godt at det ikke er noe problem hvis de detter ut av det og da spiller det ingen rolle om de hopper over en flott formulering fordi det vet jo ikke jeg og det påvirker ikke deres presentasjon på noen måte fordi de kan det ed skal snakke om så godt at de kommer inn på sporet med en gang. Det viktige er at hvis de detter ut av det så vet de hvordan de skal klare å komme seg lett tilbake igjen ved nye måter å si det de skal på. I tillegg er det mye mer spennende for publikum å høre på en presentasjon hvor folk faktisk har lagt ned en ordentlig innsats. Det skal fortelles om et tema de kan mye om, da har de utviklet sine ferdigheter og da er det artig å høre på. Etter alle presentasjonene så bruker jeg alltid å si til klassen at nå har dere hørt og sett en del presentasjoner og dere forstår fort selv hva som er

gode presentasjoner for og disse må de lære av for å utvikle sine egne ferdigheter, trekker aldri frem hvem de er, men de merker det fort selv og de ser hva som er gode presentasjoner og hvem som imponerer. Derfor syns jeg at det er viktig med presentasjoner foran klassen, for det er så mye læring i det. Det går fortere og vi får gjort mer i klassen hvis de skal filme egne presentasjoner og bare sende de inn til meg, men det er utrolig mye læring å se på det. Jeg tror de vil gjøre bedre presentasjoner, med et levende publikum som er litt kritiske og de andre lærere mye av å se på både gode og dårlige presentasjoner og man lærer mye om nye tema og dette er viktig lærdom. Senere i livet trenger man disse evnene både i jobbsammenheng eller hvis man skal presentere noe på kurs, jobbintervju eller lignende.

Intervjuer: Er det noen elever som har tatt store steg på dette siden 8 trinn?

Lærer: ja absolutt, både skriftlig og muntlig det var veldig kjekt å lese tentamenene deres nå nettopp. Det er noen som er litt utrygge fordi de syns engelsk muntlig er litt skummelt foran klassen, men merker stor forskjell på elevene, de har utviklet ordforråd og setningsoppbygging, lengde på presentasjoner, spesielt når det gjelder presentasjoner så har de tatt steg videre.

Intervjuer: Er det for lite engelskundervisning på 9 trinn?

Lærer: Ja absolutt, nå har de bare 2 timer. Eleven sier det og, vi har aldri engelsk! Musikk og mat og helse tar en del tid. De hadde 3 timer i 8 og det er i tillegg et av hovedfagene og den ene timen er 7 time onsdag.

Intervjuer: Føler du at det er forskjell på utbytte elevene har av muntlige ferdigheter hvis de er forberedt til timene?

Lærer: Ja, vi er en lekseredusert skole, så det er en begrensing i hva elevene kan forberede seg til, men dette er et vanskelig spørsmål, vet ikke helt hvor forbedret de er, men det hender jo at de blir gitt en oppgave der de blir bedt om å diskutere med de hjemme, slik at de vet litt mer om temaet når de kommer på skolen. Og da har de hvert fall gjort seg opp en mening om det. Halvparten av de får nok oppfølging hjemmefra og det er gjerne de som er aktive på skolen.

Meg: Er elevene motivert til å lære seg muntlige ferdigheter i engelskfaget?

Lærer Ja det føler jeg, selv om de har engelsk litt ugunstige timer i skoleuka, slik at de har engelsk i en mer gunstig tidspunkt i uka. Mange syns de har for lite engelsk, med bare 2 timer i uka. Men jeg som også har samfunnsfag prøver også å putte inn en del engelsk i samfunnsfag slik at det blir et tverrfaglig løp mellom for eksempel historie og 2 verdenskrig og jeg kommer til å gi de muligheten til å ha en presentasjon i samfunnsfag i på engelsk for å få en 2 i 1 vurdering.

Intervjuer: Siden det kan være så store forskjeller mellom elevene i engelsk klasserommet, føler du at du klarer å lære bort muntlige ferdigheter i dette faget til alle elevene selv om det kan være store forskjeller på de slik at de får utviklet sine ferdigheter.

