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Abstract

This thesis addressed the issue of the teaching and training of English oral skills in Norwegian upper secondary English as a Foreign Language (EFL) classrooms, based on factors such as the EFL teachers' and their students' cognitions. The study aimed to answer two main research questions, one on the teachers' cognitions and one on the students' cognitions, further divided into six sub-questions. Specifically, the first main research question concerned the teachers' beliefs about, experiences with, and practices towards teaching oral English, while the second main research question focused on the students' beliefs about, experiences with, and attitudes towards training English oral skills. As the new English subject curriculum (*Knowledge Promotion 2020*, henceforth LK20) was introduced in August 2020, the thesis also explored how the teaching of oral English was affected by the new reform. Finally, as digital teaching became part of everyday practice during the COVID-19 pandemic, the thesis investigated how digital EFL lessons impacted the teaching and training of English oral skills.

In order to answer the research questions, mixed methods research was conducted. In particular, the researcher used teacher interviews, student questionnaires, and classroom observations as research instruments. Three Norwegian upper secondary EFL teachers were interviewed to investigate the teachers' beliefs, practices, and experiences. Furthermore, a student questionnaire was filled out by sixty-nine Norwegian upper secondary students to explore the students' beliefs, experiences, and attitudes. Finally, one EFL lesson in each of the three interviewed teachers' classrooms was observed in order to examine how the training of oral English worked in practice.

The main findings regarding the first research question revealed that the teachers believed it to be important to connect English oral activities to the world outside of the classroom, in addition to being related to the students' interests, proficiency levels, and abilities. The time devoted to oral skills in EFL lessons seemed to vary greatly, and the teachers explained that this depended on factors such as the students' willingness to communicate orally and the amount of time available to oral activities. The teachers reported that reluctant and anxious speakers were an issue that significantly impacted the teaching of English oral skills, and helping reluctant and anxious speakers overcome their fear of speaking English was a demanding task that required a significant amount of time and substantial resources. The teachers' experiences showed that the challenges in the regular EFL classroom in terms of students' reluctance to speak English were exacerbated in the digital EFL classroom. However, the teachers had positive experiences with using the "breakout-

rooms” function on Teams, which allowed students to work together in pairs or smaller groups. The findings regarding the impact of the new curriculum (LK20) on the teaching of oral English revealed that the teachers were, to some extent, uncertain about how to teach the new curriculum aims and how to assess their students as part of training, which resulted in varying teaching practices.

The main findings regarding the second research question revealed that the students shared a common belief that the most effective way to improve their English oral skills was through interaction with others, primarily through real-life conversations and discussions. Oral activities that involved conversations and discussions with others were also regarded as the most motivating activities, as these activities were perceived as interesting, exciting, and valuable for their language improvement. Most students seemed to have positive attitudes towards practicing their oral skills in the English subject but acknowledged that they sometimes were reluctant to speak English in situations where they were told to speak in front of the whole class or when the teacher was assessing them. In digital EFL lessons, the students reported being particularly reluctant to participate orally, possibly due to the high self-exposure and pressure involved in the activity.

The results of this study have contributed to gaining a deeper understanding of the Norwegian upper secondary EFL teachers’ and their students’ cognitions about the training of English oral skills in the EFL classroom, including more knowledge on oral activities Norwegian upper secondary students do inside the EFL classroom and activities the EFL teachers and their students believe to be most motivating and important for the promotion of English oral skills. Furthermore, the findings on the implementation and use of the new curriculum have created an awareness of some issues related to LK20 and are a steppingstone to further research focusing on teaching and assessing oral skills in Norwegian EFL classrooms. Finally, the results of this study have contributed to the scarce knowledge about the training of English oral skills in digital classrooms.

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List of abbreviations

EFL	English as a Foreign Language
LK06	Kunnskapsløftet, Norwegian curriculum, applicable from 2006 to 2020
LK20	Kunnskapsløftet, Norwegian curriculum, applicable from 2020
AFL	Assessment for Learning
L1	First Language
L2	Second Language
CLT	Communicative Language Teaching
CEFR	Common European Framework of Reference for Language Teaching
IDs	Individual Differences
NSD	Norwegian Centre for Research Data

1 Introduction

1.1 The present thesis, its aims, and its relevance

This thesis addresses the issue of the teaching and training of English oral skills in Norwegian upper secondary English as a Foreign Language (EFL) classrooms, based on factors such as the EFL teachers' and their students' cognitions. According to Borg (2009), teacher cognition refers to teachers' self-reflections, such as the beliefs and knowledge that teachers have about teaching, students, and teaching content. Similarly, student cognition refers to students' thoughts, knowledge, and beliefs about aspects that affect their learning (Dörnyei, 2005).

In Norway, English is considered an important passport onto the world stage as English is the most used language of international communication (Drew & Sørheim, 2004, p. 16). The English language is acknowledged for its significance to education, business, pleasure, and mobility, and thus most Norwegians consider learning English to be an advantage and a tool that they can use in their daily lives (Drew & Sørheim, 2004, p. 17). As proficiency in English is regarded as highly necessary in the Norwegian context, it was deemed important to examine how the language is trained in Norwegian schools. However, due to the scope of this project, the present thesis focuses mainly on the training of oral skills in Norwegian EFL classrooms.

Previous research done in Norwegian EFL classrooms indicates significant variations in EFL teachers' practices as these practices seem to depend largely on the teachers' beliefs about appropriate language instruction and ideas about their students' language needs (Brevik & Rindal, 2020, p. 94). Assumingly, the same applies to the teaching of oral English, and thus, it was deemed important to investigate teachers' beliefs about the teaching of English oral skills. Furthermore, in order to fully understand why teachers do what they do in the EFL classroom, it was also deemed important to investigate the students' perspectives on the teaching and promotion of English oral skills. The students are, according to Borg (2003), a contextual factor that may facilitate or hinder the kinds of decisions that teachers make and may therefore influence what the teachers decide to do in the classroom.

Similar research conducted on the teaching and training of oral English in Norwegian lower secondary school has focused on the issue of language anxiety in oral activities in Norwegian EFL classrooms (Gjerde, 2020), and on the promotion of oral skills both inside and outside school, including the significance of extramural activities (Dahl, 2019). Further,

Njærheim (2016) studied the development and changes to oral skills in the curriculum for the lower secondary EFL classroom from 1974 to 2016.

Similar research conducted on the teaching and training of oral English in Norwegian upper secondary schools has investigated perceptions of oral competence in English among teachers and students in Vg1 (Aalandslid, 2018), particularly focusing on how to understand the concept of fluency. Moreover, a study by Johansen and Olsen (2018) has investigated how teachers of English understand assessment for learning (AFL) and how they apply that knowledge in their practice with oral skills in the English subject. Finally, Nordheim's study (2018), also conducted in Norwegian upper secondary schools, investigated introvert proficient language learners' experiences with oral activities in English lessons.

The present thesis is considered relevant as it differs from the previous research conducted on oral skills in Norwegian EFL classrooms in at least two ways. Firstly, it aims to investigate how the new English curriculum, namely the *Knowledge Promotion 2020* (henceforth LK20), has impacted the teaching of oral English. To the best of the researcher's knowledge, research on LK20 has so far been scarce as the new curriculum was first implemented in August 2020. Secondly, the thesis aims to explore how the teaching and training of English oral skills has been experienced by both teachers and students in online teaching sessions. Due to the COVID-19 pandemic, lock-down of Norwegian schools and online teaching in the English subject were the necessary measures implemented in order to prevent the virus from spreading. The impact of online teaching on oral skills has, to the best of the researcher's knowledge, not been explored in the Norwegian context previously.

1.2 Research questions and methods of the present study

The thesis aims to answer two main research questions, which are further divided into six sub-questions in total. The first research question focuses on the teachers' cognitions about the teaching of oral English:

What are the Norwegian upper secondary EFL teachers' cognitions about the teaching of oral English in the EFL classroom?

Based on the first research question, the following three sub-questions were formulated:

1. What are the teachers' beliefs about teaching oral skills?
2. What are the teachers' experiences with teaching oral skills?

3. What are the teachers' practices with teaching oral skills?

The second research question investigates the students' cognitions about the teaching and training of oral English:

What are the Norwegian upper secondary students' cognitions about the teaching and training of oral English in the EFL classroom?

The second research question was further subdivided into the following three sub-questions:

1. What are the students' beliefs about the teaching of oral English?
2. What are the students' experiences regarding training oral skills in the EFL classroom?
3. What are the students' attitudes towards training oral skills in the EFL classroom?

In order to answer the above research questions, mixed methods research was conducted. In particular, the researcher used teacher interviews, student questionnaires, and classroom observations as research instruments. Three Norwegian upper secondary EFL teachers were interviewed to investigate the teachers' beliefs, practices, and experiences. Furthermore, a student questionnaire was filled out by sixty-nine Norwegian upper secondary students to explore the students' beliefs, experiences, and attitudes. Finally, one EFL lesson in each of the three interviewed teachers' classrooms was observed in order to examine how the training of oral English worked in practice.

1.3 Thesis outline

The present thesis consists of seven chapters. Following this introduction, Chapter 2 provides the reader with some context information about the status and teaching of English in Norwegian schools, in addition to an overview of the English subject curriculum. This chapter also presents an overview of previous research on the teaching and promotion of oral skills in the Norwegian context.

In Chapter 3, the theoretical framework for the study is presented. Chapter 3 specifically investigates second language acquisition through Krashen's Monitor Model, approaches and methods commonly used in EFL classrooms, Vygotsky's sociocultural theory, the concepts of teacher and learner cognitions, and individual learner differences such as motivation, reluctance to speak, and language anxiety.

Chapter 4 presents the methodology used in the study. Specifically, this chapter discusses the characteristics of a mixed methods approach, and reflects on the possible advantages of using methods triangulation. Further, Chapter 4 elaborates on the sampling techniques used in the present study, the piloting of the interview guide and the student questionnaire, as well as on the data analysis procedures. Finally, the chapter considers the delimitations, validity and reliability issues and discusses the ethical considerations that were taken into account in this study.

Chapter 5 reveals the findings of the study and is divided into two major parts, namely the qualitative findings and the quantitative findings. Furthermore, in order to answer the research questions raised in this study, Chapter 6 discusses the findings of the study in light of theoretical framework and previous research, and is divided into two major parts, namely EFL teachers' cognitions and students' cognitions. Finally, Chapter 7 concludes the thesis and reflects on the contribution of the study, as well as implications for EFL teaching and further research.

2 Background

This chapter presents contextual background information relevant to the present study. Specifically, Section 2.1 demonstrates the relevance of the English subject in the Norwegian context and includes information about what the English subject should involve according to the English subject curriculum. Section 2.1 is followed by Section 2.2, which presents a brief review of previous research done on the teaching and promotion of English oral skills in the Norwegian context.

2.1 Teaching English in Norway

Norwegians learn English from their first year of school and develop English literacy alongside Norwegian literacy through most of their schooling (Brevik & Rindal, 2019, p. 435). The central purpose of the English school subject has long been and still is to enable students to communicate in English (Brevik & Rindal, 2020, p. 24). In Norway, English is the designated language of the English lessons, and English becomes the aim of the learning activities, the topic of the activities, and often the medium of these activities. Many teachers encourage English as a “working language” in the classroom to develop both students’ language proficiency and their content knowledge simultaneously (Brevik & Rindal, 2020, pp. 30-31).

Norwegian EFL teachers are free to choose their teaching methods in the English subject as long as they follow the curriculum concerning the learning outcome. This opens for significant variation in the EFL classroom and may lead to very different outcomes for the students being taught (Brevik & Rindal, 2020, p. 38). What is emphasized in the content, materials, models, and methods used in the English subject is often affected by the teachers’ beliefs about the English language and how it is best taught (Brevik & Rindal, 2020, p. 38).

In August 2020, a new curriculum called the *Knowledge Promotion 2020* (henceforth LK20) was introduced in Norway. This curriculum gradually replaced the previous one, the *Knowledge Promotion 2006* (henceforth LK06). The motivation behind the new curriculum was that a changing society requires a school that renews itself (Regjeringen, 2016). The new curriculum emphasizes that students shall be given more in-depth learning and a better understanding of the subjects. Further, the curriculum promotes an exploratory approach to language, where knowledge of communication patterns, lifestyles, different ways of thinking,

and social conditions shall provide the students with new perspectives on the world and its people. Through the English subject, all students should become proficient English users so that they can use English to learn, communicate and connect with others (Kunnskapsdepartementet, 2019, p. 1).

The new curriculum introduced three different core elements that must be present in teaching the English subject. These core elements are “communication,” “language learning,” and “meeting with English-language texts” (LK20, 2019, pp. 2-3). Communication in the English subject involves creating meaning with the English language and using the language in formal and informal settings. The core element of communication shall enable the students to use appropriate strategies to communicate orally and in writing in different situations. Furthermore, the students shall be able to use various media and sources in their communication. The training shall facilitate that the students can unfold and interact in authentic and practical situations (LK20, 2019, p. 2).

Language learning in the English subject involves developing language awareness and knowledge of the English language as a system. Additionally, the subject shall help the students to be able to use language learning strategies in a successful way. Knowledge of how the English language sounds, of the vocabulary of the language, and of how sentence structures and text structures are used, shall give the students choices and opportunities in communication and interaction. Further, language learning should enable the students to see connections between English and the other languages that the students know, in addition to understanding how English is structured (LK20, 2019, p. 2).

The third core element, which involves working with texts in English, shall help the students to develop knowledge and experience of linguistic and cultural diversity. By reflecting on, interpreting, and critically assessing different types of texts in English, the students shall acquire language and knowledge of culture and society. The concept of text is, in this particular context, used in a broad sense as it includes texts that are both oral and written, printed and digital, graphic and artistic, formal and informal, fictional and factual, and contemporary and historical (LK20, 2019, p. 3).

In LK20, the English subject deals with four basic skills that are equally important. These are oral skills, written skills, reading skills, and digital skills (LK20, 2019, pp. 3-4). The present thesis is mainly concerned with English oral skills, and thus, the curriculum definition of oral skills will be provided. Oral skills in the English subject involve the ability to create meaning through listening, speaking, and communicating (LK20, 2019, pp. 3-4).

This involves being able to present information, adapting the language to the purpose, recipient and situation, and choosing appropriate strategies to do so (LK20, 2019, pp. 3-4). Further, the development of oral skills in English involves using the oral language precisely to communicate on different topics, in both formal and informal situations, and to different recipients with different linguistic backgrounds (LK20, 2019, pp. 3-4).

LK20 also introduced the concept of formative assessment, which involves assessing the students as part of the training (LK20, 2019, pp. 12-13). The competence students demonstrate through their everyday practice with the English language should now, to a greater extent than previously, become part of the assessment in the subject. Further, the students should be provided with opportunities to demonstrate their competence in various ways and in various contexts. The aim of the assessment should be to help students develop their English oral skills based on what they already know. The grade assigned for the coursework should therefore express the students' overall competences in the subject (LK20, 2019, p. 13).

2.2 Previous research review

In the Norwegian context, previous research has been conducted on the teaching, training, and promotion of English oral skills. Njærheim (2016) studied the development and changes to oral skills in the curriculum for the lower secondary EFL classroom from 1974 to 2016. Four different teachers and students were interviewed from the four different curriculum periods to investigate how the different curricula focused on oral skills and how oral English was taught. Njærheim (2016) found evidence of an increased focus on oral skills from 1974 to the present day but argued that there was still a problem in many EFL classrooms to make students speak out loud in oral activities (Njærheim, 2016).

As for assessment methods, Njærheim (2016) found that students' grades seemed to be based on different oral presentations, which she found worrying as this did not seem to be the best method of assessing students' communicative skills. Additionally, many students reported struggling with presentations due to the pressure the activity provided. Further, Njærheim (2016) argued that assessing students based on oral presentation could give a false impression of students' actual oral English proficiency, as oral presentations are usually performed in advance and most students use scripts. According to Njærheim (2016), the findings on the challenges of setting an oral grade on the basis of oral presentations indicate

that additional assessment methods should be used or that changes should be made to the traditional classroom presentation assessment method.

Aaslandslid's (2018) master's thesis, conducted in Norwegian upper secondary school, investigated EFL teachers' and their students' perceptions of aspects of oral competence in English, with a particular focus on the concept of fluency. Aaslandslid's (2018) thesis was a qualitative study and used individual semi-structured interviews to collect data from five EFL teachers and fifteen students in five different schools in the Eastern part of Norway. The findings from Aaslandslid's (2018) study suggested that both the teachers and the students were concerned with avoiding breakdown in communication, but their responses concerning how to prevent this varied. The teachers who participated in Aaslandslid's (2018) study believed it to be essential to sound native in order to be regarded as a fluent English speaker, while the students did not seem to agree with this. The fact that the teachers and the students perceived the concept of fluency differently was, according to Aaslandslid (2018), a worrying finding. Aaslandslid (2018) therefore highlighted the need for more precise guidelines in relation to oral competence and the assessment of it.

A study by Johansen and Olsen (2018) investigated how teachers of English understood the concept of assessment for learning (AFL) and how the teachers applied that understanding to their practice with oral skills in the English subject. The data for the study was collected through questionnaires filled out by fifteen teachers, followed by interviews with five of the teachers who participated in the questionnaire. Johansen and Olsen (2018) found that the teachers generally had a shared understanding of the purpose of AFL and that they viewed it as beneficial to apply AFL to their teaching practices with oral English. However, the teachers who participated in the study acknowledged that they were sometimes uncertain about how to use AFL in relation to oral skills, which resulted in the use of different practices. Based on these findings, Johansen and Olsen (2018) highlighted the need for further development of AFL practices and suggested that school leaders should take on responsibility for developing more explicit guidelines for using AFL in the teaching and assessment of oral skills in the English subject.

Nordheim's (2018) master's thesis, conducted in Norwegian upper secondary school, investigated introvert proficient language learners' experiences with oral activities in English lessons. The study applied qualitative group interviews where a total of six students participated. The study examined how proficient introverted upper secondary students experienced speaking English in EFL lessons and which factors were significant for their

reluctance to speak. The findings conducted in Nordheim's (2018) study indicated that introverts struggled when they had to express themselves in English and that this was closely connected to language anxiety. Moreover, the study revealed that oral activities which involved speaking in front of larger groups triggered the students' language anxiety (Nordheim, 2018). Nordheim's (2018) study further suggested that introverts' self-image was a factor that affected their will to speak English in the classroom.

Dahl's (2019) master's thesis examined Norwegian lower secondary students' and their EFL teachers' experiences and beliefs about promoting the students' oral skills in and outside the classroom. Dahl (2019) used a mixed methods approach involving questionnaires filled in by ninety-six ninth-graders and interviews with four EFL teachers to collect the necessary data for his thesis. The main findings indicated that the textbook seemed to provide students with little motivation and few suitable oral activities, suggesting that teachers should provide the students with more real-life situations for communication. The teachers who participated in Dahl's (2019) study also believed that helping the students to become engaged in meaningful and comprehensible conversations was more beneficial for their development of oral English than, for instance, forcing the students to learn language rules or cram grammar.

The findings presented in Dahl's (2019) study also indicated that students seemed to rely on extramural activities to promote their oral skills in English. The students seemed to believe that especially watching movies, TV series, and videos were activities they learned a lot from and believed to be fun and motivating. As for grading and evaluating English oral skills, Dahl (2019) found that oral presentations were commonly used even though the teachers believed that this caused nervousness and a high level of anxiety among the students. Dahl (2019) therefore suggested that teachers should reconsider the role of oral presentations and instead focus on providing the students with opportunities to discuss and elaborate on a wider variety of topics, as in real-life conversations.

Gjerde's (2020) master's thesis, using a mixed methods research design, investigated language anxiety among Norwegian lower secondary students during oral activities in EFL classrooms. Data from sixty-seven participants were collected, whereas three EFL teachers were interviewed, fifteen students participated in student focus group interviews, and forty-nine students participated in questionnaires (Gjerde, 2020). The study aimed to answer two main research questions, with a particular focus on Norwegian lower secondary EFL teachers' and their students' perspectives on language anxiety (Gjerde, 2020).

The main findings in Gjerde's (2020) study revealed that the teachers believed language anxiety to be due to students' lack of self-confidence, as well as being connected to the personality type introversion. Further, previous experiences of being ridiculed in EFL lessons seemed to increase the students' language anxiety (Gjerde, 2020). The findings also suggested that high self-exposing activities, such as oral presentations and reading aloud, were the most anxiety-increasing activities in the EFL classroom. On the contrary, low self-exposing activities such as group work, table games, two-minute talk, and speed dating were believed to be useful to reduce language anxiety (Gjerde, 2020).

3 Theoretical orientation

This chapter provides the theoretical basis for the present thesis. Firstly, second language acquisition theory, with a particular focus on Krashen's Monitor Model, is presented in Section 3.1. Further, Section 3.2 gives a brief historical overview of approaches and methods commonly used in the EFL classroom, while Section 3.3 focuses on communicative language teaching (CLT). In Section 3.4, Vygotsky's sociocultural theory is explained. Section 3.5 focuses on teacher cognition, while Section 3.6 which focuses on learner cognition. Finally, Section 3.7 presents individual learner differences, focusing mainly on motivation, reluctance to speak, and language anxiety.

3.1 Second language acquisition theory: Krashen's Monitor Model

The Monitor Model was developed by Krashen (1982) to explain second language acquisition. The model consists of five different hypotheses: The Acquisition-Learning Distinction, The Natural Order Hypothesis, The Monitor Hypothesis, The Input Hypothesis, and The Affective Filter Hypothesis (Krashen, 1982). Krashen's (1982) Monitor Model is considered relevant to the present study as it investigates the teaching and training of English as a foreign language. According to Ellis (2008), the term "second language acquisition" is used in applied linguistics as an inclusive term that covers the acquisition of both second and foreign language learning (p. 6).

3.1.1 The Acquisition-Learning Distinction

The Acquisition-Learning Distinction states that adults have two distinct and independent ways of developing competence in a second language (Krashen, 1982, p. 10). The first way is language *acquisition*, a process similar, if not identical, to the way children develop ability in their first language. According to Krashen (1982), language acquisition is a subconscious process, meaning that the language learners are not aware that they are acquiring a language. The only aspect language acquirers are aware of is that they are using the language for communication. The acquired competence is also subconscious in that the speakers are not consciously aware of the rules of the language they have acquired; they simply have a feeling of what sounds right and what sounds wrong (Krashen, 1982, p. 10).

The second way to develop competence in a second language is by language *learning* (Krashen, 1982, p. 10). Language learning refers to the conscious process of gaining knowledge of a second language and involves knowing the rules, being aware of them, and being able to talk about them. Language learning usually happens in school when the teacher either corrects students' errors or teaches the students grammar (Krashen, 1982, p. 11).

3.1.2 The Natural Order Hypothesis

The Natural Order Hypothesis states that the acquisition of grammatical structures proceeds in a predictable order (Krashen, 1982, p. 12). Certain grammatical structures tend to be acquired early and others later. In one of his studies, Brown (1973, cited in Krashen, 1982) found that children acquiring English as a first language tended to acquire the progressive marker *ing* (as in "He is *singing*") and the plural marker /s/ ("two cars") earlier than the third person singular marker /s/ ("Kate *lives* in California) and the possessive /s/ ("Henry's cat"). Brown's study was later confirmed by de Villiers and de Villiers (1973, cited in Krashen, 1982), who also found that items that Brown found to be acquired earliest in time were the ones that children tended to get right more often.

Dulay and Burt (1974, 1975, cited in Krashen, 1982) published similar results and reported that children acquiring English as a second language also show a "natural order" for grammatical morphemes. The order of acquisition for a second language is not the same as the order of acquisition for a first language, but there are some similarities. For instance, regardless of language, acquirers make very similar errors, termed developmental errors, while they are acquiring (Krashen, 1982, p. 14).

3.1.3 The Monitor Hypothesis

The Monitor Hypothesis posits that language acquisition and language learning are used in very specific ways. Normally, acquisition in a second language is responsible for a speaker's fluency in the way that it initiates the utterances. Learning, on the other hand, has only one function and works as a Monitor, or editor, for what is being said. When an utterance has been produced by the acquired system, the Monitor (learning) makes changes to that utterance so that it comes out correctly (Krashen, 1982, p. 15).

The Monitor Hypothesis implies that formal rules, or conscious learning, play only a

limited role in second language acquisition (Krashen, 1982, p. 16). For second language performers, conscious rules can only be used when three conditions are met, namely *time*, *focus on form*, and *knowledge of the rule*. A second language performer needs to have sufficient time in order to think about and use conscious rules effectively. In normal conversations, time is often limited, and the over-use of rules may therefore result in a hesitant way of talking and inattention to what the conversational partner is saying. However, to use the Monitor effectively, time is not enough. The performer must also be focused on form or correctness. Additionally, the second language performer needs to know the rule. Considering that the structure of language is extremely complex, it is natural to assume that the language performer will not be familiar with every single rule that the speaker is being exposed to (Krashen, 1982, p. 16).

Studies on Monitor use suggest that there may be three basic types of language performers, namely *Monitor over-users*, *Monitor under-users*, and *the optimal Monitor user* (Krashen, 1982, p. 18). Monitor over-users attempt to Monitor all the time and are constantly checking their output with their conscious knowledge of the second language. Such performers often self-correct in the middle of utterances and are so concerned with correctness that it may have a negative effect on their fluency. Monitor under-users have not learned, or they prefer not to use their conscious knowledge. These performers are typically uninfluenced by error correction and tend to self-correct only when they have a feeling that their utterance sounds incorrect. In other words, Monitor under-users rely completely on the acquired system. The optimal Monitor users are performers who use the Monitor when it is appropriate and when it does not interfere with communication. Optimal Monitor users can use their learned competence as a supplement to their acquired competence to raise the accuracy of their output. According to Krashen (1982), producing optimal Monitor users is the ultimate pedagogical goal.

3.1.4 The Input Hypothesis

The Input Hypothesis attempts to answer the crucial question of how a language is acquired (Krashen, 1982, p. 20). If i represents the current competence, $i + 1$ will represent the next level or stage of acquisition. The Input Hypothesis claims that "a necessary (but not sufficient) condition to move from stage i to stage $i + 1$ is that the acquirer understands input that contains $i + 1$, where to understand means that the acquirer is focused on the meaning and

not the form of the message" (Krashen, 1982, p. 21). To be able to understand language that contains structure that is a little beyond the current competence is possible through the use of context, knowledge of the world, and extra-linguistic information. In other words, the Input Hypothesis suggests that language acquisition happens when a performer is searching for meaning first, and as a result, the performer acquires structure (Krashen, 1982, p. 21).

The Input Hypothesis stresses the importance of successful communication and claims that when the input is understood and there is enough of it, $i + 1$ will be provided automatically. This implies that the best input should not attempt to deliberately aim at $i + 1$, as this can result in the teaching or practice of specific grammatical items or structures. This idea is very much linked to the final part of the input hypothesis, which states that speaking fluency cannot be taught directly. Fluency is something that emerges over time on its own. According to this view, the best way to teach speaking is simply to provide comprehensible input (Krashen, 1982, p. 22).

3.1.5 Affective Filter Hypothesis

The Affective Filter Hypothesis states how affective factors, such as motivation, self-confidence, and anxiety, relate to the second language acquisition process. According to Krashen (1982), performers with high motivation generally do better in second language acquisition compared to performers with low motivation. Similarly, performers with self-confidence and a good self-image tend to do better in second language acquisition. Anxiety appears to hinder second language acquisition (Krashen, 1982, p. 31).

According to the Affective Filter Hypothesis, acquirers usually vary with respect to the strength or level of their Affective Filters (Krashen, 1982, p. 31). Students who have attitudes that are not optimal for second language acquisition tend to seek less input. Additionally, these students will also have a high or strong Affective Filter, which means that the input will be less likely to reach the part of the brain which is responsible for language acquisition. Students who have attitudes that are more conducive to second language acquisition tend to both seek and obtain more input. These students have a lower or weaker Affective Filter, which means that they will be more open to the input (Krashen, 1982, p. 31).

According to Krashen (1982), knowledge about the Affective Filter may be very useful for language teachers. The Affective Filter Hypothesis implies that teachers should not only focus on supplying the students with comprehensible input, but should also aim to create

a teaching situation that encourages a low filter. The effective language teacher is thus someone who can provide input and help make it comprehensible in a low anxiety situation (Krashen, 1982, p. 32).

3.2 Approaches and methods in the EFL classroom

Since this section is about approaches and methods, it is necessary to define the two terms. Such definitions are provided by Richards and Rodgers (2014). According to Richards and Rodgers (2014), the term *approach* refers to "theories about the nature of language and language learning that serve as the source of practices and principles in language teaching" (p. 22). The term *method* refers to "the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught, and the order in which the content will be presented" (Richards & Rodgers, 2014, p. 21).

Throughout pedagogical history, there have been different approaches to the teaching of second/foreign language speaking (Fenner & Skulstad, 2018, p. 118). The Grammar-Translation method, for instance, focused mainly on reading and writing at the expense of speaking, and the first language (L1) was frequently used to give information and instructions in the classroom. The Direct method, on the other hand, aimed to use the second language (L2) as much as possible and was inspired by "natural methods," which refers to the way children learn their L1. The primary aim was to develop listening and speaking skills (Fenner & Skulstad, 2018, p. 119).

In the Audiolingual method, the four skills were introduced in the following order of priority: listening, speaking, reading, and writing (Fenner & Skulstad, 2018, p. 119). This method relied to a large extent on drills, pattern practice, and substitution tables. Language laboratories were also popular, and there was little focus on genuine purposeful oral communication. In the mid-1970s, communicative approaches that emphasized functional language use were introduced. A central idea within the communicative approach was that the L2 should be learned by using it. Communicative activities focused on genuine communication between the learners as opposed to reading aloud dialogues or practicing drills and patterns (Fenner & Skulstad, 2018, p. 120).

In today's EFL classrooms, it is believed that oral interaction should take place in English as much as possible from an early age (Fenner & Skulstad, 2018, p. 117). The learners should be provided with lots of opportunities to use and practice the language. The

most common tasks within the communicative paradigm often contain a game element or a problem-solving aspect to ensure that there is "real" communication going on as opposed to simply practicing dialogues in the textbook. In the classroom, the students could, for instance, discuss literary or factual texts, give feedback to each other's written texts, take part in classroom discussions, plan and assess their work orally, or perform tasks in pairs or groups (Fenner & Skulstad, 2018, p. 132). This approach to teaching English is referred to as *Communicative Language Teaching* (CLT) and will be explained in more detail in the following section.

3.3 Communicative language teaching (CLT)

Communicative language teaching (CLT) has in many parts of the world become the new paradigm in language teaching (Richards & Rodgers, 2014, p. 85). The approach aims to "make communicative competence the goal of language teaching and develop procedures for the teaching of the four language skills that acknowledge the interdependence of language and communication" (Richards & Rodgers, 2014, p. 85). Language and communication are viewed as independent in the sense that language must serve the purpose of communicating the speaker's objectives. According to the CLT approach, the ultimate goal of language teaching is to develop communicative competence.

According to Skulstad (in Fenner & Skulstad, 2018), *communicative competence* is the most critical concept in second/foreign language learning and teaching. Despite its centrality, few language teachers are familiar with the many different subcompetences of the concept (Fenner & Skulstad, 2018, p. 43). To fully understand Communicative Language Teaching (CLT), it is essential to know what the term *communicative competence* refers to. Considering this, a historical overview and a definition of the concept are provided below.

The term communicative competence was first introduced by Hymes in 1966 (Fenner & Skulstad, 2018, p. 44). Hymes coined the term communicative competence as a reaction against Chomsky's idea of the ideal speaker's competence. According to Chomsky (1973), the ideal speaker's competence would enable a speaker to produce grammatically well-formed sentences without being affected by conditions such as memory limitation, distractions, shifts of attention and interest, and errors. Hymes did not share Chomsky's concern with the ideal speaker's competence and was more concerned with what he called "real language users," as he believed that examining actual language use was more rewarding (Fenner & Skulstad,

2018, p. 45).

Hymes stressed that communication usually occurs under limiting conditions such as distractions, tiredness, shyness, awkwardness, nervousness, memory constraints, and not under so-called ideal conditions (Fenner & Skulstad, 2018, p. 45). According to Hymes, communicative competence includes *language knowledge* (e.g., grammar and vocabulary) as well as the *ability to use* this language knowledge, e.g., when to speak, when not, what to talk about with whom, when, and in what manner (Hymes, 1972, p. 277).

