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Author: Vanja Stangebye Barka	_____ (signature author)
Supervisor: Simon Borg	
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## **Abstract**

This thesis aimed to explore the issue of pupils' English oral participation in an English Foreign Language classroom in a primary school in Norway. Action Research was conducted to explore if AR could be implemented in an average EFL Norwegian classroom and if the teacher developed a greater understanding of their own teaching practices. The AR aimed to result in positive developments in the pupils' EFL oral participation by the end of the study. The study addressed three research questions regarding increasing pupil oral participation in English, the potential explanations for the lack of oral participation, and the validity of the AR. In addition, three subquestions were explored in order to provide information on the research questions.

This was explored through classroom research in a 4th-grade EFL classroom with 24 pupils. The data was collected through mixed methods; the quantitative method was three questionnaires answered by 24 pupils, and the qualitative method was observation and four short teacher-pupil interviews. This AR study showed that implementing AR in one's own classroom is achievable and provides the teacher with a greater understanding of their own teaching practices. Through AR, it was established how the teacher was able to increase the pupils' English oral participation in the EFL classroom. Lessons were created to fit the Norwegian curriculum while adding additional opportunities for pupils to speak English during the lesson. The pupils participated in verbal communication activities and were provided with an English translation of the most commonly asked questions throughout lessons. The aim was for the pupils to speak English instead of Norwegian in EFL lessons.

Oral participation tasks appeared to have a positive impact on the development of the pupils' oral participation in this particular classroom. In addition, the teacher achieved an insight into their personal learning practices. The findings of the study suggest that AR is an effective method to understand the reasoning for a problem in the classroom, and allows for exploration of methods to resolve the issue.

The thesis aimed to contribute to the knowledge on the use of AR in the Norwegian EFL classroom, and, to provide an example of how to conduct AR. In addition, the thesis aimed to gain an understanding of how to increase pupils' oral participation, and explore if the pupils' practice of EFL oral communication affected their motivation or language anxiety.

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## **List of abbreviations**

AR - Action Research

EFL– English as a foreign language

FLA- Foreign language anxiety

L1 - First language

L2 - Second language

LKO6 – The Knowledge Promotion Curriculum from 2006

LK20 - The Knowledge Promotion Curriculum from 2020

SLA - Second language acquisition

YL - Young learners

## 1. Introduction

### 1.1 Topic, Research Questions, and Subquestions.

The inspiration for the topic was the researcher's own 4th-grade pupils and how it was difficult to engage the pupils in speaking English in the English as a foreign language classroom. Therefore, this thesis is based on Action Research (see section 2.2 for details) and is a study of how to boost EFL verbal involvement in a Norwegian primary school classroom. The class consisted of 24 pupils, 11 girls, and 13 boys, aged nine-ten. Fourteen pupils had Norwegian as their L1 and English as L2. The remaining 10 pupils had another language as L1 and Norwegian as L2, which was the reason why the lessons will be referred to as EFL. The L1 variety in the classroom included Romanian, Polish, Amharic, Swedish, Arabic, German and Somali.

The AR focuses on how the teacher may enhance their own tactics, teaching, and performance in order to boost the verbal involvement of the 4th-grade pupils in the EFL classroom. AR is a strategy for teachers to implement changes in their classroom and therefore research their own practice in addition to understanding and improving their own teaching methods. The purpose of this study is to address the issue of students' reluctance to communicate in English in the EFL classroom and the data was collected through observation, questionnaires, and short interviews in order to provide answers to the research questions and sub questions.

The first research question is: *How can action research be used to increase 4th-grade pupils' oral participation in EFL lessons?* Three subquestions were created in order to link the changes implemented in this AR to the research question, in addition, to creating some guidelines for data collection. Through the results of the data review, these questions could be answered and therefore provide information in order to determine if it is possible to increase the pupils' oral participation in the EFL lessons. The three subquestions are listed below:

1. *Does implementing a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?*
2. *Does the implementation of basic commonly used phrases in English lead to an increase in English verbal participation in the classroom?*

3. *Does the implementation of basic commonly used phrases in English lead to a decrease in Norwegian being spoken in the EFL classroom?*

The first subquestion addresses the change for which observation was the primary source of data collection. The second implementation consists of the second and third questions, which are used to provide guidelines and support, thereby facilitating the students' participation throughout the entire lesson.

The second research question was: *will increasing the amount of pupil oral participation in EFL decrease the pupils speaking anxiety or improve their language learning motivation?*

This research question seeks to understand the reasoning behind the pupils' reluctance to participate orally when asked to speak English during whole class focus or when participating in speaking activities in the classroom. The question contains both anxiety and motivation due to both being factors which affect pupils' learning and willingness to learn. Anxiety is often deemed as lack of motivation (see section 2.4) and therefore, it became relevant to include both in the research question.

When conducting an AR study it is important to examine if the study was successful, which is why a third research question was added to the thesis.

*Does action research lead to the researcher to develop a greater understanding of their own teaching practices and is there a positive development in their teaching by the end of the study?*

## **1.2 Methods**

In order to answer the research questions as well as the subquestions, AR was conducted in the researcher's own classroom. It was important for the researcher to stay true to the school's routines and the set curriculum, which created a timeline of five weeks for the study fieldwork. This also informed the main structure of the lessons because the carousel teaching method was the standard practice in the school where the AR was conducted. The lessons created were new lessons that both fit the curriculum, but added additional opportunities for the pupils to speak in English during the lesson. The AR consisted of two phases, allowing two weeks for each phase. One week was a break in between the two phases in order to review the implementations and analyze the data collected in the first phase.



Data was collected through mixed methods, using pupil questionnaires, short interviews with the pupils, and teacher observation. Implementing three different data collection sources was decided for the researcher to have relevant data to answer the research questions and subquestions listed above. The data collection provided information on the amount of English oral skills the pupils used throughout the lessons and allowed the pupils to express their own opinions about their feelings about speaking English. The questionnaires provided data on how speaking English felt to them and explained why they were reluctant to participate verbally in English. The questionnaire also provided an opportunity for the pupils to express their feelings and experiences about participating in the new speaking activities implemented in the study. In addition to the questionnaire, four pupils were interviewed in order to collect more details on their experience with AR and their general feelings surrounding English oral participation. A more detailed description of the AR phases and the lessons can be found in chapter 4.

### **1.3 Relevance**

The importance of participating verbally in English is highlighted by the Norwegian Ministry of Education and Research when they created a strategy called *Språk åpner dører* in 2005. The title is translated to languages open doors. The main aim of this program was to bolster foreign language education in schools and make people as proficient in the English language as possible. The Ministry stated in the *Språk åpner dører* strategi plan that English is the international language of cooperation, and language skills will break down barriers and create understanding, connections, and insight into other cultures and communities (Kunnskapsdepartementet, 2005). In the final report of *Språk åpner dører*, it was stated that the basic foreign language skills and practical usage of a language are more important than knowledge of the language itself (Utdanningsdirektoratet, 2009, p.29).

Primary school pupils in Norway are surrounded by the English language in their everyday life. They watch Youtube, TV shows, and movies, play video games, listen to songs, and even use English vocabulary as slang in their daily lives. Sylvén (2004) found a direct correlation between a well-developed English vocabulary and activities outside of the EFL classroom where English is prominent. The pupils participating in this study understand English. However, when expected to speak English in whole class focus and in small groups, they become insecure and passive. In order to obtain practical use of the English language as

Språk åpner dører was designed to do, the pupils have to develop the confidence to using the language verbally even if the pronunciation and grammar are imperfect.

Throughout the implementation of the Språk åpner dører strategy in Norwegian schools, the knowledge promotion curriculum known as LK06 was implemented in 2006. It was revised in 2020, and LK20 is the current curriculum followed nationally. LK20 is divided into sections that discuss the relevance and central values, core elements, interdisciplinary topics, basic skills, competence aims, and assessment. The core elements in LK20 are communication, language learning, and working with texts in English. The communication section refers to the pupils' ability to use the language to communicate in formal and informal settings, both verbally and orally. It also states that “the teaching shall give the pupils the opportunity to express themselves and interact in authentic and practical situations” (Utdanningsdirektoratet, 2020, Communication section).

In addition to oral skills being mentioned in the communication section, it is also a central part of the basic skills mentioned in LK20. The basic skills are oral skills, writing, reading, and digital skills. Utdanningsdirektoratet (2020) refers to oral skills in English as “creating meaning through listening, talking, and engaging in conversation” (Utdanningsdirektoratet, 2020, Oral Skills section). In addition, it states that in order to develop oral skills, the pupils are supposed to speak more and speak more accurately gradually. Similar to the communication section in the core elements, oral communication in both formal and informal situations are highlighted.

The importance of the development of oral skills is also shown through new English competence aims in LK20. The aims are set for the pupils to have learned after 2nd, 4th, 7th, and 10th grade as well as VG1 (the first year of high school or upper secondary school). The aims relevant for this thesis are the 4th-grade aims, and the six mentioned below are the ones where speaking is included as a part of or is the main focus of the aim:

1. “Discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar”
2. “Read and talk about the content of various types of texts, including picture books”

3. “Talk about some aspects of different ways of living, traditions and customs in the English-speaking world and in Norway”
4. “Use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood”
5. “Participate in conversations on one’s own and others’ needs, feelings, daily life and interests and use conversation rules”
6. “Explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section).

As mentioned above, the communication section states that English lessons are obliged to provide the pupils with opportunities to express themselves in the lessons. This AR project is a study on how teachers can improve their own teaching specifically addressing how to develop their lesson plans and carousel structure (see section 3.3 for reference) in order to increase the pupils’ oral participation in English. LK20 highlights the importance of developing English oral skills in order to create international cooperation and understanding.

## **2. Theoretical Background**

### **2.1 Introduction**

The purpose of this AR study was to boost learners' verbal participation in an EFL classroom. To perform this investigation, it was necessary to review previously published theories on the themes included in this study. In addition to the study being based on the Norwegian knowledge promotion curriculum and the learning aims, the study incorporates aspects that will be presented in this chapter of the thesis. This chapter will introduce AR, provide relevant theory in order to clarify the purpose of this type of research, as well as compare two different models of AR cycles. In addition, some theoretical background will be provided to have an understanding of individual learner differences in order to review possibilities as to why the pupils are reluctant to speak English in the EFL classroom in the discussion section. This will include anxiety and motivation. Additionally, scaffolding and Vygotsky's sociocultural theory will be presented to provide insight into what the researcher needed to be aware of in order to promote pupils' verbal participation in the EFL classroom. Lastly, theory on both learner autonomy and questionnaires for children is introduced in order to provide background information on the choices made in relation to the construction of the AR.