Lærer: Spørs litt på klassen, noen elver er fritatt engelsk og ikke evner til å si noe som helst om et tema på engelsk så er det heller viktigere å lære de om dette temaet slik at de hvert fall får bidratt i noe, slik at det blir viktigere å utvikle deres kunnskaper om et tema enn å prøve å lære de engelsk fordi de henger så langt etter. Holder man denne diskusjonen kun på engelsk så ekskluderer man de svakeste elevene. Men de aller sterkeste syns igjen det snakkes for lite engelsk og da er det vanskelig med å tilfredsstille alle parter med stort sprik innenfor klassen. Og da nytter det ikke å bare prate eller diskutere på engelsk fordi da er det noen som blir ekskludert. Og de flinkeste syns da man prater for lite engelsk. De svakeste elevene har tidligere vært plassert i egne grupper slik at de får den nødvendige tilretteleggingen til timen, men det er en holdning nå om at dette er stigmatiserende for de dårlige elevene. Alle elevene skal nå få hjelp innad i klassen. Men jeg føler dette ikke funker og at det er mer stigmatiserende for elevene å sitte inn i klassen og ikke få til noen ting. Hvis en ekstralærer i klassen setter seg ned ved siden av de svakeste elevene så får resten av klassen hele veien se hvem som alltid trenger ekstrahjelp. I en liten gruppe får de hjelp på sitt nivå og ikke følge klassen sitt opplegg som er for vanskelig. Der strides de lærde om hva som er best for de.

Intervju lærer C

Intervjuer: Hva er dine kvalifikasjoner som lærer og hvor lang tid har du undervist i engelskfaget?

Lærer: Har undervist i 2 år og er lektor med tillegsfag

Intervjuer: Hva er din definisjon på muntlige ferdigheter i engelskfaget?

Lærer: Det å kunne forstå og gjøre seg forstått. Hvis du må ta med armer og ben for å for eksempel gjøre en bestilling, så inngår dette også.

Intervjuer: Hva trenger man gode muntlige ferdigheter i engelskfaget for?

Lærer: Jeg er vel litt gammeldags, men elevene trenger det for å kunne utrykke seg presist. Jeg syns det er ganske stor vekt på den kommunikasjonen at man må kunne bestille mat på en restaurant eller den sosiale kommunikasjonen, men ganske mange må kunne forklare nøyaktig hva som for eksempel er feil på denne bilen eller diskutere en kontrakt. Syns at vokabularet og grammatikk er en viktig del av både muntlige og skriftlige ferdigheter.

Intervjuer: Hva slags type muntlige aktiviteter som foregår innad i klasserommet er viktigst for å utvikle elevenes muntlige ferdigheter i faget?

Lærer: Samtaler, samtaler, samtaler, om oppgitt tema, om løst og fast, i par og i grupper, felles innad i klasserommet.

Intervjuer: Hva slags type muntlige ferdigheter utenfor klasserommet syns du er viktigst for å kunne bidra å utvikle elevenes muntlige ferdigheter?

Lærer: Engelsk er et lett tilgjengelig språk, mange elever er også inkludert i et internasjonalt miljø, veldig greit å når elevene får snakke på engelsk. Men ellers er det lystbetonte

aktiviteter viktige som å se film, tv serier, lese bøker, musikk. Man får de aldri til å lese og pugge gloser, selv om jeg mener at man lærer mye mer av det å pugge gloser, men slik er ikke skolehverdagen, så jeg kan ikke få de til å gjøre det, så da fokusere vi på de lystbetonte tingene. Jeg sier de tingene fordi jeg har et fjerde språk som jeg studert i voksen alder, jeg var tjuefem, jeg husker det så veldig godt at jeg måtte pugge, for å huske. Og det er de tingene som jeg har pugget utenat som jeg husker best, den dialogen der sørger for at jeg kan dra frem grammatikken, å tenke på for eksempel 2 person presens skrives i den og den formen. Jeg har troen på det, selv hvor lite politisk korrekt det er.

Intervjuer: Hvilke muntlige ferdigheter tror du elevene driver mest med utenfor klasserommet?

Lærer: Online gaming for de som driver med det. Halvparten av vår klasse tipper jeg, og det der flest gutter. De som ikke driver med dette, så er det en engelskspråklig far som snakker mye engelsk med spillerne, selv om han snakker norsk, så pusher han de bevisst til å snakke engelsk.

Intervjuer: Hva med bøker, tv serier, filmer, bruker de tid på dette?

Lærer: Ikke mange leser, og kun noen få leser på engelsk, litt innimellom. Serier selvfølgelig, men ikke alle, noen gamer ikke, noen ingenting. Noen er ikke flinke nok. Noen praktiskere ikke engelsk utenfor klasserommet i det hele tatt. De er ikke flinke nok enda til å ha noe glede av å gjøre ting på engelsk enda. De har heller ikke nok resurser rundt seg heller enda av ulike årsaker til å få hjelp, man må komme over en kneik for å ha nok glede av det.