Based on Hymes's idea of communicative competence, other researchers soon saw a need for specifying and developing clearer subcompetences of the concept of communicative competence (Fenner & Skulstad, 2018, p. 46). In 2001, the Council of Europe made a specification of the components of communicative competence in the *Common European Framework of Reference for Language Teaching* (henceforth CEFR). According to CEFR, all human competences contribute to the language user's ability to communicate and may therefore be regarded as aspects of communicative competence (CEFR, 2001). In an attempt to separate out the many different components of communicative competence, *communicative language competence* has been introduced as a term. Communicative language competence includes components such as linguistic competences, sociolinguistic competence, and pragmatic competences (CEFR, 2001).

The component *linguistic competences* is further divided into six subcompetences: *lexical competence* (the knowledge of and ability to use the vocabulary), *grammatical competence* (the knowledge of and ability to use the grammatical resources of the language), *semantic competence* (the language learner's awareness and control of the organization of meaning), *phonological competence* (the knowledge of, and skill in, recognizing aspects of pronunciation such as the sound units, rhythm, sentence stress, and intonation), *orthographic competence* (the knowledge of the spelling of words, punctuation marks, and signs), and *orthoepic competence* (the ability to pronounce a word correctly when it is being read for the first time, to consult a dictionary, and to use contextual information to resolve issues of ambiguity).

Sociolinguistic competence refers to the sociocultural conditions of language use and is concerned with the knowledge and skills required to deal with these social dimensions (CEFR, 2001, pp. 13, 118). According to CEFR (2001), social conventions such as rules of politeness and norms governing relations between generations, sexes, classes, and social groups, will affect all language communication between representatives of different cultures,

even though participants may often be unaware of its influence (p. 13).

The third and last component of communicative language competence, *pragmatic competences*, is split into discourse competence and functional competence (Fenner & Skulstad, 2018, p. 48). The notion of *discourse competence* in the CEFR includes the ability to combine grammatical forms and meanings to achieve a unified spoken or written text in a specific genre, while *functional competence* refers to the ability to use authentic communication for a purpose or to fulfill a specific function (Fenner & Skulstad, 2018, p. 48).

Within communicative competence language is viewed as an expression of meaning, where using appropriate language in a given context is an essential aspect of language and communication (Fenner & Skulstad, 2018, p. 29). The communicative model of language and language use focuses on achieving a communicative purpose instead of a control of structure. This involves understanding language as a system for the expression of meaning, where the primary function of language is to allow interaction and communication (Richards & Rodgers, 2014, p. 89).

From the CLT perspective, language learning results from processes that encourage meaningful and purposeful interaction between the learners in the targeted language (Richards & Rodgers, 2014, p. 91). Interaction allows for the learners to both trying out and experimenting with different ways of saying things and paying attention to the language that is spoken (the input). This is believed to help the learners incorporate new forms into their developing communicative competence (Richards & Rodgers, 2014, p. 91).

In practice, the Communicative Approach to teaching should involve activities that make real communication the focus of language learning (Richards & Rodgers, 2014, p. 95). Meaningful communication is believed to provide the learners with a better opportunity for learning compared to, for instance, a grammar-based approach. Classroom activities should aim to provide opportunities for learners to experiment and try out what they know, provide opportunities for learners to develop both accuracy and fluency, and link the different skills such as speaking, reading, and listening together, as these skills usually occur together in the real world (Richards & Rodgers, 2014, p. 95).

3.4 Sociocultural theory

The CLT approach is closely linked to Vygotsky's sociocultural theory (Richards & Rodgers, 2014, p. 91). In particular, Vygotsky (1978) introduced the concept of the zone of proximal

development, which is defined as "the distance between the actual developmental level as determined by interdependent problem solving and the level of potential development as determined through problem-solving under adult guidance or in collaboration with more capable peers" (Vygotsky, 1978, p. 86). Previously, it was assumed that children's mental abilities were based on what they were able to do on their own. However, Vygotsky (1978) suggested that with guidance from more capable others, children were able to expand these abilities. By imitating or participating in scaffolding activities with adults or peers, children were more likely to reach their zone of proximal development (Vygotsky, 1978). These processes involve social interaction, which Vygotsky stresses as an essential aspect of learning (Vygotsky, 1978).

According to Brevik & Rindal (2020), scaffolding in an educational context means to offer guidance, explain or expand a teaching point, bridge communication gaps, reduce ambiguity or offer translation (p. 102). Cook (2008), on the other hand, argues that scaffolding does not necessarily include every attempt a teacher makes to help students in the classroom. According to Cook (2008), scaffolding happens when a teacher and a student *interact* alone (p. 229). Scaffolding can also take place when two students on the same level interact with each other (Cook, 2008, p. 229-230). Thus, interaction in itself seems to be the starting point for scaffolding.

According to Vygotsky (1978), knowing about the concept of the zone of proximal development can help teachers to both investigate their students "maturation processes that have already been completed, but also those processes that are currently in a state of formation, that are just beginning to mature or develop" (p. 87). Vygotsky (1978) argues that learning which is oriented toward developmental levels that have already been reached is ineffective, as it does not aim for a new stage of the developmental process but rather lags behind this process. Thus, the notion of a zone of proximal development enables teachers to aim at learning which is in advance of development (Vygotsky, 1978, p. 89).

3.5 Teacher cognition

The study of teacher cognition is concerned with understanding what teachers think, know, and believe (Borg, 2009, p. 163). In this context, *cognition* has to do with teachers' self-reflections, meaning the beliefs and the knowledge that teachers have about teaching, students, and teaching content. Additionally, cognition involves the awareness of problem-

solving strategies endemic to classroom teaching (Borg, 2006, p. 41). These dimensions are unobservable and deal with the teachers' mental lives (Borg, 2009, p. 163).

To properly understand teachers and their teaching practices, it is essential to understand the thoughts, knowledge, and beliefs that influence what they do. As teachers are human beings and not mechanical machines, they are viewed as active, thinking decision-makers who make sense of a diverse array of information in the course of their work (Borg, 2006, p. 7). The teacher role involves mental processes such as processing information, planning, anticipating, judging, diagnosing, prescribing, problem-solving, responding, making decisions, and taking actions. The emphasis on the teachers' cognitive processes, and the question of relationships between thought and action, is a crucial part of teacher cognition research and theories (Borg, 2006, p. 7).

According to Borg (2003), four central parts contribute to what teachers know, believe, and think as they plan, conduct, and evaluate their teaching. These four parts are schooling, professional coursework, contextual factors, and classroom practice. In brief, there is ample evidence that teachers' own experiences as learners, referred to here as the teachers' *schooling*, can inform cognitions about teaching and learning which continue to exert an influence on teachers throughout their career (Borg, 2003, p. 81). Schooling, therefore, refers to the "extensive experience of classrooms which defines early cognitions and shapes teachers' perceptions of initial training" (Borg, 2003, p. 82).

A study by Numrich (1996, cited in Borg, 2003) found that novice teachers decided to promote or to avoid specific instructional strategies in the classroom on the basis of their prior experiences as language learners. For instance, 27% of the teachers participating in Numrich's study reported that they attempted to integrate a cultural component into their teaching because they had positive experiences with this from their own schooling. In contrast, some teachers reported that they avoided teaching grammar or correcting errors because they had negative experiences with this from their own L2 instruction (Borg, 2003, p. 88).

Borg (2003) further suggests that teachers' own professional education, also referred to as *professional coursework*, may shape teachers' cognitions. Borg (2003) argues that this is especially the case if the teachers' prior beliefs are acknowledged and taken into consideration. Educational programs which, on the other hand, ignore trainee teachers' prior beliefs may be less effective at influencing the teachers' cognitions (Borg, 2003, p. 81). Research on the relationship between teacher education and teacher cognition is, however, debated. An influential review by Kagan (1992, cited in Borg, 2003), for instance, suggested

that the relationship between a teacher's professional education and what the teacher decided to do in the classroom based on his or her cognition is not significant. Several studies have, however, addressed Kagan's review and criticized the conclusions made. Most studies seem to conclude that teachers' professional coursework in fact impacts teachers' cognitions, but the studies do admit that there are individual differences and that teachers are affected by training programs in different and unique ways (Borg, 2003, p. 91).

The third part which contributes to teachers' cognitions is *contextual factors*, such as the social, psychological, and environmental realities of the school and classroom (Borg, 2003, p. 94). These factors include parents, principals' requirements, the curriculum the teachers are bound by, whether the class they teach is small or big, whether the students are interactive participants or not, what kinds of material the teachers have access to, etc. Contextual factors may facilitate or hinder the kinds of decisions that teachers make and may influence what the teachers decide to do in the classroom (Borg, 2003, p. 98). Crookes & Arakaki (1999, cited in Borg, 2003) found strong evidence that difficult working conditions affected what language teachers did in the classroom, even though it conflicted with the teachers' cognitions about how to teach. Several of the participants in their study reported that heavy workloads had a powerful impact on their pedagogical choices and that they often chose exercises based on the amount of time it would take the students to finish them, instead of considering what exercises would be best for the students' language development.

The fourth and last part of Borg's (2003) research of what influences teacher cognition is classroom practice. *Classroom practice* is defined by the "interaction of cognitions and contextual factors" (Borg, 2003, p. 82), which suggests that what the teachers decide to do in the classroom is influenced by the teachers' cognitions and the contextual factors present. In turn, teachers' experiences in the classroom influence the teachers' cognitions unconsciously and/ or through conscious reflection (Borg, 2003, p. 82). Research has shown that what teachers learn and experience through years of teaching becomes important for what choices they make in the classroom (Breen et al. 2001, Mok 1994, Crookes & Arakaki 1999, cited in Borg, 2003). As one veteran teacher stated in a study by Crookes and Arakaki (1999, cited in Borg, 2003), "As you have more practice, then you know in the classroom what will work and what will not work" (p. 95).

Teacher cognition theory is not so much striving for the disclosure of "the" effective teacher, but for the explanation and understanding of teaching processes as they are. After all, as Borg (2006) states, it is the teacher's subjective school-related knowledge that determines

for the most part what happens in the classroom. There seems to be a strong relationship between cognition and practice in language teaching, and it is assumed that what teachers do in the classroom is affected by what they think (Borg, 2006, p. 9). The relationship between cognition and practice in language teaching is, however, complex, and it is important to stress that teachers' actions are not simply a direct result of their knowledge and beliefs. The context in which these cognitions and practices unfold is a fundamental variable that needs to be considered to fully understand why the teachers do as they do (Borg, 2009, p. 167).

3.6 Learner cognition

The term *learner cognition* or *learner beliefs* can be used to describe the learners' thoughts, knowledge, and beliefs. Dörnyei (2005) argues that learner's beliefs undoubtedly affect learner behavior, for example, when someone believes in a particular method of learning and therefore resists another. If learners are convinced that they will or will not learn a language through specific practices and activities, this will almost certainly affect their learning (Drew & Sørheim, 2004, p. 17). Therefore, it is of considerable interest to investigate learner beliefs when examining the teaching and training of oral skills in Norwegian upper secondary EFL classrooms.

Most learners have strong beliefs and opinions about how their learning instruction should be delivered (Lightbown & Spada, 1999, p. 59). According to Lightbown and Spada (1999), "these beliefs are usually based on previous learning experiences and the assumption that a particular type of instruction is the best way for them to learn" (p. 59). Although the research on learner beliefs is scarce, the available research indicates that learner beliefs can be strong mediating factors in learners' experience in the classroom.

Young learners are often influenced by their parents' attitudes to and beliefs about language learning, and this might also affect their learning (Drew & Sørheim, 2004, p. 17). If the learner's parents believe that formal instruction and correction in the English subject is necessary to develop English language skills (because the parents have experienced this themselves), communicative activities may then be regarded as insufficient or even "a waste of time." Learners who are influenced into believing that communicative activities are wasting their time will not be motivated to participate in these activities.

Learners' preferences for learning, whether due to their learning style or to their beliefs about how languages are learned, will influence the kinds of strategies they choose in order to

learn new material (Lightbown & Spada, 1999, p. 59). Information about learners' beliefs can therefore be useful for teachers, as this information can be used to expand the learner's repertoire of learning strategies and thus develop greater flexibility in their ways of approaching language learning.

3.7 Individual learner differences

The term *individual differences* (IDs) refers to characteristics or traits in respect of which individuals may be shown to differ from each other (Dörnyei, 2005, p. 1). Individual differences may include characteristics such as attitudes, values, ideologies, interests, emotions, capacities, skills, socioeconomic status, gender, etc. (Dörnyei, 2005, p. 7). As different individuals are very much present in educational contexts, there has been an increased focus on IDs in situations involving teaching and learning. According to Dörnyei (2005), knowledge about students' individual differences is fundamental from a practical point of view, as IDs have been found to be the most consistent predictors of L2 learning success, in addition to being related to some of the core issues in applied linguistics (Dörnyei, 2005, p. 3).

Research within the field of L2 learning has typically focused on characteristics such as personality, ability/aptitude, motivation, learning styles, willingness to communicate, learner beliefs, self-esteem, and language anxiety, as these variables are believed to affect L2 learning (Dörnyei, 2005, p. 8). However, the present study mainly focuses on motivation, reluctance to speak, and language anxiety.

3.7.1 Motivation

Motivation is probably one of the most important factors determining success in second language learning (Drew & Sørheim, 2004, p. 17). According to Gardner and Lambert (1972), there is a distinction between *integrative* and *instrumental* motivation. Integrative motivation refers to the motivation someone has when the target language culture is identified with and admired, and the person would like to integrate with that culture. Instrumental motivation refers to the motivation someone has when the target language is seen as a means to an end, for instance, the means of getting a good job or being able to travel around the world (Drew & Sørheim, 2004, p. 18). Even though there is a distinction between these two types of

motivation, it is possible to have both types at once – a genuine interest in the target language and culture and a wish to travel the world and use the target language as a practical benefit in this sense.

Motivation to learn a foreign language can also depend on how the language is taught (Drew & Sørheim, 2004, p. 18). Thus, the teacher's approach, materials, and methods are all factors that are likely to influence motivation, self-confidence, and enjoyment of learning English. Crookes and Schmidt (1991) argue that motivation can be increased if classroom activities are varied and introduced in a way that learners become curious and excited about what will follow. Lightbown and Spada (1999) add to this and highlight that teachers should aim to make the content of the lessons interesting and relevant to the students' age and level of ability. As teachers decide most of what goes on in the classroom, it is clear that the teachers also play an essential role in motivating the students so that their chances of progressing in the target language are optimal.

In Deci and Ryan's (2000) Self-Determination Theory, motivation is further divided into intrinsic and extrinsic motivation, based on the different reasons or goals that give rise to an action. Intrinsic motivation refers to doing something because it is inherently interesting, while extrinsic motivation refers to doing something because it leads to a separable outcome (Deci & Ryan, 2000, p. 55). For instance, a student who does the work because she finds it exciting and enjoyable would be considered intrinsically motivated because she is not concerned with the action's instrumental value. On the contrary, a student who does the work because she believes it to be valuable for her chosen career would be considered extrinsically motivated because she is doing it for its instrumental value rather than because she finds it interesting or enjoyable (Deci & Ryan, 2000, p. 60).

As most educational activities prescribed in schools are not always likely to be intrinsically interesting, a central question that arises is how to make students motivated to carry out the work that is not experienced as enjoyable or fun. Deci and Ryan (2000) suggest that extrinsically motivated behaviors can become more self-determined through internalization and integration processes. Internalization refers to the method of practicing new preferences and regulations, while integration refers to the process of transforming these new regulations into something of one's own beliefs (Deci & Ryan, 2000, p. 60). Deci and Ryan (2000) argue that in order to become more self-determined with respect to extrinsic motivation, educational activities should aim to support students' feelings of competence, autonomy, and relatedness. Thus, the facilitation of more self-determined learning requires

classroom conditions that support the students' innate needs to feel connected, effective, and agentic as the students are exposed to new ideas and exercise new skills (Deci & Ryan, 2000, p. 65).

3.7.2 Reluctance to speak and language anxiety

Stimulating students to speak in class can sometimes be extremely easy and sometimes be extremely hard (Harmer, 2007, p. 345). Generally, students will often participate freely and enthusiastically if there is a good classroom atmosphere where students get along with each other, the content of the lessons is at an appropriate level, and the topics and tasks are suitable for the students (Harmer, 2007, p. 345). However, a problem that often occurs is the natural reluctance of some students to speak and participate orally. These students are often reluctant to speak because of shyness, and they are not predisposed to express themselves in front of other people. Frequently too, reluctant speakers worry about speaking poorly and losing face in front of their classmates (Harmer, 2007, p. 345).

Reluctance to speak may sometimes be connected to language anxiety. According to MacIntyre (1999), language anxiety involves the "worry and negative emotional reaction aroused when learning or using a second language" (p. 27). Students with language anxiety will often be reluctant to express themselves in second-language conversations, which may again lead to negative second-language performance. Language anxiety seems to have a significant impact on second-language learning, as anxious students typically have lower levels of verbal production (Dörnyei, 2005, p. 201).

As reluctance to speak and language anxiety has such a significant impact on second-language learning, a great deal of effort has been made in the literature to develop methods to reduce this (Dörnyei, 2005, p. 202). A low-anxiety classroom atmosphere, where students feel relaxed and comfortable, seems to be a basic requirement to promote the elimination of learner anxiety and stress. Additionally, as Spielmann and Radnofsky (2001) emphasize, there is also a need to foster a capacity in the learners to process tension in a facilitated manner.

According to Harmer (2007), teachers play a crucial role in situations where students are, for some reason or another, reluctant to speak. Harmer claims that there are a number of procedures that teachers can do to help the students and lists four suggestions: preparation, repetition, small group size, and mandatory participation. Preparation has to do with planning and rehearsing what to say before saying it. Through preparing what to say and how to say it,

students will perform much better. The process of preparing the students for what to say may involve giving them time to think in their heads about how they will speak or letting them practice dialogues in pairs before having to do anything more public (Harmer, 2007, p. 346).

Repetition allows students to improve what they did before (Harmer, 2007, p. 346). When repeating speaking tasks, the students can think about how to re-word things or just get a feel for how it sounds. When students repeat an exchange, they will do it much more confidently and fluently for each time the exchange is spoken (Harmer, 2007, p. 346). The group size may also affect whether students feel comfortable speaking or not. Harmer (2007) suggests putting the students in smaller groups, as many students become reluctant to speak in front of bigger groups.

Finally, mandatory participation deals with so-called "social loafers" – meaning students who sit back and let everyone else do the work (Harmer, 2007, p. 347). There are several ways to make participation mandatory, but Harmer suggests using activities that only work when all the students take part and are equally engaged. Such activities may include jigsaw reading activities, story-circle, speed-dating activities, and others.

4 Methodology

This chapter presents information about the research methodology used in the present thesis. In Section 4.1, mixed methods research is explained, and the potential advantages of methods triangulation are discussed. Section 4.2 reveals the sampling techniques used to recruit participants for the study. Further, Section 4.3 explains how the piloting of the research instruments was carried out, in addition to how the piloting contributed to adjustments of the research procedures. Section 4.4 reveals how the teacher interviews were conducted, while Section 4.5 explains the administration of the student questionnaires. Moreover, Section 4.6 presents information about conducting classroom observations. In Section 4.7, the procedures for analyzing the collected data are explained. Section 4.8 discusses delimitations, while Section 4.9 reflects on issues related to validity and reliability. Finally, in Section 4.10, some ethical considerations regarding this study are discussed.

4.1 Mixed methods research

The data for this thesis was collected through mixed methods research. The term *mixed methods research* refers to studies that combine quantitative and qualitative methods, as quantitative and qualitative inquiry can support and inform each other (Dörnyei, 2007, p. 42). *Quantitative research*, on the one hand, is centered around numbers and typically includes data expressed in numerical tables and scales. In social sciences, quantitative research aims to generalize the findings to reflect the commonalities. *Qualitative research*, on the other hand, is more verbal and is usually not determined but left open and flexible for as long as possible to be able to account for subtle nuances. Qualitative research concentrates on in-depth understanding and aims to discover multiple meanings rather than meanings that reflect the commonalities (Dörnyei, 2007, p. 27).

This study used teacher interviews (Appendix 4), student questionnaires (Appendix 5), and classroom observations (Appendix 6) to collect data. Conducting interviews is considered a qualitative research method and is regularly applied in a variety of applied linguistic contexts (Dörnyei, 2007, p. 134). The most typical qualitative interview is the one-to-one "professional conversation," which can be further divided into several types according to the degree of structure and whether there are single or multiple interview sessions (Dörnyei, 2007, p. 134).

The term *questionnaire* is defined as "any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers" (Brown, 2001, cited in Dörnyei, 2007, p. 102). Questionnaires are typically quantitative, although they may also contain open-ended questions that will require a qualitative analysis (Dörnyei, 2007, p. 101).

The term *classroom observation* refers to empirical investigations that use the classroom as the main research site and concerns any study that examines how teaching and learning take place in context (Dörnyei, 2007, p. 176). In the present thesis, each teacher was first observed during a lesson with a specific focus on the promotion of oral English before the three teachers were interviewed individually. Student questionnaires were handed out to the students being taught by the interviewed teachers after the lesson observations were conducted.

There are several advantages of using methodological triangulation as opposed to simply using a qualitative or a quantitative research method. According to Miles and Huberman (1994), mixed methods research tends to avoid polarization, polemics, and life at the extremes. Similarly, Lazaraton (2005) states that combining qualitative and quantitative research methods is an advantage since both highlight "reality" in a different, yet complementary, way. Possibly the main attraction of mixed methods research is the fact that by using both qualitative and quantitative approaches, researchers can bring out the best of both paradigms. As Dörnyei (2007) declares: "The strengths of one method can be utilized to overcome the weaknesses of another method..." (p. 45).

Another possible advantage of using mixed methods research is to gain a better understanding of a complex phenomenon by converging numeric trends from quantitative data and specific details from qualitative data (Dörnyei, 2007, p. 45). In other words, numbers can be used to add precision to words, and words can be used to add meaning to numbers. Mixed methods research is particularly appropriate to use in applied linguistics as it allows researchers to obtain data about both the individual and the broader societal context. Additionally, mixed methods research has a unique potential to produce evidence for the validity of research outcomes through the concurrence and verification of the findings (Dörnyei, 2007, p. 45).

4.2 Sampling

In this thesis, a nonprobability sampling technique, namely *convenience sampling*, was used to recruit participants. According to Wagner (2015), convenience sampling involves surveying individuals who are "readily available and who the researcher has access to" (p. 86). Compared to probability sampling techniques such as simple random sampling, stratified random sampling, systematic sampling, and cluster sampling, the results of a convenience sampling cannot be generalized to a larger population. However, the use of convenience sampling can be informative and can yield interesting and valuable results (Wagner, 2015, p. 86).

The researcher used her own contacts to recruit participants. The main reason for choosing this sampling technique was the COVID-19 situation, which significantly impacted teachers working in Norwegian schools. The pandemic forced most EFL teachers to readjust their teaching practices, as English teaching had to take place digitally. The many precautions that were considered to prevent the virus from spreading generally hindered teachers from participating. Most teachers did not seem to have the capacity to participate in a study during these challenging times. Therefore, the researcher decided to contact teachers that she already knew, as these teachers would be more likely to agree to participate.

The samples for the teacher interviews were chosen based on certain criteria, namely that they were educated EFL teachers working at different upper secondary schools. According to Dörnyei (2007), this type of sampling strategy is referred to as *criterion sampling*. One reason for specifying that the teachers had to work at different schools was because teachers working within the same school tend to collaborate on the subject, thus establishing a culture where certain thoughts, opinions, and teaching practices are more acceptable than others. Choosing teachers from different schools would therefore minimize the chance of receiving the same answers to the questions. To avoid a homogenous group of participants, the teachers were of both genders, there was a variety in age, and they had been teaching English for a dissimilar number of years.

In particular, Teacher 1 had studied the *lektor program* at university level and had a master's degree in English. In addition to seven years of education, she had been teaching English for about three years at an upper secondary school. During the time of the interview, she was teaching English in vocational programs. Teacher 2 had a bachelor's degree in History and English, in addition to one year of pedagogical education. She had been teaching English for ten years and taught English in general studies at the time of the interview.

Teacher 3 had a master's degree in Literacy Studies. Additionally, he had studied English didactics. His teaching career started in primary school in 2007. After a year of teaching in primary school, he started working in an upper secondary school as an English teacher. During the time of the interview, he taught English in general studies.

The sampling of the students also involved convenient sampling, as the students were available participants who were willing to take part in the study (Dörnyei, 2007). In addition to the accessibility, the students also met a critical criterion, namely that they had one of the interviewed teachers as their EFL teacher. Thus, the students were all studying English as a foreign language in Vg1 upper secondary school.

4.3 Piloting

According to Dörnyei (2007), it is essential to pilot the research instruments and procedures before launching a project (p. 75). In the present thesis, the researcher piloted the teacher interview with an EFL teacher working at an upper secondary school. The trial run ensured that the questions in the interview guide extracted sufficiently rich data and provided the researcher with useful information about how the conversation should be carried out. After the piloting was completed, the teacher who participated gave suggestions and feedback on how to improve the interview guide. One suggestion was to include a question about where the teachers found inspiration for the oral activities they facilitated in the classroom. This question was later added to the interview guide (Appendix 4, Question 3.6). The teacher also shared her perceptions on how the interview was experienced and was generally positive about how the conversation was carried out. Based on what the teacher answered during the pilot interview, the researcher was confident that the interview guide collected sufficient data.

The student questionnaire was also piloted. The teacher who participated in the piloting of the interview guide asked her EFL students to fill out the student questionnaire, which the students agreed to. The piloting of the student questionnaire revealed that the online survey program *SurveyXact* worked well as regards technicalities. Further, most students seemed to understand the questions included in the questionnaire, as very few asked for guidance while filling it out. There seemed, however, to be an issue with the last item on the questionnaire, which asked the students if they wanted to include additional information. The students had to answer this question to be able to hand in the questionnaire. Therefore, it was

later specified in the guidelines that it was obligatory to answer the final question, but that the students could simply write “no” if they did not have any additional information to include.

4.4 Teacher interviews

In the present study, three EFL teachers working at three different upper secondary schools were interviewed to investigate their beliefs about and experiences with the teaching of oral English. The interviews were conducted in single sessions lasting for about 60 minutes and were semi-structured. In semi-structured interviews, a set of pre-prepared guiding questions leads the conversation into the desirable path, but the format is open-ended, meaning that the interviewee is encouraged to elaborate on the issues raised (Dörnyei, 2007, p. 134).

Before collecting the data, the researcher designed a detailed interview guide containing questions that were considered appropriate for the study. The questions were based on relevant theory and previous research within the field of applied linguistics in the Norwegian context. It was decided that the interview guide should be structured according to five main categories, namely *background information*, *teacher beliefs*, *practices and experiences*, *implications*, and finally, *the new curriculum (LK20)*. For each category, relevant questions were included.

Thus, the category about background information contained questions regarding the teachers’ qualifications, while the category about teacher beliefs questioned the teachers’ rationale behind their teaching practices. Similarly, the category about practices and experiences aimed to collect data regarding the teachers’ approaches in the EFL classroom and included questions such as: “What do you do to improve the students’ oral skills and their vocabulary?” (Appendix 4, Question 3.9). Within the category of implications, questions concerning what the teachers viewed as challenging when teaching English oral skills were included. Finally, the last category contained questions about the new curriculum and the teachers’ experiences with it.

The interviews were recorded, as taking notes during semi-structured interviews is considered challenging (Dörnyei, 2007, p. 139). Recording the interviews also reduced the chances for the researcher to misinterpret and forget important information. Dörnyei (2007) states that when interviews are recorded, there is a much better chance to catch the details of the nuances of personal meaning. Furthermore, by recording the interviews, it is unnecessary to take notes, which minimizes the danger of disrupting the interviewing process (Dörnyei,

2007, p. 139). However, there are some theoretical issues about recording that must be taken into consideration. By doing audio recording, information such as nonverbal cues (eye movements, facial expressions, and gestures) are inevitably lost. The researcher considered video recording but opted for audio recording instead, as video recording is more difficult to analyze and more obtrusive for the participants (Dörnyei, 2007, p. 139).

4.5 Student questionnaires

The student questionnaires were conducted in each of the three interviewed EFL teachers' classes. The aim of the questionnaire was to explore the students' perspectives on the teaching and training of oral English in the EFL classroom, mainly focusing on their beliefs, experiences, and attitudes. Thus, the questionnaire aimed to yield three types of data about the respondents, namely factual questions such as their level of education, behavioral questions such as their habits and personal history, and attitudinal questions such as their opinions, interests, and values (Dörnyei, 2007, p. 102).

A total of sixty-nine students participated in the questionnaire. Before the students filled out the questionnaires, the researcher gave information about the research project and explained the purpose of the survey. As the questionnaire included several questions about the students' use of English oral skills, the concept of oral skills was defined to ensure that the students understood what it involved. The students were also encouraged to ask questions, both before the questionnaire started and while filling it out. During the questionnaire, the researcher was available for questions and comments and provided guidance to those who needed it.

The questionnaire consisted of thirty-nine questionnaire items, including both closed-ended and open-ended questions (see Appendix 5). In particular, twenty-seven questionnaire items were closed-ended, five questionnaire items were open-ended, and seven questionnaire items combined closed-ended responses with the opportunity to provide written elaboration. The questionnaire took about twenty to thirty minutes to answer. The online program *SurveyXact* was used to both produce, distribute, and analyze the questionnaire.

4.6 Classroom observation

In language classrooms, observations allow researchers to collect comprehensible information about types of languages, activities, interactions, instructions, and other notable events (Harbon & Shen, 2015, p. 459). In the present study, classroom observations were conducted to examine to what degree the teachers' beliefs and experiences reflected their teaching in practice. The observations conducted in the present study were semi-structured, as the researcher put a specific focus on the oral activities introduced by the teachers and observed how they worked as regards making the students communicate. Concrete observation categories were used (see Appendix 6), but the observation scheme also allowed for taking field notes of significant and unpredictable events, as the latter could reveal interesting and striking results.

According to Dörnyei (2007), the only criterion for an observation scheme is that the categories should refer to an observable phenomenon in one of two ways: a *low-inference* category (the observer can reach almost perfect reliability in recording instances of the observed behavior, such as the number of times the teacher writes on the board) or a *high-inference category* (requires some judgment about the function or meaning of the observed behavior, such as type of feedback or praise). In the present study, high-inference categories were used. The observation scheme included categories related to the content and the topic of the lesson, the grouping format of the participants (individual, pair, groups of three, etc.), and the main characteristics of the interaction between the participants (see Appendix 6).

The observation was *non-participant*, meaning that the researcher was minimally involved in the setting and did not participate in the classroom processes (Dörnyei, 2007, p. 179). However, it must be noted that the researcher's presence in the classroom might have impacted the students' behaviors to some extent (Harbon & Shen, 2015, p. 460). The researcher attempted to cause as little disruption as possible to obtain a "real" view of the classroom processes. However, the fact that the students were aware of the observation taking place may have led to the impression that the classroom was on display. Thus, the students might have acted differently from what they would typically do (Harbon & Shen, 2015, 462-463).

4.7 Data analysis

When the collection of necessary data was completed, the data was analyzed using procedures appropriate to the type of data collected. Specifically, the data conducted through teacher interviews was transcribed and categorized into specific codes to simplify the data and highlight special features. In order to identify and group the data from the teacher interviews, the researcher used an analysis table including main topics, relatable categories, and relevant quotes from the teachers (see Appendices 7, 8, 9). According to Dörnyei (2007), this procedure is known as *language-based* analysis as the analysis is done primarily with words.

The data conducted through the student questionnaires was automatically analyzed by SurveyXact, an online tool for conducting and analyzing questionnaires. The results from the questionnaires were put into tables and figures based on what the students had answered. The data was then organized into categories based on whether they were related to the students' beliefs, experiences, or attitudes. As for the lesson observations, the data was already organized into relevant categories through the observation scheme used while conducting the data (see Appendix 6).