### **2.2 Action Research**

AR can be traced back to the work of Kurt Lewin, who is considered to be the father of AR (Coghlan & Jacobs, 2005; Kemmis et al., 2014). It differs from traditional research, in which the primary purpose of traditional research is to contribute to the knowledge in a specific field; in such research, the literature review is the basis for the research question and a source of hypotheses. AR adopts a different approach and aims to improve professional practice in the field. However, conducting AR does aim to make some contribution to the field as well, but the primary purpose is about understanding and improving practice. The latter may also generate knowledge that others can learn from. When creating research questions, these are based on a problem in the area, such as one specific classroom issue. Once the research question is created, then literature is used to gain more knowledge and to understand the problems further (Institute for Development, 2020, 0:22 - 1:52; Rust & Clark, 2007). Action research is described as a cycle of planning a change, putting the plan into action, observing, and re-formulating the strategy in light of the events that had occurred (Kemmis et al., 2014).

AR is a strategy teachers can use to research their own practice and understand and improve their own teaching methods. It is a systematic method of inquiry that includes several steps. Koshy (2005, pp.1-2) defines action research “as an inquiry, undertaken with rigor and understanding so as to constantly refine practice; the emerging evidence-based outcomes will then contribute to the researching practitioner’s continuing professional development”. Kemmis et al. (2014) mention that critics of AR believe that being both a participating teacher and a researcher in the research will create a biased view of the study, and the researcher will not be able to look at the study and data objectively. However, they feel that insiders have distinct advantages when it comes to conducting research in their own classrooms and examining their own teaching practices.

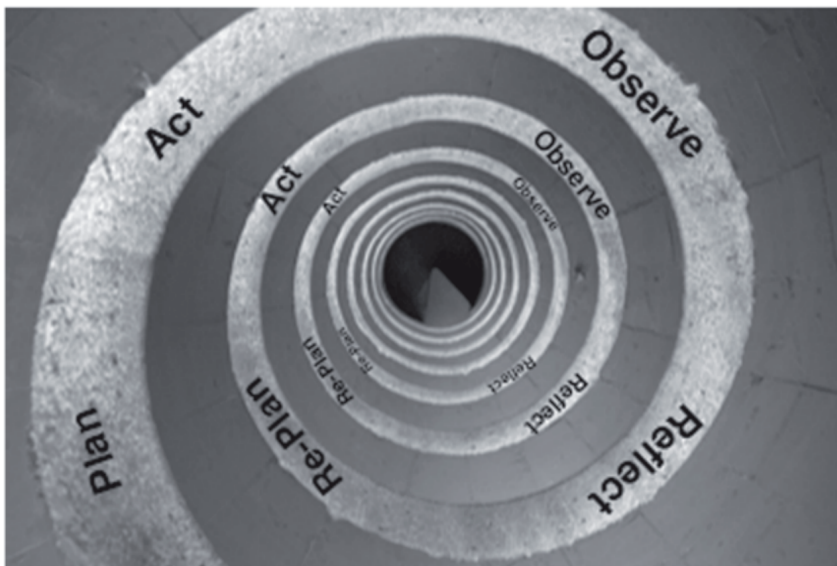
They argue that participatory research creates prospects that are only possible when the researcher is participating in their own research. Firstly, it enables the researcher to comprehend and develop the ways the practice is conducted, both throughout the study and afterward. In the classroom situation, the teacher can communicate with the pupils in the common language used in the classroom, without changing the standard routines and phrases spoken (so AR does not significantly disrupt teaching and learning). In addition, the researcher can implement a study using the school’s routines and guidelines without changing the conditions considerably. The main aim of the AR is to transform the teacher's own practices in order to implement a solution to a problem in the classroom. Being both the participating teacher and the researcher allows the change in both conduct and outcomes in response to changing times and circumstances

“For teachers, a primary reason for doing research is to become more effective teachers. Research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing new insights into the teaching and learning process” (Dörnyei, 2007, p.16).

Action research consists of cycles of data collection and analysis. Various stages and steps within the cycles have been suggested by scholars throughout the literature over the years. Figures 1 and 2 below show two examples of AR cycles. Kemmis et al. (2014) portray the process as a spiral, as seen in Figure 1. The spiral shows planning as the first step and it is

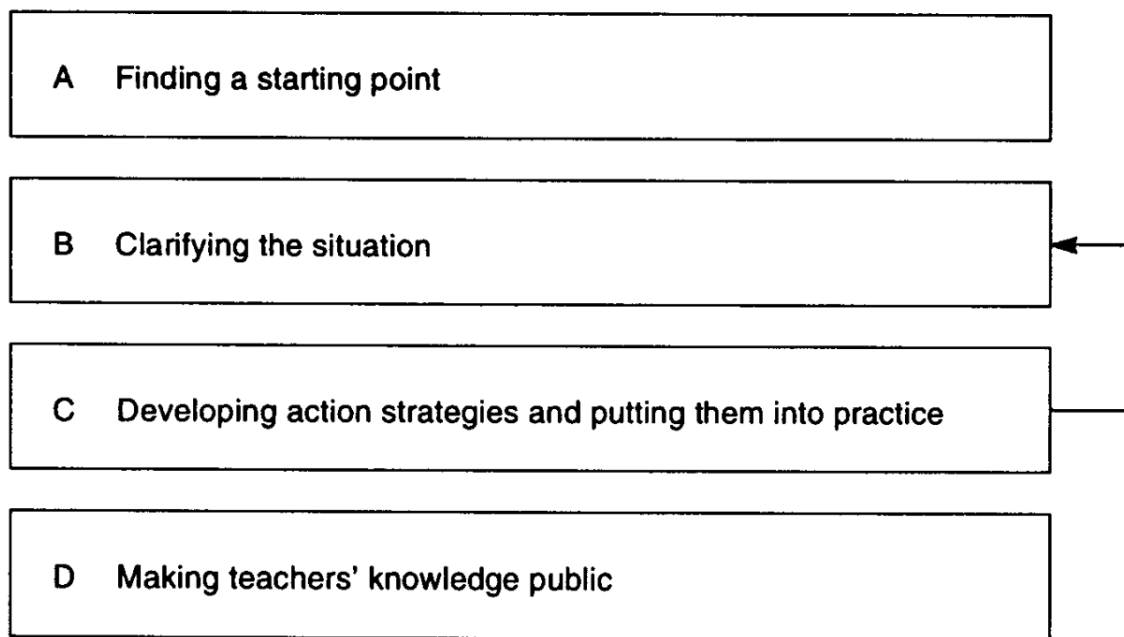
followed by acting, observing, reflecting, and re-planning. Then act, observe, reflect and re-plan continue down the spiral in that particular order while the spiral is seen to go on infinitely. They describe the spiral below as self-reflective cycles of planning a change, acting and observing the change, and reviewing the implementations. Once this is completed, the next step is to re-plan, re-do, and so on and so forth (Kemmis et al., 2014, p.18).

The stages overlap, and initial plans often change as a result of the experience-based learning which occurs in AR. In practice, the steps and the process are more likely not to be as straightforward as the various cycles portray. A successful AR study is not measured by whether the researcher has followed the steps accurately and precisely. The importance of AR is that the researcher develops a greater understanding of their practices and has seen an evolution and a positive development in their teaching (Kemmis et al., 2014).



**Figure 1.** The action research spiral. (Kemmis et al., 2014, p. 19).

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**Figure 2.** Stages of Action Research Process. (Altrichter et al., 2005, p. 6).

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Figure 2 is four AR stages placed in order from A to D. The process of AR is described by Altrichter et al. (2005) as beginning with the identification of a problem within one's practice. This is stage A: finding the starting point of the development opportunity. After identifying a problem in the classroom, the AR process will lead to using conversations, interviews, and other data-gathering methods, as well as data analysis in order to improve one's teaching. Step B is clarifying the situation, which leads to step C, which includes developing an action plan as well as implementing it in the classroom. In this stage is important to be aware that it is not expected that implementing the changes will eliminate the problem immediately. Therefore, both the effects and side effects must be monitored in order to understand the performance and results of the plan. The aim of AR is to learn from past mistakes, understand which implementations work, and continuously improve action strategies. Thus, the AR cycle repeats the second stage. As seen in Figure 2, there is an arrow portraying repeating the B stage once stage C is completed (Altrichter et al., 2005). This will result in the development and implementation of additional action strategies, similar to the action research spiral by Kemmis et al. (2014).

There are two major differences between the Action Research Spiral (Figure 1.) and the Stages of Action Research Process (Figure 2.). The first difference is that the Stages of Action Research Process starts off with the first step is finding a starting point or identifying the problem. The first step of the Action Research Spiral is to plan, which obliges the researcher to have identified the problem previous to starting the AR process. However, the main distinction between the two descriptions of the AR cycles is that the Stages of the Action Research Process end with step D: making teachers' knowledge public. Altrichter et al. (2005) propose that teacher-researchers complete their projects by sharing their newly found professional knowledge through either oral presentations to groups or through written case studies. This makes their perspectives available for critical examination from coworkers or other people in the field. The Action Research Spiral does not come to an end and does not propose the necessity of sharing the discoveries. In theory, AR projects do end and the ongoing nature of the spiral simply emphasizes that deeper understanding will be achieved through repeated cycles of inquiry.

AR allows the researcher to be involved in the study by both intervening with the participants as well as conducting the research on them. This is critical when the main aim of action research is to improve one's professional practice (Institute for Development, 2020, 0:22 - 1:52; Rust & Clark, 2007). There are multiple theories and models portraying various AR cycles, phases, and steps. However, the main purpose of AR stays consistent throughout most literature on the topic; AR is when the teacher-researcher creates an intervention in order to improve an issue surrounding their own practice. Firstly the researcher has to identify the problem, develop an action plan, and implement the plan while observing and collecting data through various methods. Then the data is analyzed. From there, the cycle is repeated, with adjustments made in light of the outcomes of the previous phase. The researcher is able to choose the number of phases necessary for their AR. This type of study takes place in a learning environment, and the idea is that the teacher will gain professional growth and provide the pupils with a higher quality of education. By having a systematic classroom inquiry done throughout cycles, the teacher can understand the best way to teach to resolve the specific issue in the classroom (Borg, 2015).



### **2.3 Teaching EFL Speaking**

There is a large quantity of literature on teaching EFL speaking. A small study was conducted in order to uncover teaching practices and teachers' opinions on teaching communication. This study presented four teaching practices where pupil English communication was required. Small talk was deemed beneficial for promoting English verbal participation. By teaching vocabulary through pictures, videos, and games the pupils added new vocabulary when speaking. Communicative activities allowed opportunities for pupils to interact with others and led to oral participation in pairs and small groups. Lastly, teachers should ignore pupils' linguistic mistakes and grammatical errors in conversations and instead focus on the meaning of the communication. By reducing negative evaluations and allowing the pupils to express their opinions and the meaning of the communication, the teachers created a positive learning environment. This led to pupils experiencing less anxiety and increasing their verbal participation. Combining small talk, communicative activities, learning new vocabulary through games and visual aids, and reducing negative evaluations led to pupils practicing oral skills and improving their overall English speaking skills (Haji & Jejo, 2020; Janssem, 2019).