Intervjuer: Får elevene nok hjelp hjemmefra?

Lærer: De som trenger det mest er de som ikke får det, noen av de klarer vi å tilegne ekstra ressurser, selv om de ikke har fått et papir på det, men ikke så mange som vi skulle ønske. Så da blir det vanlig tilpasset opplæring innafor så mye man klarer.

Intervjuer: Føler du at elevene er komfortable med å snakke engelsk i klasserommet?

**Lærer:** Denne spesifikke klassen er det, med noen få unntak. De er i lale fag, en muntlig klasse, et godt miljø. Usedvanlig snille med hverandre. 80 prosent er faktisk genuint glad i skolen, og prøver å oppmuntre hverandre. Noen elever får til og med applaus når de får til noe, som de har strevd med enten det er på engelsk eller norsk. Man kan sette de til å gjøre nesten alt mulig. Selv om de ikke liker aktiviteten så vil de gjennomføre det. Og slik har de vært siden dag en. Unik gjeng.

**Intervjuer:** Hva gjør du for at elevene skal klare å utvikle sine muntlige ferdigheter og vokabularet sitt?

**Lærer:** På vokabular, ikke de tingene jeg egentlig har lyst til å gjør. Men vi har en del forskjellig tema innholdsmessig, veldig lite glosepugging, de tilegner seg ord gjennom arbeid, av og til bruker jeg quizlet for å lære seg programmet og for å tilegne seg nye gloser, men først og fremst programmet. Men jeg føler jeg ikke har noe valg, man skal gjøre undervisningen likt på hele trinnet og dermed så føler jeg at jeg ikke kan sette de til å pugge gloser. Og det skal være noenlunde likt fra år til år, det er stor uenighet blant kollegene, og jeg er den nye, så da blir det vanskelig.

**Intervjuer:** Føler du at mange elever lærer på like måter?

**Lærer:** Nja, det er umulig å svare på, men hadde de det, så hadde nok alle hatt godt av å pugge gloser. Så er det alltids noen som ikke gjør det, og noen har dysleksi, så man kan ikke få alle til å gjøre det samme uansett, kunne man satt alle til å game så hadde det vært en fantastisk ting. Jeg hadde muntlige høringer, der de fikk snakke om det de ville i fjor, nesten alle guttene snakket om fortnite, og plutselig va r de alle stjerne, de fikk til alt, de om normalt ligger på 3 eller 4 gjorde en fantastisk jobb

**Intervjuer:** Kan online kommunikasjon slå ut negativt?

**Lærer:** Uformelt språk kan prege skriftspråket, mye sammentrekninger, forkortelser. Vi er ikke en papirtung pugge skole, feil bruk av store og små bokstaver, jeg skriver også SMS på dialekt, skriver mye på engelsk og får dermed mye ordelingsfeil på norsk som jeg er helt allergisk mot og superbevisst på, men det sniker seg allikevel inn.

Hvordan er det muntlige språket til elevene, bruker de noen ord fra for eksempel gaming som de ikke vet hvordan de skal bruke?

Lærer: Jeg blir heller positivt overasket over hvor presist de kan bruke diverse ord og betegnelser riktig. Det er med fyllord, som "liksom" eller "you know" som påvirker språket negativt. Eller at de leter og leter etter et bestemt ord også må de fylle det med noe tull.

Intervjuer: Vil du si at når de prater med hverandre online er kun positivt?

Lærer: jeg gamer ikke selv, men tror det er litt, alt er bedre enn ingenting hvert fall, all reklame er god reklame.

Intervjuer: Hvordan tilegner jentene seg best muntlige ferdigheter?

Lærer: Jentene leser nok mest bøker, og guttene som ikke gamer leser nok også en del bøker.

Intervjuer: Hva er den mest effektive måten å skulle utvikle elevers muntlige ferdigheter?

Lærer: Pugge, pugge dialoger, pugge lengre sekvenser av dialoger, da får du konteksten, innhold, ikke enkeltstående ord, og man får grammatikken og innhold som kan være givende, dialoger og sangtekster, dikt, gjerne fra en filmscene. Men dette gjøres nesten aldri.

Intervjuer: Er det noen typiske feil som går igjen i muntlige ferdigheter, som de trenger mer kunnskap om for å klare å utvikle sine muntlige ferdigheter enda mer?