4.8 Delimitations

Considering delimitations, the scope of this project only allowed for a small-scale investigation. Preferably, the study should have included more participants as larger samples tend to be more representative. In addition, it would have been beneficial to conduct interviews with the teachers before and after classroom observations to allow for follow-up questions. However, the time available to complete the research project limited what the researcher was able to do. Thus, delimitations such as the number of participants were considered. In the present study, only three EFL teachers and sixty-nine students participated. Additionally, only three lesson observations were conducted. Thus, the findings from the present study cannot be generalized to a larger population in the Norwegian context.

The relatively small sample size was also decided due to the current COVID-19 situation. In an attempt to stop the spread of the virus, the Norwegian government recommended its residents to reduce the amount of social contact. Therefore, the researcher considered it reasonable to reduce the number of participants, and thus, also the number of school visits.

4.9 Validity and reliability

According to Seliger and Shohamy (1989), validity refers to “the extent to which the data collection procedure measures what it intends to measure” (p. 188). This is closely connected to the trustworthiness and credibility of a study (Dörnyei, 2007, p. 49). In the present study, validity was considered in various ways. None of the participants were paid to contribute, and all sorts of personal information were anonymized. Therefore, the participants who contributed to the study did so based on other reasons than earning and being positively distributed.

Further, the research instruments were piloted to examine the quality of the items and questions. The piloting made it possible for the researcher to obtain information on whether the items were too easy or too complicated and whether the items were well phrased and easily understood by the respondents. Items and questions that were not considered of high quality were either revised or removed from the instruments (Seliger & Shohamy, 1989, p. 189).

During the teacher interviews, the researcher attempted to avoid leading questions and leading behavior that could influence the teachers who participated in the study. Thus, it was deemed necessary not to force or manipulate the conversation but rather give the teachers time to think, remember, and produce a free and detailed narrative. Further, the researcher tried to create a neutral atmosphere without imposing any personal bias, as this would enable the teachers to share thoughts and experiences freely, regardless of any social, moral, or political content (Dörnyei, 2007, p. 141). However, it must be noted that this neutrality was sometimes challenged when sensitive topics were raised. When, for instance, the teachers spoke about their challenges and implications in the classroom, the researcher’s natural response was to act as an understanding and empathic listener. According to Dörnyei (2007), there should be a “delicate balance between non-judgmental neutrality and empathetic understanding and approval” (p. 141), and this balance is not always easy to find.

As lesson observations were conducted in the present study, it was essential to consider the *Hawthorne effect* as a possible threat to the validity of the study. The Hawthorne effect refers to how participants perform differently when they know that they are being studied (Dörnyei, 2007, p. 53). In an attempt to avoid the Hawthorne effect, the researcher focused on blending in with the classes. Additionally, the observations were conducted from

the back of the classrooms, as this would minimize the risk of disrupting the classroom processes.

To ensure that the collected data would be honest and valid, the participants were not given the questions before the collection of data begun. However, the participants received brief information about the main topic of the thesis and thus general information about what the interview, the questionnaire, and the observation would be about. This could lead to *social desirability bias*, which refers to the participants' desire to meet the researcher's expectations and over-report desirable attitudes and behaviors (Dörnyei, 2007, p. 54). The researcher, however, emphasized the importance of acting naturally and answering the questions provided with honesty.

Reliability was also considered in the present study. According to Seliger and Shohamy (1989), reliability refers to whether the data collection is consistent and accurate. In a similar vein, Dörnyei (2007) argues that "reliability requires that the same results would be obtained if the study was replicated" (p. 57). A typical reliability issue is to conduct observations without using formal observational tools (Seliger & Shohamy, 1989). In the present study, the researcher used an observation scheme including specific categories to avoid inaccuracies and inconsistencies while conducting the lesson observations. Similarly, the interview guide and the questionnaire ensured, to some extent, that the same questions were asked to all the participants in the study. However, since the interviews conducted were semi-structured and allowed for asking follow-up questions, the same results would probably not emerge if another researcher carried out the study. The same reliability issue was encountered with the observation scheme, which included one category for unpredictable events.

4.10 Ethical considerations

According to Dörnyei (2007), "[...] research in education [...] concerns people's lives in the social world and therefore it inevitably involves ethical issues" (p. 63). In the present study, ethical considerations were crucial as the study dealt with both teachers' and students' personal views on the teaching and training of oral skills in the EFL classroom. Personal information and sensitive matters would be collected through the interviews, questionnaires and classroom observations, and it was therefore deemed essential to maintain respect and anonymity considerations for the participants involved in the study.

In order to conduct the present research, the researcher had to apply to The Norwegian Centre for Research Data (NSD) for the study to be approved. Based on the information provided in the application letter, NSD provided the researcher with guidelines to ensure that the research was ethical and followed the Norwegian laws (see Appendix 1). NSD required the researcher to pay attention to three important ethical issues, namely that the participants would receive necessary *information* about the project to fully understand what they would take part in, that the participants' would give their *consent* to take part, and finally, that *confidentiality* would be ensured throughout the entire process.

The participants, including both the teachers and the students, were informed about the aims and the purpose of the study through the consent forms handed out by the researcher before the collection of data began (see Appendices 2 and 3, Dörnyei, 2007, pp. 70-71). No information was withdrawn to elude the participants (see Appendices 2 and 3, Dörnyei, 2007, p. 65). The consent forms also included information about how to contact the researcher if the participants wanted to withdraw their consent to participate in the study. The teachers and the students were informed that they could withdraw from participation at any moment (see Appendices 2 and 3, Dörnyei, 2007, p. 68).

The participants were further informed that their participation would be anonymous. Therefore, it was important for the researcher to ensure that neither the teachers nor their students could be recognized by the data provided in the thesis (Dörnyei, 2007, p. 68). Additionally, the researcher considered the NSD recommendation on the use of a safe platform for collecting data through online questionnaires and thus used SurveyXact, which the University of Stavanger had an agreement with, and which was viewed as a secure research tool. Finally, all personal information gathered was kept confidential during the writing of the thesis and deleted when the project was completed.

5 Findings

This chapter presents results obtained in the present study on the teaching and training of English oral skills in three Norwegian upper secondary schools. The chapter thus presents findings from the teacher interviews, student questionnaires, and classroom observations. The structure of the chapter is as follows. Qualitative findings (Section 5.1) are first presented, followed by quantitative findings (Section 5.2), both subdivided into related subsections.

5.1 Qualitative findings

The qualitative findings include results from teacher interviews, open-ended responses to the student questionnaire, and classroom observations. In Subsection 5.1.1, the three teacher interviews are presented in accordance with relevant topics that emerged during the data analysis. In Subsection 5.1.2, open-ended responses to the student questionnaires are combined and summarized in accordance with research questions related to the students' beliefs about, experiences with, and attitudes towards training English oral skills. Finally, Subsection 5.1.3 presents a summary of the results from the classroom observations in Teacher 1's lesson, Teacher 2's lesson, and Teacher 3's lesson.

5.1.1 Teacher interviews

Teacher interviews were conducted at three Norwegian upper secondary schools to investigate the EFL teachers' beliefs about and experiences with the teaching of oral English. The findings from the interviews are presented in accordance with relevant topics that emerged during the analysis. The results from each interview have been combined in order to compare and contrast the teachers' beliefs and experiences.

5.1.1.1 Teachers' beliefs about the English subject and English oral skills

As regards the teachers' beliefs about the English subject and teaching English oral skills, Teacher 1 believed that an essential aspect of the English subject was to have good communication skills. Within communication skills, the teacher included both reading,

writing, speaking, and listening skills. The teacher argued that these four skills were necessary for students to function optimally in future. When Teacher 1 was asked to choose which skills within the English subject she considered as most important and relevant for her students, she said that oral skills were possibly more important than reading and writing skills, as English oral situations might be more common in her students' future lives.

In turn, Teacher 2 viewed the English subject as an important subject and argued that this was because English is an international language. She claimed that: "The English language is a language you will need no matter who you are or what you are doing." Teacher 2 considered reading skills and oral skills as most important and relevant for her students. She acknowledged that oral skills would probably be more relevant for her students' future, as most students were likely to experience situations where they would have to speak the language. The reason why she would also focus on reading skills was that she enjoyed reading herself.

Finally, similarly to Teacher 1, Teacher 3 believed that the most important aspect of the English subject was to provide students with the communicative skills needed to live in today's world. The teacher argued that knowing English as a language is a basic requirement, as the English language is necessary for education, working life, traveling, reading books, listening to music, and media consumption. When Teacher 3 was asked to choose which skills within the English subject he considered to be most important and relevant for his students, he answered that he had always focused more on written skills than oral skills, as written skills seemed to be the most difficult for the students. He argued that the vast majority of the students who started upper secondary school possessed excellent English oral skills already due to the large consumption of English media. As for oral skills, he acknowledged that he helped the students distinguish between formal and informal oral language use.

5.1.1.2 Teachers' definitions of English oral skills

Teacher 1 defined English oral skills as the ability to understand and make oneself understood orally. Thus, according to Teacher 1, English oral skills include both listening and speaking, as one needs to use what one hears to communicate appropriately. A similar definition was provided by Teacher 2, who defined English oral skills as the ability to communicate with others in English. Teacher 2 argued that at the lowest level, one should be able to make oneself understood. She added that she hoped, naturally, that teachers would be able to give

their students more than just a minimum of oral skills. According to Teacher 2, the ultimate goal would be to talk like a native speaker, where one could communicate in English without having to think about it.

Teacher 3 in turn provided a more detailed definition of English oral skills. He stated that oral skills in the English subject included having knowledge of the language framework, in addition to having a broad vocabulary. He also viewed it as necessary to have a grammatical understanding of how words are connected and how to put words together to form meaning. Further, Teacher 3 argued that a high level of competence in language included awareness of connotations and denotations of words, namely, to know when to use positively or negatively charged words.

In order to sound as a native speaker, Teacher 3 viewed it necessary to have knowledge of idioms and collocations to recognize which words are often used by native speakers on a daily basis. He added that knowledge of registers, i.e., formality and informality, would be necessary to understand what types of languages to use at different times. Teacher 3 highlighted that the language should be adapted to the situation and to the recipient. The ability to listen was also mentioned as a part of having good English oral skills, because one could hardly communicate alone.

5.1.1.3 Teachers' views of communicative competence

When considering communicative competence, Teacher 1 believed that practicing English oral skills could contribute to the development of lexical competence and grammatical competence. However, she assumed that reading would work better in this regard. She explicitly acknowledged that sociolinguistic competence and pragmatic competences would be developed through communicating orally.

In line with Teacher 1, Teacher 2 also believed that practicing English oral skills could contribute to the development of lexical competence and grammatical competence. Teacher 2 emphasized the importance of communicating with others, as this would help build up vocabulary, but would also help noticing grammatical errors and learn from them.

Teacher 2: If you speak a lot of English, it is not always easy to pick up on your own grammatical errors. However, it might be easier to hear when others are saying something wrong.

Regarding developing sociolinguistic competence, Teacher 2 believed that participating in role plays would be especially relevant. She argued that a role play related to a job application or an interview would enable the students to practice differences in informal and formal language use. As for developing pragmatic competences, the teacher believed that the more one practiced English oral skills, the easier it was to speak.

Teacher 2: When you use the English language to a great extent, you make systems in your head where you store words and phrases. Whenever you forget what to say, you can easily find another word for it. After a lot of practice, this process will happen by itself.

Similarly to Teachers 1 and 2, Teacher 3 also believed that practicing English oral skills could contribute to the development of grammatical competence, and argued that all kinds of repetition and trials contributed to the students' development of a sense of how English should sound like. Further, he stated that when students were given the opportunity to try out and speak the language themselves, they used what they had learned, and practiced what they had heard. Teacher 3 also emphasized the importance of communicating with others. He argued that by communicating with others, the students would be corrected if they said something wrong. Similarly, through conversations with others, the students would become aware of the mistakes made by others and would thus learn from those.

Teacher 3 also believed that students could develop lexical competence through practicing English oral skills. He argued that when communicating with others, the students would hear new words and understand the words from the contexts they were used in. Further, Teacher 3 assumed that practicing English oral skills would contribute to the development of students' sociolinguistic competence, as students were likely to experience situations where their sentences would not fit into the conversation or the social context. The teacher believed that students would acquire appropriate language use through trials and failures. As for developing pragmatic competence, Teacher 3 believed that practicing English oral skills could help the students avoid breakdown in communication. The teacher acknowledged that when students switched to Norwegian or used words of which they did not understand, he sometimes used this situation to ask other students if they could give the correct word in English.

5.1.1.4 Teachers' approaches to teaching English oral skills

Teacher 1 stated that her teaching approaches varied depending on which group of students she taught. She claimed that the teaching must be adapted to the students' level, interests, and how comfortable they are when participating orally. When designing lesson plans, the teacher always considered what she wanted the students to get from the lesson. She also considered what competence aims to use, as these are legally binding. What she stated to be the most important, both for herself and her students, was knowing the relevance of the classroom activities to their lives.

Teacher 2 argued that her teaching approaches were based on her willingness to make students speak English at all times during her lessons. She emphasized the importance of letting the students talk as much as possible in the targeted language. She exemplified this by saying: "If you want to get better at football, you have to play football. If you want to get better at English, you have to speak English".

Teacher 3 acknowledged that his teaching style had been somewhat monotonous lately. He added that there had been several new systems to learn this year: "There is a new concept of competence, a new curriculum, a new textbook, etc." He stated that spending time on making good lesson plans and finding new ways to teach had been challenging. Besides, the teacher explained that he tried to organize the teaching in orderly conditions: "I try to think carefully about why we do what we do, if what we do is in the right order, if I have made the right choices, if what we are going to do is something we have done before, etc." He further explained that he was generally concerned with providing his students with authentic situations for oral communication, where the students would discuss "real-life" matters with each other in pairs or groups.

5.1.1.5 Teachers' beliefs about oral activities

When Teacher 1 was asked what kinds of oral activities she considered meaningful, she emphasized the importance of making the students discuss and reflect, as this would have transfer-value to the world outside the classroom. Furthermore, the teacher found it important to use a variety of oral activities, as this would be more motivating for the students. As for the grouping format, the teacher stated that she had better experiences with grouping the students

in pairs or smaller groups.

Furthermore, Teacher 2 emphasized the importance of relating the activities to the “real world”, meaning the world outside the classroom. This could, for instance, include conversations about what the students did during their weekend. Moreover, the teacher argued that every task that involved speaking English would be meaningful, as such activities would enable the students to practice and improve their language.

As for motivating activities, Teacher 2 answered that they depended on the students’ interests. She wanted the students to be motivated to speak English, so she would usually let them choose the topics themselves. Similarly to Teacher 1, Teacher 2 also stated that she had better experiences with grouping the students in pairs or smaller groups. She highlighted that this was especially important when dealing with reluctant speakers.

When Teacher 3 was asked what kinds of oral activities he considered meaningful, he emphasized, similarly to Teacher 2, the importance of connecting the activities to the students’ experiences outside the classroom. Instead of doing speech exercises where the students were asked to practice the pronunciation of certain words in isolation, they would practice genuine conversations. He mentioned a couple of activities that he often used:

Teacher 3: The first activity involves talking about the news. The students are asked to present, reflect upon, and discuss news from the English-speaking world with their group members. The second activity is about presenting a cultural expression – describing, analyzing, and comparing. Both activities are about language in practice, really.

As for motivating activities, Teacher 3 stated that most students liked variety: “No matter what we do, it must be something different from what we have done before. As soon as we do something new, it automatically becomes exciting.” He also considered tasks that gave the students some sort of purpose or meaning as motivating. As for the grouping format, Teacher 3 shared the same beliefs as Teachers 1 and 2, namely that students tended to work better in pairs or in groups.

5.1.1.6 Teachers' experiences with reluctant speakers

Teacher 1 had experienced the teaching of students with reluctance to speak English. She believed that some students were reluctant to speak because they felt that their English was not good enough. Those who were afraid to make pronunciation mistakes might switch to Norwegian instead, as they were more comfortable with their first language. When students experienced breakdown in communication, they occasionally panicked. The teacher acknowledged that such students were sometimes difficult to work with, as it was hard to know how much one should push them without having negative consequences. The teacher believed that creating a safe and supportive classroom environment was important to deal with reluctant speakers.

Teacher 1: I believe you should spend some time getting to know your students at the beginning of the year. You could, for instance, start the new year with a board game. Playing games in a relaxed atmosphere will help to build up the classroom environment. When the classroom environment is good, the students will feel safer to participate in oral activities.

Teacher 1 also mentioned the importance of letting the students discuss things with each other before asking them to share their thoughts and opinions in front of the whole class. She claimed that this would lead to a much better response, as the students would have time to think and reflect upon the issues raised before saying it out loud. If students were still reluctant to speak English, the teacher believed one should investigate the reasons for this.

Teacher 1: The most important thing you can do is to talk to the student and ask why he or she is reluctant to speak English. You could also ask the student for suggestions on how to make the situation better.

Similarly to Teacher 1, Teacher 2 also had experience of working with reluctant students. The students she was currently teaching were particularly reluctant. She believed that this was connected to several things, and stated the following:

Teacher 2: Some students refuse to speak English because they think it is weird to communicate in a different language than what they are used to. It does not seem natural for them to speak English. Others do not dare to speak because they think they are bad in English. Some students are insecure because they feel that others are

laughing at them. Others, and particularly those students who constantly speak Norwegian even though there is a safe classroom environment, probably have some sort of need to mark their territory. The latter group is probably trying to be cool, but in my opinion, they are a little immature.

Teacher 2 expressed several concerns about how to make her students participate orally. She explained that she had attempted to create a safe and supportive classroom environment, but it had not worked out the way it used to with other classes. At the beginning of the year, she had spent a lot of time trying to get better acquainted with her students. She encouraged her students to speak English even though they felt uncomfortable, and she reassured them that it was fine to make mistakes. She also allowed students to speak with whatever accent they preferred, as long as they tried. In addition, they had also played games to loosen the atmosphere. However, the above did not seem to greatly contribute to making the students speak English.

Teacher 3, similarly to Teachers 1 and 2, had experience of teaching reluctant students and explained that there were several students who did not like to raise their hand in class and participate orally. The teacher believed that this was caused by several reasons and highlighted the classroom atmosphere as the main reason. He also believed that there were social rules within some classes where appearing as someone who knows a lot was not necessarily socially accepted: “Unfortunately, in some classes, there is no culture for showing off or being smart.”

Teacher 3 explained several approaches to dealing with reluctant speakers. For example, he attempted to build a good relationship with the students and to establish a safe and supportive classroom environment. He emphasized the importance of talking to the students and letting them know that it was not allowed to laugh at others’ mistakes or doing similar things that might hurt someone’s feelings. He often let reluctant and insecure speakers work in pairs or groups, as he knew that this would make them feel safer. Finally, he stated the importance of challenging the students to participate orally.

Teacher 3: I sometimes take the liberty of selecting students to contribute orally to the class when we are sharing things in plenary. If I ask a question and nobody answers voluntarily, I choose who will answer. The reason for doing this, is because I believe that there is no better way to get rid of the embarrassment or anxiety connected to speaking English than to practice and expose yourself to that situation.

5.1.1.7 Teachers' beliefs about and experiences with the new curriculum

The teachers' generally shared similar beliefs about the new curriculum, but their experiences with using it differed to some degree. When reflecting on the new curriculum, namely LK20, Teacher 1 argued that one must consciously approach in-depth learning and interdisciplinary themes. The interdisciplinary themes include sustainable development, democracy and citizenship, and public health and life skills. These themes will go across disciplines, meaning that they must be part of several subjects, including the English subject.

Teacher 1 also stated that the new curriculum, namely LK20, focused on collaboration with colleagues to a greater extent than the previous curriculum, LK06. Another difference was the division between vocational subjects and general subjects. The teacher viewed this as a positive change, as vocational English was given more freedom, which was important and necessary for those students who were going into specific professions. Teacher 1 argued that vocational students would benefit significantly from the new curriculum, as the teaching would become more relevant for their future and thus more motivating.

Teacher 1 had also noticed changes regarding assessment in the new curriculum. The new curriculum states that there must be a broad basis for the evaluation, which means that what the students do in class will be assessed and considered whenever their grades should be assigned. When grading oral skills in general, the teacher acknowledged that she rarely focused on pronunciation and vocabulary in isolation. The teacher emphasized the content, the ability to discuss, and the ability to reflect.

Teacher 1: We look for the whole package, not only the students' ability to speak correctly. Everyone can reproduce facts, but if the students can discuss and reflect upon these facts, they show good oral skills, that is, good communication skills.

Teacher 2 experienced that some of the new competence aims in LK20 were too wide, and explained that she sometimes had troubles understanding what they should contain. She stated that: "We know roughly what we are going to do, but we are not a hundred percent sure." She explained that one of the new competence aims involved using other languages than English in the English subject. Teacher 2 did not have previous experiences with this.

Teacher 2: I believe part of the reason why this competence aim is added to the curriculum is because you should include the students' mother tongue in the teaching of languages. Personally, I do not know very many other languages than English and Norwegian. It makes me wonder how I am supposed to follow this competence aim as a teacher.

Teacher 2 also expressed concerns regarding the new exam. She argued that the exam did not seem to test the students in what they had been working with, such as, for instance, the use of sources.

Teacher 2: Before, the exam consisted of 'short answer texts' and 'long answer texts.' Now, the exam contains tasks where the students must listen to a small text and answer multiple choice questions afterwards. In my opinion, this is primary school level. I do not quite understand how it should measure our students.

Similarly to Teacher 1, Teacher 2 had also noticed changes regarding assessment in the new curriculum.

Teacher 2: My goal is to base the students' grades on what they have done throughout the year, so I try to assess them regularly on a weekly basis. If we have oral activities, I usually walk around and listen to the students when they talk. Sometimes, I stop by the students and talk to them. I believe that assessment situations must consist of situations that are prepared in advance, but also situations where the students have to function in the moment.

Teacher 3 argued, similarly to Teacher 1, that the new curriculum had a clearer division between vocational studies and general studies. He explained that each study program received different competence aims. Teacher 3 believed that the competence aims for general studies were more suitable for those who wished to study further at the university level, while the competence aims for vocational studies were more suitable for those who were planning to take the vocational certificate. He argued that the division of the English subject was strengthening for vocational subject, primarily. As for differences in oral skills between LK06 and LK20, the teacher had noticed that the competence aim dealing with academic English was more prominent in the new curriculum, and thus, there was now a clearer distinction between formal and informal language use.

Due to the new curriculum, Teacher 3 had changed his methods for assessment:

“Although I have tried to assess the students’ competence in the lessons earlier, it is much clearer that such a form of assessment is now planned.” He explained that the new curriculum stated that formal assessment situations should be avoided, and that students should to a greater extent be evaluated as part of the training.

Teacher 3: This is very demanding, and I still have to come up with a system that makes this job easier. Some of my colleagues have managed to create systems and tables that allow them full control over this type of assessment, and thus have also got rid of traditional assessment situations completely. This is something that I am still working on finding out.

5.1.1.8 Teachers’ experiences with English oral skills in the digital classroom

Due to the COVID-19 situation, several upper secondary schools went into lockdown to avoid spreading the virus. During these times, digital teaching via Zoom became part of everyday practice. Teacher 1 had personal experience with teaching online and mentioned several challenges with this.

Teacher 1: The biggest challenge with digital teaching is that you do not have the class in front of you. The threshold for saying something out loud in the digital classroom is much higher. Students also tend to be less involved and less motivated – they focus less on what is going on.

Teacher 1 had also experienced difficulties in having good class discussions. A partial solution to this problem was putting the students in “break-out-rooms” where they could have discussions in pairs or smaller groups. The teacher argued that this would help increase the quality of the oral activities inside the digital classroom. However, she acknowledged that she preferred teaching in regular classrooms as there were more opportunities to have oral activities there.

Teacher 2 expressed similar concerns about having oral activities in the digital classroom. She claimed that: “The challenges you face in a regular classroom are only exacerbated in a digital classroom.” She explained that several students refused to turn on their camera, and that very few dared to participate orally. When nobody turned on their camera, the teacher had troubles reading their body language and facial expressions, which

made it difficult to know whether the students had understood important messages. To address these issues, the teacher had tried to put the students into online group rooms. Dividing the students into smaller groups seemed to work better, as most students found it easier to talk to each other in smaller settings.

Teacher 3 claimed that the level of oral participation had been quite absent in the digital classroom. He acknowledged that he had not put a lot of emphasis on oral activities inside the digital classroom, partly because he did not believe that students would participate orally, but also because he found it challenging to manage the classroom in online teaching sessions. He admitted that if schools would go back into lockdown and digital teaching would become part of everyday practice again, he would probably try out the “break-out-room” function on Teams to vary the teaching.

5.1.2 Open-ended questionnaire answers

Student questionnaires were conducted in three classes at three upper secondary schools. The interviewed teachers chose one of their EFL classes to participate in the study. A total of sixty-nine students participated in the questionnaire: fifteen in Teacher 1’s class, twenty-five in Teacher 2’s class, and twenty-nine in Teacher 3’s class. The aim of the questionnaire was to explore the students' perspectives on the teaching of oral skills, mainly focusing on the students' beliefs about, experiences with, and attitudes towards their teachers' approaches and their own training of English oral skills. In this section, the students’ open-ended responses to the questionnaire are presented.

5.1.2.1 Students’ beliefs about training English oral skills in EFL lessons

Questionnaire item 34 asked the students about their beliefs as regards the most effective way to improve their English oral skills. Most students, namely thirty-nine out of sixty-nine students, reported that they believed speaking English with others would improve their English oral skills. The word *discussion* was used by many students in this regard. One particular student wrote the following:

Jeg tenker at aktive diskusjoner med andre elever er viktig. Diskusjonsoppgaver knyttet til aktiviteter og spill som engasjerer gjør oss i stand til å tenke på engelsk på en annerledes måte.

The researcher's translation: I believe that having active discussions with other students is very important. Discussion tasks such as engaging activities and games enable us to think about English in a different way.

The word *conversation* was also used by several students. Those students who believed that conversations with others were important to improve their English oral skills argued that they viewed it as necessary for their future lives:

Samtaler med andre er viktig fordi vi får brukt engelskspråket på en måte som er realistisk for hvordan man kommer til å bruke språket senere i livet.

The researcher's translation: Conversations with others are important because it enables us to use the English language in a realistic way as this is how we will use the language later in life.

Several students also believed that listening to English would help them improve, and especially if they listened to people who had English as their first language. By listening to more competent others, the students believed that they would improve their vocabulary and learn how to use the language in different situations. One student argued that by listening to others, he could use the same words and sentences as this other person and then improve his own English oral skills by imitating.

Several students argued that watching English movies and TV series would improve their English oral skills. The listening aspect was important in this regard. Some students even believed that this was the only way to improve and argued that it was how they had learned English themselves. Some students highlighted the importance of having Norwegian subtitles while watching English movies, as this would help them understand what was going on:

Jeg tror at å høre på engelsktalende personer gjennom å se engelske filmer og TV-serier er viktig. Jeg pleier å ha norske undertekster på mens jeg ser engelske TV-serier, og det var slik jeg selv lærte språket.

The researcher's translation: I believe that listening to English-speaking people through watching movies and TV series is important. I usually have Norwegian

subtitles while watching English TV series, and that was how I learned the language myself.

5.1.2.2 Students' experiences with training English oral skills in EFL lessons

Questionnaire item 7 asked the students where or in what situations they usually used their English oral skills. Most students reported that they spoke English inside the EFL classroom, online and on social media, as well as with friends and family. They also reported that they used their listening skills to a great extent when watching movies or listening to music. One student replied the following:

Av og til så snakker jeg engelsk bare for gøy, uten noen mening i det.

The researcher's translation: Sometimes, I speak English just for fun, without any specific purpose.

Questionnaire item 23 asked the students if they experienced that their teacher was encouraging them to speak English in the EFL classroom. The students had the opportunity to elaborate if they chose to answer: "it depends on the situation". Three students provided written elaborations on this question:

Student 1: Jeg føler at læreren vil at vi skal snakke engelsk, men det er få som gjør det hele tiden. Da er det rart å være den eneste.

The researcher's translation: I feel that the teacher wants us to speak English, but there are very few who do this all the time. It is weird being the only one."

Student 2: Læreren forventer at vi snakker engelsk i engelsktimene, så dersom vi ikke gjør dette kan det påvirke karakteren vår. Det er derfor karakteren som oppmuntrer.

The researcher's translation: The teacher expects us to speak English during our English lessons. If we do not speak English, this can affect our grade. It is therefore the grade that encourages me to speak English.

Student 3: Læreren oppmuntrer oss til å snakke engelsk i timene, men jeg føler meg ikke komfortabel med å snakke engelsk i denne klassen ettersom at den oppleves lite trygg.

The researcher's translation: The teacher encourages us to speak English during our lessons, but I do not feel comfortable with speaking English in this particular class as it does not feel safe.

Questionnaire item 29 inquired whether the students felt safe speaking English during English lessons. The students had the opportunity to elaborate if they chose to answer: "it depends on the situation". Three students elaborated on this question. One stated that he only felt safe if he was allowed to speak in smaller groups. Another answered that it depended on how many were listening. The third student said the following:

Ja, men kun dersom jeg vet hva jeg snakker om. Dersom jeg blir tvunget til å utdype noe jeg ikke forstår blir jeg veldig utrygg.

The researcher's translation: Yes, but only if I know what I am talking about. If I am forced to speak about something that I do not understand, I become very insecure.

The final questionnaire item inquired whether the students wanted to add something regarding their beliefs about or experiences with training English oral skills. One student shared his experiences connected to how his English oral skills were usually graded.

Jeg kan forstå og snakke engelsk nokså greit, men jeg føler at jeg blir mer vurdert på oppgavens innhold enn mine engelsk muntlige ferdigheter.

The researcher's translation: I am able to understand and speak English to a fairly great extent, but I feel that I am being assessed based on the content of the assignment more than my English oral skills.

5.1.2.3 Students' attitudes to the use/promotion of English oral skills in the EFL classroom

Questionnaire item 6 asked the students whether they liked to use their English oral skills inside the EFL classroom. Most students reported that they enjoyed practicing their English oral skills, but a few answered that it depended on the situation, for example:

Jeg synes det er greit å lytte til engelsk, og greit å snakke litt engelsk i små grupper, men jeg liker ikke å snakke høyt foran klassen fordi jeg er usikker på engelsken min og klarer ikke alltid å komme på hva ordene jeg ønsker å bruke er på engelsk.

The researcher's translation: I believe that it is okay to listen to English, and okay to speak English in smaller groups, but I do not like to speak English out loud in front of the class, because I am uncertain about my own English skills, and I sometimes struggle to find the right words in English.

Questionnaire item 21 was related to what the students liked the most in the English subject. The majority of students, namely forty-one out of sixty-nine students, included words such as *speaking*, *discussion*, and *oral activities* in their written answers. Several students also mentioned that they enjoyed working in pairs or groups, for example:

Jeg liker best de muntlige diskusjonene, og spesielt dersom vi diskuterer noe som jeg interesserer meg for.

The researcher's translation: I enjoy oral discussions the most, and especially if we discuss something that I am interested in.

Questionnaire item 31 was devoted to the students' motivation to learn how to communicate orally in English. Most students reported that they were motivated to practice their English oral skills because they viewed these skills as necessary and valuable. Some reported that they needed to know how to speak English in their future, either because of education, work, or travel. Some stated that it was important to know English to take part in the global society. A couple of students admitted that they did not consider speaking English as valuable and explained that their only motivation for promoting English communication skills was to get good grades at school.

5.1.3 Classroom observations

Classroom observations were conducted to examine to what degree the teachers' beliefs and experiences reflected their teaching in practice. The observations were semi-structured, as the researcher put a specific focus on the oral activities introduced by the teachers and observed how they worked as regards making the students communicate. Concrete observation categories were used, but the observation scheme also allowed for taking field notes of significant and unpredictable events, as the latter could give interesting and striking results. This subsection summarizes the lesson observations conducted in Teacher 1's lesson, Teacher 2's lesson, and Teacher 3's lesson. A more detailed description of the observations can be

found in the Appendices (see Appendices 10, 11, 12).

The table below presents a summary of the lesson observations conducted in the three teachers' classrooms. Specifically, Table 1 contains information regarding the topics of the lessons, objectives, the teachers' approaches and activities used in the lessons, as well as several more important aspects that are relevant for comparing and contrasting the lessons.

Table 1. Summary of lesson observations.