Peréz (2016) stated that task-based activities increased pupils' oral participation. When participating in tasks surrounding real-life situations, pupils practiced their oral skills. They became especially interested when speaking about their personal experiences, hobbies, and interests. In addition, the pupils participated more when they took part in interactive work in small groups or roleplays. Solving and participating in verbal participation tasks resulted in an increase in motivation as well as spontaneous verbal interactions between the pupils. However, this occurred when the tasks were adapted to the pupils' individual EFL skill levels.

Su (2006) observed teachers in a study where the teachers combined oral communication activities with traditional activities. The teachers combined reading aloud, worksheets, and translation tasks with storytelling activities, brainstorming tasks, and group discussions and conversations. By developing oral skills through traditional activities, the pupils learned to communicate and became more confident and responsible for their own learning. This was due to them being aware of the structure of sentences in the English language, as well as vocabulary and grammar rules. This combined with communicative activities allowed pupils to practice verbally what they had already learned through writing, listening and reading.

Tsiplakides and Keramida (2009) investigated various interventions on how to overcome FLA (see section 2.4) among YL. They highlighted the importance of a positive learning environment and teacher-student relations. In addition, their investigations provided data on project work and how it increased pupils' oral participation motivation. The benefits of project work were that pupils were assessed throughout the work and the pupils had a more active role in their own learning (see learner autonomy, section 2.8). In addition, the pupils became more focused on the end goal rather than on speaking accuracy and it led to a higher self-confidence in pupils with lower English skills. In order for project work to have a positive effect on the pupils' oral participation, Tsiplakides and Keramida (2009) found that it was important to provide the needed amount of scaffolding while allowing pupils to learn from each other (see section 2.6 Scaffolding). In addition, they stated the importance of creating a learning environment where language mistakes were a natural part of learning a new language.

#### **2.4 Foreign Language Anxiety**

In order to conduct AR in a classroom, it is important to reflect on why the problem has developed or why the problem has not dissolved on its own. In this AR, the problem is the pupils' lack of oral participation in the EFL classroom. Therefore, theoretical background on individual learner differences is outlined in order to develop an understanding of the various reasons why the pupils are reluctant EFL speakers. According to Dörnyei (2005; 2006), there are five variables that are regarded as the most important individual factors in language acquisition. Anxiety, motivation, language aptitude, cognitive learning styles, and individual learning strategies are traditionally thought of as largely impacting one's ability to learn a foreign language (Dörnyei, 2005, 2006). In addition to the five variables, Dörnyei (2009, p.184) states that general knowledge, as well as one's emotions and interests, are factors that create more individual learner differences than the traditional variables listed above.

Some learners can be reluctant speakers due to foreign language anxiety (FLA) which is an apprehension toward speaking in a foreign language in various social settings. According to Horwitz et al. (1986), FLA is associated with three performance anxieties: communication apprehension, test anxiety, and fear of unfavorable evaluation. Both communication anxiety and fear of poor evaluation are relevant to this research. Apprehension about communication refers to feelings of insecurity when conversing with other people and is classified into three

categories. Oral communication anxiety, which they define as speaking in groups, stage fright, which they define as speaking in public, and receiver anxiety, which they define as listening to or learning a spoken message (Horwitz et al., 1986, p.127). Individuals who typically have difficulty communicating in groups are likely to have further difficulty communicating in a foreign language classroom, as they have little control over the communicative setting, and their performance is continually assessed.

The fear of communication that affects foreign language learning stems from the personal experience that one will almost surely struggle to comprehend others and to communicate with them. Perhaps as a result of this awareness, many normally sociable individuals remain silent in a foreign language lesson. Additionally, some students believe that nothing should be stated in a foreign language unless it can be said perfectly and that guessing or not knowing a word is unacceptable. These assumptions almost certainly contribute to anxiety, as students are expected to communicate in a foreign language before achieving fluency (Horwitz et al., 1986).

Horwitz et al. (1986) report that learners who test high on anxiety report that they are afraid to speak the foreign language. The learners also reject positive statements related to language learning, for example, "I feel confident when I speak in foreign language class" (Horwitz et al., 1986, p.129). In addition, the same students associate themselves with negative statements such as "I start to panic when I have to speak without preparation in a language class," "I get nervous and confused when I am speaking in my language class," and "I feel very selfconscious about speaking the foreign language in front of other students" (Horwitz et al., 1986, p.129). Horwitz et al. suggest that teachers should constantly explore the potential that FLA is causing the student behaviors described above before blaming poor student performance entirely on the inability or lack of motivation.

## **2.5 Motivation**

Motivation, or lack thereof, is a factor that might affect students' oral participation in the EFL classroom. Given that this research analyzes whether it is possible to boost learners' oral involvement, motivation is a pertinent subject to investigate in order to determine the causes of low verbal participation in class. Imsen (2015) views motivation as the primary factor that

governs all of a person's actions, as well as good thoughts or feelings that instill strength and interest in each pupil. Motivation is associated with school activities, learning, and training.

Multiple scholars seem to agree that the pupils' motivation is important when learning another language. However, there is not a set definition of motivation that is used throughout the relevant literature. Motivation is divided into various subcategories by different scholars. Motivation is separated into intrinsic- and extrinsic motivation and Deci & Ryan (1985) state that it is critical for the theory of motivation to distinguish between the two types, particularly when discussing children (Deci, 1975; Deci & Ryan, 1985; Ryan & Deci, 2000). Gardner & Lambert (1959) also separate motivation into two separate categories. They use the terms integrative- and instrumental motivation, which are directed toward motivation, specifically in language learning. Intrinsic- and extrinsic motivation are more general types of motivation and can be applied to most learning situations.

Deci (1975) defines intrinsic motivation as “expending effort for which there is no apparent reward except the activity itself... and not because it leads to an extrinsic reward” (Deci, 1975, p.23). Intrinsic motivation occurs when the learner feels that the activity is rewarding. In a classroom situation, an intrinsically motivated pupil will be motivated to learn due to the learning itself based on their own personal interest. In the EFL classroom, the pupil will be intrinsically motivated to do the tasks and participate in the activities, and therefore learning occurs. In addition, the pupil can experience intrinsic motivation in the EFL classroom if they are personally invested in learning English for the sole purpose of knowing the language. On the other side, if a pupil is extrinsically motivated, their purpose for participating in the EFL classroom is due to external rewards. Examples of this are recognition from others, including the teacher, peers, and parents. In addition, receiving good grades is an external reward, as well as having the feeling of being smarter than their peers (Deci, 1975; Deci & Ryan, 1985; Ryan & Deci, 2000).

As mentioned previously in this section, Gardner & Lambert (1959) use the terms integrative motivation and instrumental motivation in regard to language learning. Integrative motivation is defined as “where the aim in language study is to learn more about the language group, or to meet more and different people” (Gardner & Lambert, 1959, p.267). People are integratively motivated to learn their first language, or for example, when they move to a new

country and need to learn the new language in order to be a part of the society and culture. Gardner & Lambert (1959) explain instrumental motivation as deriving from the more functional aspects of learning new languages. This can be for the reasons of accomplishing more in their education or in their career.

Despite having various definitions for motivation, it is important for a teacher as well as a researcher to be aware of whether the pupils' are motivated or not while learning in the EFL classroom. If the pupils are not motivated, they will not be able to learn, and therefore it is necessary to create lessons and activities in order to increase the pupils' intrinsic motivation. In addition, extrinsically motivated pupils will gain more motivation by receiving rewards or positive feedback from the teacher (Deci, 1975; Deci & Ryan, 1985; Ryan & Deci, 2000).

Motivation is needed in order to learn EFL, and the learner's motivation and language anxiety influence the learners' ability to participate and learn in the EFL classroom. However, there are other factors that determine the learner's oral participation and EFL skill level.

## **2.6 Scaffolding**

The theory of scaffolding was introduced by Jerome Bruner (1957). Scaffolding is a term used to define the amount of help a pupil needs in order to perform a task or learn a specific concept. Scaffolding encompasses everything that supports a person when executing a task. In an EFL classroom, scaffolding is often the help given by the teacher or peers. The teacher scaffolds by assisting the pupils, helping them attend to what is important, and reminding them of the task and the end goals of the lesson. It is also important to scaffold by providing examples of effective strategies for the particular task or activity they are about to perform (McLeod, 2008). Aids such as word banks, learning partners, dictionaries, and examples of pronunciation are various forms of scaffolding.

The larger amount of scaffolding the pupils acquire directly correlates with the pupils' reduction of freedom to focus on the skill they are about to acquire. This is because larger amounts of scaffolding create more restrictions, and the pupil has to complete the tasks using the framework provided. Less scaffolding often creates a larger sense of freedom due to the pupils being allowed to solve problems themselves and using the methods they perceive to be easiest for them to manage (Bruner 1957; McLeod, 2008). How much scaffolding a pupil

requires depends on the individual pupil's skill level, as well as their previous experiences with similar activities. Bruner believed that any subject could be taught to any child if the appropriate amount of instruction and tools were provided. This is referred to as the process of scaffolding (Bruner, 1957; McLeod, 2008). In addition, Tsiplakides and Keramida (2009), Haji & Jejo, 2020, and Janssem, 2019 stated that scaffolding was needed in activities and vocabulary learning order to increase pupils' English oral participation and for them to learn English oral skills.