Lærer: Samsvare er vanskelig, dette er viktig hvis elevene skal diskutere kontraktbetingelser på engelsk med en bilforhandler for eksempel. Men før dette nivået, der man må ha et presist språk så er det ikke så farlig, fordi alle vil skjønne hva du mener. Noen av de evner til å omskrive selv om de ikke har det presise vokabularet, men ikke alle. Noen blir fanget i sin mangel på vokabular og går ofte på hvor generelt sett hvor utadvendte mennesker de er. Altså hvor muntlig anlagt de er uavhengig av språket, de som er muntlig anlagt klarer å omskrive når de mangler vokabularet og klarer å forklare allikevel.

Intervjuer: Hvilke muntlige ferdigheter blir mest praktisert i klasserommet?

**Lærer:** Samtaler med læringspartner. Også er de veldig glade i speeddate, vi innledet med politiske partier i fjor rundt stortingvalg, da var de partier alle sammen også rullerte de, men dette kan jo gjøres om masse forskjellig tema.

**Intervjuer:** Snakker mange norsk i løpet av disse timene?

**Lærer:** ja litt, men jeg bruker å stå på en pult å ha oversikt over hva de gjør så jeg får med meg mest mulig. Men jeg snakker norsk sjøl, så jeg kan ikke klandre de.

**Intervjuer:** Har man for lite engelsk undervisning?

**Lærer:** Ja, alt for lite med 2 timer. Men vi kjører av og til tverrfaglig opplegg med samfunnsfag, men dette føler jeg at vi av og til ikke kan gjøre fordi de svakeste elevene faller av da Dette sørger for å sette en stopper for hva de svakeste lærer i samfunnsfag, men i den ideelle verden så hadde dette vært mulig. Men vet ikke hav de skulle gått på bekostning av.

**Intervjuer::** Føler du at de elevene som er best forberedt til timene er de som evner å tilegne seg muntlige ferdigheter i engelskfaget?

**Lærer:** Ikke noen voldsomme krav til forberedelser, vi er en skole som har som hovedregel å ikke ha mer lekser enn nødvendig, skal disse gis så skal de være godt forankret i timene, sånn er det ikke i praksis, og de kan ikke ha lekser over helga. De som da har første time mandag kan ikke gi lekser, det vil si at de som har først time tirsdag kan heller ikke gi lekser, for da må man lage spesial plan for de. Ogsså kan man ikke ta for gitt at alle gjør de det skal av leksene slik at de er klare for å gå rett inn på et nytt tema.

**Intervjuer:** Får de nok oppfølging hjemmefra,

**Lærer:** De som burde fått oppfølging burde hatt mer, men det er en foreldre aktiv klasse, generelt på alle plan. Mange av de sterkeste eleven er selvgående, men disse får ogsså oppfølging hjemmefra.

**Intervjuer:** Føler du at elevene er motivert til å lære seg muntlige ferdigheter i engelskfaget, hvorfor, hvorfor ikke?

**Lærer:** Vi er så heldige i engelsk at de skjønner hvorfor trenger de det. Man kan ikke si det samme i historie, at de må lære seg dette for å unngå å gjøre de samme feilene. Det argumentene biter ikke, men i engelsk så skjønner de aller fleste det. Til og med de som ikke er generelt skolemotiverte, så er det noen av de som er litt motiverte for engelsk allikevel. Selv om de ikke blir mer aktive muntlige av det, så er det allikevel litt motiverte for å lære engelsk. Enkelt evner å smitte over sin motivasjon til andre, men dette hjelper ikke hele klassen naturligvis. Noen er mer mottagelig for å få sin motivasjon dratt opp, som også kan dra de opp faglig sett.

**Intervjuer:** Føler du at du får hjulpet alle elevene til å utvikle sine muntlige ferdigheter i engelskfaget selv om det er store nivåforskjeller på elevene, blir alle sett og hørt?

**Lærer:** Nivåforskjeller spiller ikke alene noen rolle, men også størrelsen på gruppen. Jeg har for eksempel elever som er flinkere enn meg både skriftlig og muntlig. De ligger på et ekstrem nivå. Og da blir spørsmålet, skal man sette de flinke med de flinke, eller skal du blande alle elevene?

**Intervjuer:** Blir disse elevene utfordret på en annen måte for å bli enda flinkere?

**Lærer:** Ja, noen er ekstremt flinke som får andre oppgaver som matcher deres nivå. Noen av elevene fikk en bok som var en del av pensum på universitetet (american ciwilication.) Og skulle skrive en oppgave ut fra boka, både eksamensnotater og et essay ut fra det ene kapitelet i boka. Noen ga seg underveis fordi de var for vanskelig, mens andre kjørte løpet ut, og dette måtte de selv se an. Og dette var fra det samme tema som de andre drev med. Mens andre er helt på motsatt side av skalaen at de må lære seg forskjellen på fugl og fisk og rødt og blått, så disse elevene kan man ikke sette sammen, nivåforskjellen er for stor.