	Teacher 1's lesson	Teacher 2's lesson	Teacher 3's lesson
Topic of the lesson	Keep Talking and Nobody Explodes	The American Way of Life	What's in the News + Art in Pictures
Objectives	The main goal of the lesson was to make students communicate with each other in English.	The main goal of the lesson was to make students communicate with each other in English.	The main goal of the lesson was to make students communicate with each other in English.
Teacher's approaches	Teacher 1 worked as a facilitator in the classroom. She gave instructions and helped the students out when they needed it. Besides that, she walked around and listened to the students communicate, and reminded the ones who spoke Norwegian to speak English instead.	Teacher 2 viewed it as essential to speak English during English lessons. She only spoke English herself, and encouraged her students to do the same. She also viewed it as beneficial to let students work individually at first, then in pairs or groups, and finally share their thoughts in plenary. She emphasized the importance of creating a safe and supportive environment.	Teacher 3 was interested in creating authentic situations in his classroom. The oral activities that he used to make his students communicate in English should resemble the reality outside of the classroom. He wanted the students to practice real communication, such as being able to present information, evaluate it, discuss it, and reflect upon it.
Oral activities (type of interaction, motivating, engaging, authentic?)	The oral activities provided the students with opportunities to practice their English oral skills through interaction	The oral activities provided the students with opportunities to practice their English oral skills through interaction	The oral activities provided the students with opportunities to practice their English oral skills through presenting

	<p>with peers. The activity, “Keep Talking and Nobody Explodes”, was considered useful and motivating for this particular group of students, as they were all boys interested in electric tools and gaming. The interaction was based on spontaneous speech and were in some regard connected to the world outside the classroom.</p>	<p>with peers. The interactions were spontaneous, but the students had been given the chance to prepare keywords in advance. The activities seemed to be meaningful and purposeful to most of the students, as similar conversations could take place outside the classroom.</p>	<p>their own thoughts and reflections and following up on input from peers. The students were given time to prepare themselves for what to say in advance. Whenever someone asked a follow-up question, the students had to speak spontaneously – just like most conversations in real life. Most students seemed motivated to participate in the activities.</p>
Language spoken	<p>Mainly English, even though Norwegian was used by the teacher to give instructions and by the students when they had troubles figuring out the game in the beginning of the lesson.</p>	<p>The teacher spoke English throughout the entire lesson. Most students spoke English during the oral activities but switched to Norwegian whenever they talked about things that were not related to the English tasks. A few students constantly spoke Norwegian, even though they were encouraged by the teacher to speak English.</p>	<p>Mainly English, even though Norwegian was used by the teacher to give instructions. Most students spoke English during the oral activities, but a couple of students switched to Norwegian as soon as the teacher did not listen.</p>
Supportive environment	<p>The classroom environment seemed safe and supportive. The students worked together in pairs or smaller groups and seemed to get along well. Some boys did “mock” each other whenever they struggled to figure</p>	<p>The classroom environment seemed to be safe and supportive. The students worked together in pairs or smaller groups, and the teacher constantly spoke Norwegian to show her students that this</p>	<p>The classroom environment seemed to be safe and supportive. The students were allowed to choose their own group members, and most students worked together with their closest friends.</p>

	<p>out the game. For example: “we made it in 30 seconds, and you have not made it once!” However, it seemed like this mocking was fun for all parts involved.</p>	<p>was safe and expected. The teacher encouraged her students to speak English, but did not yell at those who, for some reason, refused.</p>	<p>Whenever one of the students presented their work, the other students listened actively - nodding, smiling and asking follow-up questions.</p>
<p>Reluctant/anxious speakers</p>	<p>It was challenging to notice any reluctant speakers in this particular context, as the students had to communicate to make the game move forward. However, one student seemed a little reluctant to speak English. He often switched to Norwegian and spent most of his time reading the manual.</p>	<p>Some students were talking more than others, but most students participated in the oral activities. One group of students were particularly reluctant to speak English, and constantly spoke Norwegian instead. These students did not seem nervous or anxious in any sense. The reason for speaking Norwegian could be related to lack of motivation.</p>	<p>One group of students seemed reluctant to speak English, and only did so when the teacher was listening. They seemed unmotivated to speak English. The researcher did not observe any signs of anxiety related to speaking English.</p>
<p>Challenges?</p>	<p>As the classroom was organized in the form of an auditorium, it seemed challenging for the teacher to move around and talk to the students sitting in the middle. It also seemed challenging for the students to learn a new game, while at the same time having to communicate under time pressure.</p>	<p>The teacher seemed to have challenges with making the reluctant speakers participate in English. She tried to encourage them to speak English several times but had to give up in the end. It was clear that the teacher expected her students to speak English, but the group of students who refused seemed to have decided not to do so.</p>	<p>As this class consisted of twenty-nine students, the teacher seemed to have challenges visiting each group and listening to what they had to say while they were discussing with their peers. There was also a lot of noise while the students were communicating with each other, and it seemed challenging to detect who spoke English and who spoke Norwegian.</p>

As Table 1 demonstrates, the main objective of the three lessons was the same, namely to encourage the students to communicate with each other in English. As regards the three

teachers' approaches, all the teachers spoke English during the English lessons and provided the students with authentic situations, meaning oral activities that were to some extent related to the reality outside of the classroom. The three teachers chose different oral activities in this regard, but all activities seemed to make the students communicate spontaneously with each other. The teachers let the students work together in pairs or smaller groups, as this would make the students feel safer. However, there were reluctant speakers in all the three classrooms who either refused to speak English, or who only spoke English when the teachers were listening. As regards challenges, the three teachers seemed to encounter different situations during the lessons. Teacher 1 had difficulties reaching all her students, as the classroom was organized in the form of an auditorium. Teacher 2 had troubles making the reluctant speakers in her class participate in English, as these students refused to obey her instructions. Finally, Teacher 3 seemed to have too many students to be able to pay attention to all of them, which resulted in students speaking Norwegian when he was not listening.

5.2 Quantitative findings

This section presents qualitative results obtained from the closed-ended answers to the student questionnaires. The closed-ended responses to the student questionnaires are combined and summarized in accordance with research questions related to the students' beliefs about, experiences with and attitudes towards training English oral skills.

5.2.1 Student questionnaires

Student questionnaires were handed out to the students taught by the three interviewed teachers. A total of sixty-nine students participated in the questionnaire, namely fifteen in Teacher 1's class, twenty-five in Teacher 2's class, and twenty-nine in Teacher 3's class. The aim of the questionnaire was to explore the students' perspectives on the teaching of oral skills, mainly focusing on the students' beliefs about, experiences with, and attitudes towards their teachers' approaches and the training of English oral skills.

5.2.1.1 Students' beliefs about English oral skills in EFL lessons

Figure 1 presents the students' answers to the following question: "What do you believe to be the most important skills in the English subject?"

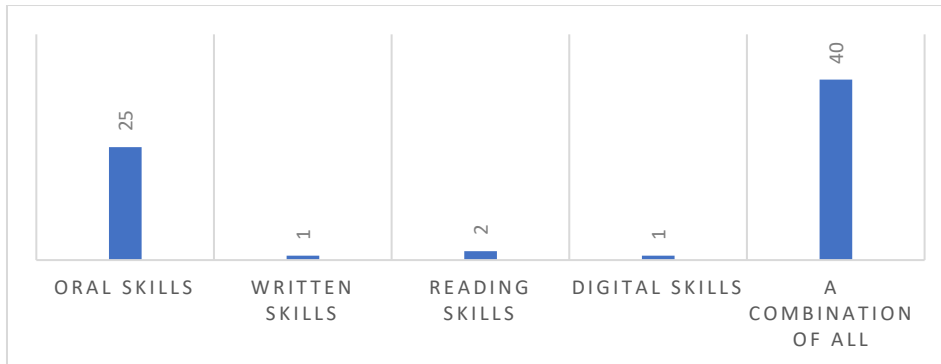


Figure 1. Students' beliefs about the most important skills in the English subject

As shown in Figure 1, the majority of the students, namely forty students, found it important to develop a combination of both oral skills, written skills, reading skills and digital skills. The figure also reveals that very few students considered written skills, reading skills and digital skills important in isolation. On the contrary, twenty-five out of sixty-nine students viewed oral skills as most important in the English subject.

Figure 2 presents the students' answers to the following question: "Which skills in the English subject do you believe that you will need the most in your future?"

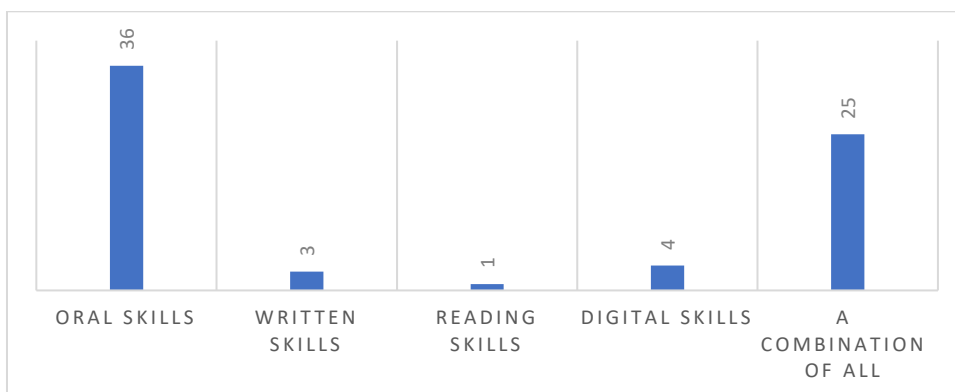


Figure 2. Students' beliefs about the English skills they will need the most in their future

As shown in Figure 2, when students were asked what skills they believed they would need the most in their future, the majority, namely thirty-six students, reported oral skills. Only eight students in total considered either written skills, reading skills or digital skills as highly

needed in isolation. As many as twenty-five students believed that they would need a combination of all the four English skills in their future.

Figure 3 describes students' beliefs about the importance of a safe and supportive classroom environment in the development of their English oral skills.

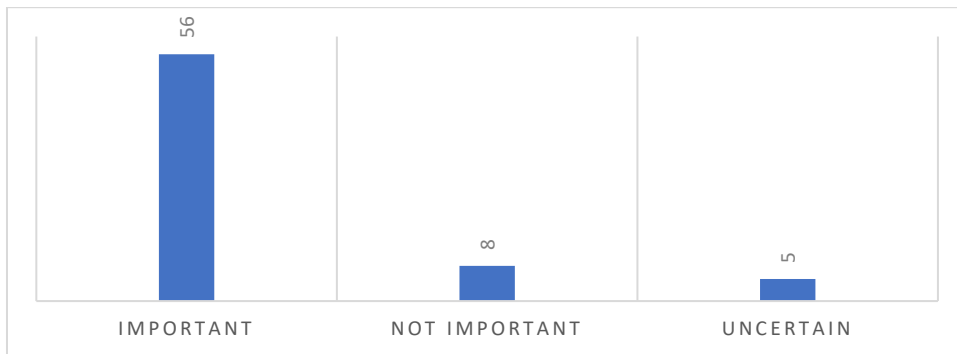


Figure 3. Students' beliefs about the importance of a safe and supportive classroom environment in terms of developing English oral skills

Fifty-six students answered that they believed a safe and supportive environment was important for their development of English oral skills. Very few, namely thirteen students, disagreed or were uncertain about the impact of a safe and supportive classroom atmosphere.

5.2.1.2 Students' experiences with training English oral skills in EFL lessons

Figure 4 presents the students' answers to the following question: "How often do you use your English oral skills in your spare time?"

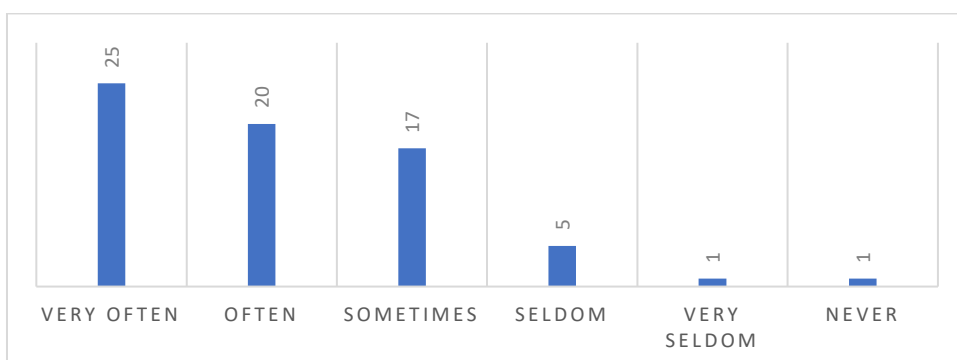


Figure 4. Students' use of English oral skills in their spare time

Figure 4 reveals that the majority, namely forty-five students, spoke or listened to English to a great extent outside of school. Seventeen students reported that they sometimes used their English oral skills in their spare time. Few participants, namely seven students in total, reported that they rarely or never used their English oral skills in their spare time. These results indicate that the English language is commonly used among students in upper secondary school.

Figure 5 presents the students’ responses to how often they practiced their English oral skills in EFL lessons.

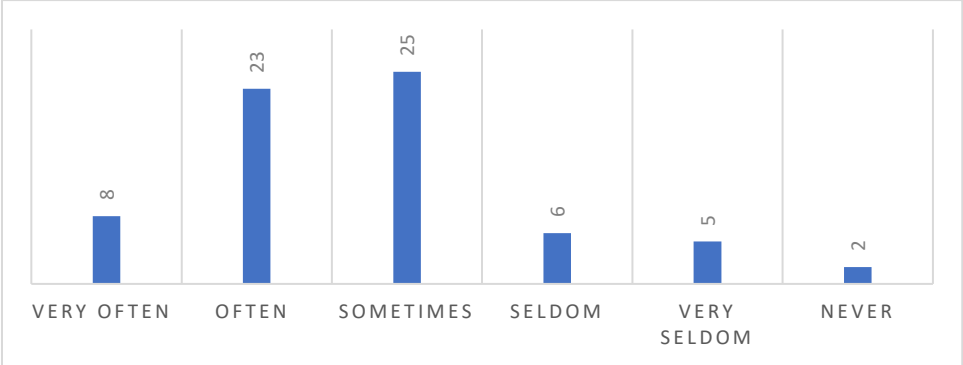


Figure 5. Students’ practice of English oral skills in EFL lessons

As shown in Figure 5, fifty-six out of sixty-nine students reported that they practiced their English oral skills occasionally or more. In contrast, thirteen students reported that they used their English oral skills to a lesser extent, whereas two of these denied using their oral skills at all.

Figure 6 presents the students’ responses to how often they practiced their English oral skills in the digital classroom.

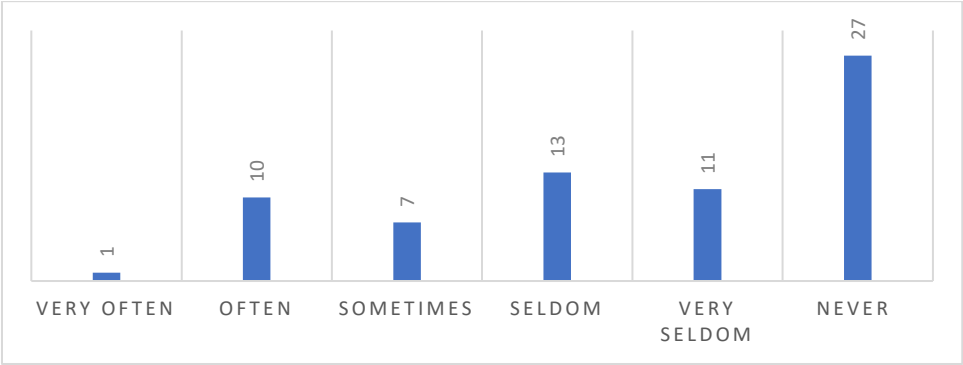


Figure 6. Students’ practice of English oral skills in the digital classroom

Compared to the use of English oral skills outside of school and in regular EFL lessons, Figure 6 reveals striking results in terms of how many students used their English oral skills inside the digital classroom. The majority, namely fifty-one students, reported that they never or seldom used their English oral skills in the digital classroom, whereas most students experienced doing so in regular classrooms and in their spare time. These results indicate that students seemed to participate orally to a much lesser extent in the digital classroom.

Figure 7 presents the students responses to which activities they experienced as motivating and engaging.

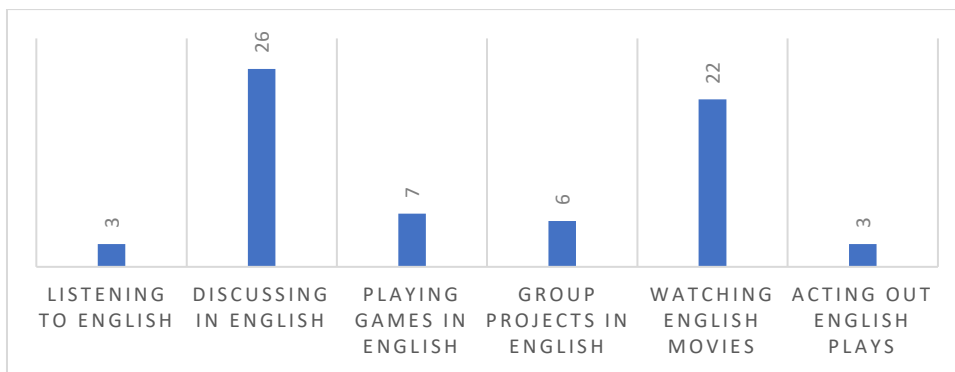


Figure 7. Students' experiences with most motivating oral activities

When the students were asked which English oral activities they experienced as motivating and engaging, twenty-six students pointed out discussion tasks. As shown in Figure 7, watching English movies and TV-series was also seen as motivating for the students. These results correlate with the students' open-ended answers to a similar question, where students were asked what they believed to be the most effective way to improve their English oral skills (see Subsection 5.1.2.1). The number of students who chose discussion tasks were in majority, indicating that the oral activities that were viewed as beneficial for the language improvement were also experienced as motivating.

Figure 8 presents the students responses to the following question: "Do you experience your EFL classroom environment as safe and supportive?"

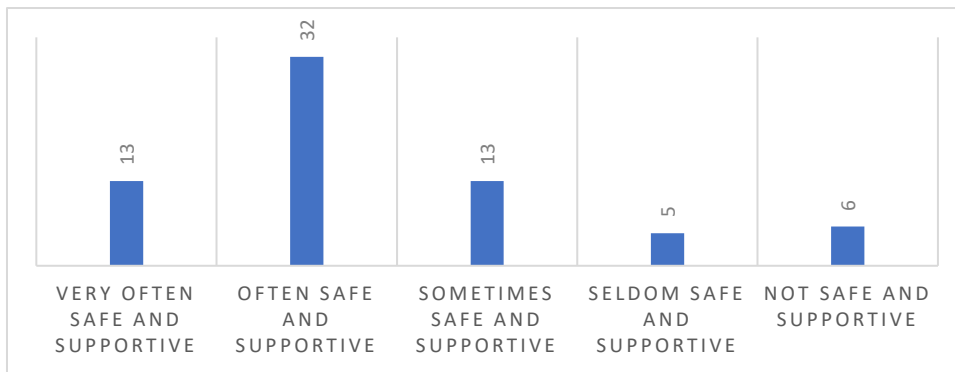


Figure 8. Students' experiences with a safe, supportive classroom environment

Figure 8 reveals that most students experienced being safe inside the EFL classroom. Figure 8 also shows that several students had mixed experiences with the classroom environment, indicating that it either varied or depended on the situation. These results correlate with the teachers' experiences, who all expressed some concerns about the classroom atmosphere.

Figure 9 presents the results for Questionnaire item 29, which asked the students whether they felt comfortable speaking English during English lessons.

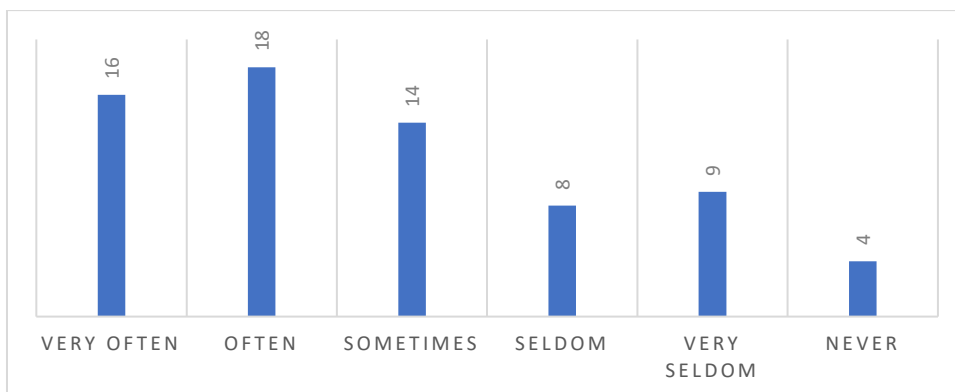


Figure 9. Students being comfortable with speaking English during English lessons

Figure 9 shows that the general experience among the students was that they often or sometimes felt comfortable participating orally. In contrast, twenty-one students reported that they seldom or never experienced being comfortable with speaking English in EFL lessons. Considering the students' open-ended responses on the matter (see Subsection 5.1.2.2), several students expressed that it depended on the situation. Most students experienced being more comfortable with speaking English if they had the opportunity to prepare themselves, or if they spoke English in smaller groups.

5.2.1.3 Students' attitudes to the use/promotion of English oral skills

Figure 10 presents the students' attitudes to which skills within the English subject they enjoyed the most.

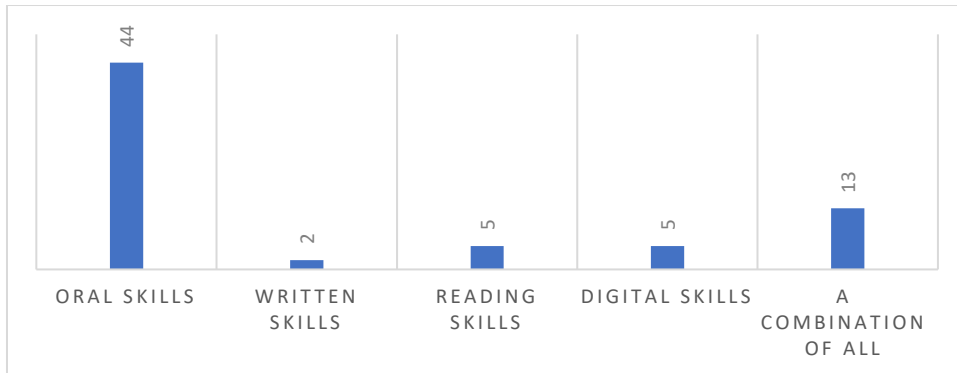


Figure 10. Students' attitudes to the English skills they enjoyed the most

According to Figure 10, the majority, namely forty-four students, opted for oral skills when they were asked which skills in the English subject that they enjoyed the most. Only two students chose written skills, five students favored reading skills, and five students enjoyed working with digital skills the most. Thirteen students replied that they preferred working with a combination of both oral skills, written skills, reading skills and digital skills.

Figure 11 demonstrates the students' motivation to practice English oral skills in EFL lessons.

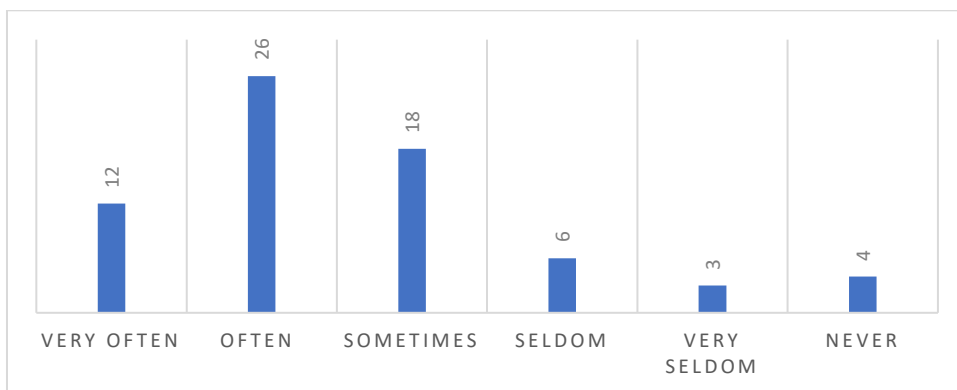


Figure 11. Students' motivation to practice English oral skills in EFL lessons

As shown in Figure 11, a total of thirty-eight students replied that they often felt motivated to work with English oral skills, while eighteen students reported that they sometimes felt motivated. A minor group of students, nine in particular, seldom felt motivated to train

English oral skills. Only four students stated that they never felt motivated to acquire this skill inside the classroom.

Figure 12 demonstrates the students' responses to Questionnaire item 24, which asked the students about how often they were reluctant to speak English in EFL lessons.

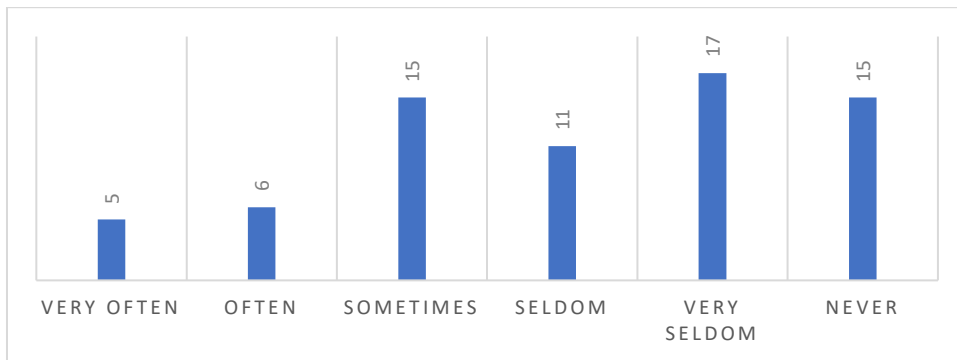


Figure 12. The students' reluctance to speak English in EFL lessons

As shown in Figure 12, forty-three out of sixty-nine students replied that they never or seldom were reluctant to speak. Fifteen students stated that they sometimes were unwilling to speak English, while eleven students answered that they often refused to speak English in EFL lessons.

Figure 13 presents the students' responses to Questionnaire item 25, where they were asked how often they felt anxious, nervous, or stressed when speaking English in EFL lessons.

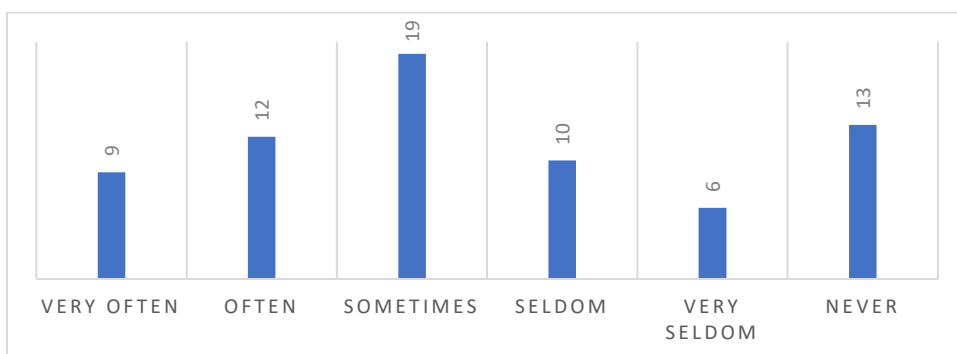


Figure 13. The students' anxiety to speak English in EFL lessons

As shown in Figure 13, thirteen students answered that they never felt anxious while speaking English, while nine students stated that they very often felt anxious doing this. The majority, namely nineteen students, replied that they sometimes felt nervous or stressed in such situations, indicating that this nervousness could depend on the situation.

6 Discussion

This chapter discusses the findings obtained in the present study and relates them to the theoretical framework and previous research provided earlier in this thesis (see Chapters 2 and 3). The chapter is divided into two sections, each focusing on one of the two main research questions. Each section is further divided into subsections devoted to the three sub-questions. Thus, the first section, namely Section 6.1, focuses on the EFL teachers' cognitions about the teaching of oral English in Norwegian upper secondary school. Specifically, Subsection 6.1.1 focuses on the teachers' beliefs about English oral skills, Subsection 6.1.2 discusses the teachers' experiences of teaching English oral skills, and Subsection 6.1.3 explores the teachers' practices in teaching English oral skills. In the second section, namely Section 6.2, the students' cognitions about the teaching and training of oral English are discussed. Subsection 6.2.1 discusses the students' beliefs about the teaching and training of English oral skills, while Subsection 6.2.2 explores the students' experiences regarding training oral skills in the EFL classroom. Finally, Subsection 6.2.3 examines the students' attitudes towards training English oral skills.

6.1 EFL teachers' cognitions

The first research question aimed to explore the three EFL teachers' cognitions about the teaching of oral English in Norwegian upper secondary school. In this particular context, the term cognition refers to the teachers' beliefs, experiences, and practices related to teaching English oral skills. Thus, the main research question was divided into three sub-questions, each dealing with the different aspects of the term cognition. To collect the necessary data, each teacher was first observed during a lesson with a specific focus on the promotion of oral English before the three teachers were interviewed individually. The following discussion is based on a combination of the responses from the teacher interviews and the lesson observations.

6.1.1 EFL teachers' beliefs about English oral skills

The three teachers viewed English oral skills as important for their students' future lives. The teachers provided similar arguments for this claim, namely that English oral skills would

enable their students to explore the world through conversations with others and through the media. These beliefs highly correlate to Drew and Sørheim's (2014) statement that English is an important passport onto the world stage as English is the most used language of international communication.

When asked to define English oral skills, all the three teachers included aspects such as being able to understand and make oneself understood orally, adapting the language to the recipient and to the situation, and communicating with others in the targeted language. The teachers' definitions were closely related to the description of oral skills provided in the *Knowledge Promotion 2020* (LK20, 2019), which indicates that the teachers were all familiar with the curriculum and shared similar beliefs about what English oral skills should involve.

Interestingly, Teacher 3 provided a more detailed description of what English oral skills should involve compared to Teachers 1 and 2. Teacher 3 included aspects that were not specified in the curriculum, such as having a grammatical understanding of how words are connected and how to put words together to form meaning, awareness of connotations and denotations of words, knowledge of idioms and collocations, and finally, knowledge of registers. Teacher 3's definition suggests that he had higher expectations of what his students should be able to do. According to Brevik and Rindal (2020), the teachers' different beliefs and expectations opens for great variation in the EFL classrooms and may lead to very different outcomes for the students being taught.

On the one hand, having high expectations of what the students should achieve as regards English oral skills could contribute to the students' improvement of oral English, as the students would have to achieve a higher aim instead of simply being satisfied with the skills already acquired. Reaching a higher aim is closely linked to Vygotsky's (1978) idea of the zone of proximal development, which refers to the space between what a student can do without assistance and what a student can do with adult guidance or in collaboration with more capable peers. Vygotsky (1978) argues that learning which is oriented toward actual developmental levels is ineffective, as it does not aim for a new stage of the developmental process but rather lags behind this process. Learning which is, however, oriented toward the zone of proximal development enables students to aim at learning which is in advance of development, thus leading to improvement (Vygotsky, 1978).

On the other hand, Teacher 3's high expectations might have negative consequences for the students' development of oral skills. If the expectations are too high, the students might lose interest and motivation, which are both crucial factors for language learning (Drew

& Sørheim, 2014; Krashen, 1982; Lightbown & Spada, 1999). Further, too high expectations may result in too advanced instruction. According to Krashen (1982), language acquisition happens when the instruction and input is understood by the students. The instruction can, according to Krashen (1982), be a little beyond the students' current competence, but it should not attempt to deliberately aim at being advanced as this might lead to the teaching of specific grammatical items or structures. Instead, Krashen (1982) suggests that the teaching should aim at providing enough comprehensible input through successful communication, as this will automatically result in language development.

The three teachers had similar beliefs about which oral activities they considered meaningful, namely activities that had some sort of transfer-value to the world outside of the classroom. Instead of simply practicing dialogues in the textbook or doing isolated speech exercises, the three teachers believed it to be essential to create opportunities for their students to interact with others through genuine conversations. Similar beliefs were shared by the teachers and the students participating in Dahl's (2019) study, conducted in Norwegian lower secondary school. These teachers believed that forcing the students to learn language rules or cram grammar were less helpful for the students' oral language promotion compared to helping the students to become engaged in meaningful and comprehensible conversations (Dahl, 2019). Similarly, there was a tendency among the students that they did not like dealing with oral tasks from the textbook as these were the activities they felt they learned the least from (Dahl, 2019). Based on these findings, Dahl (2019) argued that the textbook provided students with little motivation and few suitable oral activities and further recommended that teachers should consider providing the students with more real-life situations for communication.