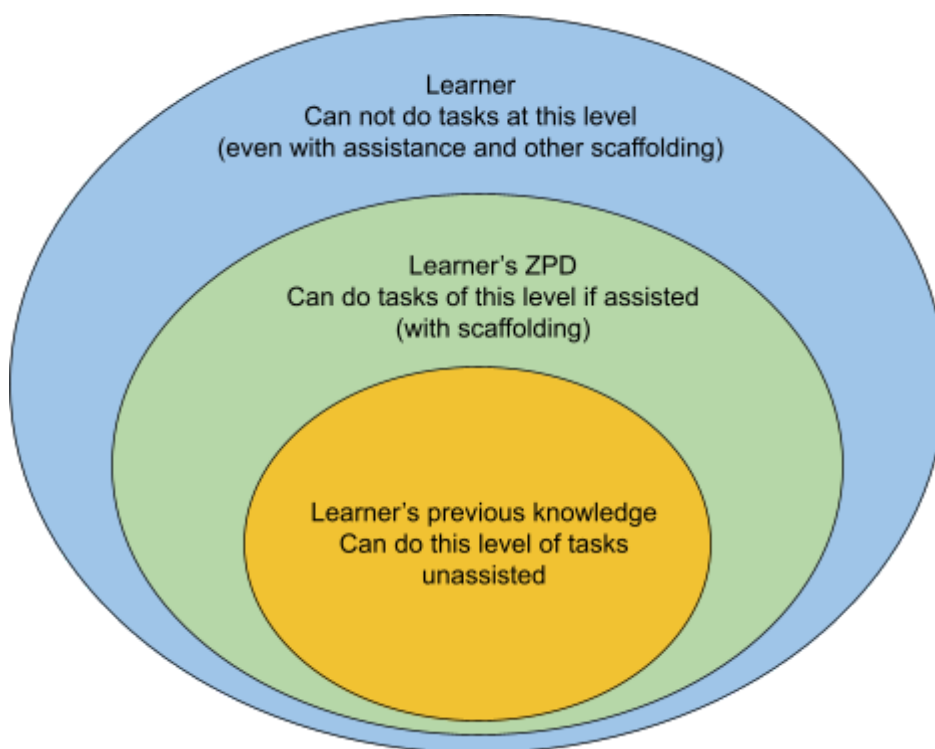
Hamidi & Bagherzadeh (2018) propose another view on the term scaffolding. They assert that the term is used to refer to any type of assistance or teaching and that the construct of scaffolding is in danger of losing its meaning. According to Hamidi & Bagherzadeh (2018), the research literature on scaffolding suggests that SLA scholars have not been able to establish a definition for scaffolding. Instead, they provide inconsistent and elusive interpretations.

## **2.7 Vygotsky's sociocultural theory**

Scaffolding is often mentioned when Vygotsky's socio-cultural theory of learning is discussed. The theory provides insight into the importance of a learner's interactions with other people. Interaction is the focal point of the socio-cultural theory and Vygotsky highlighted the importance of people learning from each other's experiences as well as how the learning environment impacts the learning of a new language (Mahn & Fazalehaq, 2020). Scaffolding is especially correlated to an aspect within his theory titled Zone of Proximal Development. Vygotsky states that learning should correlate with the learner's developmental level (Brown, 2014; Vygotsky, 1978). He defines ZPD as "the distance between the actual developmental level as determined by independent 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).

Figure 3, seen below, is an illustration designed to is an illustration that is designed to represent the three knowledge areas within the ZPD theory. The orange area which is also referred to as the innermost area represents the learner's current abilities. This is what the learner already knows, and they are able to complete tasks within this level without scaffolding. The green area surrounding the innermost area is the learners' ZPD. The learner

is capable of performing tasks within this level. However, assistance from the teacher or more knowledgeable peers or other forms of scaffolding is required. The blue area is the level of tasks that are too difficult for the learner to complete, even with scaffolding. When learning English in the EFL classroom, oral communication with both peers and the teacher is important. The importance stems from Vygotsky’s theory that in order for the pupils to add to their learned English knowledge and thereby expand their ZPD, they need to receive support from someone with a better knowledge of the English language (Brown, 2014; Vygotsky, 1978). In EFL learning, it is important for the teacher to assign tasks and activities which is within the pupils’ ZPD as well as provide the appropriate amount of scaffolding. As stated above, Pérez (2016) stated that task-based activities increased pupils’ oral participation when the tasks were adapted to the pupils’ individual EFL skill levels, and therefore, within the learners' ZPD.



**Figure 3.** “Illustration of the Zone of Proximal Development” Own work.

## 2.8 Learner Autonomy

Learning a foreign language, in this instance, learning EFL as fourth-graders in a school classroom, the school's main aim is for the pupils to develop communicative competence in

English. According to Pawlak et al. (2017), the learners are presumed to acquire a highly practical usage of the language through learning vocabulary and communicative tasks in order to achieve acceptable social skills in English. In order for learners to achieve this amount of communicative competence, there is a need for classroom opportunities where the pupils are allowed to become more responsible for their own learning, be more active and involved when participating in verbal exercises and other activities, and thereby becoming more independent in their own language learning (Pawlak et al., 2017). The need for communicative tasks in the classroom is also, as mentioned in section 1.3 Relevance, part of the core elements of LK20 where it states that “the teaching shall give the pupils the opportunity to express themselves and interact in authentic and practical situations” (Utdanningsdirektoratet, 2020, Communication section).

As stated in section 2.3, both Su (2006) and Tsiplakides and Keramida (2009) highlighted the importance of pupils’ being responsible for their own learning, and that it correlated with learning motivation and increasing pupils’ English oral skills. Learner autonomy was first mentioned in a report written by Henri Holec in 1979 titled *Autonomy in Foreign Language Learning* (Little, 1991, p. 6). Holec defines learner autonomy as the “ability to take charge of one’s own learning ” (Holec, 1981, as cited in Pawlak et al., 2017, p. 71; Holec, 1981, as cited in Little, 1991, p. 7). Little (1991) states that “essentially, autonomy is a capacity - for detachment, critical reflection, decision-making, and independent action” (p. 4).

When pupils become more responsible for their own learning, it is considered learner autonomy and Pawlak et al. (2017) emphasize that teachers of YLs are responsible for implementing learner autonomy in their classroom. The amount of learner autonomy that is expected in education increases as the learner becomes older. However, Little (1991) disagrees with this method. He believes that YL should be “encouraged to start accepting responsibility for their own learning... as soon as possible” (Little, 1991, p. 46). Learner autonomy helps develop learners’ critical thinking and reflection, as well as better decision making, and allows for practicing independent learning and active participation (Pawlak et al., 2017). However, referring back to the ZPD, the tasks and activities in the lesson need to be adjusted according to the learner’s current knowledge and ZPD in order for them to develop critical thinking skills through independent learning and active participation.



Little (1991) believes that by implementing learner autonomy from a young age, learners become interested in the language learning task. However, he states that engaging the learners is not enough to acquire EFL communicative competence. There is a requisite for extending and reshaping learners' personal constructs in English. When learning a new language in a natural setting, for instance, when the learner moves to a new country and is prompted to learn the language based on the necessity of social interaction. However, this is not the situation when learning a language in a classroom setting and therefore, Little (1991) highlights the importance of replicating the natural setting in school. The main focus in the EFL classroom should be to enforce learners to “use the target language as the medium of their interaction and learning” (Little, 1991, p. 34). As mentioned in the paragraph above, it is also necessary to allow extending and reshaping of learners’ own personal constructs when promoting learner autonomy. This entails that the teacher provides the learners with the correct scaffolding in order for them to express and develop their own attitudes, assumptions, and goals in EFL. Therefore, both behavioral and analytical learning needs to be merged when teaching EFL.

“Social interaction generates communicative needs and provides the learner with input; and the learner’s effort to meet his communicative needs by using the target language gradually produces learning” (Little, 1991, p.25). As mentioned in section 1.3 of this thesis, communication is a part of the basic skills mentioned in LK20. Utdanningsdirektoratet (2020) refers to oral skills in English as “creating meaning through listening, talking, and engaging in conversation” (Utdanningsdirektoratet, 2020, Oral Skills section). Little (1991) emphasizes the importance of replicating the natural setting in school, which correlates with LK20, which it states that in order to develop oral skills, the pupils are supposed to use communication in both formal and informal situations.

In order to create learner autonomy in the EFL classroom, English needs to be the language used in communication, and there needs to be a combination of learner involvement and learner reflection (Little, 1991; Pawlak et al., 2017). In addition, the teacher needs to provide enough scaffolding in order for the pupils to use their communicative skills in English. Learner autonomy will not occur unless the learners receive the tools, vocabulary, and strategies to develop critical thinking, decision-making skills, reflection skills, or the ability to participate in their own learning actively.

### **3. Methodology**

#### **3.1 Introduction**

The study was an AR project done in the researcher's own classroom for a duration of five weeks. A more detailed explanation of the theory behind AR is located in section 2.2. The lessons, which were 90-minute carousel method lessons, were performed in four out of those five weeks. A description of the carousel method is provided in section 3.3. The AR study was separated into two phases, allowing two weeks for each phase, with one week in between to review and analyze the data collected in the first phase. This week allowed the researcher to plan and adjust the tasks for the second phase of the research. The reasoning behind the amount of time spent on each phase is to stay true to the school curriculum. In addition, a two-week duration gave the pupils time to remember and practice the new phrases learned throughout the study.

The teacher-researcher had been the teacher for these pupils since August 2021, However, in 4th grade, there was a decision made to only have three classes in their age group. This resulted in the teacher-researcher being given a class that consisted of 24 pupils, 11 girls and 13 boys, keeping six pupils from their original class and gaining 18 new pupils. Fourteen pupils in the class had Norwegian as their L1 and English as L2. The remaining ten pupils had another language as L1 and Norwegian as L2. The L1 variety in the classroom included Romanian, Polish, Amharic, Swedish, Arabic, German and Somali. As mentioned in the introduction of this thesis, in the past, it was difficult for the teacher to get the pupils to speak English in the EFL lessons. The class is very vocal when speaking Norwegian. However, when told to speak in English they stay silent. One pupil is fluent in English and has been a resource for the teacher to provide scaffolding in the classroom through translating and explanations in Norwegian when the teacher only speaks in English. When the teacher asked if someone can translate or explain the tasks in simpler terms, this particular pupil always raises their hand and scaffolds their classmates. In addition, it is obvious that the six pupils who were in the teacher-researchers original class are more comfortable speaking in English than the pupils who had different teachers from 1st to 3rd grade.

This chapter includes the aims of the study and a more detailed explanation of the carousel method. In addition, the specifics of this AR was explained as well as a detailed plan of the

lesson steps for both the first and the second phase of the study. Afterward, the data collection methods will be addressed, and finally, ethical issues and concerns were discussed.

### **3.2 Aims**

The main aim of the AR was to address the pupils' reluctance to speak English in the EFL classroom and implement changes in the way the lessons are planned and taught in order to increase the pupils' EFL oral participation. In addition, the teacher-researcher aspires to further understand their own teaching methods and teaching practices. As mentioned in section 1.1, as well as throughout the literature review, The main research questions are: *How can action research be used to increase 4th-grade pupils' oral participation in EFL lessons? Will increasing the amount of pupil oral participation in EFL decrease the pupils speaking anxiety or improve their language learning motivation? And Does action research lead to the researcher to develop a greater understanding of their own teaching practices, and is there a positive development in their teaching by the end of the study?*

Three subquestions were asked as well in order to fully comprehend the results of the AR. These were:

- 1. Does implementing a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?*
- 2. Does the implementation of basic commonly used phrases in English lead to an increase in English verbal participation in the classroom?*
- 3. Does the implementation of basic commonly used phrases in English lead to a decrease in Norwegian being spoken in the EFL classroom?*

In addition to the research questions and subquestions, the teacher-researcher aimed for this to be an AR where changes could be implemented while keeping the standard format of an EFL lesson, and staying within the limits of the curriculum and lesson plan. This was to show other teachers that it is possible to implement changes in order to solve a problem in the classroom without substantial disruption to learning and additional work for the teacher. And Borg (2017) states that teachers should integrate AR into their routine practices.