**Intervjuer:** De aller flinkeste elevene, gidder de å yte ekstra eller er det slik at de vet at de er så flinke at de ikke orker å gjøre det bedre?

**Lærer:** Noen gidder ikke, noen kunne hatt 6er, men orker ikke å får 3er fordi de ikke gjøre noen innsats. Noen er veldig flink og ikke tørr å si nei, noen ligger på 5er og vil ha vanskeligere oppgaver for å få 6.

Intervjuer: Blir de utfordret på muntlige aktiviteter og presentasjoner?

Lærer: De har et stort, aktivt og presist vokabular og ordforråd og da går det mer på innhold. Og da går det mer på å tilegne seg nye områder med kunnskap som de kan sette ord på. blir mer kultur og samfunns del, og så er det noen som trenger mer hjelp på format og struktur på for eksempel en presentasjon eller forstå hvordan man skriver et formelt/akademisk essay, altså at de ikke kan skrive "cheeky" når de skriver en formell tekst

Intervjuer: Føler du at de er klare over hva som skal til for å få gode karakter i muntlig, eller er det mange som ikke vet hva som skal til?

Lærer: Det er noen som ikke vet det, fordi de kan høre det om og om igjen, men allikevel ikke forstå hva det går ut på. noen kan ha hatt om indianere i 8 uker men ikke lært noen ting, når de først skal snakke om det, og det vises når man har samtaler med de om tema, og det viser seg at de ikke kan noen ting, selv etter å ha kontrollspurt de på norsk og selv etter at de har levert tekster om tema eller hatt framføring om det. Noen forstår ikke at de skal snakke i 5 minutter på en presentasjon og snakker i 2 selv om man har forklart det til de mange ganger, men jeg er ikke spesielt glad i presentasjoner og derfor gjør vi lite av det.

Intervjuer: Syns du at vurderingen av elever i muntlig engelsk gjenspeiler hvor flinke de er, er muntlige presentasjoner en grei måte å vurdere de på?

Lærer: Jeg bruker ikke muntlige presentasjoner til å vurdere elevene, jeg gjorde det første gang jeg hadde en vurdering på de, fordi det var noen som sa at vi skulle gjøre det slik, og vi har hatt muntlige presentasjoner etter det, men uten vurdering, nå vurderes de etter samtaler i grupper. Jeg syns slik høytlesning er talentløst, og på muntlig eksamen skal de også vurderes etter en presentasjon og samtale, så det er utrolig viktig at de kan ha en slik samtale og det er den som burde vært avgjørende. Jeg hører de og vurderer akkurat de samme tingene, de vurderes etter vokabular, innhold, grammatikk, syntaks, språk. I å har vi hatt mer om innhold, retta mot tema, så da må de være mer dekkende på tema. Samtalene kan enten foregå i grupper eller i par og ikke foran hele klassen. Så tar jeg ut grupper, og da er det 3 minutter per elev, og da sitter resten å jobber. De må kunne noe om indianere for eksempel, for å drive

samtalen fremover, men slik at de kan noe om innholdsmessig tyngde på rett tema, slik de selv vil.

Intervju lærer D

Intervjuer: Hva er din kvalifikasjon som lærer og hvor lenge har du undervist i dette faget?

Lærer: Lektor med tilleggsutdanning, master i musikkvitenskap. Undervist i engelsk i 6 eller 7 år, og har årstudium i engelsk.

Intervjuer: Hva er din definisjon på muntlige ferdigheter i engelskfaget?

Lærer: Evnen til å kommunisere muntlig med andre, både om å gjøre seg forstått og kan snakke om mer ukjente og kjente emner. Evnen til å gjøre seg forstått er viktigst, i en situasjon der de må gjøre seg forstått enten på en reise eller i jobbsituasjon, studiesituasjon, evnen til å bruke og uttale engelsken sin faktisk, evnen til å kommunisere og tilegne seg kunnskap. I en studiesituasjon er det mer fagspesifikke termer de må tilegne seg, men at de da har ferdigheter nok til å tilegne seg nye muntlige ferdigheter og språkferdigheter, men det viktigste er at de klarer å uttrykke seg, evner til å kommunisere og gjøre seg forstått.

Intervjuer: Hva trenger de gode muntlige ferdigheter for i engelskfaget? Hva er det de trenger å utvikle seg i engelskfaget for?