The findings from both the present study and Dahl's (2019) study are in line with the Communicative Approach to language teaching, which highlights the importance of making real-life communication, such as genuine conversations, the focus of language learning (Richards & Rodgers, 2014). As Richards & Rodgers (2014) argue, meaningful communication which is connected to real-life situations will provide the students with a better opportunity for learning compared to, for instance, a grammar-based approach. Thus, classroom activities should aim to provide opportunities for students to experiment and try out what they know, provide opportunities for students to develop both accuracy and fluency, and provide opportunities for students to practice their English language skills in settings that are closely related to the real world outside of the classroom (Richards & Rodgers, 2014).

As for motivating activities, the teachers believed that it was essential to provide the students with a variety of activities to prevent monotonous teaching. Specifically, Teacher 3 argued that using a variety of oral activities would make the students more eager to participate, and especially if the students had never tried the activities before. These beliefs correlate with Crookes and Schmidt's (1991) claim that motivation can be increased if classroom activities are varied and introduced in a way that learners become curious and excited about what will follow. The teachers also seemed to agree on the importance of connecting the activities to the students' interests. This claim is supported by Lightbown & Spada (1999), who argue that teachers should aim to make the content of the lessons exciting and relevant to the students' age and level of ability. Further, the teachers' beliefs about connecting the oral activities to the students' interest are in line with Deci and Ryan's (2000) claim that educational activities should support students' feelings of competence, autonomy, and relatedness to be motivating. By providing the students with activities that they find interesting, the students will probably feel more competent to work with these activities. Additionally, the students might relate more closely to the activities provided if these reflect the students' interests.

6.1.2 EFL teachers' experiences with teaching English oral skills

The three teachers revealed different experiences with teaching English oral skills. Generally, the teachers viewed English oral skills as important and believed it to be motivating for their students to practice speaking English. However, reluctant and anxious speakers seemed to be an issue that significantly impacted the teaching of English oral skills. All the three teachers had experienced the difficulty of teaching reluctant speakers in the past and believed that this issue was often a result of an unsupportive classroom environment. However, they all shared different experiences with what worked well as regards making the reluctant speakers participate orally.

Specifically, Teacher 1 emphasized the importance of letting the students discuss things with each other before asking them to share their thoughts and opinions in front of the whole class. She claimed that this would lead to a much better response, as the students would have time to think and reflect upon the issues raised before saying it out loud. In a similar vein, Harmer (2007) claims that preparing students for what to say and how to say it will help students perform better in oral settings. According to Harmer (2007), the process of preparing

the students for what to say may involve giving them time to think on their own about how they will speak or letting them practice dialogues in pairs before having to do anything more public.

In Teacher 3's experience, building a good relationship with the students and establishing a safe and supportive classroom environment generally worked well as regards approaching reluctant speakers. He emphasized the importance of talking to the students and letting them know that it was not allowed to laugh at others' mistakes or do similar things that might hurt someone's feelings. The idea of creating a safe and supportive classroom environment is supported by both Dörnyei (2005) and Harmer (2007), who argue that a low-anxiety classroom atmosphere, where students get along with each other and feel relaxed and comfortable, seems to be a basic requirement for the promotion of student participation.

All the three teachers experienced that the group size affected whether the students felt comfortable speaking or not. The teachers often let reluctant and insecure speakers work together in pairs or smaller groups, as they experienced this to be safer for the students. The teachers' experiences with putting the students in smaller groups are in accordance with Harmer's (2007) suggestion that students should be allowed to speak in smaller settings as many students become reluctant to speak in front of bigger groups. Similar findings were revealed in both Nordheim's (2018) and Gjerde's (2020) studies, which were both conducted in the Norwegian context. Nordheim's (2018) study, conducted in Norwegian upper secondary schools, revealed that oral activities which involved speaking in front of larger groups triggered students' language anxiety. Correspondingly, Gjerde's (2020) study, conducted in Norwegian lower secondary schools, found that high self-exposing activities, such as speaking in front of larger groups, were the most anxiety increasing activities in the EFL classroom. Both Nordheim (2018) and Gjerde (2020) suggested implementing more low self-exposing activities in the EFL classroom, as such activities were believed to be useful to reduce language anxiety.

Similar to Teachers 1 and 3, Teacher 2 generally shared the same experiences concerning reluctant speakers. At the time of the interview, there were several students who refused to speak English during her lessons. Teacher 2 explained that she had put much effort into creating a safe and supportive classroom environment, that she had let the students work together in pairs or smaller groups, and that she always tried to prepare her students for what to say before they were asked to share it in plenary. However, none of the measures above seemed to contribute to making the students speak English. These findings indicate that

dealing with reluctant speakers might be a more complex issue than first expected.

There is a possibility that some of Teacher 2's students were reluctant to speak due to their personality traits. According to Harmer (2007), some students have a natural reluctance to speak and to take part in oral activities. These students are often reluctant to speak because of shyness, and they are not predisposed to express themselves in front of other people. Frequently, reluctant speakers worry about speaking poorly and therefore losing face in front of their classmates (Harmer, 2007). In a similar vein, the teachers participating in Gjerde's (2020) study conducted in Norwegian lower secondary school believed that reluctance to speak could sometimes be connected to the personality type introversion.

There is also a possibility that some of Teacher 2's students were reluctant to speak due to lack of self-confidence. Gjerde (2020) found that the students who lacked self-confidence tended to be more reluctant to speak English during EFL lessons compared to the students who were confident in themselves. Nordheim's (2018) study, also conducted in the Norwegian context, showed similar findings, namely that students' self-image could affect their will to speak English in the classroom (Nordheim, 2018). Krashen's (1982) Affective Filter Hypothesis suggests the same, namely that affective factors such as students' self-confidence and self-image relate to the second language acquisition process. According to Krashen (1982), students with self-confidence and a good self-image tend to do better in second language acquisition because such students seek more input. On the contrary, students with low self-confidence and a poor self-image tend to seek less input (Krashen, 1982). If Teacher 2 was dealing with students who were either introverts or lacked self-confidence, other measures than the ones explained by the EFL teachers in this thesis might have to be implemented in order to make such students participate orally.

As the new curriculum was introduced in August 2020 (LK20, 2019), the teachers were offered to express their experiences with the new reform. The three teachers' experiences with the new curriculum had much in common, for example that in-depth learning and interdisciplinary themes had become a larger part of the English subject, thus affecting the teaching of oral skills to some extent. Further, the teachers viewed the division between vocational subjects and general subjects as a positive change, and especially for vocational students, who now received more relevant teaching based on what vocation they specialized in. As for the new curriculum aims, the teachers noticed changes, but only Teacher 2 expressed concerns about them. Teacher 2 argued that the aims were too broad, leading to confusion about what to include or exclude in her teaching.

The teachers expressed different concerns about the new form of assessment, namely that there must be a broad basis for the evaluation, which means that formal assessment situations should be avoided and that students should, to a greater extent, be evaluated as part of the training. Prior to LK20, Norwegian EFL teachers tended to grade students' oral skills based on a presentation (Njærheim, 2016). According to Njærheim (2016), this type of formal assessment was worrying because it could give a false impression of the students' actual oral proficiency, as oral presentations were usually performed in advance, and most students used scripts. Gjerde (2020) shared similar concerns about the use of oral presentations in her study conducted in Norwegian lower secondary EFL classrooms. Gjerde (2020) found that there was a general agreement among the students participating in her study that the use of high self-exposing activities, such as oral presentations, were the most anxiety increasing activities in the EFL classroom.

In Dahl's study (2019), also conducted in Norwegian lower secondary school, the EFL teachers' explained that the reason for using oral presentations to assess students were due to the oral exam in Year 10. However, the teachers acknowledged that the students were more likely to elaborate and discuss a wider variety of topics in real-life oral conversations than in oral presentations. Further, the teachers in Dahl's study (2019) explained, similarly to the teachers in both Njærheim's (2016) and Gjerde's (2020) studies, that oral presentations tended to be a more rehearsed presentation, and that several students seemed nervous or anxious about exposing themselves through oral presentations. Based on these findings, Dahl (2019) suggested that EFL teachers should reconsider the role of oral presentations and contemplate the effect of group presentations or conversations providing more real-life situations for communication.

The changes made in the new curriculum in terms of assessment anticipate that EFL teachers must adjust their assessment methods accordingly. Considering the findings from both Njærheim's (2016), Dahl's (2019), and Gjerde's (2020) studies, the fact that teachers should try to avoid formal assessment situations such as oral presentations is a positive change in the curriculum. To some of the teachers participating in the present study, however, this adjustment seemed challenging. In particular, Teacher 1 had previous experiences with this type of assessment and did not consider the change as a challenge. Teacher 2 expressed concerns about the new exam, as she could not see any connection between the curriculum aims and what the students would be examined on. Teacher 3 acknowledged that he did not have previous experiences with the type of assessment that the new curriculum required and

viewed the task as demanding. Nonetheless, Teacher 3 was still determined to work towards changing his assessment methods.

As the findings above suggest, the three teachers were aware of the changes made in the new curriculum, but their different experiences as to how it worked in practice shaped their beliefs about how oral English should be taught and assessed. On the one hand, these findings are expected since LK20 is still in the process of being implemented (LK20, 2019). On the other hand, the findings indicate that there is a lack of information regarding the new curriculum and how it should be implemented, which may lead to confusion among the teachers, and possibly very different outcomes for the students being assessed (Brevik and Rindal, 2020).

Similar findings about assessment were revealed in Johansen and Olsen's (2018) study, which investigated EFL teachers' practices with using assessment for learning (AFL) to develop students' oral skills. The teachers who participated in Johansen and Olsen's (2018) study acknowledged that they were sometimes uncertain about how to use AFL in relation to oral skills, which resulted in them using different practices. Based on these findings, Johansen and Olsen (2018) highlighted the need for further development of AFL practices and suggested that school leaders should take on responsibility for developing more explicit guidelines for using AFL in the teaching and assessment of oral skills in the English subject. The present thesis suggests the same, namely that more precise guidelines for how to assess students as part of training should be further developed.

Due to the COVID-19 situation, several upper secondary schools went into lockdown to avoid spreading the virus. During these times, digital teaching via Zoom became part of everyday practice. The three teachers had experienced teaching English through Zoom and expressed several challenges related to oral activities in the digital classroom. Specifically, Teacher 1 stated that the threshold for saying something out loud in the digital classroom was much higher and that students tended to be less involved and less motivated in these lessons. Teacher 2 experienced that the challenges present in a regular classroom were exacerbated in a digital classroom and that very few of her students dared to participate orally. In a similar vein, Teacher 3 claimed that the level of oral participation had been relatively absent in the digital classroom. Considering previous research by both Gjerde (2020), Nordheim (2018), and Njærheim (2016), the students' reluctance to speak English in the digital classroom could be due to the high self-exposure and pressure involved in the activity. Speaking in the digital classroom also involves speaking in front of larger groups, which is a factor contributing to

reluctance to speak (Gjerde, 2020; Nordheim, 2018; Njærheim, 2016).

The three teachers acknowledged that teaching English through Zoom had adverse effects on the teaching of oral English in particular. Thus, the three teachers seemed to share a common experience that teaching oral English in regular classrooms worked better. However, the teachers had positive experiences with using the “breakout-rooms” function on Zoom, which allowed students to work together in pairs or smaller groups. The teachers experienced that when the students could discuss matters in smaller groups, the level of oral participation in digital lessons increased, which correlates well with findings revealed by previous research (Gjerde, 2020; Nordheim, 2018; Njærheim, 2016).

6.1.3 EFL teachers’ practices in teaching English oral skills

Because the three teachers viewed English oral skills as important for their students’ future lives, the researcher assumed that the teachers devoted a significant amount of time to oral skills in EFL lessons. However, when the teachers were asked about the time devoted to oral skills in EFL lessons, their responses were, to some extent, varying.

Teacher 1 explained that she generally devoted an equal amount of time to each of the four skills in the English subject to secure variety in teaching. She very seldom dedicated a whole lesson to the purpose of making her students communicate with each other. According to Borg (2003), teachers’ schooling can influence their cognitions about teaching and learning and, therefore, also impact their practices. Even though Teacher 1 never explicitly stated the reasons behind her actions, there is a possibility that she integrated the four basic skills in her EFL lessons because she had positive experiences with this from her schooling. Another possible reason for devoting an equal amount of time to each of the four skills could be that Teacher 1 was bound by the curriculum, which implies that the four basic skills are equally important, and therefore should receive an equal amount of attention inside the EFL classroom (LK20, 2019).

Teacher 2 shared similar beliefs as Teacher 1 but acknowledged that the time devoted to oral skills depended on the class she was teaching. When she encountered students that were reluctant to speak, she tended to avoid oral activities as she found them too challenging. Teacher 2 stated that it was demotivating to arrange oral activities when her students refused to speak English and explained that avoiding the issue worked as a “coping mechanism” for her. According to Borg (2003), contextual factors such as whether the students are interactive

participants or not may facilitate or hinder the kinds of decisions teachers make and may influence what the teachers decide to do in the classroom. In Teacher 2's case, reluctant speakers seemed to hinder the time devoted to oral skills in EFL lessons.

Teacher 3 stated that he did not give oral English a large amount of attention inside the EFL classroom, as he believed that students already possessed excellent English oral skills due to the large consumption of English media. Teacher 3 was more concerned with focusing on the skills that his students lacked the most, such as written skills and digital skills. In his interview, Teacher 3 reported that he had experienced heavy workloads lately and that this affected the pedagogical choices he made inside the EFL classroom. According to Teacher 3, time was generally a limiting contextual factor, and due to the lack of time, he had to prioritize teaching the skills that were considered the most necessary for his students. These findings are in line with Crookes & Arakaki's (1999) claim that difficult working conditions affects what language teachers do in the classroom, even though it conflicts with the teachers' cognitions about teaching.

The findings above imply that the three EFL teachers focused differently on oral skills in their teaching, which implies that there seems to be a strong relationship between teacher cognition and practice in language teaching, as suggested by Borg (2006). The relationship between cognition and practice in language teaching is, however, complex, and it is important to stress that teachers' actions are not simply a direct result of their knowledge and beliefs. The context in which these cognitions and practices unfold is a fundamental variable that needs to be considered to fully understand why the teachers do as they do (Borg, 2009).

It should be noted that the teachers participating in the present study were asked to prepare a lesson with a particular focus on the promotion of oral skills before the lesson observations were conducted. Hence, the lesson observations were, to some extent, biased, as the teachers knew what the researcher would look for. This is, according to Borg (2009), a variable that needs to be considered to fully understand why the teachers did what they did while being observed. Nonetheless, the teachers' interview responses indicate that oral skills receive less attention as opposed to what was observed during the lesson observations, possibly because the teachers were willing to meet the researcher's expectations. Further, the findings suggest that the Hawthorne effect, which refers to how participants perform differently when they know that they are being studied, has to some extent influenced the observations (Dörnyei, 2007).

Despite the lesson observations being biased and possibly influenced by the

Hawthorne effect, the findings indicate that most of the teachers' beliefs and experiences are related to what the teachers do in practice, such as which types of tasks are considered meaningful and motivating and how teachers deal with reluctant speakers. The fact that there is a certain connection between the teachers' cognitions and their teaching practices is an important finding as it supports previous research by Borg (2006).

6.2 Students' cognitions

The second research question concerned the Norwegian upper secondary students' cognitions about the teaching and training of oral English in the EFL classroom. In this particular context, the term cognition refers to the students' beliefs about, experiences with, and attitudes related to the teaching and training of English oral skills. The students who participated in this study were asked to fill in a questionnaire containing both closed-ended and open-ended questionnaire items. The following discussion is based on a combination of the students' responses to the questionnaire and the lesson observations conducted by the researcher.

6.2.1 Students' beliefs about the teaching and training of oral English

First, the students' beliefs about the most important skills within the English subject were explored. Twenty-five out of sixty-nine students reported that they viewed oral skills as most important. However, the majority of students, namely forty students, found it important to develop a combination of both oral skills, written skills, reading skills, and digital skills. These results indicate that most students found it valuable to develop English language skills in general, which closely correlates with Drew and Sørheim's (2014) statement that the English language is regarded as a necessity in the Norwegian context due to its significance to education, business, pleasure, and mobility.

Interestingly, when the students were asked about what skills they believed they would need the most in their future, the majority, namely thirty-six students, reported oral skills. These results, to some extent, contradict the results revealed in the paragraph above, as one would expect that the students would regard the skills they would need the most in their future to be the most important skills. However, there could be several explanations for the students'

different answers to the two questions. On the one hand, the students may have interpreted the questions differently from what the researcher intended, which may have led to confusion or uncertainty about what to answer. On the other hand, the students may have considered the content of the curriculum while answering the first question, which implies that all the four skills are equally important in the English subject (LK20, 2019). Nonetheless, the findings indicate that Norwegian upper secondary students view English oral skills as important for their future lives, probably because they believe that English oral skills will be used to a greater extent than the other English skills.

The students seemed to share a common belief that the most effective way to improve their English oral skills was through interaction with others. The words *conversation* and *discussion* were used by many students in this regard. These findings seem to agree with Vygotsky's (1978) claim, namely that processes which involve social interaction are an essential aspect of learning, as they enable scaffolding. As Cook (2008) argues, scaffolding happens when a teacher and a student, or two students with approximately the same proficiency level, interact with each other. According to Vygotsky (1978), participating in scaffolding activities such as conversations or discussions with peers or other adults help students to reach their zone of proximal development, which is where students can expand their language skills.

The students' beliefs regarding the most effective way to improve their English oral skills may also be discussed in light of theory by Krashen (1982). According to Krashen (1982), students can acquire and develop their language skills subconsciously if they are using the language for communication. Through conversations and discussions with others, students are likely to become aware of how the language should be spoken without necessarily focusing on the form of the message (Krashen, 1982). Krashen (1982) stresses the importance of successful communication and argues that when the input is understood and there is enough of it, students will automatically reach the next level or stage of acquisition, and thus, improve their English oral skills.

6.2.2 Students' experiences with training oral skills in the EFL classroom

When the students were asked which English oral activities they experienced as motivating and engaging, the majority, namely twenty-six students, pointed out discussion tasks. These findings correspond with the findings obtained during the lesson observations, as most

students seemed inherently interested in discussing matters with their peers and appeared to enjoy themselves while doing so. Considering Ryan and Deci's (2000) self-determination theory, the findings above imply that the students were intrinsically motivated to practice their English oral skills through discussion tasks, as discussing matters with their peers seemed fun and exciting to them.

As discussed in Subsection 6.2.1, most students seemed to share a common belief that the most effective way to improve their English oral skills was through discussions and conversations with others. Since the students also viewed discussion tasks as the most motivating, it seems that oral activities that are viewed as beneficial for the students' improvement are also experienced as motivating. According to Ryan & Deci (2000), students who are motivated to do an activity in order to attain some separable outcome have extrinsic motivation. The findings in this study suggest that the students were intrinsically motivated to discuss matters with their peers. However, there is a possibility that some students might also find discussion tasks to be motivating because they believed them to be valuable for their language development. In this case, the students would be regarded as extrinsically motivated when discussing matters with their peers in class.

Even though there is, according to Ryan and Deci (2000), a distinction between intrinsic motivation and extrinsic motivation, the discussion above suggests that students can have both types at once – a genuine interest in discussing matters with their peers because it is enjoyable and exciting, and a wish to discuss topics with their peers because it is viewed as a practical benefit to improve their English oral skills. However, it should be mentioned that these findings only suggest that the students might have a combination of the two types of motivation. Unfortunately, the questionnaire did not distinguish between the two types of motivation, which makes it difficult to determine the exact reasons for why students regarded discussion tasks as motivating.

When the students were asked about how often they used their English oral skills, most students reported using their oral English to a greater extent in their spare time compared to the EFL classroom. The students revealed that this was connected to the considerable exposure to English in “out-of-school” activities. The students seemed to share a common experience of spending an abundant amount of time watching English movies and TV series and listening and talking to people through social media and online videogames. These findings are in line with Drew and Sørheim's (2004) observation that Norwegian adolescents are confident users of new technologies and international media sources, which leads to

massive exposure to English and out-of-school use of English. A study by Dahl (2019) revealed similar findings, namely that students seemed to rely on extramural activities to promote their oral skills in English. There was, both in the present study and in Dahl's (2019) study, a general agreement among the students that especially watching movies, TV series, and videos were the out-of-school activities they learned a lot from and believed to be fun and motivating.

When the students were asked about how often they used their English oral skills in the digital classroom, the majority, namely fifty-one out of sixty-nine students, reported that they never or seldom used their English oral skills in digital lessons. These findings are rather striking compared to the students' responses to the amount of oral English used in regular EFL lessons and in their spare time. Unfortunately, the questionnaire did not specifically ask for the students to elaborate on why they did not use their English oral skills in the digital classroom.

Research on digital teaching in the Norwegian context, and its relation to the promotion of oral English, is relatively scarce as digital teaching was newly introduced in Norway to deal with the COVID-19 situation. However, based on the teachers' responses on the same topic, a possible reason why students avoided speaking English in the digital classroom could be connected to the students' lack of motivation. Additionally, the teachers' lack of experience with managing oral discussions online might also affect the number of opportunities provided for students to speak English in digital lessons. Finally, considering previous research by Gjerde (2020), Nordheim (2018), and Njærheim (2016), the students' reluctance to speak English in the digital classroom could also be due to the high self-exposure and pressure involved in the activity.

6.2.3 Students' attitudes towards training oral skills in the EFL classroom

Most students, namely forty-four out of sixty-nine students, seemed to prefer practicing their oral skills as opposed to working on their reading skills, written skills, and digital skills. Thus, the students appeared to have positive attitudes towards practicing their oral skills in the English subject. These findings are coherent with the findings discussed previously (see Subsections 6.2.1 and 6.2.2), which suggests that the students enjoyed discussing matters with their peers and that students also viewed this as beneficial for their development of English language skills in general. However, thirteen students favored working with a combination of

both oral skills, written skills, reading skills, and digital skills, which indicates that these students preferred variety in teaching. According to Crookes and Schmidt (1991), variety in teaching can increase learners' motivation as it promotes curiosity and excitement.

When the students were asked how often they felt motivated to practice their English oral skills in the EFL classroom, the students seemed to have conflicting opinions about this. More specifically, thirty-eight students replied that they often felt motivated to work with English oral skills. Further, eighteen students reported that they sometimes felt motivated. Nine students acknowledged that they seldom felt motivated to train English oral skills, while four students stated that they never felt motivated to acquire this skill inside the classroom. The fact that several students rarely or never felt motivated to practice their English oral skills in the EFL classroom is a worrying finding, as lack of motivation may hinder second language acquisition (Krashen, 1982). According to Krashen (1982), students with low motivation are less likely to seek input and produce output, and thus, such students are less likely to acquire language.

When the students were asked to elaborate on how often they felt motivated to practice their English oral skills in the EFL classroom, several students explained that their motivation to practice English oral skills depended on the situation. The students revealed that they were more motivated when they worked together in pairs or smaller groups and when the tasks were related to their interests. These findings correspond with previous research conducted in the Norwegian context, which reveals that most students seem to prefer working in pairs and smaller groups as it reduces the pressure on the students and is experienced as less self-exposing (Gjerde, 2020; Nordheim, 2018; Njærheim, 2016).

Several students expressed the idea that they sometimes were reluctant to speak English in EFL lessons. A similar number of students revealed that this was due to nervousness or anxiety, and especially in situations where they were told to speak in front of the whole class or when they were being assessed by the teacher. These findings are similar to those in Gjerde's (2020), Nordheim's (2018) and Njærheim's (2016) studies, which found that students tend to get anxious when speaking in larger settings or while being evaluated by others. Some students acknowledged that they were worried about speaking poorly and therefore losing face in front of their classmates, which again contributed to their reluctance to speak. Correspondingly, Gjerde (2020) found that the students who had previous experiences of being ridiculed in EFL lessons often became reluctant to speak English in high self-exposing activities.

7 Conclusion

This thesis addressed the issue of the teaching and training of English oral skills in Norwegian upper secondary EFL classrooms, based on factors such as the EFL teachers' and their students' cognitions. The study aimed to answer two main research questions, further divided into six sub-questions. The first main research question concerned the teachers' beliefs about, experiences with, and practices towards teaching oral English, while the second question focused on the students' beliefs about, experiences with, and attitudes towards training English oral skills. In order to answer the research questions, the thesis used a mixed-methods approach involving three interviews with Norwegian upper secondary EFL teachers, student questionnaires filled out by sixty-nine Norwegian upper secondary students, and lesson observations conducted in three EFL classrooms.

7.1 Main findings

The main findings regarding the first research question revealed that the teachers believed English oral skills to be highly important and relevant for their students' lives, as English oral skills would enable their students to explore the world through conversations with others and through the media. As for meaningful activities, the three teachers believed that activities that had some sort of transfer-value to the world outside of the classroom, such as genuine real-life conversations, were more meaningful to the students than practicing dialogues in the textbook or doing isolated speech exercises. Further, the teachers viewed it as motivating to connect oral activities to their students' interests, levels, and abilities. Variety in teaching, such as providing the students with different types of oral activities, was also considered motivating as it would prevent monotonous teaching.

The three teachers revealed that reluctant and anxious speakers were an issue that significantly impacted the teaching of English oral skills. The teachers had experienced the difficulty of teaching reluctant speakers in the past and believed that this issue was often a result of an unsupportive classroom environment, students' lack of self-confidence, and students' individual learner differences. The teachers had some experience helping reluctant and anxious speakers overcome their fear of speaking English but acknowledged that this task was demanding and required a significant amount of time and resources, which was not

always available.

The teachers' beliefs and experiences strongly reflected their teaching of oral English in practice. The data obtained from the lesson observations revealed that the teachers provided the students with genuine real-life conversations and discussions, activities which the teachers highlighted as both meaningful and motivating during the interviews. Further, the teachers let the students work together in pairs or smaller groups, which was considered a benefit for students who were reluctant to speak and experienced language anxiety. However, the time devoted to oral skills in EFL lessons seemed to vary greatly. The teachers explained that this depended on factors such as the students' willingness to communicate orally and the amount of time available to oral activities. The teachers also experienced that most students already possessed excellent English oral skills due to the large English media consumption. Thus, it was considered more important to focus on the skills that the students lacked the most, such as written skills and digital skills.

The main findings regarding the second research question, which focused on the students' cognitions about the teaching and training of English oral skills, revealed that most students considered English oral skills as important for their future lives. The students shared a common belief that the most effective way to improve their English oral skills was through interaction with others, primarily through real-life conversations and discussions. Oral activities which involved conversations and discussions with others were also regarded as the most motivating activities, as these activities were perceived as both interesting, exciting, and valuable for the language improvement.

The students had conflicting experiences regarding how often they used their English oral skills in the EFL classroom. There seemed to be a general agreement among the students that working with others and doing tasks related to their interests increased their use of oral English in EFL lessons. However, most students reported using their oral English to a greater extent in "out-of-school" activities when, for example, watching English movies and TV series. Few students used their oral English in digital lessons, which is, according to the researcher, a worrying finding as digital teaching might become more common in the future.

Most students seemed to have positive attitudes towards practicing their oral skills in the English subject, as the students seemed to prefer working on their oral skills instead of working on their reading skills, written skills, and digital skills. However, several students acknowledged that they sometimes were reluctant to speak English in EFL lessons due to

nervousness or anxiety in situations where they were told to speak in front of the whole class or when they were being assessed by the teacher.

7.2 Contribution, limitations, and implications for teaching and further research

This thesis has attempted to contribute to a broader understanding of the teaching and training of English oral skills in Norwegian upper secondary EFL classrooms. The results of this study have contributed to gaining a deeper understanding of Norwegian upper secondary EFL teachers' and their students' cognitions about the teaching and training of oral skills in the EFL classroom, including what oral activities students do inside the EFL classroom and which activities the teachers and the students believe to be most motivating and important for the promotion of English oral skills. Furthermore, the results of this study have contributed to the insufficient knowledge about the training of English oral skills in online EFL lessons and the scarce knowledge about the implementation and use of the new curriculum.

Individual learner differences, such as reluctant speakers and lack of motivation, seemed to influence the teaching of oral skills to a great extent. Both the teachers and the students participating in this thesis believed that oral activities which involved discussing real-life matters in pairs or smaller groups were helpful to increase motivation and to reduce language anxiety. The findings thus suggest that EFL teachers should continue providing the students with activities that are closely related to the students' own lives and performed in smaller settings. Activities that involve speaking in front of larger audiences, such as oral presentations, should be avoided. Furthermore, the findings regarding the teaching and training of English oral skills in digital classrooms suggest that EFL teachers should provide students with more opportunities to practice their English oral skills in smaller groups through the use of the "breakout-rooms" function on Teams.

The findings regarding how the new curriculum, namely LK20, had impacted the teaching of oral English revealed that the teachers were, to some extent, uncertain about how to teach the new curriculum aims and how to assess their students as part of the training. This uncertainty indicates that there is a lack of information about how to implement the new curriculum in EFL teaching, which may lead to different teaching practices and thus different outcomes for the students. Hence, the study creates an awareness of some issues related to LK20 and is a steppingstone to further research focusing on teaching and assessing oral skills

in Norwegian EFL classrooms. Further, the study recommends that clearer guidelines on how to assess students' oral skills as part of the training should be developed to prevent teachers' individual problem-solving and thus prevent different outcomes for the students being assessed.

The main limitation of the present study is that a small number of teachers and students participated. The study only comprised three teachers and sixty-nine students, which means that the findings cannot be generalized to a larger population in the Norwegian context. Because the sampling was small in the present study, further research could investigate how oral English is taught and assessed in a higher number of Norwegian schools, preferably from several parts of the country. It would also be desirable to conduct longitudinal studies on the students' outcomes in terms of oral skills based on the different teaching and assessment they received.

Another limitation that needs to be acknowledged is that LK20 was still in the process of being implemented during the collection of data, which resulted in the teachers giving rather general information about how the curriculum had impacted and changed their teaching practices. Further research on the impact of LK20 on the teaching of oral skills is recommended to conduct a more thorough, in-depth research within this topic. Finally, if the use of digital teaching becomes a more common part of the future school, further research on the impact of digital teaching in regard to the promotion of oral English should be explored.

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Appendices

Appendix 1: Approval from NSD

NSD sin vurdering

Prosjekttittel

Oral English in Norwegian EFL classrooms: Norwegian upper secondary teachers' and students' beliefs about and experiences with training English oral skills

Referansenummer

398485

Registrert

01.11.2020 av Kine Tjetland - k.tjetland@stud.uis.no

Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for kultur- og språkvitenskap

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Dina Lialikhova, dina.lialikhova@uis.no, tlf: 51831369

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Kine Tjetland, 239479@uis.no, tlf: 46419647

Prosjektperiode

01.11.2020 - 30.06.2021

Status

27.01.2021 - Vurdert

Vurdering (2)

27.01.2021 - Vurdert

NSD har vurdert endringen registrert 20.01.21.

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 27.01.21. Behandlingen kan fortsette.

Elektronisk løsning skal benyttes til spørreskjema. SurveyXact er nå lagt til som databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29». Spørsmål i spørreskjemaet er lagt til/oppdatert. Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.06.21.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til videre med prosjektet!

Kontaktperson hos NSD: Line Raknes Hjellvik

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

16.12.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 16.12.20, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TAUSHETSPLIKT

Vi minner om at lærere har taushetsplikt, og det er viktig at intervjuene gjennomføres slik at det ikke samles inn opplysninger som kan identifisere enkeltelever eller avsløre taushetsbelagt informasjon. Vi anbefaler at du er spesielt oppmerksom på at ikke bare navn, men også identifiserende bakgrunnsopplysninger må utelates, som for eksempel alder, kjønn, navn på skole, diagnoser og eventuelle spesielle hendelser. Vi forutsetter også at dere er forsiktig ved å bruke eksempler under intervjuene. Du og læreren har et felles ansvar for det ikke kommer frem taushetsbelagte opplysninger under intervjuet. Vi anbefaler at du minner læreren om taushetsplikten før intervjuet startet.