### **3.3 Carousel Method**

As stated above, when the AR was conducted in the four lessons, the lessons were conducted as usual. The standard practice in the school where the AR was conducted is carousel teaching. In the carousel rotation, five different stations are set up; a teacher station, one called ABC, a reading nook, one for the use of a Chromebook, and a games station. Each station is designed to implement one or more of the basic skills mentioned in the introduction chapter; oral skills, writing, reading, and digital skills. The teacher station is designed for pupils to learn new information on a topic, practice their verbal skills with the teacher, or for the pupils to receive feedback on their reading aloud. In addition, the scaffolding of the teacher allows for the pupils to learn and participate in tasks and activities within their ZPD. ABC is designed for the pupils to practice their writing skills through worksheets or other written tasks. The reading nook is a quiet corner with comfortable chairs and a variety of books for the pupils to practice their reading in silence. On the Chromebook station, the pupils perform tasks on their own Chromebooks in order for them to practice their digital skills. Their written skills are also practiced but using a keyboard and not a pencil, and they often read English books on their Chromebooks as well in order to practice their reading skills. The last station is a games station located in the hallway designed for pupils to practice oral skills with their peers through games or speaking activities.

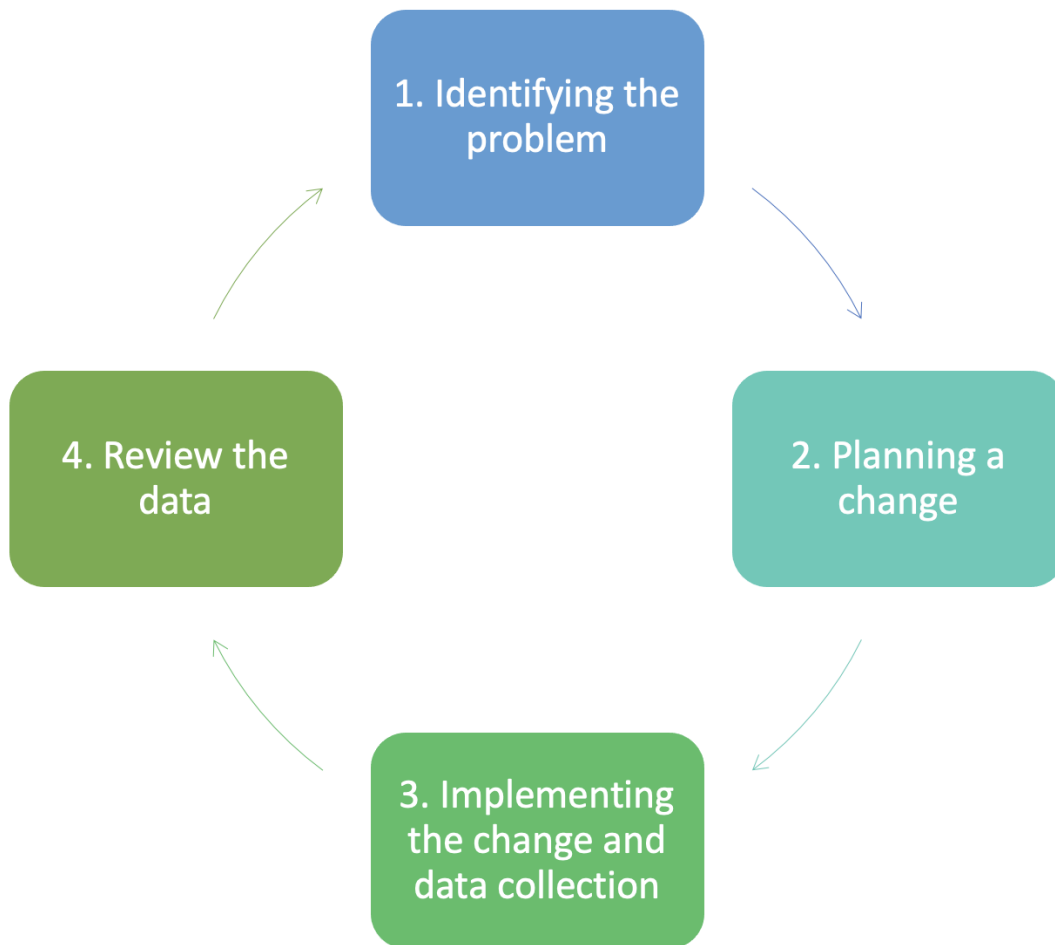
In addition, to set stations and rotations, the pupils are put in groups of 4-5 based on their level of English knowledge. The lesson is 90 minutes, and the pupils spend 10-15 minutes on each station before moving on to the next one in the rotation. The reasoning for only having 10-15 minutes at each station is because the 90 minutes includes the time it takes for the pupils to come inside after recess. The carousel and tasks are explained by the teacher at the start of the lesson, and the pupils usually spend some time tidying up their worksheets or Chromebooks after each station. All of the stations have easy tasks the pupils can complete without help, while the teacher-controlled station is conducted in order for the pupils to learn tasks within their ZPD. Here the teacher can introduce new topics, vocabulary, or tasks and communicate with the group and scaffold as necessary. Since the groups are based on their English skill level, it is easy for the teacher to differentiate the tasks and provide the correct scaffolding based on the pupils' individual needs.

### 3.4 The Cycle of Action Research

As stated in section 2.2, Action Research, AR is when the teacher-researcher creates an intervention in order to improve an issue surrounding their own practice. The first step is to identify the problem, and in the classroom where this AR was conducted, the problem was the lack of English oral participation in the EFL classroom. The researcher was not able to encourage the pupils to speak English in the EFL lessons, and therefore, the plan of doing an AR study was developed. This led to the research question: *How can action research be used to increase 4th-grade pupils' oral participation in EFL lessons?*

AR is conducted through cycles of data collection and analysis. Figures 1 and 2 in section 2.2 portray two different examples of AR cycles. Figure 1 shows the Action Research Spiral, where Kemmis et al. (2014) describe the AR cycles as self-reflective cycles of planning a change, acting and observing the change, and reviewing the implementations. Once this is completed, the next step is to re-plan, re-do, and so on and so forth (p.18). Figure 2 shows the Stages of Action Research Process, which contains four stages in each AR cycle, placed in order from A to D. Altrichter et al. (2005) see the process of AR as beginning with the identification of a problem within one's practice. The first step is one of two differences between the Action Research Spiral (Figure 1.) and the Stages of Action Research Process (Figure 2.). The second difference is that Altrichter et al. (2005) propose that teacher-researchers complete their projects by sharing their newly found professional knowledge through either oral presentations to groups or through written case studies.

This AR was developed through the first step: identifying a problem, and will end by being published as a master's thesis. It is similar to the Stages of Action Research Process by Altrichter et al. (2005). However, the wording of the phases is more complicated compared to the Action Research Spiral. This led to this AR being conducted in cycles using a combination of the Action Research Spiral and the Stages of Action Research Process. Figure 4, seen below, portrays the stages this AR will be following.



**Figure 4.** “Illustration of the Cycle of Action Research.” Own work.

Figure 4 represents the self-reflective cycles this AR will be following. This illustration shows the steps in a circular rotation instead of the spiral shape in the Action Research Spiral (Figure 1) or the list portrayal in the Stages of Action Research Process (Figure 2), as previously mentioned. However, here the steps are all repeated in order similar to Figure 1, as opposed to in Figure 2 where only steps C and B are repeated. The steps are labeled using numbers compared to the letters used in Figure 2, and in Figure 1, the steps are not marked.

In Figure 4, step 1 is identifying the problem, step 2 is planning a change, and step 3 is implementing the change as well as conducting the data collection process. The final and 4th step is to review the data. After completing step 4, there is a need to return to step 1 in order to repeat the process based on the findings. In the second cycle, the problem being identified

is not the main issue but rather the problem with the implementation in the 3rd step in the first cycle.

According to Kemmis et al. (2014), it is essential to note that throughout the AR, the stages may overlap and initial plans often become overshadowed. This is due to AR being an experience-based learning method. As previously stated, a successful AR is not measured by whether the researcher has followed the steps accurately and precisely. The importance of AR is that the researcher develops a greater understanding of their practices and has seen an evolution and a positive development in their teaching (Kemmis et al., 2014). Due to this, a research question was added: *Does action research lead to the researcher to develop a greater understanding of their own teaching practices, and is there a positive development in their teaching by the end of the study?* The answer to this question allows the researcher to measure the success of the AR regardless of the results of the data analysis.

### **3.5 Teacher-Researcher**

The benefit of conducting AR is having the researcher also being the pupils' full-time teacher. AR allows the researcher to be involved in the study by both intervening with the participants as well as conducting the research on them. This type of study takes place in a learning environment, and the idea is that the teacher will gain professional growth and provide the pupils with a higher quality of education. By having a systematic classroom inquiry done throughout cycles, the teacher can understand the best way to teach to resolve the specific issue in the classroom (Borg, 2015).

Kemmis et al. (2014) mention that some scholars believe that being both a participating teacher and a researcher simultaneously could result in an impartial view of the study. However, Kemmis et al. (2014) disagree and believe that teacher-researchers have distinct assets when it comes to conducting research in their own classrooms and examining their own teaching practices.

Dörnyei (2005; 2006; 2009) stated that anxiety, motivation, language aptitude, cognitive learning styles, and individual learning strategies impact one's ability to learn a foreign language. Having the pupil's main teacher as the researcher allows for the researcher to be aware of these factors in individual pupils. The main teacher is the person who knows these

pupils and understands how the learning environment is in that particular class. In addition, a teacher-researcher is aware of how the routines are in both the school and classroom. This allows for an AR study to be conducted while still following the curriculum, guidelines, rules, and routines. Dörnyei (2009, p.184) also mentions that the individual pupil's emotions, interests, and knowledge level also impacts their ability to learn a foreign language. The main teacher in a class knows the pupils and can pick up on their emotions throughout the study, as well as gear the implementations toward the pupils' interests in order to create higher-level participation. Being a teacher-researcher allows the change in both conduct and outcomes in response to changing times and circumstances (Kemmis et al., 2014; Kemmis et al., 2014).