Lærer: Evnen til å gjøre seg forstått med der de treffer andre engelsktalende mennesker også, det kan være i en jobbsituasjon som bilmekaniker, så trenger man disse ferdighetene fordi man kanskje har en bruksanvisning på engelsk, slik at man bruker det i yrket sitt, tenker jeg kunne vært viktig, og det hadde jeg ønsket at det var mer fokus på som jeg også tror det kommer med fagfornyelsen slik jeg ser det. Slik at det blir mer fokus på ferdigheten engelsk og mindre fokus på kulturkunnskap og det tror jeg er nyttig, spesielt i ungdomskolen, her alle skal gjennom. Men trenger noe kulturkunnskap, men evnen til å uttrykke seg og kommunisere tror jeg er viktigst.

Intervjuer: Hvilke aktiviteter som dere gjør i klasserommet føler du er viktigste faktoren som bidrar til å utvikle elevene sine muntlige ferdigheter?

Lærer: De aktivitetene som bidrar best der er slike oppstartaktiviteter, type lavterskel oppgaver vi gjør slik som å spille alias, speeddate, der de står på to rekker og snakker om et eller annet tema på engelsk også får de nye tema de må prate om, enkle ting som gjør til at de ikke må tenke så mye.

Intervjuer: Er det noe de har tenkt ut på forhånd selv?

Lærer: Nei dette er slike oppstarts aktiviteter for å varme opp, som jeg bruker i starten av en time, hvis vi skal ha noe annet muntlige aktiviteter. Gruppesamtaler synes jeg også er gode arena for å jobbe med muntlige tema. Sitte i en gruppe sammenheng med å prate til hverandre er bedre enn å lage en presentasjon, som jeg synes de har mindre læringsutbytte av. Å bruke språket til å kommunisere tror jeg er viktig.

Intervjuer: Blir elevene passive eller kan de synes slike gruppesamtaler er stressende fordi de har for lite kunnskap om tema? Eller bruker disse gruppesamtalene å være stort sett positive aktiviteter?

Lærer: Bruker å velge tema som er velkjent for de, slike lavterskel tema, for eksempel snakke om hva de spiste til frokost eller bussturen til skolen, type ting som ikke krever noe forkunnskaper, eller så kan jeg knytte inn type tema som er velkjente for de, for å få variasjon i det og slik at det er hakket mer utfordrende for de som trenger det, slik at de snakker uten å må tenke så mye. Ofte blir de så selvbevisst, når jeg begynte med denne klassen så hadde vi slike lavterskel muntlige fremføringer for å bli litt kjent. Ha med en ting på skolen og presenter den, eller fortell om favorittsangen din, litt som man gjør på barneskolen, der vi satt i ring for å få ned skuldrene. Her på skolen, særlig jentene har litt presentasjonsangst, de synes det er dritskummelt.

Intervjuer: Synes du elevene har blitt mer stressa de siste årene enn de var tidligere rundt det å ha muntlige presentasjoner?

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**Lærer:** Jeg ser at det er flere enn det jeg er vant til i de klassene jeg har nå som har "issues" rundt muntlige presentasjoner og blir kjempestressa av det. Det er sjeldent av jeg har muntlige presentasjoner med klassene, for det første er det alt for tidskrevende, vi har kun 2 timer engelsk i uka, og er nødt å jobbe effektivt, slik at elevene filmer fremføringen til meg og sender det inn. Slik senker de skuldrene av, mange føler presentasjoner er ekstremt krevende for dem, mens andre igjen syns det er supervanskelig å bare rekke opp hånda og si noe høyt på engelsk. Selv de småpresentasjoner er det noen som blir helt skjelven av.

**Intervjuer:** Hvilke typer muntlige aktiviteter som eleven foretar seg utenfor klasserommet føler du er viktigst for å utvikle deres muntlige ferdigheter i engelskfaget?