DEL PROSJEKTET MED PROSJEKTANSVARLIG

Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på "Del prosjekt" i meldeskjemaet.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde.

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.06.21.

LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

PERSONVERNPRINSIPPER

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 ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet.

Lykke til med prosjektet!

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

Appendix 2: Teacher consent form

Samtykkeerklæring for lærere

Vil du delta i forskningsprosjektet **“Oral English in Norwegian EFL classrooms: Norwegian upper secondary teachers’ and students’ cognitions about training English oral skills”**?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hvilke tanker og prosesser som ligger bak undervisningen av muntlige ferdigheter i Engelsk Vg1, og hvordan undervisningen utspiller seg i praksis. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med studien er å lære om hvilke tanker og prosesser som ligger bak undervisningen av muntlige ferdigheter i faget Engelsk ved norske skoler. Målgruppen for studiet er lærere og elever som underviser eller blir undervist i engelsk på videregående skole. Deltakernes forventninger, praksiser og erfaringer vil bli undersøkt. I tillegg vil det undersøkes hvordan lærerne legger til rette for at elevene skal få utvikle sine muntlige ferdigheter i engelskfaget, og hvilke utfordringer lærerne eventuelt møter på i dette arbeidet. Det vil også være av interesse å se på hvordan den nye læreplanen påvirker dette med muntlige ferdigheter i faget, og i hvilken grad undervisningen har blitt endret etter at den nye læreplanen ble innført.

Studien er en del av en masteroppgave, og feltet for studien er engelsk fagdidaktikk. Målet er å intervju tre lærere som underviser på tre forskjellige videregående skoler i Rogaland, dele ut spørreundersøkelser til den aktuelle lærerens elever, og utføre klasseromsobservasjon for å se hvordan de muntlige aktivitetene faller i smak og bidrar til kommunikasjon blant elevene.

Opplysningene som du gir fra deg i undersøkelsen skal kun brukes til arbeidet med masteroppgaven. Oppgaven vil bli lagt ut på Universitetet i Stavanger sine nettsider og databaser. Masteroppgaven kan potensielt bli referert til av andre studenter, forskere og lærere, men det skal ikke være mulig å spore deg som deltar i undersøkelsen. Alle opplysninger om deg vil bli anonymisert. Du har taushetsplikt, og det er viktig at det ikke kommer frem opplysninger som kan identifisere enkelte personer eller avsløre annen taushetsbelagt informasjon. Det skal jeg som prosjektansvarlig ta hensyn til.

Ansvarlig for forskningsprosjektet

Masterstudent Kine Tjetland ved Universitetet i Stavanger er ansvarlig for prosjektet.

Masteroppgaven er siste del av Lektorutdanning for trinn 8-13 med fordypning i engelsk ved Institutt for kultur- og språkvitenskap.

Hvorfor får du spørsmål om å delta?

Du blir spurt om å delta fordi du er en lærer som underviser i engelsk på en videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du deltar i et intervju og blir observert i en undervisningssituasjon.

- Intervjuet vil vare i ca. 60 minutter, og vil være delt inn i 5 deler. Del 1 inneholder korte spørsmål om din bakgrunn som lærer, din utdanning og hvorfor du valgte engelsk som fagområde. Del 2 vil handle om din forståelse knyttet til muntlige ferdigheter i engelskfaget. Del 3 vil handle om din fremgangsmåte i klasserommet, og vil gå inn på din praksis og erfaring knyttet til undervisning av muntlige ferdigheter. Del 4 vil omhandle hvilke utfordringer du møter på i ditt arbeid med muntlige ferdigheter i engelsk. Del 5 vil ta opp spørsmål om den nye læreplanen og hvordan denne påvirker måten du underviser og legger til rette for muntlig aktivitet i engelskfaget. Dine svar fra intervjuet blir registrert ved lydopptak.
- Observasjon av klasseromsundervisning hvor muntlige ferdigheter er en del av opplegget. Omtrent én undervisningstime vil bli observert. Målet med observasjonen er å se hvordan arbeidet med muntlige ferdigheter utspiller seg i praksis, og i hvilken grad de muntlige aktivitetene bidrar til kommunikasjon blant elevene. Under observasjonen kan det hende at det dukker opp interessante funn knyttet til alder- og kjønnsforskjeller. Dersom dette er tilfellet, vil denne informasjonen samles inn.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det

vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg.

Ditt personvern

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Student Kine Tjetland og veileder Dina Lialikhova vil ha tilgang til opplysningene som blir samlet i studien. Vi vil sikre at ingen uvedkommende får tilgang til personopplysninger ved å anonymisere både navn på lærere, elever og skole.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 30.06.2021. Ingen navn vil bli nevnt i oppgaven, bare opplysninger som tidligere er beskrevet. Lydopptakene til intervjuet vil bli slettet når masteroppgaven er levert og blitt godkjent.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir meg rett til å behandle personopplysninger om deg?

Jeg behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan du finne ut mer?

Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:

- Kine Tjetland på mail: 239479@uis.no eller på telefon: 46 41 96 47, eller
- Dina Lialikhova på mail: dina.lialikhova@uis.no

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- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Masterstudent Kine Tjetland

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet “**Oral English in Norwegian EFL classrooms: Norwegian upper secondary teachers’ and students’ beliefs about and experiences with training English oral skills**”, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i *et intervju med masterstudent Kine Tjetland*
- å delta i *observasjon av klasseromsundervisning*

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

(Signert av prosjektdeltaker, dato)

Appendix 3: Student consent form

Samtykkeerklæring for elever

Vil du delta i forskningsprosjektet **“Oral English in Norwegian EFL classrooms: Norwegian upper secondary teachers’ and students’ cognitions about training English oral skills”**?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne ut hvilke tanker og prosesser som ligger bak undervisningen av muntlige ferdigheter i Engelsk Vg1, og hvordan undervisningen utspiller seg i praksis. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet med studien er å lære om hvilke tanker og prosesser som ligger bak undervisningen av muntlige ferdigheter i faget Engelsk ved norske skoler. Målgruppen for studiet er lærere og elever som underviser eller blir undervist i engelsk på videregående skole. Deltakernes forventninger, praksiser og erfaringer vil bli undersøkt. I tillegg vil det undersøkes hvordan lærerne legger til rette for at elevene skal få utvikle sine muntlige ferdigheter i engelskfaget, og hvilke utfordringer lærerne eventuelt møter på i dette arbeidet. Det vil også være av interesse å se på hvordan den nye læreplanen påvirker dette med muntlige ferdigheter i faget, og i hvilken grad undervisningen har blitt endret etter at den nye læreplanen ble innført.

Studien er en del av en masteroppgave, og feltet for studien er engelsk fagdidaktikk. Målet er å intervju tre lærere som underviser på tre forskjellige videregående skoler i Rogaland, dele ut spørreundersøkelser til den aktuelle lærerens elever, og utføre klasseromsobservasjon for å se hvordan de muntlige aktivitetene faller i smak og bidrar til kommunikasjon blant elevene.

Opplysningene som du gir fra deg i undersøkelsen skal kun brukes til arbeidet med masteroppgaven. Oppgaven vil bli lagt ut på Universitetet i Stavanger sine nettsider og databaser. Masteroppgaven kan potensielt bli referert til av andre studenter, forskere og lærere, men det skal ikke være mulig å spore deg som deltar i undersøkelsen. Du kommer til å være helt anonym.

Ansvarlig for forskningsprosjektet

Masterstudent Kine Tjetland ved Universitetet i Stavanger er ansvarlig for prosjektet.

Masteroppgaven er siste del av Lektorutdanning for trinn 8-13 med fordypning i engelsk ved Institutt for kultur- og språkvitenskap.

Hvorfor får du spørsmål om å delta?

Du blir spurt om å delta fordi du er en elev ved videregående skole og har faget engelsk.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema og blir observert under en undervisningstime.

- Spørreundersøkelsen vil ta deg ca. 30 minutter. Spørreskjemaet inneholder spørsmål knyttet til hva du anser som viktig for å utvikle dine muntlige ferdigheter i engelsk. Videre vil det bli spurt om hvilke muntlige aktiviteter du synes er motiverende, og hva som skal til for at du deltar muntlig i klasserommet.
- Observasjon av klasseromsundervisning hvor muntlige ferdigheter er en del av opplegget. Omtrent én undervisningstime vil bli observert. Målet med observasjonen er å se hvordan arbeidet med muntlige ferdigheter utspiller seg i praksis, og i hvilken grad de muntlige aktivitetene bidrar til kommunikasjon blant elevene. Under observasjonen kan det hende at det dukker opp interessante funn knyttet til alder- og kjønnsforskjeller. Dersom dette er tilfellet, vil denne informasjonen samles inn.

Det er frivillig å delta

Det er frivillig å delta i prosjektet. Hvis du velger å delta, kan du når som helst trekke samtykket tilbake uten å oppgi noen grunn. Alle dine personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil delta eller senere velger å trekke deg. Hva du svarer vil ikke få konsekvenser for din karakter i engelsk eller ditt forhold til læreren din.

Ditt personvern

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Student Kine Tjetland og veileder Dina Lialikhova vil ha tilgang til opplysningene som blir samlet i studien. Vi vil sikre at ingen uvedkommende får tilgang til personopplysninger ved å

anonymisere både navn på lærere, elever og skole. Ingen skal kunne spore svarene tilbake til deg.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 30.06.2021. Ingen navn vil bli nevnt i oppgaven, bare opplysninger som tidligere er beskrevet. Spørreundersøkelsene vil bli slettet når masteroppgaven er levert og blitt godkjent.

Dine rettigheter

Så lenge du kan identifiseres i datamaterialet, har du rett til:

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
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- Dina Lialikhova på mail: dina.lialikhova@uis.no

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Med vennlig hilsen

Masterstudent Kine Tjetland

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet “**Oral English in Norwegian EFL classrooms: Norwegian upper secondary teachers’ and students’ beliefs about and experiences with training English oral skills**”, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i *en spørreundersøkelse om muntlige ferdigheter i engelskfaget*
- å delta i *observasjon av klasseromsundervisning*

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

(Signert av prosjektdeltaker, dato)

Appendix 4: Teacher interview guide

1. Background

- 1.1 What are your qualifications as a teacher? / *Hvilke kvalifikasjoner har du som lærer?*
- 1.2 For how long have you been teaching English? / *Hvor lenge har du undervist i engelsk?*
- 1.3 Why did you choose English as a subject to teach? / *Hvorfor valgte du engelsk som fag å undervise i?*
- 1.4 What educational program are you currently teaching? / *Hvilket utdanningsprogram underviser du i for tiden?*

2. Beliefs

- 2.1 What do you believe to be the most important aspect of the English subject? / *Hva mener du er viktigst med det engelske faget?*
- 2.2 If you could choose, would you focus more on teaching reading skills, writing skills, oral communication skills, or digital skills? What would be your reasons? / *Hvis du kunne valgt, ville du fokusert mer på å undervise i leseferdigheter, skriveferdigheter, muntlige ferdigheter eller digitale ferdigheter? Begrunn svaret.*
- 2.3 Which skills in the English subject do you believe that your students will need the most in the future? / *Hvilke ferdigheter innenfor det engelske faget tror du elevene dine vil få mest nytte av i fremtiden?*
- 2.4 How would you define English oral skills? / *Hvordan vil du definere muntlige ferdigheter i engelsk?*
- 2.5 Do you find it important that Norwegian students develop their English oral skills? If yes, why? / *Er det viktig at norske elever utvikler sine muntlige ferdigheter i engelsk? Hvis ja, hvorfor?*
- 2.6 What do you believe to be the ultimate goal regarding teaching and developing students' English oral skills? / *Hva mener du er det ultimate målet når det gjelder å undervise og legge til rette for elevers utvikling av muntlige ferdigheter i engelsk?*
- 2.7 Do you believe that practicing English oral skills can contribute to students' development of grammatical competence? If yes, in what way? /

Tror du at det å øve på å snakke engelsk kan bidra til å utvikle elevers grammatikkunnskaper? Hvis ja, hvordan?

- 2.8 Do you believe that practicing English oral skills can contribute to students' development of vocabulary? If yes, in what way? / *Tror du at det å øve på å snakke engelsk kan bidra til å utvikle elevers ordforråd? Hvis ja, på hvilken måte?*
- 2.9 Do you believe that practicing English oral skills can contribute to students' development of sociolinguistic competence, meaning the knowledge of sociocultural rules of use and discourse rules? If yes, in what way? / *Tror du at det å øve på å snakke engelsk kan bidra til å utvikle elevenes sosiolingvistiske kompetanse, altså kunnskaper rundt sosiokulturelle regler for kommunikasjon? Hvis ja, hvordan?*
- 2.10 Do you believe that practicing English oral skills can contribute to students' development of strategic competence, meaning the verbal and non-verbal communication strategies a speaker might use to avoid breakdowns in communication? If yes, in what way? / *Tror du at det å øve på å snakke engelsk kan bidra til å utvikle elevers evne til å unngå sammenbrudd i kommunikasjon? Hvis ja, hvordan?*
- 2.11 Do you believe that practicing English oral skills can contribute to students' development of sociocultural competence (awareness of sociocultural "rules"), meaning what is considered appropriate language use according to contextual aspects? If yes, in what way? / *Tror du at det å øve på å snakke engelsk kan bidra til å utvikle elevers sosiokulturelle kompetanse, altså hva som er egnet språk å bruke i ulike sosiale kontekster? Hvis ja, hvordan?*
- 2.12 Do you believe that the oral activities in your classroom promotes authentic communication between your students? If yes, in what way? / *Tror du at de muntlige aktivitetene i klasserommet ditt bidrar til autentisk kommunikasjon mellom elevene dine? Hvis ja, på hvilken måte?*
- 2.13 What kinds of oral activities do you consider to be meaningful for your students? / *Hvilke muntlige aktiviteter anser du som meningsfulle for elevene dine?*

- 2.14 What types of oral activities in the EFL classroom would you consider to be the most important contributing factors for the students' oral English skills? / *Hvilke typer muntlige aktiviteter i klasserommet regner du som viktigst når det gjelder elevers utvikling av muntlige ferdigheter i engelskfaget?*
- 2.15 What oral activities do you find to be motivating and encouraging for the students? / *Hvilke muntlige aktiviteter anser du som motiverende og engasjerende for elevene dine?*
- 2.16 What activities do you believe work best as regards making the students participate orally? / *Hvilke typer muntlige aktiviteter anser du som nyttigst når det gjelder å få elevene til å delta muntlig i timene?*
- 2.17 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 emphasize one type of activity when they are grading their students? / *Hva tenker du er viktig når du skal vurdere elevers muntlige ferdigheter? Tror du at det er en klar sammenheng mellom gode karakterer og det å være god i å snakke engelsk? Hva tror du lærere flest legger vekt på når de skal vurdere elevers muntlige ferdigheter?*

3. Practices and experiences

- 3.1 What are your experiences with teaching oral skills (e.g., in comparison with teaching other language skills)? / *Hva er dine erfaringer med å undervise muntlige ferdigheter i engelskfaget?*
- 3.2 How do you approach teaching oral skills? / *Hvordan vil du beskrive din undervisningsstil når det gjelder muntlige ferdigheter i engelskfaget?*
- 3.3 In what ways are your teaching approaches suitable for the students you are teaching? / *På hvilke måter er din undervisningsstil passende for elevene du underviser?*
- 3.4 When you are planning an English lesson with focus on oral skills, what do you usually consider and think about? / *Hvilke tankeprosesser ligger bak en undervisningstime med fokus på muntlige aktiviteter? Hva tar du stilling til i planleggingsfasen?*

- 3.5 Can you give an example of a typical lesson in which the focus is on promoting students' oral skills? What activities do you usually use? What are the reasons behind your choices? / *Kan du gi et eksempel på en typisk undervisningstime hvor det er fokus på å utvikle elevenes muntlige ferdigheter i engelsk? Hvilke aktiviteter bruker du? Hvilke tanker ligger bak valgene dine?*
- 3.6 Where do you find inspiration for the oral activities that you use in your teaching? / *Hvor henter du inspirasjon til de muntlige aktivitetene du bruker i undervisningen din?*
- 3.7 How frequently, and in what situations, do you use L1 (Norwegian) in the EFL classroom? / *Hvor ofte, og i hvilke situasjoner bruker du norsk i engelsktimene dine?*
- 3.8 Approximately, how much time do you devote to each skill in your teaching of English? / *Omtrent hvor mye tid setter du av til muntlige ferdigheter i engelskundervisningen, sammenlignet med de andre grunnleggende ferdighetene i faget?*
- 3.9 What do you do to improve the students' oral skills and their vocabulary? / *Hva gjør du for å forbedre elevenes muntlige ferdigheter, i tillegg til deres vokabular?*
- 3.10 Do you usually correct your students when they say something incorrectly? Why/ why not? / *Pleier du vanligvis å korrigere elevene dine når de sier noe feil? Hvorfor/ hvorfor ikke?*
- 3.11 How do you ensure that all of your students, no matter what level they are on, get to practice their oral skills? / *Hvordan forsikrer du deg om at alle elever, uansett nivå, får øve seg på å snakke engelsk?*
- 3.12 What do you do to ensure a supportive environment in the classroom, and why do you think that this matters? / *Hvordan forsikrer du et trygt og godt klasserommiljø, og hvorfor har dette betydning for undervisningen av muntlige ferdigheter i engelskfaget?*
- 3.13 Do you think most of your students feel comfortable speaking English out loud in the classroom? Why/why not? / *Tror du at de fleste elevene dine føler seg komfortable med å snakke engelsk i klasserommet? Hvorfor/hvorfor ikke?*

- 3.14 Do you have any reluctant speakers in your class? Why do you think that these speakers are reluctant? Do you think that some of these students are anxious to speak English in class (language anxiety)? / *Har du noen elever i klassen som ikke tør eller er motvillige til å snakke engelsk? Hva tror du er årsaken? Tror du noen av elevene dine kjenner på frykt og nervøsitet for å snakke engelsk i klasserommet?*
- 3.15 What do you do to encourage reluctant speakers to participate in oral activities? / *Hva gjør du for å motivere og engasjere motvillige elever til å delta i muntlige aktiviteter?*
- 3.16 What do you do to encourage anxious speakers to participate in oral activities? / *Hva gjør du for å motivere og engasjere nervøse elever til å delta i muntlige aktiviteter?*

4. Implications

- 4.1 Can you think of any challenges considering oral activities in the EFL classroom? / *Hvilke utfordringer møter du på i arbeidet med muntlige ferdigheter i engelskfaget?*
- 4.2 Can you think of any limiting contextual factors that influence the way you teach oral skills? If yes, please elaborate. / *Hvilke ramme faktorer anser du som begrensende for arbeidet med muntlige ferdigheter i engelskfaget? Hvordan påvirker disse faktorene arbeidet ditt?*
- 4.3 If you were not bound by contextual factors such as time and the curriculum, what would you have done differently regarding teaching oral skills? / *Hvis du ikke var bundet av kontekstuelle faktorer som for eksempel tid og læreplanen, hva ville du ha gjort annerledes i undervisningen av muntlige ferdigheter i engelskfaget?*
- 4.4 Due to the current corona situation, several schools have decided to use digital teaching as a measure to avoid the spread of the virus. What challenges do you experience when it comes to working with oral skills in the digital classroom? / *På bakgrunn av dagens koronasituasjon har flere skoler besluttet å bruke digital undervisning som tiltak for å unngå spredning av viruset. Hvilke utfordringer opplever du når det gjelder arbeidet med muntlige ferdigheter i det digitale klasserommet?*

5. The new curriculum (LK20)

- 5.1 What would you consider to be the main differences between LK06 and LK20? / *Hva mener du er de største forskjellene på LK06 og LK20?*
- 5.2 Have you noticed any differences in oral skills between LK06 and LK20? If yes, what are they? / *Har du lagt merke til noen forskjeller mellom LK06 og LK20 når det gjelder muntlige ferdigheter i engelskfaget?*
- 5.3 Would you say that your teaching methods have changed with the new reform? If yes, in what way? / *Tror du at dine undervisningsmetoder har forandret seg etter at den nye læreplanen ble iverksatt? Hvis ja, hvordan?*
- 5.4 If you yourself could make any changes to the English curriculum regarding oral skills, what would you change and why? / *Dersom du selv kunne gjort endringer i læreplanen med tanke på muntlige ferdigheter, hvilke endringer ville du eventuelt ha gjort?*

6. Conclusion

- 6.1 Is there anything you would like to add regarding teaching English oral skills? *Ønsker du å legge til noe angående undervisning av muntlige ferdigheter i engelskfaget?*

Appendix 5: Student questionnaire

Part 1: Introduction and background information

1. What kind of **educational program** are you in?

Hvilket utdanningsprogram tar du?

- Vg1 Studieforberevende utdanningsprogram
- Vg1 Yrkesfaglig utdanningsprogram

2. How often do you use your **English oral skills** (including both listening and speaking) in your **spare time**?

Hvor ofte bruker du dine muntlige ferdigheter i engelsk (både lytting og snakking) i din fritid?

- Very frequently
- Frequently
- Often
- Seldom
- Very Seldom
- Never

3. How many **hours per week** do you use your **English oral skills** (including both listening and speaking) in your **spare time**?

Hvor mange timer per uke bruker du dine muntlige ferdigheter i Engelsk (både lytting og snakking) i din fritid?

- None
- 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 use the English language on a daily basis

4. How often do you **speak English** in your **English lessons**?

Hvor ofte snakker du engelsk i engelsktimene dine?

- Very frequently
- Frequently
- Occasionally
- Rarely
- Very rarely
- Never

5. Do you feel **comfortable speaking English in class**?

Føler du deg komfortabel med å snakke engelsk i engelsktimene dine?

- Yes
- Depends on the topic
- Sometimes
- Only when I speak to other classmates in groups or in pairs
- Only when I am asked a question by the teacher
- Never

6. Do you **enjoy** practicing your oral skills (including both listening and speaking) in the English subject?

Liker du å øve på dine muntlige ferdigheter (både lytting og snakking) i engelskfaget?

- 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:

7. **Where** (or in what situations) do you usually use your **English oral skills** (including both listening and speaking)? You can answer in Norwegian if you want to.

Hvor (eller i hvilke situasjoner) bruker du dine muntlige ferdigheter i engelsk (både lytting og snakking)? Du kan svare på norsk om du ønsker.

○ Answer:

Part 2: Student beliefs

8. What do you believe are **the most important skills** in the English subject? (Choose **one** answer)

Hva mener du er de viktigste ferdighetene i engelskfaget? (Velg **ett** svaralternativ)

- Oral skills
- Written skills
- Reading skills
- Digital skills
- A combination of all of the above

9. What **English skills** do you believe you will **need to use the most** in your future? (Choose **one** answer)

Hvilke ferdigheter i engelskfaget tror du at du vil få mest bruk for i fremtiden? (Velg **ett** svaralternativ)

- Oral skills
- Written skills
- Reading skills
- Digital skills
- A combination of all of the above

10. Practicing what skills do you **enjoy** the most in the EFL classroom? (Choose **one** answer)

Hvilke ferdigheter i engelskfaget liker du best å jobbe med? (Velg ett svaralternativ)

- Oral skills
- Written skills
- Reading skills
- Digital skills
- A combination of all of the above

11. Which of these statements do you find **the most important** for you? (You can choose up to **three** answers)

Hvilke av disse påstandene mener du er viktigst for deg? (Du kan velge opptil **tre** svaralternativer)

- 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 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

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

Hvilke av disse klasseroms-aktivitetene mener du har størst innvirkning på din utvikling av muntlige ferdigheter i engelskfaget?

	Very strong impact	Strong impact	Moderate impact	Poor impact	Very poor impact
Listening to other people read					
Discussion tasks					
Classroom games					
Group projects					
Oral presentations					
Watching movies, films, or videos					
Reading out loud					
Drama					

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

Hvilke av disse aktivitetene mener du er viktigst for utviklingen av dine muntlige ferdigheter i engelsk? (Du kan velge opptil tre svaralternativer)

- 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 in class
- Playing online video games in class
- Watching movies, TV series or videos in class

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

Hvilke av disse aktivitetene mener du er minst viktige for utviklingen av dine muntlige ferdigheter i engelsk? (Du kan velge opptil tre svaralternativer)

- 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 in class
- Playing online video games in class
- Watching movies, TV series or videos in class

15. Do you believe that **practicing English oral skills** can help you to develop your **grammar skills**?

Tror du at å øve på muntlige ferdigheter i engelsk kan hjelpe deg med å utvikle dine grammatikk-kunnskaper?

- Yes
- No
- I am not sure

16. Do you believe that **practicing English oral skills** can help you to develop your **English vocabulary**?

Tror du at det å øve på muntlige ferdigheter i engelsk kan hjelpe deg med å utvikle ditt engelske ordforråd?

- Yes

- No
- I am not sure

17. Do you believe that **practicing English oral skills** can help you to become better at knowing **what to say in different situations**?

Tror du at å øve på muntlige ferdigheter i engelsk kan hjelpe deg med å bli bedre til å vite hva du skal si i ulike situasjoner?

- Yes
- No
- I am not sure

18. Do you believe that practicing English oral skills can help you to **avoid breakdowns in communication**? For example: If you forget an English word for something, can you reformulate the sentence so that it conveys the same message?

Tror du at å øve på muntlige ferdigheter i engelsk kan hjelpe deg til å unngå sammenbrudd under kommunikasjon? For eksempel: Hvis du glemmer et engelsk ord for noe, klarer du å omformulere setningen slik at den formidler samme mening?

- Yes
- No
- I am not sure

19. Do you believe that practicing English oral skills can help you to understand what is **appropriate language use in different situations and contexts**?

Tror du at å øve på muntlige ferdigheter i engelsk kan hjelpe deg til å forstå hva som er passende språkbruk i ulike situasjoner og kontekster?

- Yes
- No
- I am not sure

20. Do you believe that a **safe and supportive environment** in your classroom is **important for the development of your English oral skills**?

Tror du at et trygt og støttende miljø i klasserommet er viktig for utviklingen av dine muntlige ferdigheter i engelsk?

- Yes
- No
- I am not sure

21. Do you believe that there is a **safe and supportive environment** in your English classroom?

Mener du at det er et trygt og støttende miljø i klasserommet ditt?

- Very safe and supportive
- Often safe and supportive
- Occasionally safe and supportive
- Seldom safe and supportive
- Never safe and supportive

Part 3: Students' experiences

22. In general, what do you **like the most** about the **English subject**? You can write in Norwegian if you want to.

Generelt sett, hva liker du best med det engelske faget? Du kan skrive på norsk om du ønsker.

- Answer:

23. Approximately, **how often** do you get **to practice your oral skills** in the English subject?

Omtrent hvor ofte får du muligheten til å øve på dine muntlige ferdigheter i det engelske faget?

- Each English lesson
- Every other English lesson
- Some English lessons
- In very few English lessons
- Never

24. Do you believe that your **teacher is encouraging you to speak English** out loud in your classroom?

Mener du at læreren din oppmuntrer deg til å snakke engelsk i klasserommet?

- Yes
- Sometimes
- No
- 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:

25. How often are you **reluctant** to speak English in class?

Hvor ofte er du motvillig til å snakke engelsk i engelsktimene dine?

- Very frequently
- Frequently
- Often
- Seldom
- Very Seldom
- Never

26. How often are you **anxious, nervous** or **stressed** because you have to speak English in your English lessons?

Hvor ofte er du nervøs eller stresset fordi du må snakke engelsk i engelsktimene dine?

- Very frequently
- Frequently
- Often
- Seldom
- Very seldom

- Never

27. How often do you get **nervous** before **oral presentations** in your class?

Hvor ofte er du nervøs før en muntlig presentasjon i engelsktimene?

- Very frequently
- Frequently
- Often
- Seldom
- Very seldom
- Never

28. How often do you **experience** that your **heart starts beating fast** or that you start **sweating** or **blushing** because you are asked to speak English in class?

Hvor ofte opplever du at du får økt puls, svetter eller rødmer fordi du blir spurt om å snakke engelsk i engelsktimene?

- Very frequently
- Frequently
- Often
- Seldom
- Very seldom
- Never

29. Do you **like speaking English** in English lessons?

Liker du å snakke engelsk i engelsktimene?

- Yes
- Sometimes
- When I am prepared
- No
- Never
- Not spontaneously

30. Do you **feel safe speaking English in English lessons**?

Føler du deg trygg med å snakke engelsk i engelsktimene?

- Yes
- Often
- Sometimes
- Seldom
- Never
- Depends on the situation.

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

- Answer:

31. Do you **feel safe speaking English outside the classroom**, for example on a holiday?

Føler du deg trygg med å snakke engelsk utenfor klasserommet, som for eksempel når du er på ferie?

- Yes
- Often
- Sometimes
- Seldom
- Never
- Depends on the setting.

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

- Answer:

32. What is your **motivation** for **learning to communicate orally** in English? You can write in Norwegian if you want to.

Hva er motivasjonen din bak å lære å kommunisere muntlig på engelsk? Du kan skrive på norsk om du ønsker.

- Answer:

33. Do you feel **motivated to train English oral skills** in class?

Føler du deg motivert til å øve på å snakke engelsk i engelsktimene?

- 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:

34. What type of **oral activities** do you consider to be **the most motivating and encouraging**?

Hvilke typer muntlige aktiviteter regner du som mest motiverende og engasjerende?

- Listening to other people speak
- Listening to other people read aloud

- Discussion tasks
- Classroom games
- Group projects
- Oral activities
- Drama
- Watching movies, films or videos
- Other – please specify: _____

35. What do you find to be **the most effective** way of improving your **English oral skills**?

You can write in Norwegian if you want to.

Hva regner du som den mest effektive måten å forbedre dine engelsk muntlige ferdigheter på? Du kan skrive på norsk om du ønsker.

- Answer:

36. Due to the current corona situation, several schools have decided to use digital teaching as a measure to avoid the spread of the virus. **Have you experienced digital teaching in the English subject?**

På bakgrunn av dagens koronasituasjon har flere skoler besluttet å bruke digital undervisning som tiltak for å unngå spredning av viruset. Har du opplevd digital undervisning i engelskfaget?

- Yes
- No

37. If you have experienced digital teaching in the English subject, do you **feel comfortable speaking English out loud in the digital classroom?**

Føler du deg komfortabel med å snakke engelsk i det digitale klasserommet?

- Always
- Often
- Sometimes
- Seldom

- Never
- I have not experienced digital teaching in the English subject
- It depends on the situation

If it depends on the situation, could you please specify? You can write in Norwegian if you want to.

- Answer:

38. How often do you **speak English** in the **English digital classroom**?

Hvor ofte snakker du engelsk når du har digital undervisning i engelskfaget?

- Very frequently
- Frequently
- Occasionally
- Rarely
- Very rarely
- Never

Part 4: Conclusion

39. Is there anything you would like to add regarding your English oral skills? You can write in Norwegian if you want to.

Ønsker du å tilføye noe når det gjelder dine muntlige ferdigheter i engelsk? Du kan skrive på norsk hvis du ønsker.

- Answer:

Appendix 6: Classroom observation scheme

Observer: Kine Tjetland		Date:
Educational program:	Time frame:	Subject: English
Topic of the lesson:		
Aims from the curriculum (LK20): <ul style="list-style-type: none">•		
Learner level: <ul style="list-style-type: none">•		
Teacher qualifications: <ul style="list-style-type: none">•		
Materials: List of all materials used <ul style="list-style-type: none">•		
Objectives: Why should the pupils learn this? <ul style="list-style-type: none">•		
The teacher's approaches: <ul style="list-style-type: none">•		
Observation of procedures: Include time, materials, activities in detail, grouping format, student responses, spoken language, etc. <ul style="list-style-type: none">•		
Other observations: Include anything that might be relevant <ul style="list-style-type: none">•		
Overall judgement:		

Promoting oral skills? (Did the students get to practice speaking English? Authentic conversations? Spontaneous interaction?)

-

Motivating? (Did the students seem motivated to participate in the activities?)

-

Encouraging? (Did the teacher encourage the students to speak English?)

-

Targeted language? (To what extent did the students speak English?)

-

Supportive environment?

-

Reluctant/anxious speakers? (Did the reluctant speakers participate? Did the teacher engage?)

-

Challenges?

-

Assessment?