### **3.6 Oral Participation**

As previously stated, the AR was based on pupils' lack of English oral participation in the EFL classroom. In order for the researcher to increase verbal participation, it is necessary to understand the reasons why each individual pupil does not participate. Horwitz et al. (1986) state that FLA is a possible factor as to why the pupils have an apprehension to speak in English due to learners who test high on anxiety report that they are afraid to speak a foreign language.

As stated in section 2.4, Horwitz et al. suggest that teachers should constantly explore the potential that pupils have FLA. Horwitz et al. (1986) also declare that learners with anxiety reject positive statements related to language learning, for example, "I feel confident when I speak in foreign language class" (Horwitz et al., 1986, p.129). In addition, the same students associate themselves with negative statements such as "I start to panic when I have to speak without preparation in a language class," "I get nervous and confused when I am speaking in my language class," and "I feel very selfconscious about speaking the foreign language in front of other students" (Horwitz et al., 1986, p.129). Therefore, in order to discover if any of the participating pupils have FLA, it is important to add at least one question to the questionnaire which covers how the pupils feel when they are speaking English.

Based on the theories by Horwitz et al. (1986), it is important to find out if there is a possibility that some pupils suffer from FLA. Therefore, the second research question is: *will increasing the amount of pupil oral participation in EFL decrease the pupils speaking anxiety*



*or improve their language learning motivation?* This research question can only be addressed if the pupils increase their verbal EFL participation through this AR. However, including it as a research question can provide information into if the teacher-researcher needs to direct their focus on the reasons for the pupils' reluctance to speak instead of concentrating on increasing the English verbal participation in the EFL classroom.

In addition, it is necessary to understand if the pupils have motivation for learning EFL. This is due to a statement by Horwitz et al. (1986) proposing that FLA is often confused with a lack of motivation. Deci (1975), Deci & Ryan (1985), and Ryan & Deci (2000) believe that it is important for a teacher, as well as a researcher, to be aware of if the pupils' are motivated while learning EFL. Unmotivated pupils are not able to learn, and therefore it is necessary to create lessons and activities in order to increase the pupils' intrinsic motivation. However, it is easier to observe extrinsically motivated pupils (Deci, 1975; Deci & Ryan, 1985; Ryan & Deci, 2000). The pupils participating in this study are too young to understand motivation, especially separating their motivation into intrinsic, extrinsic, integrative motivation, and instrumental motivation. However, implementing the aspect of fun into the questionnaire could answer the second part of the research question mentioned above. Examples of this can be “was the activity fun?” and “would you want to participate in a similar task again?” In addition, the pupils could elaborate on their feelings surrounding the tasks, implementations, and speaking English in an interview with the researcher.

### **3.7 Planning Implementations**

Pawlak et al. (2017) state that teachers of YLs are responsible for implementing learner autonomy in their classrooms but emphasize that teachers have to research and experiment in their own teaching to look for ways in which such a change can be implemented. Teachers need to discover which methods and techniques promote learner autonomy in the classroom. However, when turning to step 2 of the AR cycle, there are a lot of factors to consider when planning a change based on the problem in the classroom. Teachers can not experiment freely due to the rules and regulations of that particular school or subject. In addition, it was important for the teacher-researcher to plan the implementations according to the pupils' knowledge level and ZPD, in addition, to providing the appropriate amount of scaffolding throughout both the implementations.

By adhering to the school's routines and the set curriculum, the main structure of the lessons was a carousel teaching method using five short stations for the pupils to rotate through in groups of four to five. The carousel method is explained in more detail in section 3.3. This method also allowed for four of the stations to be set to the lesson plan, while one station was changed in order to implement a teamwork station which became the main source for observations. This station is designed to encourage speaking and teamwork but has previously been referred to as “games.” On the games station, the pupils usually play a game or participate in an activity, but while playing the game they speak Norwegian instead of English. Little (1991) encourages teachers to enforce learners to use the target language while learning and interacting, which in turn highlighted the fact that the teacher-researcher had to spend time explaining the task and instructing the pupils to only speak in English during the EFL lessons. The quote: “social interaction generates communicative needs and provides the learner with input; and the learner’s effort to meet his communicative needs by using the target language gradually produces learning” (Little, 1991, p.25). led the teacher-researcher to anticipate that by changing the name of the station and instructing them to only speak in English, the pupils would start using their EFL oral skills instead of speaking Norwegian to each other and hopefully prompt the pupils to learn communicative skills as a result. This led to the research question: *does implementing a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?*

The main aim of the teamwork station was for the pupils to practice their English oral skills with their peers by actively participating in a speaking activity. This aligns with the communication section of LK20 that shows that English teachers are obliged to provide the pupils with opportunities to express themselves. The activity also had to follow at least one of the competence aims after Year 4. Three of the aims were chosen as the base for the activity for the teamwork station. The activity, therefore, had to allow the pupils to “discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section). In addition, the pupils had to “participate in conversations on one’s own and others’ needs, feelings, daily life and interests and use conversation rules” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section) and “explore and use the English alphabet and pronunciation patterns in a variety of playing, singing and language-learning activities” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section).

Both LK20, Little (1991), and Pawlak et al. (2017) highlight the importance of allowing the pupils to participate in tasks and activities which promote communicative skills in English. However, the pupils have to experience learner autonomy and be more responsible for their own learning. By becoming more responsible for their own EFL learning, the pupils have to be more active and involved when participating in verbal exercises and other activities. This allows them to become more independent. yet it also entails that the teacher is required to provide the learners with the correct scaffolding in order for them to develop learner autonomy.

Little (1991) states that both behavioral and analytical learning needs to be merged when teaching EFL. Therefore, in addition to implementing a change on one of the stations, the teacher-researcher desired to implement a change to the lessons as a whole, and not just on one of the stations. In order to not yield from the lesson plan and the curriculum, this implementation had to be one that could increase EFL oral communication while not interfering with the set tasks and activities. This change had to incorporate behavioral learning, in addition, to encourage the pupils to practice their English oral skills. In addition, it was inspired by the learning aim: “use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood”(Utdanningsdirektoratet, 2020, Competence aims after Year 4 section). The implementation was designed for the pupils to practice their EFL oral skills throughout the entirety of the lessons and not only practice their oral skills on one out of the five carousel stations. The implementation consisted of a list of polite expressions, questions, and simple phrases which the pupils were to use throughout the lesson. The phrases were adapted from the common questions pupils ask the teacher throughout every lesson, in addition to adding a question the pupils could use if they did not know how to say something in English.

Therefore the following subquestions were added: *does the implementation of basic commonly used phrases in English lead to an increase in English verbal participation in the classroom? And does the implementation of basic commonly used phrases in English lead to a decrease in Norwegian being spoken in the EFL classroom?* These questions were created in order to gather data through unstructured observation, as well as through questions on the questionnaires. As stated in section 1.1, those two questions, in addition to *does implementing*

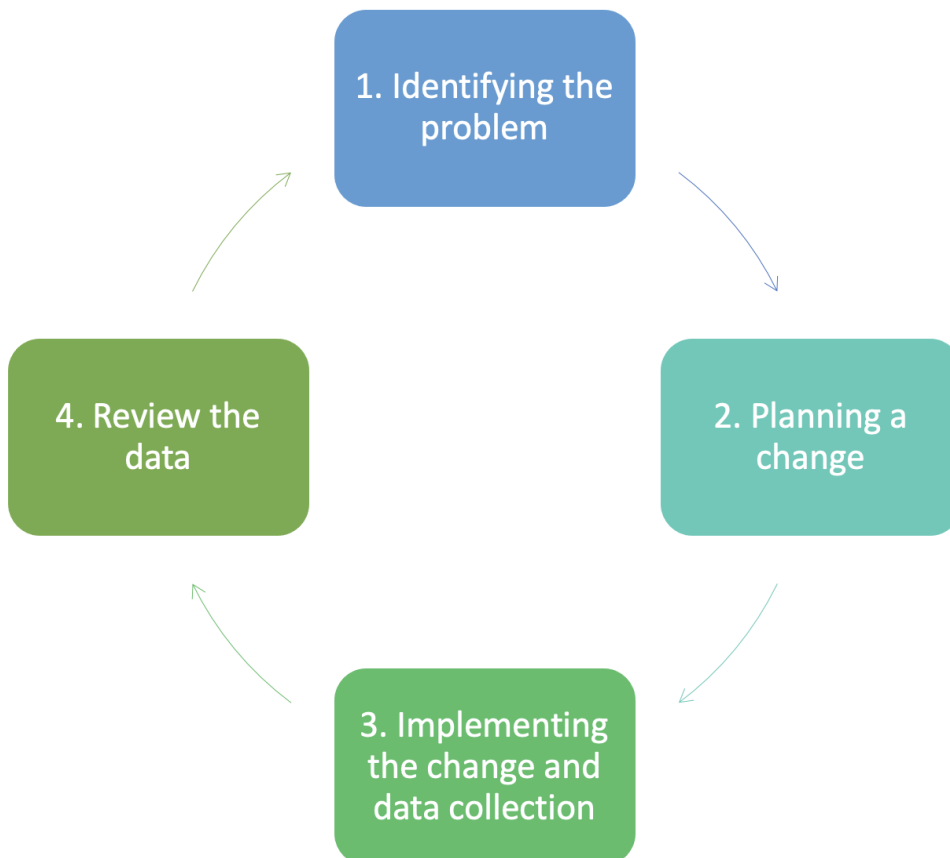
*a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?* function as a guide to answering the research question: *How can action research be used to increase 4th-grade pupils' oral participation in EFL lessons?*

### **3.8 Overall Procedure**

#### **3.8.1 The Cycle of Action Research**

As stated in the introduction of this methodology section, the AR study lasted for a 5-week duration. It was separated into two phases, each lasting for two weeks. A two-week duration gave the pupils time to remember and practice the new phrases learned throughout the study, and a two-week duration resulted in the AR being implemented through two 90-minute carousel method lessons. The reason behind this was that the class timetable provided 90 minutes of EFL lessons a week, and implementing more EFL lessons would diverge from the set rules and regulations of the school and the curriculum. In addition, two lessons in the same phase allowed more time for the pupils to practice and understand the phrases and to grasp the idea of using the English phrases instead of speaking in Norwegian when asking questions. One week was set in between the two phases in order to review and analyze the data collected from the first phase. This week also allowed the researcher to plan and adjust the tasks for the second phase of the research.

Each phase consisted of four steps, as seen in Figure 4. These steps were followed in phase 1 and repeated in phase 2. Step 1 is identifying the problem. Step 2 is planning a change which will be implemented in the third step. Step 3 is implementing the changes planned in step two, but it also involved data collection. In this case, it was done through observation, questionnaires, and interviews. Step 4 is to review the data.



**Figure 4.** “Illustration of the Cycle of Action Research.” Own work.

### 3.8.2 Phase 1

#### 3.8.2.1 Step 1: Identifying a problem.

The first step in phase 1 was to identify a problem in the EFL lesson. The problem, as mentioned in section 1.1, was identified as the pupils’ reluctance to communicate in English in the EFL classroom.