**Lærer:** Jeg har en del elever som leser mye engelsk, på eget initiativ og det merker jeg kanskje først og fremst både for det skriftlige og muntlige, de har et veldig velutviklet språk, ordforråd og setningsstruktur, som jeg føler er veldig viktig. Jeg har også en del gamere, de og får et litt artig og spesialisert ordforråd, som jeg merker mest i skrivingen deres, som jeg føler jeg ikke merker like tydelig i det muntlige. Tror de som leser får et bredere ordforråd, fordi gamere blir veldig snever i språket og vokabularet sitt opplever jeg, de henter mye inspirasjon fra spillverden, spesielt i det skriftlige, men jeg føler ikke at det er gamerne som er de dyktigste i muntlig, hvor mye de får trent de muntlige ferdigheten sine der er jeg usikker på. Men mange elever sier at de lærere mye fra filmer og videoer eller YouTube, men det er jeg selv usikker på. Men det er en del som snakker engelsk sammen på fritiden for det er kult og de blir jo naturligvis flinkere i muntlige av det, og også de med engelsk eller amerikanske familier eller slekt er også veldig dyktige. Men denne lesninga tror jeg faktisk er det som jeg opplever er mest effektiv for elevenes muntlige ferdigheter, noen blir vel også flinkere av serier, filmer og youtube som utvikler deres muntlige ferdigheter.

**Intervjuer:** Hvilke muntlige aktiviteter utenfor skolen tror du elevene bruker mest av tiden sin på?

**Lærer:** Youtube, de ser serier og film, for de fleste og gaming da selvfølgelig.

**Intervjuer:** Tror du elevene føler seg komfortable med å snakke engelsk i klasserommet? Hvorfor, hvorfor ikke?

**Lærer:** Jeg tror mange er komfortable, også tror jeg det er ganske store forskjeller der. Også tror jeg noen overhode ikke er det, fordi de gjerne svarer på norsk, også er det ganske store forskjeller på ferdighetsnivået deres. Noen er ikke komfortable, men kommer seg mer og mer og blir bedre, mens andre synes kanskje at de ikke er flinke nok og dermed ikke har lyst til å prate foran andre, fordi de synes ikke at de flinke nok spesielt sammenlignet med de flinkeste elevene. Noen har som sagt slektninger i andre land og har dermed velig gode muntlige ferdigheter, mens andre på et mye lavere nivå fordi de bruker det såpass sjeldent. Og dette handler også om å skape et så trygt klassemiljø som overhode mulig. Med kun 2 timer i uka er det også vanskelig å gjennomføre en god nok time for alle elevene, med såpass store nivå forskjeller. Sitter med den følelsen av at man ikke når over alle elevene i etterkant.

**Intervjuer:** Hva gjør du for å utvikle elevenes muntlige ferdigheter og vokabularet deres?

**Lærer:** Da tenker jeg igjen at lesing er viktig for å tilegne seg nye ord og ny kunnskap, der de tilegner seg nye ord og vokabular til tekster og tema som vi jobber med. En oppstartsaktivitet som alias hjelper også der de er nødt til å forklare et ord uten å si ordet, det trener de opp også, det hjelper de ganske mye, eleven synes det er artig. Også får de gjerne ord fra en tekst som vi har jobbet med for at de skal trene seg opp på de nye ordene og for å forstå teksten. Oppfordrer de også til å prøve å slå opp ord de ikke forstår eller ord som de trenger å bruke i en oppgave, et synonym kanskje, men det blir kanskje mer fokus på det når vi øver på det skriftlige, når de skal få tilbakemeldinger.

**Intervjuer:** Hva tror du vil være den meste effektive måten å utvikle elevenes muntlige ferdigheter på?

**Lærer:** Klassestørrelse har litt å si, ville helst hatt mindre klasser, fordi opp mot 30 elever får man ikke til å hjelpe andre, klassene burde vært mindre, dette er ikke et drømmescenario. Vi har heldigvis noen delingstimer noen ganger, det er veldig fint, og da er vi kun halvparten av vanlig klasse og da kjører jeg gjerne muntlige oppgaver, da er det mer tilrettelagt for eleven å få øvd seg på sine muntlige ferdigheter. Enklere å tilrettelegg for disse timene og dette er gode timer med mye læring.

**Intervjuer:** Er det noe helt spesifikt elevene trenger mer kunnskap om får å utvikle sine muntlige ferdigheter? Er det noe de må ha mer kunnskap om for å bli flinkere?

Lærer: Tror det går veldig hand i hånd, med lesing, skriving og prating, tenker at dette henger veldig sammen. Litt av alt, trengs for eleven sin utvikling av muntlige ferdigheter.

Intervjuer: Hvilke muntlige ferdigheter blir praktisert i klasserommet og hvordan gjør du dette som lærer?

Lærer: En del Samtaler om en gode del kjente og ukjente tema. De leser høyt og de jobber med oppgaver muntlig, gjerne kombinert med skriftlig. Vi gjør en del, snakking 2 og 2 om dette I 30 sek så tar vi dette i plenum etterpå. Slik at alle får snakket litt engelsk, og mange sklir over til å prate norsk, og da går jeg litt rundt og sjekker, De trenger å bli minnet på det selv om de har blitt flinkere. De sklir gjerne over på norsk fordi det er så mye enklere å gjøre det på denne måten.