Appendix 7: Analysis table Teacher 1

Topic	Categories	Quotes from teacher:
T1.1 Background information	T1.1.1 Qualifications	“I am a <i>lektor</i> with additions. I have studied the <i>lektor program</i> at the university, which means that I have the credits I need to teach English as my major. I also have religion, and history and social studies. Because I have studied in England after high school, I have had that education approved. I have almost seven years of education. I have also taken thirty credits in the last year in ICT and pedagogical use of ICT.”
	T1.1.2 Years of teaching English	[I have been teaching English] “For about three years.”
	T1.1.3 Vg-classes taught	“This year I am only in vocational subjects. I teach Vg1 and Vg2 in electrical engineering, and Vg1 in restaurant and food subjects”.
T1.2 Teacher’s beliefs about teaching English and English oral skills	T1.2.1 The most important aspect of the English subject	“I think it is very important for the students to have good communication skills - both in writing and orally. Within communication skills I put both reading and writing, and speaking and listening – understanding...[The students] need to be able to speak English, and understand English, and in part be able to read and write a good deal of English to function optimally and get the best possible future”.
	T1.2.2 The most important skill within the English subject	“It is very difficult to choose [only] one [skill]. Optimally I would say that every skill in the English subject is important, but if I have to choose one of the skills that is perhaps most important for the students, then I imagine that oral skills may be more important than written skills

		for most of them, because English oral situations may be more relevant in their future”.
T1.2.3 Definition of English oral skills		“[Oral skills include] the ability to understand and make oneself understood orally. I believe that is a good starting point. So that others can understand what you are saying, and you can understand what they are saying. It must be the basis for having good oral skills in the English subject. Being able to communicate, being able to use what you hear to answer - so both listening and speaking are closely related in oral contexts”.
T1.2.4 The ultimate goal regarding English oral skills		“Being able to communicate and to use what you hear to answer”.
T1.2.5 Communicative competence		<p>[On developing grammatical competence): “I believe that the students will develop their grammatical competence much better through reading and writing activities”.</p> <p>[On developing vocabulary]: “Yes, I believe that practicing English oral skills can contribute to the development of vocabulary. When the students talk to each other, they will hear what others are saying, and thus they will also get more input into vocabulary. However, I believe that reading contributes to a much greater extent when it comes to increasing vocabulary... When you read, you are often exposed to more words. But of course – [developing vocabulary] is possible through practicing oral skills as well. And especially on electro, in the class I have now. Many [of my students] are ‘gamers’, and I think they have a larger vocabulary than students who</p>

		<p>are not ‘gamers’. They speak a lot of English with people from all over the world, so they are definitely getting a lot of input on vocabulary through that”.</p> <p>[On developing sociolinguistic competence]: “‘Yes, I think so. The students pick up on what others are saying. The teacher can also make students aware of sociocultural rules of use and discourse rules. For example, we have had a number of role-plays in restaurants and food subjects, where the students have acted as customers and waiters. We have then incorporated that it is normal to be polite, and practiced phrases such as: ‘Would you like to order?’, ‘Can I have the check, please?’, and so on.”</p> <p>[On developing strategic competence, meaning the verbal and non-verbal communication strategies a speaker might use to avoid breakdowns in communication]: “‘Yes, I think so. The more you talk, the better you become. If you happen to be in a situation where you forget what to say or how to say it, you have to learn how to handle it. You cannot learn how to deal with that situation if you are never in the situation yourself”.</p>
	<p>T1.2.6 Beliefs about oral activities</p>	<p>[Meaningful oral activities]: “‘I believe it is important to ask the students to discuss and reflect on assignments and lesson plans. In the end of a lesson, I usually ask them to evaluate and reflect on why we did the things that we did, and what they could learn from it. By doing this, the</p>

		<p>students get to reflect, they get to practice listening to others, and they get to share their opinions”.</p> <p>[Motivating and encouraging oral activities]: “If we use the electro class as an example, then everything that has to do with games will ignite them. They seem to enjoy games a lot. Besides that, I find it important to use a variety of oral activities. I believe that varying the teaching methods and the activities is more motivating for the students. I also believe it to be a good idea to use oral activities to break up the teaching a bit if you see that the students are tired and demotivated. Or vice versa, if you are going to have a lesson that puts a lot of emphasis on oral activities, then you may want to break the lesson up with something in writing.”</p> <p>[Grouping format]: “When it comes to oral activities, grouping the students in pairs or groups of three usually works best no matter what oral activity we are doing. If you want a response from someone, it is always a good idea to let the students discuss the matter with a partner first. If you ask the whole class to go together in pairs or groups of three to discuss something, then there are fewer who hesitate, because everyone speaks at the same time. When everyone is talking at the same time, the attention is not focused on a single student”.</p>
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	<p>T1.2.7 Beliefs about grading oral skills</p>	<p>When grading oral skills, we rarely focus on only pronunciation and vocabulary. We consider the content, the ability to discuss, the ability to reflect, and so on. We look for the whole package, not only the students' ability to speak correctly. Through discussion and reflection, the students show what level of knowledge they have. Everyone can reproduce facts, but if the students are able to reflect upon and discuss these facts, then they show good oral skills - that is, good communication skills. It becomes an overall assessment, meaning that it is about making yourself understood and communicate meaning. To do that, you need to have some sort of content in what you are saying. If you do not always have perfect grammar or perfect pronunciation, then that is not what is most crucial. Nor will it be the most crucial thing when the students go into working life or travel. Of course, the students must have some basic knowledge of the English language, but there should be no huge emphasis on having a British or American accent, for instance. It must be allowed to make small mistakes from time to time. In my opinion, to make yourself understood and to understand others is sort of the most important thing.</p>
	<p>T1.2.8 Beliefs about reluctance to speak and language anxiety</p>	
<p>T1.3 Teacher's experiences</p>	<p>T1.3.1 General experiences</p>	<p>There is great variety, and big differences between classes and individual students. On the one hand, there are students who consistently speak</p>

<p>with teaching oral skills</p>		<p>Norwegian in class and refuses to speak English because they find it uncomfortable. Those students are difficult to work with. It is difficult to know what to do to make them more comfortable, and how much you should ‘push’ them without it having negative consequences. On the other hand, there are students who are very orally active, who have no problem to talk and participate in English. And those students will of course be easier to get involved in oral activities. So yes, the experiences vary greatly. And how you teach must be adapted to the students you have.</p>
	<p>T1.3.2 Are students comfortable with speaking English? Reluctant speakers?</p>	<p>“Some students find it scary to raise their hand and participate orally. These students tend to process everything they are going to say before saying it, which becomes very stressful to them. Other students feel that their English is not good enough. They are afraid to speak because they are afraid to pronounce something wrong. I also have students who - if they have an oral presentation for example - forget what to say and gives up. Some of the students who experience breakdown in communication switches to Norwegian and says: ‘jeg vet ikke hvordan jeg skal uttale dette ordet’. They panic a little.”</p>
	<p>T1.3.3</p>	
	<p>T1.3.4</p>	
<p>T1.4 Teacher’s practices with teaching oral skills</p>	<p>T1.4.1 Teaching approaches</p>	<p>“The teaching approaches vary depending on which group of students I teach. The teaching must be adapted to the students”.</p>
	<p>T1.4.2 Thoughts behind English</p>	<p>“One of the first things that comes to mind is what I want the students to get out of the lesson - what</p>

	<p>lessons with focus on oral skills</p>	<p>learning benefits it can give them, and why is it useful for them. I also have competence aims to consider, and these are legally binding. The competence aims are quite open and general, so you can usually customize the activities to them. But I think it is important, both for my own part but also for the students' part, to know why we do what we do. So that is definitely one of the first things that falls into place. I also consider the group of students I am going to teach, and think about what they like to do, what motivates them, what we have to do, what we have done before, and so on”.</p>
	<p>T1.4.3 Oral tasks and activities</p>	<p>[Authentic communication]: “We have a number of small discussion tasks, and we work a lot orally with different texts and news. I might ask them what happened yesterday, etc. This is authentic - it is here and now; it is not something that is rehearsed. However, the conversations are happening inside a classroom, so it is not completely authentic. But besides this, I would argue that it has transfer value to things they can do outside the classroom”.</p>
	<p>T1.4.4 Time devoted to oral skills compared to other skills</p>	<p>“I would say that it is quite balanced, even though it varies a bit. Some sessions are almost exclusively oral, while other sessions are almost exclusively written. But if you look at the total, then it's probably very even. Maybe we spend a little more time on written skills because the students work on different written assignments. But very often we combine oral and written skills in such a way that the students are asked to discuss something first, then take notes as they</p>

		<p>discuss, and finally share their thoughts and opinions with the rest of the class. We rarely spend a whole lesson focusing on oral activities, but it is always part of the lesson in some way or another.”</p>
	<p>T1.4.5 The use of Norwegian in English lessons</p>	<p>“I use more Norwegian in classes where I have very weak students who I know do not know much English. But I try to be aware of speaking both English and Norwegian. If I have to give important messages, it happens that I either give them in Norwegian, or both in Norwegian and in English. Also, when I speak a lot of English, and then suddenly switches to Norwegian, the students are likely to pay more attention. It works like a small shift that makes it clear that something special is going to happen”.</p>
	<p>T1.4.6 Facilitate learning and development</p>	<p>“I do not usually plan lessons that are dedicated to improve oral skills. Especially not with regular classes where the students’ competence in English oral skills is quite high already. It does not feel natural to put a lot of emphasis on developing oral skills in the electrical class, for example, because the students there are already so good in English. But I do teach in what we call ‘the study workshop’ at the school I am working on. In the study workshop, we offer extra help for students who are very weak in English. This could be students who have very poor vocabulary, and who are not able to make themselves understood in English. When I work with these students, I have to put more emphasis on things that will help them improve their language skills. To help these students to develop their English oral skills, I</p>

		<p>believe that it is important to speak a lot of English to teach them words and how to communicate. However, when I think about it now, I should probably become more aware of increasing the level of the oral skills in the regular classes as well. I have not really seen this as necessary before, due to the fact that the students communicate so well already. But I will take this into consideration. When that is said, I believe that most students develop their English oral skills naturally when they work with the content and the requirements at upper secondary school. In upper secondary school, the students are expected to speak a lot more English, they are expected to read more, they are introduced to more difficult texts, and so on. It is a fairly natural development curve from primary school level to upper secondary school”.</p>
	<p>T1.4.7 Supportive environment</p>	<p>“In regards creating a safe and supportive classroom environment, I believe that you should spend some time getting to know your students in the beginning of a new year. I believe this is important if you want your students to dare to speak English. You could for instance start the new year with a board game. Playing games in a relaxed atmosphere will help to build up the classroom environment. When the classroom environment is good, the students will feel safer to participate in oral activities. Another thing that I do to create a safe classroom environment is to let the students discuss things with each other before asking them to share their thoughts and opinions in front of the whole class. In my experience, you</p>

		<p>will get a much better response if you do it this way. Some students find it scary to raise their hand and participate orally. These students tend to process everything they are going to say before saying it, and it becomes very stressful to them. If they are allowed to talk to a classmate first, they will in a way receive confirmation that what they said was fine, and that it went well. In addition to that, they will get time to think about and reflect on the matter before saying it out loud”.</p>
	<p>T1.4.8 Approach(es) to reluctant speakers</p>	<p>“The most important thing you can do is to talk to the student and ask why the student is reluctant to speak English. You could also ask the student for suggestions on how to make the situation better. It is also a good idea to make sure that reluctant speakers are sitting with someone they are comfortable with, and someone who can help push them in a positive direction. In this case, it is important to keep in mind that the students they are sitting with are comfortable speaking English. There is no point in having two students who are uncomfortable speaking English sitting next to each other. Then both will end up saying nothing. You may also want to talk to the student about why speaking English in class will be useful for the student. Beyond that, if you still have a student who refuses to speak English, you should probably discuss the matter with other colleagues who teach English, and hopefully receive some advices from them”.</p>

	T1.4.9 Error correction	
T1.5 Challenges and implications	T1.5.1 General challenges considering oral activities	“The biggest challenge is students who do not want to speak English. It is also a bit challenging to teach minority language students or students who are very weak in English. Students who may not have a very good starting point and who struggle to make themselves understood. The challenge then becomes how to teach so that these students also receive good teaching. One must also think about how these students can work best with others. ‘The study workshop’ at the school is a good resource, but the students will always be present in the lessons with the rest of the class, so you need to make this work in one way or another”.
	T1.5.2 Limiting contextual factors	“You will always have contextual factors that you have to consider. Most of the time you know about these in advance, and I do not think there are any that are impossible to work around. You manage to plan a good hour even if you only have forty-five minutes, or, you adapt the teaching if you have the last lesson on a Friday. I do not want to say that they are destructive or limiting in any way - at least not to a large extent. And the curriculum is quite open, so I do not think it limits the work either. The worst, or perhaps the most

		<p>difficult contextual factor you can have as a teacher, is the last lesson on a Friday. Especially if the students have had a lot of theory earlier that day. But I do not think it limits the oral activities to a great extent. When the students are tired after a long day, it will often be easier to get them to participate in oral activities than writing activities, for example”.</p>
	T1.5.3 The corona situation/digital teaching	<p>“The biggest challenge with digital teaching is that you do not have the class in front of you. And the threshold for saying something out loud in the digital classroom is much higher. Both because you get the attention in a slightly different way, and if more people want to talk, you might interrupt each other. It tends to be a bit awkward when it comes to who should talk when. The students also sit at home and tend to be less motivated, and a little less involved - they tend to focus a little less. Another challenge or issue is that you cannot have as good class discussions. A halfway solution to this problem is to place the students in groups. ‘Teams’ has recently come up with a ‘break-out-room’ function where students can be placed in groups, and I can just tap a list to get in and out of these group rooms. This helps to increase the quality of the oral activities. But personally, I think it's much nicer to be in the classroom, and we get a lot more out of the teaching when we are all inside a normal classroom”.</p>
	T1.5.4	
	T1.5.5	

<p>T1.6 The new curriculum</p>	<p>T1.6.1 Main differences between LK06 and LK20</p>	<p>“In general, there are differences in relation to in-depth learning and interdisciplinary themes. The interdisciplinary themes (sustainable development, democracy and citizenship and public health and life skills) will go across disciplines, meaning that they have to be part of several subjects. So that is something that you will have to have a conscious relationship to. We also collaborate with colleagues to a greater extent than we did before. In relation to English in upper secondary school, the new curriculum is now divided. There used to be a shared curriculum for vocational subjects and general subjects. Now there is a separate curriculum for vocational subjects, and a separate one for general studies. In my opinion, this division is very good. First of all because I believe it is important that "Vocational English" has been given more space. That is what the vocational students need, because they are going into specific professions. And very often, both in electrical engineering and restaurant and food sciences, these professions are international. The students will benefit greatly from learning different types of vocabulary, reading manuals in English, and communicating in English. The more vocationally you can do this, the more relevant it becomes, and the more motivating it will be for the students”.</p>
	<p>T1.6.2 Differences in oral skills between LK06 and LK20</p>	<p>“It has become much more acceptable in recent years that English is a world language. There are different varieties and accents all over the world. For instance, they do not have the same accent in South Africa, Australia, India, and the US.</p>

		Nevertheless, all these variations are part of English as a world language. And it seems like this idea has been given more attention in the new curriculum.
	T1.6.3 Changes due to the new curriculum	“When it comes to assessing the students, the new curriculum states that there must be a broad basis for the assessment. This means that what the students do in class will be assessed and taken into consideration whenever the grades should be decided. We are now looking for the holistic picture to a greater extent than before.”
T1.7 Other	T1.7.1 Other thoughts or issues regarding oral skills?	“When it comes to the new curriculum, there is now a competence aim which says that the students should use their first language to a greater extent in the English subject. I think this is an interesting aim that could be explored further. However, this is probably material for another thesis”.

Appendix 8: Analysis table Teacher 2

Topic	Categories	Quotes from teacher:
T2.1 Background information	T2.1.1 Qualifications	“I have a bachelor's degree in history and English, in addition to PPU.”
	T2.1.2 Years of teaching English	“I have been teaching English for 10 years.”
	T2.1.3 Vg-classes taught	“General studies”.
T2.2 Teacher's beliefs about teaching English and English oral skills	T2.2.1 The most important aspect of the English subject	“I believe it is an important subject. English is an international language, spoken everywhere. It is a language used by those who do not have another shared language to use. Mostly wherever you travel in the world, you can use English. English is also used at universities, in addition to more and more workplaces in Norway. It is a language you will need no matter who you are or what you are doing.”
	T2.2.2 The most important skill within the English subject	“If I had to choose, I would probably focus more on reading skills and oral skills. I believe oral skills are important because this is how the students will use the English language in the future. Most students will need to speak the language in one way or another. The fact that I would focus on reading skills in addition to oral skills, is because I really enjoy reading myself.”
	T2.2.3 Definition of English oral skills	“[Oral skills in the English subject] include the ability to communicate with others in English. At the lowest level, one should be able to make oneself understood in some way or another. Then

		of course, I do hope that we teachers can teach them more than just a minimum.”
	T2.2.4 The ultimate goal regarding English oral skills	“[The ultimate goal regarding English oral skills] would be to talk like a ‘native speaker’. Being able to communicate without having to think about it. That speaking English would be natural, in a sense.”
	T2.2.5 Communicative competence	<p>[On developing grammatical competence]: “Yes, I believe so. If you speak a lot of English, it is not always easy to pick up on your own grammatical errors. But it may be easier to hear when others are saying something wrong. So yes, I definitely think that practicing English oral skills can contribute to the students’ development of grammatical competence. I usually tell my students that if they want to get better at speaking English, and at English grammar, they need to hear a lot of English, read English, watch English movies, listen to English music, and so on. But I also think they will get better from speaking English to others.”</p> <p>[On developing vocabulary]: “Yes. I believe so.”</p> <p>[On developing sociolinguistic competence]: “Yes, I believe so. Especially if the students participated in a role play. For instance, a role play related to a job application or interview, where they could practice differences in informal and formal language.”</p> <p>[On developing strategic competence, meaning the verbal and non-verbal communication</p>

		<p>strategies a speaker might use to avoid breakdowns in communication]: “Absolutely. The more you use the English language, the easier it becomes. When you use the English language to a great extent, you make systems in your head where you store words and phrases. Whenever you forget what to say, you can easily find another word for it. In the end, this process will happen by itself.”</p>
	<p>T2.2.6 Beliefs about oral activities</p>	<p>[Meaningful oral activities]: “My teaching goal is that the students should speak English at all times. If they do so, it means that they will speak English together in between breaks as well. This may lead to conversations where they talk about something that they did together in the weekend. Such conversations are closely linked to ‘reality’, and therefore also meaningful. Besides that, the speaking that we do in class is more task related. Some of these tasks are connected to texts that we have read, while other tasks are connected to relevant news and ongoing debates. In my opinion, every task that involves speaking English is meaningful, as the students will then get to practice their language and become better.”</p> <p>[Motivating and encouraging oral activities]: “It depends on interests, I guess... But for the most part, if the students like to discuss, then this can be done in all kinds of forms. They can discuss in pairs, or groups. It is possible to have debates, or even role-plays. We have also tried Readers Theatre once. It seemed like they thought it was okay. The advantage with Readers Theatre is that</p>

		<p>they do not have to remember anything by heart. They only have to read a text, with a little bit of role-play involved. But in general, if I want the oral activities to be engaging and motivating, I usually let them choose the theme themselves. They become more involved if they have chosen the theme themselves.”</p> <p>[Grouping format]: “The particular class that you observed is a bit challenging when it comes to oral activities. I have noticed that very few participates when I ask them to share their thoughts and opinions in front of the whole class. When I put them in groups, most of them speak, but there are some who hardly speak at all, and some who consistently speak Norwegian. But in general, with this particular class, I believe that it is better to have oral activities in small groups.”</p>
	<p>T2.2.7 Beliefs about grading oral skills</p>	<p>“What I usually do, if we have oral activities, is that I walk around and listen to the students when they talk. I usually take a few notes along the way. Sometimes I stop by the students and talk to them, and other times I just walk around and listen. Whenever I talk to them, I can see how they react to getting questions. For instance, if they manage to gather their thoughts to answer me well. I think that assessment situations must consist of situations that are prepared in advance, but also situations where the students have to function in the moment. My goal is to base the students’ grades on what they have done throughout the year, so I try to assess them regularly on a weekly basis. On the one hand, it is said that the students</p>

		<p>should know when they are assessed. On the other hand, it is said that we as teachers should give them a grade based on a broad basis. In my opinion, three assessments in each semester is not enough. What I do to deal with this, is that I usually say at the beginning of the school year that when they are in the classroom it is their opportunity to show me their level. It is not about how often they raise their hands, but more about the level of what they say whenever they say something.”</p>
	<p>T2.2.8 Beliefs about reluctance to speak and language anxiety</p>	<p>“Some students refuse to speak English because they think it is weird to communicate in a different language than what they are used to. It does not seem natural for them to speak English. They seem to think that it is awkward. Others do not dare to speak because they think they are bad in English. Or at least, they think everyone else is much better than them. If there are only three students who raises their hand in class, and these three students are good in English, then it can lead to the others not daring to speak. Some students are insecure because they either become so or feel that others are laughing at them or the way they speak English. Some of the students who constantly speak Norwegian instead of English, even in safe circumstances - I think they have some sort of need for marking their territory, either towards me or the other members of the class. They are probably trying to be cool, but in my opinion, they are a little immature.”</p>
<p>T2.3 Teacher’s experiences</p>	<p>T2.3.1 General experiences</p>	<p>“I have taught quite a few classes throughout the years. In the beginning of the year, I usually tell</p>

with teaching

oral skills

my students that I want them to speak English during our English lessons. I have explained them why and told them that it has to do with getting better at speaking, in addition to the fact that they can show their level. And then I introduce them to a challenge called "the Chocolate List". The way the Chocolate List works, is that if the students speak Norwegian, they get a 'strike, and if they speak Norwegian 10 times, they have to buy a chocolate for me. If I speak Norwegian, I have to buy chocolate for them. All the classes that I have taught have understood the concept of this challenge. They have understood that I cannot force them to buy me chocolate, but they have also understood that this is a fun thing to do to try to motivate them to speak English in class. The Chocolate List was for some reason very poorly received by this class that I have now. I received comments such as: 'I will buy you the worst chocolate there is', or 'I will never buy you chocolate'. Many of the students consistently spoke Norwegian all the time. If I were to follow the 'rules' in the Chocolate List, many of these students would have come to 10 'strikes' the first day. Obviously, I could not go around and collect chocolate from every student on our first day. As I said, this have never been a problem with the other classes. It has been a fun way to start the new year. So, I have no clue why it went wrong with this particular class. For some reason, we came off on the wrong foot from the beginning, and now we are working hard to try to recover from it."

	<p>T2.3.2 Are students comfortable with speaking English?</p> <p>Reluctant speakers?</p>	<p>“I would say that this particular class is a case that I have not encountered before. I have had classes before that have been quiet, but not because they refused to cooperate. It has been because they think speaking English is scary or uncomfortable. I know that, for students to participate in oral activities, it is important to have a supportive classroom environment where students feel safe. Perhaps, for unknown reasons, not everyone is completely safe in this particular class. It could be that there are things going on ‘behind the scenes’ that I am not able to catch up on. If this is the case, it is understandable that some students find it uncomfortable to speak in a language that is not their mother tongue. Some of the strong personalities in class might also be part of the reason why nobody wants to participate in the oral activities. These students seem to have a need for marking their territory, and whenever they say something, they speak very loudly in Norwegian. This may again influence others to speak Norwegian instead of English. Anyways, it helps a little bit to put them in smaller groups.”</p>
	T2.3.3	
	T2.3.4	
<p>T2.4 Teacher’s practices with teaching oral skills</p>	<p>T2.4.1 Teaching approaches</p>	<p>“In my opinion, the most important thing is that the students get to talk as much as possible in the targeted language. If you want to get better at football, you have to play football. If you want to get better in English, you have to speak English. That is how it works. And that is why it is not really allowed to speak Norwegian during my English lessons.”</p>

	<p>T2.4.2 Thoughts behind English lessons with focus on oral skills</p>	<p>“I always consider the students that I am going to teach. For instance, ‘is this a class where I can do all kinds of oral activities, or is this a class where I might have to divide them into smaller groups?’ I also consider what level the students are at. If I am teaching students with a high proficiency level, I can bring any theme or topic into the classroom and say, ‘Okay, today we’re going to discuss this particular matter.’ Professional strong classes will start to discuss straight away. If I am teaching students that are not professionally strong, I might have to make them read something first to make sure that they have something to discuss. What you can do and what you can plan always depends on the class.”</p>
	<p>T2.4.3 Oral tasks and activities</p>	<p>[Authentic communication]: “I have used ‘speed dating’ in English as an oral activity. In the speed-dating activity, I give the students a topic that they should talk about for 1 minute until they move on to the next person. My experience is that a lot of the students are eager to talk during this activity. I believe my students find it comforting that no one hears what they are saying, other than the person they are talking to.”</p>
	<p>T2.4.4 Time devoted to oral skills compared to other skills</p>	<p>“In my opinion, it should be equally divided. But it could be that I am too optimistic when I say that. If you teach a class where nobody responds to oral activities, then you might eventually give up. It is not fun to constantly push the students to speak English if they do not want to. In some classes, you could easily discuss something for about 30-40 minutes, but in this particular class, the students are finished after 5 minutes.</p>

		Eventually, you do not bother to do oral activities if nobody talks. Or at least, you take a break and try again later.”
	T2.4.5 The use of Norwegian in English lessons	“In my classroom, we should all speak English at all times. That is at least the ultimate goal. Since I tell my students to speak English, I do so to. Some of my students have never even heard me speak Norwegian. If I want them to speak English, it does not help if I speak Norwegian. That will signal that speaking Norwegian is ok, and then everyone will start to speak Norwegian.”
	T2.4.6 Facilitate learning and development	“In my opinion, the most important thing is that the students get to talk as much as possible in the targeted language. If you want to get better at football, you have to play football. If you want to get better in English, you have to speak English. That is how it works. And that is why it is not really allowed to speak Norwegian during my English lessons.”
	T2.4.7 Supportive environment	“I believe that a supportive environment means a lot. If the students are not safe, they do not dare to talk. And if they do not talk, they will not get any better. Usually, a supportive environment happens by itself. I do not feel that I have done anything different with this class than I have done with my other classes. However, I do believe that a smaller class would help the situation, even though this is not possible. As a teacher, you could also try to tell the students that speaking English is not dangerous and reassure them about the fact that it is ok to make mistakes. You should try to encourage them to speak even though they think it is uncomfortable. It does not matter what accent

		<p>they speak, as long as they give it a try. It would also be a good idea to play some games in English, to make the students feel more safe speaking English to each other. That way, they can also get to know each other better. These things usually work.”</p>
	<p>T2.4.8 Approach(es) to reluctant speakers</p>	<p>“When you were present, the students were put in groups. Their first task was to write down key words about the topic. This was done individually. Then, they shared their key words with the rest of the group. I then announced that I was going to ask each group about at least one key word. That seemed to work well, because they were all prepared to participate with that they had worked on. What I have also done to encourage reluctant speakers to participate in oral activities, is that I have handed out post-it notes to each student and told the students to write down their suggestions for whatever we are investigating. Then, I have collected the post-it notes, read them aloud, and written them on the board in a large mind map. Whenever I have read a post-it note, I ask questions back to the class about their thoughts on this specific note. Not everyone participates, but it seems like the students are a bit more eager to participate because it is less ‘dangerous.’ Right after Halloween, I took the remnants of the candy with me to class and said that if they dared to say something in English, they would be allowed to choose one thing from the bucket of candy. This</p>

		worked for some of the students, as there was a motivating aspect involved.”
	T2.4.9 Error correction	“It depends on the situation. If the students say something wrong in front of the whole class, I would never have corrected it. It would have been incredibly embarrassing and awkward for them to be called out in that way by a teacher in front of the whole class. I would never do that. If they, on the other hand, stop in the middle of a sentence and ask me for help to formulate something, then I can say the word they are looking for. When I give them written feedback on assessments, I could for instance write ‘remember to pronounce that word like that or like that’. But as I said, I would never correct their errors in front of the whole class. I do not believe that anything good comes out of that.”
T2.5 Challenges and implications	T2.5.1 General challenges considering oral activities	“The particular class that you observed is a bit challenging when it comes to oral activities. I have noticed that very few participates when I ask them to share their thoughts and opinions in front of the whole class. When I put them in groups, most of them speak, but there are some who hardly speak at all, and some who consistently speak Norwegian. I would say that this particular class is a case that I have not encountered before. I have had classes before that have been quiet, but

		<p>not because they refused to cooperate. It has been because they think speaking English is scary or uncomfortable. I know that, for students to participate in oral activities, it is important to have a supportive classroom environment where students feel safe. Perhaps, for unknown reasons, not everyone is completely safe in this particular class. It could be that there are things going on ‘behind the scenes’ that I am not able to catch up on. If this is the case, it is understandable that some students find it uncomfortable to speak in a language that is not their mother tongue. Some of the strong personalities in class might also be part of the reason why nobody wants to participate in the oral activities. These students seem to have a need for marking their territory, and whenever they say something, they speak very loudly in Norwegian. This may again influence others to speak Norwegian instead of English.”</p>
	<p>T2.5.2 Limiting contextual factors</p>	<p>“I find time and equipment to be limiting contextual factors. The size of the class size is another one, and sometimes, wish you had more space.”</p>
	<p>T2.5.3 The corona situation/digital teaching</p>	<p>“The challenges you face in a normal classroom are only exacerbated in a digital classroom. There are several reasons for this. For instance: students who do not turn on the camera, students who do not dare to say anything and participate, students who might turn on Zoom or Teams and then go straight back to bed, etc. I face challenges when it comes to reading body language and facial expressions, because very few students are showing their faces in the digital classroom. When</p>

		<p>you cannot read body language or facial expressions, it is hard to know whether the students have understood important messages, and so on. I know there are a lot of students who are afraid to turn on their camera because they are afraid of being filmed or things like that. Or that they do not want to show how they live. But again, with some classes, I could have almost the same type of teaching in a digital classroom as in a regular classroom. And in some classes, there were even more students participating in the digital classroom compared to the regular classroom. It really does depend on the students, and how willing they are to participate orally. Luckily, many of the online programs that we use for digital teaching are adapted to the classroom situation. For instance, they do have a button which can be used by the students to raise their hand. They also have a function that allows for putting the students inside group rooms. When I am facing difficulties, I divide the students into smaller groups where they find it easier to talk to each other. Then, I can visit these meeting rooms and talk to them there.”</p>
	T2.5.4	
	T2.5.5	
<p>T2.6 The new curriculum</p>	<p>T2.6.1 Main differences between LK06 and LK20</p>	<p>“Personally, I liked the old curriculum better. Some of the competence aims in the new curriculum are too wide. Generally, I do not mind that the competence aims are wide, but I do see some challenges with it when it comes to the exam. It could happen that the examiner has not worked with the same topics that I have, for</p>

		<p>instance. This may become challenging as the examiner might ask questions to the students that the students have not worked with before. Besides that, I guess it is nice to have some new competence aims as well. The teacher sure gets a lot of freedom. But I really think they were wide enough before. Some of the new competence aims are so wide that you become uncertain about what they contain. We know roughly what we are going to do, but we are not a hundred percent sure. Also, the new exam in VG1 is, in my opinion, awful. Before, the exam consisted of ‘short answer texts’ and ‘long answer texts.’ Now, the exam contains tasks where the students have to listen to a small text and answer multiple choice questions afterwards. In my opinion, that is primary school level. Very strange. I do not quite understand how it should measure our students. At the end of the exam, you are going to write a text, like before. However, some of the examples they have shown us have been very ‘open for interpretation’. For instance: ‘What do you think about this and that...’ Everything we teach them related to source work e.g., is not used at all.”</p>
	<p>T2.6.2 Differences in oral skills between LK06 and LK20</p>	<p>“In the new curriculum, there is a new competence aim that involves using other languages than English in the English subject. I believe part of the reason is because you should include the students’ mother tongue in the teaching of languages. But I do not know very many other languages than English and Norwegian. It makes me wonder how I am</p>

		supposed to follow this competence aim as a teacher...”
	T2.6.3 Changes due to the new curriculum	“Even though there is a new curriculum, I have not really changed my teaching methods. Some themes are no longer there, and some themes have been added. My goal is to vary the teaching as much as possible to avoid students getting bored and demotivated. I will continue doing this.”
T2.7 Other	T2.7.1 Other thoughts or issues regarding oral skills?	“Not that I can think of...”