#### 3.8.2.2 Step 2: Planning a Change

Step 2 was the planning stage and involved planning the change that will be implemented in the third step. Two changes were planned. By adhering to the school's routines and the set curriculum, the lessons were planned using the carousel teaching method. This allowed for all five of the carousel stations to be set to the schools' routines, even when applying changes to one of the stations. The games station was meant to encourage oral participation and teamwork, which was the main aim of the AR. The problem previously had been that the

pupils communicated in Norwegian while playing games or participating in activities. Therefore, the main aim of the station was to continue being a speaking station in order to encourage communication in EFL, and the structure of the lesson would not be changed. In addition, the change in this particular station would mean that the teacher-researcher adhered to the school's routines, curriculum, and lesson plan.

Since the games station was designed for pupils to practice oral skills with their peers through games or speaking activities, it was not located in the classroom but in the hallway right outside the classroom. This was beneficial in the form of giving the pupils on the other carousel stations peace and quiet to work. However, this also meant that the pupils are expected to practice learner autonomy and be responsible for their own learning. Due to the researcher being the class' main teacher, they have knowledge of how the pupils react to changes or phrases being used. When the pupils' are allowed to work together, and the word teamwork was mentioned, the pupils often take the task more seriously. In addition, they become great at helping each other, reminding each other of the tasks, and are generally more behaved. This, however, had not been tested thoroughly in the EFL lesson. This created the idea of changing the games station to a teamwork station. The plan was for the teacher to sit outside in the hallway and observe the pupils' oral communication.

Here the problem of observation occurred. The teacher-researcher was often alone in the classroom and the only instances where a second teacher was in the room was when there was an extra substitute teacher working. When observing throughout the lessons in the AR, there was a need for an extra teacher. The principal allowed for one additional teacher to be present for the four 90-minute lessons in which the AR study was executed. This teacher is referred to as the second teacher throughout this thesis. The pupils in the class know this teacher well and have previously established a relationship with them and gained their respect. This eliminated issue of the pupils reacting negatively to the second teacher being in the classroom. This also would minimize the possibility of the pupils being distracted or uncomfortable by having another adult in the room.

The first idea was for the second teacher to be in the hallway observing the teamwork station. This refers back to the teacher station, and the routine was for the teacher-researcher to be stationed at the teacher station while the pupils rotate. However, since the teamwork station

was the main source of data collection through observation and the second teacher was someone very familiar with the routines of the carousel method, the plan was quickly changed. The second teacher stepped into the role of the teacher-researcher and was positioned at the teacher station in order to read the English homework with the pupils, while the teacher-researcher observed the teamwork station. The observations made from the teamwork stations were handwritten in a notebook. The notebook was decided upon in order to easily close the book if one of the pupils became over being curious as to what was being written.

The second teacher was instructed to go through the English reading homework on the teacher station. The plan was for the pupils to take turns reading their English homework aloud to the teacher. Then the teacher was told to ask them three questions related to the book they had just read at home. The pupils were to answer the questions in English. The difficulty of the book and the questions asked varied from pupil to pupil depending on their knowledge level of English. The second teacher was familiar with the pupils' English knowledge level, and the teacher-researcher believed that they were capable of differentiating the questions according to each individual pupil.

Once the logistics were in place of how to execute the lessons, the next step in planning was to find a speaking activity for the teamwork station. As mentioned in section 4.2 Aims, the teacher-researcher wanted to show other teachers that it was possible to implement changes in the classroom without creating an extreme amount of excessive preparation and extra work. Therefore, it was planned to find an activity that was available for everyone instead of creating an original activity. Two riddle activities were found online and were chosen as being the main focus of the teamwork station. The activities being available online means that other teachers could locate and use the activities in their lessons as well.

The two riddle activities were chosen due to the lesson plan covering questions and question words for the period of time when step 3 of phase 1 was being executed. In addition, as stated in section 4.3 Carousel Method, the carousel groups consist of four to five pupils who are grouped together based on their English knowledge skills. Three of the station groups are skilled in EFL, while two of the groups require more straightforward tasks and more scaffolding in the EFL lessons. Therefore, two activities were needed. "Riddle me this" was

chosen as the more difficult task appropriate for three of the station groups, and a “Who am I?” activity was selected for the two groups in need of more straightforward tasks. Due to copyright, the original tasks will not be presented. Instead, the tables below will show a representation of the content of the speaking activities.

Riddle me this	
Riddle	Answer
1. You can find me in Mercury, Earth, Mars, Jupiter, and Saturn. But you can't find me in Venus or Neptune. Who am I?	The letter R
2. The more you take out of it, the bigger it becomes. What is it?	A hole
3. What building has the most stories?	A library

**Table 1.** “Illustration of the Riddle Me This Activity.” Own work.

As seen above in Table 1, “Riddle me this” consisted of riddles and answers. The activity contained twelve riddles, and some of the riddles were considered problematic. An example of this is riddle numbers 1. and 3. shown in Table 1. Since the pupils only had approximately 12 minutes to complete the task, the teacher-researcher believed that the pupils would only complete half the riddles in the first lesson. Therefore, this was the perfect activity to complete in two lessons. A further explanation of the plan for the teamwork station is presented below, due to the structure of the activity being planned the same way regardless of if the pupils were to participate using the riddles from “Riddle me this” or “Who am I?”

Who am I?	
Riddle	Answer
I am used for writing. I am used to draw. You can fix my mistakes with an eraser. Who am I?	A pencil



<p>I have four legs.  I am in your classroom.  I help you to do work.  You sit by me.  Who am I?</p>	<p>A desk</p>
<p>I can make straight lines.  I am used for measuring.  You use me in math.  Who am I?</p>	<p>A ruler</p>

**Table 2.** “Illustration of the Who Am I? Activity.” Own work.

Table 2 shows an example of the “Who am I?” activity found online. This was a more simplified version of the “Riddle me this” task, as shown in Table 1, because the riddles in this task have more straightforward phrases. In addition, the answers are simple school words that the pupils are familiar with. “Who am I?” consists of 15 riddles, and the pupils who are using these read more slowly than the pupils using the riddles from “Riddle me this.” Therefore, the plan was to use these riddles for both lessons as well. However, the teacher-researcher foresaw the possibility of having to create different riddles if the pupils finished more than half the riddles in the twelve minutes.

The teacher-researcher planned to instruct the pupils previous to starting the carousel. It was predicted that the teamwork station needed more instructions than the standard stations and planned for a long explanation and time for questions from the pupils. However, it was not predicted to be a necessity for the long explanation in the second lesson due to the pupils having participated in the same activity the previous week.

The teamwork station would start with the pupils stepping out into the hallway and getting the envelope with their group names. A set of riddles would be inside the envelope. The riddles were folded like a card with a number on the front and the riddle and the answer inside. One pupil was to pick a riddle from the envelope and read it aloud to their group. The pupils were allowed to guess in turn. However, they were also instructed to ask questions to the reader if they needed help figuring out the riddle. The questions could only be yes/ no questions in order to make it easier for the reader to focus on the riddle itself and not feel worried about answering in English phrases or sentences. Once the answer was guessed, it was the pupil to

the right of the first reader's turn to read a new riddle aloud. This activity correlated with three learning aims from LK20. This task provided an opportunity for the pupils to “discover and play with words and expressions that are common to both English and other languages with which the pupil is familiar” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section). In addition, some of the riddles, see the first riddle in Table 1, allowed the pupils to “explore and use the English alphabet...in...language-learning activities” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section) since the answer is a letter. Lastly, the pupils had to “participate in conversations...and use conversation rules” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section).

The second implementation was based on the learning aim: “use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood” (Utdanningsdirektoratet, 2020, Competence aims after Year 4 section). The second implementation was planned in order for the pupils to practice their EFL oral skills throughout the entirety of the lessons and not only practice their oral skills on one out of the five carousel stations. The idea of this change came once the teacher-researcher read the learning aim above. The pupils have a set of questions they ask the teacher in Norwegian throughout the day. Six of the most common questions were chosen, and the aim was for the pupils to ask them in English as opposed to in Norwegian as they had done previously. The questions were:

“May I go to the bathroom?”

“May I get my pencil case?”

“May I go get a drink of water?”

“How do you spell..?”

“What am I supposed to do?”

“Can you help me, please?”

In addition to the questions above, “May I say it in Norwegian?” was introduced in order for the pupils to be allowed to ask if they could speak Norwegian in English before saying what they needed to express in Norwegian.

The plan for the lesson was for the phrases to be introduced at the beginning of the lesson before explaining the carousel stations. The teacher-researcher was going to write the

questions and their Norwegian translation on the whiteboard and read them aloud in order to model the pronunciation. Then the pupils were instructed to repeat the phrases together aloud. For example, the teacher-researcher said: “May I go to the bathroom?” and the pupils had to repeat, “May I go to the bathroom?” This was planned to be repeated twice for each phrase.

Throughout the lesson, the second teacher was instructed to make tally marks on a table whenever one of the questions above was used by a pupil in the classroom. The table is provided below, marked Table 3. The teacher-researcher also marked down if the questions were used in the hallway, however, it was expected to be less usage of the phrase in the hallway due to the nature of the speaking task. The table below shows the table used for tally marks. The questions are most often used by the pupils when asking their teacher. However, “how do you spell..?”, “what am I supposed to do?” and “can you help me, please?” could be asked when speaking to a classmate. However, the ABC station, the reading nook, and the Chromebook station are supposed to be for individual work where the pupils are silent and this was predicted to minimize the chance of the second teacher missing if or when the phrases were used. Due to both the teacher-researcher and the second teacher being stationed on the two stations where speaking was allowed and encouraged, there would be a higher chance of observing the pupils asking each other questions and recording the data.

Questions	English	Norwegian
“May I go to the bathroom?”		
“May I get my pencil case?”		
“May I go get a drink of water?”		
“How do you spell...?”		
“What am I supposed to do?”		
“Can you help me, please?”		
“May I say it in Norwegian?”		

**Table 3.** “The table used for tally marks” Own work.

As seen in Table 3 above, a column was added to the table for when the pupils used the Norwegian equivalent of the phrase. If a pupil asked one of the questions in Norwegian, the second teacher was instructed to respond with “I’m sorry, what did you say?” which is a phrase the pupils are used to hearing. The phrase was supposed to act as a reminder for them to have a look at the whiteboard and re-ask the question in English. If one of the questions was asked in Norwegian, the instructions were to draw a mark in the Norwegian column next to the correct question. However, if the pupil corrected themselves a horizontal line was to be drawn through the tally mark, and a new mark was to be made in the English column.