Intervjuer: Føler du at elevene er forberedt til engelsktimene og føler du at disse er de som lærere mest også?

Lærer: Ja, det synes jeg. De har lekser. De som har best ferdigheter er ikke nødvendigvis de som forbereder seg mest. Men de som jobber hardt ut fra sine forutsetninger er det mye læring i dette. Flere av de eleven som ikke gidder, noen er veldig flinke men gidder ikke å jobbe. Og disse elevene er flinke men går gjerne ned en karakter fordi de ikke gidder å gjøre nok. Utfordrende og motiverende nok oppgaver til elevene er vanskelig å lage, som sørger for at alle jobber godt på skolen. Jeg gir i tillegg lekser fordi vi kun har 2 timer I uka med skole, og engelsk er et type ferdighetsfag og elevene burde ha hatt mer enn kun disse to timene hver uke, men det er utfordrende å finne gode nok lekser som bidrar til å utvikle ferdighetene deres.

Intervjuer: Er det noe pugging i timene?

Lærer: Pugging er det lite av, pugging av verb gjorde vi litt av i 8, men ellers er det lite.

Intervjuer: Føler du eleven er motiverte til å lære seg engelsk?

Lærer: Ja, alle skjønner at de trenger engelsk for å fungere i samfunnet på et godt nivå. Vi trenger engelsk og det forstår de.

Intervjuer: Hvordan sørger du for at alle elevene dine i klasserommet får øvd eller brukt sine muntlige ferdigheter i engelskfaget?

Lærer: Føler at man aldri når helt over alle, alltid dårlig samvittighet etter timen, det blir for mange, men prøver å lage så åpne oppgaver som mulig for at alle elever uansett nivå skal klare å jobbe med det som en hovedregel, men det er ikke alltid mulig. Slik at både de som ligger på 1 og 2 er nivå og 6 og 7 er nivå klarer å bli utfordret og opplever mestring. Så det er det jeg har som hovedtanke rundt muntlige oppgaver. Også Differensier vi av og til, og setter sammen for eksempel de som er steingode i muntlige ferdigheter i en gruppesamtale sammen med andre på det nivået og også de som ikke er like flinke sammen slik at de får øvd seg de også og slik at de føler at de har noe å komme med i samtalen.

Intervjuer: Hvilken måte er den best måten å evaluere og sett karakter på elevene i engelskfaget, da spesielt med tanke på deres muntlige karakter?

Lærer: Samtaler er en bedre måte og vurdere deres ferdigheter på, fordi de skal ikke bare lires av seg noe, men evnen til å kommunisere, men ikke alltid man får tid til det. Gruppesamtaler gir et langt mer ordentlig og realistisk bilde av elevens ferdigheter på deres ordentlig nivå. Samtale biten er nøkkelen og på eksamen er det denne ferdigheten som er den viktigste og viser hvor dyktige de faktisk er, det er dette som er den viktigste ferdigheten.

Intervjuer:: Har elevene godt av å høre på muntlige presentasjoner?

Lærer: De kan ha godt av det, så lenge vi får en samtale ut av det, der vi kombinerer minipresentasjoner og spørsmål til hverandre I etterkant av presentasjonen, men da må klassestørrelsen være slik at vi kan gjøre det, det lar seg ikke gjennomføre med 30 stk og så få timer i uka, Så ja de kan sikkert lære en del av det. Samtale biten er det viktigste.

Intervjuer: Verdsetter lærerne muntlige presentasjoner for høyt?

Lærer: Ikke opplevelse av det her at de setter muntlige presentasjoner for høyt, ikke noe mine kolleger gjør slik jeg forstår det.

Intervjuer: Hvordan gjennomføres gruppesamtalene?

Lærer: Gruppesamtalene i engelsk er mer givende for elevene også, 4 og 4 er den beste størrelsen og da blir alle nødt til å melde seg på. Ofte handler det om et tema som de har lest om, for eksempel en bok eller tekst vi har snakket om. Det skal være kjent stoff som de allerede har vært gjennom og som vi har jobbet med. Og da har vi gjerne jobbet med spørsmål, om hva vi kan man spørre hverandre om? Slik kan de øve seg på alle type spørsmål som man evt kan bli spurt om i gruppesamtalen. Da får de igjen for at de viser initiativ og melder seg på i samtalen.