Appendix 9: Analysis table Teacher 3

Topic	Categories	Quotes from teacher:
T3.1 Background information	T3.1.1 Qualifications	“In 2001, I studied English for a year at college level. I also took an intermediate course in English the following year. A few years after that, I took a master's degree in ‘Literacy Studies’ at university level. In addition to that, I also have English didactics.”
	T3.1.2 Years of teaching English	“I have taught English throughout my entire career. I started working in the autumn of 2007. The first year I was in primary school. Since then, I have been in upper secondary school.”
	T3.1.3 Vg-classes taught	“I teach English at Vg1 media and communication and Vg1 drama.”
T3.2 Teacher’s beliefs about teaching English and English oral skills	T3.2.1 The most important aspect of the English subject	“In my opinion, the most important aspect of the English subject is to provide students with the communicative skills needed to live in today’s world. We live in such a globalized world - both in terms of travel, but also in terms of media consumption, education, working life – so it becomes important that we have a functional language. It is important that we can study, work, travel, read books, listen to music, watch movies, and play computer games - and all this is primarily in English. So yes, I would almost say that knowing English as a language is a basic skill.”
	T3.2.2 The most important skill within the English subject	“Ever since I started working at upper secondary school, I have always focused more on written skills than oral skills. Written skills seem to be what the students lack the most. The vast majority

		<p>of those who grow up in Norway are so exposed to English media - that is, the consumption of English media is so large that students come to us with quite good English oral skills. We do of course help students distinguish between formal and informal language, and we help them speak more academically, but it is primarily the writing skills that I have focused on so far.”</p>
	<p>T3.2.3 Definition of English oral skills</p>	<p>“[Oral skills in the English subject] include having knowledge of the language framework. Of course, you must have a broad vocabulary. You must have a grammatical understanding of how words are connected and how you can connect words together to form meaning. If you want to have a high level of competence in language, and not just communicate, then you must also be aware of connotations and denotations of words, so that you know when to use positively or negatively charged words. If you want to appear as a «native speaker», you must also have knowledge of idioms and collocations - know which words and concepts belong together, and which words are often used diligently among «native speakers». You need to know about register, i.e., formality and informality - what types of languages to use at different times. You must be able to adapt the language to the situation and to the recipient. The ability to listen is also part of having good English skills. You rarely communicate alone, but you communicate based on the impressions you get of others - you read other people's body language and understand what they say. What you say back should harmonize or fit into the communication</p>

		situation you are in. If you master all these different aspects, I would say that you have a high level of competence in the English language.”
T3.2.4 The ultimate goal regarding English oral skills		“I believe that the students want to avoid sounding like Norwegians when they speak English. I believe that they want to learn the vocabulary, the language and the pronunciation that makes them more confident. I am pretty sure that the vast majority of the students will be more confident in speaking English if they sound more like native speakers. I also think that they want to get the skills required to participate in working life and in the world in general. What I want from their English skills, and especially oral skills, is that I want them to have good experiences. I want them to be able to experience what life and the world have to offer - that language does not become a barrier between them and education, work, cultural experiences, etc. That language can help them achieve what they want in life. And that they enjoy using the language - whether they are traveling or sitting at home watching a good movie. That they perceive the nuances of the language, and that they can use the language to capture artistic expressions in music, films, series, and computer games. Having a thorough linguistic understanding will lead to more enjoyment of the art you watch or listen to. Language should, in a way, be a tool or a competence that leads to more enjoyment of what life has to offer.”
T3.2.5 Communicative competence		[On developing grammatical competence): “Yes, I believe so. All kinds of repetition and trials are something that help the students form a sense of

		<p>how English should sound like. The students hear a lot of English, as I have mentioned, through media. When they then have the opportunity to try out and speak the language themselves, they use what they have learned, and practice what they have heard. At the same time, if they communicate with others, they will be corrected by others if they say something wrong. Through conversation with others, the students will become aware of the mistakes they make, and thus also correct themselves.”</p> <p>[On developing vocabulary]: “When students communicate with others, they hear new words, and understand the words from the context that others use. As long as they communicate with others, and do not talk to themselves - something we very rarely do - I think there is a lot of learning in it. At the same time, they get to try out different words themselves, and they also learn what fits into the different situations.”</p> <p>[On developing sociolinguistic competence]: “When you use the language, you are likely to experience situations where what you say does not fit into the conversation or the social context. We can use today's teaching lesson as an example. You probably noticed that some of my students cursed in class. When I noticed this, I went over to their table and talked to them about which language is suitable for school. I told them that we have a formal language and an informal language, and that in school settings, we use a formal</p>
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		<p>language where swearing is not acceptable. I also told them that when they are with friends in their free time and use a more informal language, the students can choose more freely which words they want to express themselves with.”</p> <p>[On developing strategic competence, meaning the verbal and non-verbal communication strategies a speaker might use to avoid breakdowns in communication]: “Breakdown in communication happens when a person is unable to communicate what the person wants to communicate. It could be, for example, that the students switch to Norwegian, or that they use words that they do not understand the meaning of. It is through trial and errors that we become better. As soon as a student uses a word in Norwegian, I might ask the other students if anyone knows this word in English. If a student uses a word incorrectly, then I might do the same, and help the student to arrive at the right word to use.”</p>
	<p>T3.2.6 Beliefs about oral activities</p>	<p>[Meaningful oral activities]: “I have very few speech exercises, such as: ‘we are now going to practice this specific word - everyone has to say this word many times.’ We will not practice pronouncing certain words in isolation. Instead, we practice both reading and writing through practice. Yesterday, you observed two exercises, one of which was to talk about news - which involves both presenting a news event, reflecting on the news event, and discussing the news event with others. A genuine conversation, in other</p>

		<p>words. The second exercise we had with ‘art in pictures’, as it is called, was about presenting a cultural expression - describing, analyzing and comparing. This exercise might not be an authentic situation that happens in daily life, but being able to describe something, justify why you mean what you mean, etc., are authentic situations. It is all about language in practice, really.”</p> <p>[Motivating and encouraging oral activities]: “The students like variety, so no matter what I do, it must be something different from what we have done before. As soon as we do something new, it automatically becomes exciting. For example, in the class you observed, I had never divided them into groups before. When we did this yesterday, the students were involved from the very first moment. The students really like working in pairs and groups, where they are allowed to communicate in small settings. They also like working on something that arouses interest - such as yesterday's assignment on ‘art in pictures.’ Each student had their own picture and their own task that the others in the group knew nothing about. It was up to each student to make sure that the others in the group understood what they had worked on. It gave them a sort of purpose and meaning, and this motivates the students. I have also had class debates - even though this is many years ago. I remember that they liked to debate child labor in India, or the legalization of marijuana in the US - debates that were more</p>
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		<p>relevant in 2014. It was exciting, because they were given the responsibility to present their own perspective and try to convince the others about their own opinions. Reading a text, answering questions, and sharing their answers with the rest of the class - I do not believe that this is very motivating for the students. They are so used to it, because this is how they have worked for the last ten years. When it comes to formal assessments, many students have liked the presentation where they have to act as professionals within some sort of vocation. During this assessment, they can be creative and play a role, while at the same time being themselves.”</p> <p>[Grouping format]: “The students really like working in pairs and groups, where they are allowed to communicate in small settings.”</p>
	<p>T3.2.7 Beliefs about grading oral skills</p>	<p>“The first thought that comes to mind, is that we rarely assess students' oral skills alone - we always assess them against a competence aim, such as literature. That they use their oral skills to analyze literature. The grade they receive reflects both the linguistic and the literary understanding, or other competence aims, for that matter. We never have assessments where we only focus on pronunciation and language - it is always in combination with other things. Personally, I probably place more emphasis on content than language. When the students then wonder why they get the grade 3 even though they have almost perfect language, I tell them that ‘yes, you speak</p>

		<p>perfect English and you have a fantastic vocabulary, but the task you had was answered to a very small degree - and even if you communicate just fine and your language sounds very good, I cannot give you a better grade because you did very poorly on these other aims.’ There is a danger that I give less weight to the competence aims that cover oral skills because the students are so good orally - they somehow do not get the prize that they might have earned. Many of the students have a high level of oral competence, but know nothing about ‘the house of commons’, ‘the American dream’, or other content-related things. When the students know little about the content, it becomes my task to teach them this. This is also what I usually assess – my own teaching. It is perhaps a bit wrong of me to downgrade the competence aims that deal with oral skills and focus so much on content instead. After all, the grade should reflect all the competence aims. And it is not the case that the competence aims that deal with oral skills are written in small print or in parentheses - they are just as important as all the others. Maybe I should address this issue as a team coordinator in English - that we must weigh the oral skills up against the other things, so that it becomes a fairer weighting.”</p>
	<p>T3.2.8 Beliefs about reluctance to speak and language anxiety</p>	<p>“There are a good number of students who do not like to raise their hand in class. Appearing as someone who knows a lot is not necessarily socially accepted, so students sometimes avoid grabbing the attention. Unfortunately, in some</p>

		<p>classes, there is no culture for showing off or being smart. I have another English class where there are few students who participate actively when it comes to oral activities. This is probably because there is not a safe environment in the classroom.”</p>
<p>T3.3 Teacher’s experiences with teaching oral skills</p>	<p>T3.3.1 General experiences</p>	<p>“I would say that I adapt the amount of oral activities to the classes that I teach. I use it more in classes where I have students who are very talkative, active, can discuss, and can use an oral setting to learn and develop perspectives. A specific class that I taught last year comes to mind. In this class, there were many talented students who were good at discussing. I planned a lot of group discussions in this class, and I got the impression that this worked well. They could discuss anything, and it seemed that they benefited from it. When I teach classes where the students need to be reminded to work and participate, where there are many shy students, and where there is also some unrest, I find it more difficult to organize teaching with a focus on oral activities. These classes need more structure to work effectively. Of course, these students would also benefit from practicing oral skills, but I think it is more difficult to justify this type of teaching when the learning outcomes are lower, and I have to work harder to maintain focus. It might be a survival strategy for my own part - that in the classes where it is easy to carry out oral activities, there is automatically more of this, because the students teach themselves. In the classes where I have to be a reprimander for the oral activities to</p>

		work, I find it a bit demotivating. Therefore, I do fewer oral activities in such classes.”
	T3.3.2 Are students comfortable with speaking English? Reluctant speakers?	“There are a good number of students who do not like to raise their hand in class. Appearing as someone who knows a lot is not necessarily socially accepted, so students sometimes avoid grabbing the attention. Unfortunately, in some classes, there is no culture for showing off or being smart. I have another English class where there are few students who participate actively when it comes to oral activities. This is probably because there is not a safe environment in the classroom.”
	T3.3.3	
	T3.3.4	
T3.4 Teacher’s practices with teaching oral skills	T3.4.1 Teaching approaches	“I would probably say that my teaching style is somewhat monotonous, at times not creative. It may be something I feel very strongly about now, after having been on paternity leave. Especially this year, it is more about keeping my head above water. There are many new systems - there is a new concept of competence, a new curriculum, and so on. In many ways I have felt that I have drowned a little. Thinking creatively and spending a lot of time making good plans and finding new ways to teach, has been very difficult. I have also received feedback from students who have experienced the lessons as monotonous and uncreative. They want more diversity in activities, and things like that. So, that is definitely something I need to work more on. When it comes to oral exercises and activities in English, it tends to be a bit formulaic. For instance: ‘now we read a

		<p>text, then you answer the questions related to the text, then you go through this in pairs, then in groups, then together.’ Since you wanted to observe a teaching lesson with a special focus on oral activities, I had to search through my own archive to find something more creative. I knew that a couple of years ago - a period before kids, when I might have spent a little more time at work and was a little more creative - I made ‘art in pictures.’ That it is one of the advantages of having worked as a teacher for a long time - you have built up library of lesson plans that you can use over again. Right now, I feel that I am starting to get ‘my head above water’ again. I am starting to organize the teaching in more orderly conditions. So far, I have had to come to class without thinking carefully about why we do what we do, if what we do is in the right order, if I have made the right choices, if what we are going to do is something we have done before, etc. Luckily, that is about to change. To summarize; my teaching practice regarding oral skills in the English subject is based on the fact that I want authentic situations where the students discuss different matters with each other. A lot is done in pairs and groups to create security, but I also want to challenge the students to try themselves out orally by pointing them out in class. This is done to try to get rid of some of this anxiety or embarrassment that unfortunately many students bring with them into the English lessons.”</p>
	T3.4.2 Thoughts behind English	“I try to organize the teaching in orderly conditions. I try to think carefully about why we

	<p>lessons with focus on oral skills</p>	<p>do what we do, if what we do is in the right order, if I have made the right choices, if what we are going to do is something we have done before, etc.”</p>
	<p>T3.4.3 Oral tasks and activities</p>	<p>[Authentic communication]: “Yesterday, you observed two exercises, one of which was to talk about news - which involves both presenting a news event, reflecting on the news event, and discussing the news event with others. A genuine conversation, in other words. The second exercise we had with ‘art in pictures’, as it is called, was about presenting a cultural expression - describing, analyzing and comparing. This exercise might not be an authentic situation that happens in daily life, but being able to describe something, justify why you mean what you mean, etc., are authentic situations. It is all about language in practice, really.”</p> <p>[Use of textbook]: “We have just received a new textbook, and one of the reasons why my teaching is a bit monotonous at the moment, is because this is a kind of test year. I follow the teaching material quite slavishly, so that I will to a greater extent be able to assess which texts, assignments, and questions I can use for next year. The teaching material is very extensive - there are always too many tasks, so I have to opt out of some of them. What I have done so far, in this book called Citizens, is to use these ‘understand’ tasks that exist along the margin. Using these questions is a form of reading strategy - rehearsing, picking out the most important</p>

		<p>information, taking notes, etc. We often go through these questions in plenary or discuss them in pairs and groups. Sometimes we also use discussion or reflection tasks from the textbook, where the students have to think through the meaning behind the texts they read. There are also more creative and practical tasks that the students have to solve, but we have not done this so far. This is due to the lack of time. Spending half an hour or an hour on these creative exercises is not something that we usually have time for.”</p>
	<p>T3.4.4 Time devoted to oral skills compared to other skills</p>	<p>“I would say that I adapt it to the classes that I teach. I use it more in classes where I have students who are very talkative, active, can discuss, and can use an oral setting to learn and develop perspectives. A specific class that I taught last year comes to mind. In this class, there were many talented students who were good at discussing. I planned a lot of group discussions in this class, and I got the impression that this worked well. They could discuss anything, and it seemed that they benefited from it. When I teach classes where the students need to be reminded to work and participate, where there are many shy students, and where there is also some unrest, I find it more difficult to organize teaching with a focus on oral activities. These classes need more structure to work effectively. Of course, these students would also benefit from practicing oral skills, but I think it is more difficult to justify this type of teaching when the learning outcomes are lower, and I have to work harder to maintain focus. It might be a survival strategy for my own</p>

		<p>part - that in the classes where it is easy to carry out oral activities, there is automatically more of this, because the students teach themselves. In the classes where I have to be a reprimander for the oral activities to work, I find it a bit demotivating. Therefore, I do fewer oral activities in such classes.”</p>
	<p>T3.4.5 The use of Norwegian in English lessons</p>	<p>“I do not have a clear policy for when to speak English and when to speak Norwegian. Some students have criticized that I speak too much Norwegian in our English lessons, and that I should speak more English. I believe I have managed to do something about this, and that I am now more aware of using more English. I often use Norwegian if I have to explain something that is important, such as how to structure a text or refer to sources in the text. In these cases, I think it is more important that the students understand the content of what I say, than that we speak English. The students are so exposed to English in their free time, that I feel that we can take the time to use Norwegian if the need arises.”</p>
	<p>T3.4.6 Facilitate learning and development</p>	<p>“I believe that facilitation should apply in all subjects. The students are here to become better, and no one should experience to stagnate. Students who are insecure because they are academically weak will often be offered to work in pairs and with someone they know, so that it will be a little safer for them to communicate in English.”</p>

	T3.4.7 Supportive environment	<p>“Building a good relationship to the students is very important. It is also very important that the students build a good relationship to each other, because that can help shape the classroom environment. We usually begin a new school year by establishing a supportive environment. We talk about the importance of not laughing at others mistakes or doing similar things that might hurt others. The students should know that everyone is there for the same reason, namely, to learn English and become better, to help each other, to work hard, and so on. The students should also become aware that their grades and skills depend on them being confident in each other.</p>
	T3.4.8 Approach(es) to reluctant speakers	<p>“Students who are insecure because they are academically weak will often be offered to work in pairs and with someone they know, so that it will be a little safer for them to communicate in English. I also take the liberty of selecting students to contribute orally to the class when we are sharing things in plenary. If I ask a question and none of them answers voluntarily, I choose who will answer. Not all students like this, but I believe that the embarrassment or anxiety they feel - there is no better way to get rid of it than to practice and expose yourself to that situation. If the students answer incorrectly, then this is great, because then the other students realize that answering incorrectly is completely normal, and that this is perfectly well. As soon as you get a few students to contribute orally, there are more who jump in and contribute voluntarily. It is as if no one wants to break the silence, but when it is</p>

		already broken, the students feel more comfortable to talk.”
	T3.4.9 Error correction	“If the students answer incorrectly, then this is great, because then the other students realize that answering incorrectly is completely normal. In oral communication, when students say something wrong, I usually help them figure out the mistake. As soon as a student uses a word in Norwegian, I might ask the other students if anyone knows this word in English. If a student uses a word incorrectly, then I might do the same, and help the student to arrive at the right word to use.”
T3.5 Challenges and implications	T3.5.1 General challenges considering oral activities	[On creating a supportive classroom environment]: “This year has been quite different from what I am used to. Due to paternity leave, I did not get to know my students before late in the first semester. When you do not know your students, and they do not have a relationship to you, it always becomes more difficult. Part of why it is difficult this year, is because I am impatient and want to get started with what we are going to do. At the beginning of the year, I usually spend time getting to know the students. I find it difficult to justify spending a lot of time on this now, in the middle of the semester, because we have a lot to do in the coming months. I have another English class where there are few students who participate

		<p>actively when it comes to oral activities. This is probably because there is not a safe environment in the classroom. Students do not necessarily understand that they have a responsibility to the classroom community - that their own participation in the classroom means something to everyone else's education, grades, and results.”</p> <p>[Dealing with students who have extra challenges]: “It is also important to talk to the students who have extra challenges - those who, for example, have been bullied, those who have experienced defeat in English teaching before, and so on. The teacher should try to build up these students gradually. Personally, I am not very good at this. I want to teach, get started with texts, etc. Taking the time to sit down with individuals and build self-confidence millimeter by millimeter, is something that requires extreme patience and lots of resources. Today, there was a student who seemed sad in class. I asked her if she was ok, and the student said no. Then I asked her if I could help her with something. The student said no again. Finally, I asked: ‘Do you want to talk to someone?’, and the student answered no. I ended up suggesting that the student could take a break, if she wanted to. That was what I felt I could contribute with there and then. Maybe I should have taken the student aside and talked to her to find out what was wrong - that is, spend time with her. At the same time, I know that if I had left the classroom, this would have affected the others in the class. They would not have had same learning</p>
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		<p>curve. There seems to be this constant battle between the individual against the rest of the class. Teachers are pulled in many different directions, and it is difficult to find a balance that works for all.”</p>
	<p>T3.5.2 Limiting contextual factors</p>	<p>“Time is always an issue. We could probably teach ten hours of English a week, even though this would not be possible considering the other subjects. The English subject is five hours at Vg1, which is not enough time to go through everything I want to. As I mentioned earlier, for example, I do not have time to go through all the assignments in the textbook. Everything is boiled down to a minimum. One of my English classes has already given me feedback that they think I have too many activities. I feel the same - I rush from one thing to another. Students are not given time to let it sink in and process the material properly.</p> <p>Sometimes students have to complete the work we started in class at home. Ideally, we should have had time to do it at school. Another contextual factor that might be limiting is the design of the classroom. If the lesson is inside an auditorium, this can limit which activities we start. Otherwise, we usually have access to group rooms, and those are good to use in assessment situations where you want to assess the students' oral skills without being disturbed by noise in the classroom. When we are in rooms where there are no group rooms nearby, this becomes more limited. In these corona times, restrictions are also limiting for the work. According to the restrictions, we should keep distance to other people to avoid catching the</p>

		virus. That is sometimes difficult to do when the students discuss in pairs or smaller groups.”
	T3.5.3 The corona situation/digital teaching	“The level of oral participation has been quite absent in the digital classroom. Some teachers choose to teach quite traditionally in the sense that the teaching is almost similar to classroom teaching, only that it takes place at Teams. I have not done this. I have given the students assignments, and informed them that I am available if they need help. I may not have planned for student-centered Teams teaching - partly because I do not believe that the students dare to participate actively, but also because I find it difficult to have classroom management in a Teams session. Some of my colleagues have used a function on Teams called ‘Break-out-rooms’, where you press a button and spread the students into group rooms. In these group rooms, students have the opportunity to discuss together, while the teacher can visit the group rooms and listen to what is being said and done. If the schools would have to return to the red level again, and we had to go back to using digital teaching, I think I would have tried this ‘Break-out-room’ function to vary the teaching. But as it has been until now, the students have had to work a lot independently in the digital teaching, I have been available if they have had questions. I have been a mentor and a helper, more than a teacher.”
	T3.5.4	
	T3.5.5	
T3.6 The new curriculum	T3.6.1 Main differences	“There is now a clearer division of vocational subjects and general studies. These are now

	<p>between LK06 and LK20</p>	<p>different subjects with associated different competence aims. The competence aims for general studies are more suitable for those who want to study further at university level, and include, for example, being able to write academic English. The competence aims for vocational subjects are more suitable for those who wish to take the vocational certificate, and include, for example, that the teaching should be vocationally oriented. The fact that the English subject is now separated between general studies and vocational studies is quite strengthening for vocational subjects, primarily. In addition, a couple of competence aims have been removed, and some have been rewritten. The competence aim which previously referred to the indigenous population, has been removed. Therefore, we shed light on this topic to a much lesser extent than we did before. The competence aim that deals with academic English is much more prominent in the new curriculum. This also applies to oral skills - that we distinguish between formal and informal language. There is also a new competence aim that I have never seen before - I call this competence aim 'the world peace aim'. The reason why I call it 'the world peace aim' is because it includes learning how to be able to understand the arguments of an opponent and be able to argue from the other party's perspective. It is thus about understanding other points of view than your own and being able to argue from the perspectives of others."</p>
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	<p>T3.6.2 Differences in oral skills between LK06 and LK20</p>	<p>“The competence aim that deals with academic English is much more prominent in the new curriculum - and they actually use the word academic. This also applies to oral skills - that we distinguish between formal and informal language. Previously, students should be able to adapt the language to the situation, but this competence aim was a bit vague. Now it is more in the cards what we are going to train the students to do, namely, to be able to have good academic presentations, and to be able to present a topic in a formal and academic way. It also includes being able to understand the argumentation of an opponent, and be able to argue from the other party's perspective.”</p>
	<p>T3.6.3 Changes due to the new curriculum</p>	<p>“I have changed a lot, especially when it comes to assessment. Although I have tried to assess the students' competence in the lessons earlier, it is much clearer that such a form of assessment is now planned. The subject renewal says that we should preferably avoid formal assessment situations, and rather evaluate the students' competence more organically as part of the training. In the new curriculum, evaluation and training are two sides of the same coin. I now consider to a greater extent the competence that emerges during our lessons. This is very demanding, and I still have to come up with a system that makes this job easier. Some of my colleagues have managed to create systems and tables that allow them full control over this type of assessment, and thus have also got rid of traditional assessment situations completely. They</p>

		can at any time say exactly what the students' competence is. This is something that I am still working on finding out.”
T3.7 Other	T3.7.1 Other thoughts or issues regarding oral skills?	“I think it is paradoxical that students come to upper secondary school with very good oral skills but are too afraid to actually use them. Being young has become so heavy and difficult that many students come here with emotional baggage that gets in the way of learning. We are dealing with a generation that carries many heavy thoughts with them. Some are worried about constantly performing, being good, perfect, not being stupid, etc. And all of this gets in the way of learning. I try as best I can to talk about these things with my students - how important it is that we try, that we are here to learn and that no one expects students to already know what we are learning. I try to tell them not to compare themselves to others. Not everyone needs to sound American when they speak English. I encourage students to think for themselves, and work on their own progress. But I do find this challenging.”

Appendix 10: Observation of Teacher 1's lesson

The first lesson observation was conducted in Teacher 1's class. This class consisted of fifteen students who were all boys. The students studied vocational subjects with a specific focus on electrical engineering. The subject of the lesson was English, and the time frame was ninety minutes. During this lesson, the students were supposed to play a computer game called "Keep Talking and Nobody Explodes".

The teacher started the lesson by explaining to the students what they were going to do, and what she expected from them. She gave instructions in English. The main goal of the lesson was to make the students communicate with each other in English. The game "Keep Talking and Nobody Explodes" was introduced before the teacher handed out the materials needed to play. The students were divided into pairs, where one student should read and understand the manual needed to disarm a bomb, while the other student should try to disarm the bomb based on the instructions given by the student in charge of the manual. In order to disarm the bomb, the students had to communicate with each other in English.

When the teacher had given the instructions for the game, the students were asked to download the game onto their computers and start playing. Some students seemed confused about how to download the game, which resulted in them speaking Norwegian to each other when trying to work it out. The teacher walked around offering help to those who needed it. When she encountered students who seemed confused, she switched to Norwegian to make sure that her students understood her instructions.

When the game was downloaded, the students started playing. Most students seemed to understand how the game worked and communicated in English with each other to disarm the bomb. There were, however, a few students who seemed to be struggling. The students had a lot of pressure on them, both because of the time limit to disarm the bomb, but also because it was challenging to read and understand the instruction manual while at the same time communicating in English. For some students, the activity seemed overwhelming to begin with. As there was also a lot of noise during the activity, some students struggled to hear each other.

The students who became frustrated seemed to switch to Norwegian. It seemed hard for some to speak English and communicate meaning while at the same time reading the manual and trying to disarm the bomb. After some time, when the students were more experienced with playing the game and knew what they had to do to disarm the bomb, they

became quicker in their actions, and the communication became better. At this point, the students who had previously spoken Norwegian to each other switched to speaking English. When they finally figured out how to play the game and managed to collaborate in disarming the bomb, the students seemed to enjoy themselves. They were engaged in the activity, they were eager to win, and they were smiling and laughing.

As the students were put in a situation where communicating meaning was important, they sometimes had to be creative to avoid breakdown in conversation. When the students became unsure of how to express their thoughts in words, they started gesticulating with their hands to convey meaning. One student had to explain the look of a certain symbol. When he did not know what this symbol was called in English, he said: “This symbol looks like Walt Disney’s logo, in a way”. His partner immediately understood what he meant, and they were able to disarm the bomb.

At the end of the lesson, the teacher asked the students to reflect upon the purpose of the activity that they just did. The students were first asked to discuss this with their partners. Then, they were asked to share their thoughts in plenary. Several students raised their hands and participated orally in the classroom discussion. The students viewed the activity as beneficial in several ways and believed that it enabled them to practice communication skills by reading instruction manuals and working in pairs and groups.

Appendix 11: Observation of Teacher 2's lesson

The second lesson observation was conducted in Teacher 2's class. This class consisted of twenty-five students who all studied general subjects at upper secondary school. The subject of the lesson was English, and the time frame was ninety minutes. The topic of the lesson was culture, with a special focus on "the American way of life".

The lesson started with an activity where the students were expected to create a mind map of "the American way of life". The teacher explained the process of the activity to the students and told them that they were first supposed to work alone, then with a partner, and finally, share their work with the rest of the class. The students spent about 5 minutes working individually, writing down keywords and sentences related to the American way of life. During this time, several students started talking to each other in Norwegian. Most of what they said was not related to the task.

When the students were asked to share their thoughts and ideas with a partner to create a mind map, the teacher made it clear that she expected them to speak English. Most students spoke English when they collaborated on making the mind maps, but three students continued speaking Norwegian. When the teacher noticed this, she went over to these students and started speaking English to them. The students continued speaking Norwegian even though they were spoken to in English.

When the students were asked to share their thoughts and ideas in plenary, four students raised their hands and participated orally. To motivate more students to participate, the teacher reassured the students that there were no wrong answers to this task, and that every contribution would be appreciated. When nobody volunteered to speak out loud, the teacher asked group by group to share their work. The groups who were asked to participate did so in English. Each time somebody said something, the teacher gave them credit for it by saying: "Good point", and "Good! Would you like to elaborate further on this?". The teacher also elaborated on the topic herself, showing that she was interested in the points made by her students.

The next activity involved reading a text from the textbook *Citizens* by Andersen, Berger, Gloppen, Holm, Stensrud & Woodhouse (2020), and answering associated tasks orally with a partner. When the students had finished reading the text and started discussing the tasks with each other, most of them did so in English. The students seemed motivated to discuss the tasks, which involved reflecting on different statements about American citizens,

and either agreeing or disagreeing with the statements based on their own cultural knowledge.

The three students who spoke Norwegian during the first activity continued speaking Norwegian during the second activity. The teacher reminded them to speak English, but it did not seem to work. She decided to sit down next to the students and participate in their conversation. When she asked them questions in English, the students answered back in Norwegian. When she had tried to make the students switch to speaking English for some time, she finally said: “Ok. Continue doing these exercises and try to discuss in English.”

The teacher walked around and talked to the other students, pair by pair. She participated in the ongoing discussions and added interesting points. While doing so, one student asked her a question in Norwegian. The teacher answered her question in English. The student automatically switched to English, since that was the language of the conversation.

The teacher seemed to do her best to establish a safe and supportive environment in her classroom. She always spoke English, signaling to her students that speaking English was safe, and that it was expected from them. The teacher also participated in the activities and the discussions and seemed interested in everything that the students said.

Appendix 12: Observation of Teacher 3's lesson

The third lesson observation was conducted in Teacher 3's class. This class consisted of twenty-nine students who all studied general subjects at upper secondary school. The subject of the lesson was English, and the frame time was ninety minutes. The goal of the lesson was to make students communicate in English through two main activities: "What's in the news" and "Art in pictures".

The teacher started the lesson by explaining in English what the lesson would be about, as well as the purpose of communicating with each other. He then introduced the first activity ("What's in the news") and asked the students to go online and find news from the English-speaking world. The students were told to take notes from the news they found, and then explain the news to each other in pairs or smaller groups.

The students were given about ten minutes to find news and write down keywords, and ten minutes to discuss this with a partner afterwards. Most of the students seemed to speak English while presenting the news to each other. They seemed motivated to do the task, and were excited to both present, listen, and discuss the news that arose. While the students talked to each other, the teacher walked around and listened to what they had to say. He also joined the conversation whenever it was suitable.

When it was time for the second activity ("Art in pictures"), the students were divided into groups of four. Each group member received a piece of paper containing pictures and relatable tasks. The pictures were described different topics that were debatable, such as religion, climate change, social media, etc. The students were first asked to write a paragraph individually, each explaining the meaning of the picture they had received.

When the students had written a paragraph each, describing, reflecting, and interpreting the pictures, they were asked to discuss the different meanings with each other. The students immediately discussed in English, even though the teacher had not specified this in advance. The students seemed to have an understanding that they were supposed to speak English during their English lessons. They seemed eager to tell their group members about the pictures they had studied and interpreted.

Each group member presented their ideas for about four to five minutes while the others were listening. Then, the other group members were given the opportunity to ask questions or share their own thoughts and opinions. The students seemed confident in participating orally, as they had all received time to think about the meaning behind the

pictures in advance. The conversation seemed to flow naturally.

While the groups were discussing the pictures, the teacher walked around and listened to what the students were saying. In the end of the lesson, the teacher asked the students to share their ideas in plenary. One student raised her hand and shared her thoughts with the rest of the class. The teacher then followed up on the student's ideas and asked a related question to the rest of the class. When doing this, other students raised their hands and participated.

During the lesson, the teacher spoke English most of the time. He only spoke Norwegian when he translated difficult words and when he gave important instructions. The students seemed to speak English to each other whenever they were discussing English topics. When they talked to each other about something that was not relevant for the lesson, most of them switched to Norwegian. When the teacher walked around and asked the students if they were doing alright, the students answered him in English, as that was the language of the conversation. When one student asked the teacher a question in Norwegian, the teacher answered him back in English.