Prior to Step 3 in Phase 1, the teacher-researcher observed an EFL lesson in order to have baseline data on the pupils’ oral participation before implementing changes. The first lesson as well as the lessons with the implementations were set up using the five carousel stations mentioned above, however, the teamwork station was referred to as the games station in the lesson without any changes. Data was also planned to be collected through questionnaires and brief interviews. The pupils filled out the questionnaire before the start of phase 1 in order to have data on their own experiences with speaking in English before the start of the AR. The same questionnaire was conducted after step 3 of phase 1 was completed. Therefore, the questionnaires would be introduced after the second lesson. In addition, the second questionnaire was to be altered to include a few questions about the teamwork station and the implementation of the phrases. A questionnaire both before and after step 3 would allow for the data to be compared from before the changes were implemented and afterward in order to determine the effect of the implementations. In addition, it was decided to conduct interviews with four pupils. This was due to the recommendation of Bell (2007), who recommended pretesting the questions used in a questionnaire through interviews. Interviewing four pupils allowed insight into how the questionnaire was received and understood by the pupil participants. In addition, interviews provided data in regard to the pupils’ feelings towards speaking English aloud and how they felt about the new implementations.

#### 4.4.2.3 Step 3: Implementing the change and data collection

The first lesson started with the teacher-researcher introducing and writing the phrases mentioned above in step 2 on the whiteboard. Then the teacher-researcher said one phrase at a time, and the pupils repeated it, and lastly, the phrase was written on the whiteboard. The

teacher-researcher instructed the pupils to remember to use the phrases when asking both teachers as well as their peers.

Then the tasks on each carousel station were explained, and as predicted, the teamwork station had to be explained extensively. In addition to giving the instructions given above, the teacher-researcher instructed that the pupils were supposed to speak, ask questions, and answer in English. However, if they did not remember a word in English, they could replace the word with the same word in Norwegian and still say the rest of the phrase in English. A few pupils refused to participate in the activity when they were only allowed to speak in English. Therefore, the class was told that it was allowed to ask the pupil reading the riddle, “may I say it in Norwegian?” before asking the question in Norwegian. This allowed all the pupils to participate and practice some form of English oral participation.

Once the instructions were given, the teacher-researcher started the carousel and followed the first group out into the hallway, and observed the group while taking notes. The second teacher followed the instructions given about how to conduct the teacher station while observing and marking when pupils used the phrases seen in Table 3 either in English or in Norwegian. Every 12 minutes, the pupils were given the instruction to rotate stations, and therefore new groups were observed on both the teacher station and the teamwork station.

The following week the same EFL lesson was executed. The pupils had a different book as homework for the week, and they had more riddles left from the previous week. Therefore, the carousel tasks stayed the same. As an introduction, the teacher-researcher wrote down the same phrases on the whiteboard and modeled them the same way as from the week before. The teacher-researcher observed the pupils in the hallway while the second teacher focused on the tasks on the teacher station and observation. The data collection through observation was done in the same way. However, blank tables were used for marking in order to differentiate between the first lesson and the second lesson. The observations made observing the teamwork station were also written down separately from the observations from the previous week. Following the second lesson, the pupils filled out the second questionnaire, covered in section 3.10.2. Lastly, four pupils were chosen to participate in short interviews with the teacher-researcher regarding the questionnaire, their feelings toward the teamwork

station, the use of the phrases, and their personal experiences surrounding speaking English in the EFL lessons.

#### 3.8.3.4 Step 4: Review the Data

The fourth and final step of phase 1 is to review the data collected both before and after step 3. The data results from phase 1 are presented in section 4.2 and are compared to the results from phase 2 and reviewed in chapter 5.

### 3.9.3 Phase 2

#### 3.9.3.1 Step 1: Identifying a problem

After reviewing the data collected through questionnaires, observation, and interviews from before and during phase 1, the two problems emerged. The first became apparent through the interviews, where the pupils shared that they did not remember the phrases due to not being able to practice throughout the week. The second problem was discovered through observation of the teamwork station. The pupils reverted back to speaking Norwegian when they did not know the correct vocabulary for the task. Pupils who switched to using Norwegian words when they did not know the English equivalent kept speaking in Norwegian as opposed to switching back to English once the words in the sentence became more simple and more familiar.

#### 3.9.3.2 Step 2: Planning a Change

The first problem was the fact that the pupils did not remember the phrases due to not being able to practice throughout the week. A simple change for this was to hang the phrases up on the wall in the classroom in order for the phrases to be visible throughout the school year. This was inspired by a poster the teacher-researcher created when the pupils were in the 2nd grade. The poster contains call and response rhymes and has hung in the front of the classroom since then. The class is used to the teacher-researcher using these call and response rhymes when they are supposed to direct their focus to the teacher throughout a school day. The poster can be found in appendix 1. A similar poster was created with the English questions and the Norwegian translations that could be hung in the classroom. Pictures were added to the poster as well in order to provide visual scaffolding. However, due to copyright, the images were removed from the poster and added as appendix 2.

As mentioned above, the second problem was the lack of vocabulary scaffolding. This created a situation where the pupils reverted back to speaking Norwegian when they did not know the correct English vocabulary needed for the task on the teamwork station. This resulted in the teacher-researcher creating a speaking activity with enough vocabulary scaffold to where all the pupils could participate regardless of their English knowledge level. This, unfortunately, went against the aim of providing an example where implementing changes did not create excessive preparation and more work for the teacher. However, creating the task itself was not too time-consuming, and similar tasks were available online.

The teacher-researcher created 10 I like - statements the pupils were to agree or disagree with. The statements were simple, i.g. *I like the zoo*, *I like to go camping*, and *I like swimming*. In addition, the statements were created using vocabulary the pupils had practiced throughout 1st through 4th grade. The statements were on a piece of paper along with a picture representing the text to provide a visual aid for the pupils who were in need of additional scaffolding. Beneath the image, there were five vocabulary words that correlated with the text and which are often used when speaking about the subject. These words were listed along with the Norwegian translation in order to provide more scaffolding. I.g. I like to go camping, including the vocabulary: *tent*, *campfire*, *woods*, *fish*, and *sleeping bag*, along with the Norwegian equivalent. The task is shown in appendix 3. However, due to copyright, the images used are not present in the appendix.

The plan for the task was for one of the pupils in the group to read the first statement. They were then to state whether they agreed or disagreed with the statement using a full sentence, including the word *because* and the reasons behind their answer. I.g. "I like camping because I like to sleep in a tent." Then the other pupils in the station group were to ask the pupil one follow-up question each. The pupils were able to use the vocabulary words listed or ask questions freely.

In order to add scaffolding for the pupils in structuring the conversation, the teacher-researcher created a list of phrases and words which could aid in both the statements and the questions being asked. The Norwegian translations were also provided. This list can be found in appendix 4. Other than the change of the task on the teamwork station and the phrases being written on a poster and hung in the classroom, no other changes were planned for step 3 in phase 2.

### 3.9.3.3 Step 3: Implementing the Change and Data Collection

The first lesson in phase two started with the teacher-researcher hanging up the poster in the classroom. Then, the teacher-researcher said one phrase at a time, and the pupils repeated it in the same way as in phase 1. The teacher-researcher also reminded the pupils to remember to use the phrases when asking both teachers as well as their peers.

Then the tasks on each carousel station were explained, and similarly to phase 1, the teamwork station had to be explained in detail. In addition to giving the instructions, the teacher-researcher and the second teacher modeled the task by acting as pupils. Firstly the teacher-researcher made a statement, the second teacher asked a follow-up question, and the teacher-researcher answered it. In the first example modeled, phrases and words from both the statement papers and the list were used. The second time the roles were reversed, and the question being asked by the teacher-researcher did not use a vocabulary word from the list. This modeling session was improvised due to the pupils not completely understanding the task. Again, the teacher-researcher instructed that the pupils were supposed to speak, ask questions, and answer in English. However, if they did not remember a word in English, they could replace the word with the same word in Norwegian and still say the rest of the phrase in English.

The rest of the lesson followed the same structure as the first lesson in phase one. The second lesson in phase 2 was the same as the first lesson. However, due to the pupils having experience with the first lesson, there was no need for another explanation of the task on the teamwork station. This allowed time for the pupils to fill out the questionnaire. This third and last questionnaire was the same one as the second one. However, the name of the task changed according to the task on the teamwork station. Following the English lesson, the same four pupils were interviewed in the same manner as in phase 1.

### 3.9.3.4 Step 4: Review the Data

The data collected in step 3 was reviewed in step 4. The data results from phase 2 are presented in section 4.3 and are compared to the results from phase 1 and discussed in chapter 6.



### **3.10. Research Methods**

Data collection during this AR was done through mixed methods, meaning using a quantitative method through questionnaires and qualitative methods through observation and interviews. This also qualifies as classroom research due to the investigations using a classroom as the main research site (Dörnyei, 2007, p.176).

#### **3.10.1 Observation**

As stated throughout this thesis, data was collected through teacher observation. There were two purposes for the observation. The first aim of the observation was to observe if providing the pupils with an English translation to questions they regularly ask the teacher in Norwegian throughout the day would encourage them to practice their English oral skills in the EFL lessons. The other aim was to observe if the pupils' English verbal participation would increase by providing them with speaking activities in small groups while additionally providing scaffolding and instructions to only speak in English.

Due to this AR being classroom research, the types of observations can be divided into structured and unstructured classroom observations (Dörnyei, 2007). As mentioned in section 4.4.2.2, both the teacher-researcher and the second teacher observed if the pupils used the questions in either Norwegian or English throughout the lessons. The data was collected through tally marks on the table shown in Table 3 above. This is structured observation due to the nature of the observation involving a specific area of focus and with concrete observation categories (Dörnyei, 2007, p. 179). The concrete target of observation in this study was the pupils' use of the questions in focus. This method of structured observation is known as event sampling, which is defined by Dörnyei (2007) as entering "a tally mark against a category every time it occurs (p. 180). Event sampling provides data on the total recurrences of the incidents being observed, in this case whenever one of the questions was being asked by a pupil.

The teacher-researcher also collected data through unstructured observation. When observing the teamwork station, there were no clear guidelines for what to observe. Therefore, the teacher-researcher collected data they found relevant to the aims of the AR. The observations were written down by hand in a notebook (Dörnyei, 2007; Cohen et al., 2007).

The structured observation by the teacher-researcher and the second teacher was considered participant observation due to their participation throughout the lesson. The second teacher was a part of the activities on the teacher station, while both teachers were involved in the introduction and structural part of the lesson. However, the unstructured observation made by the teacher-researcher on the teamwork station was done without the observer being a part of the activities, and it was, therefore, a nonparticipant observation (Dörnyei, 2007). Morse and Richards (2002) stated that when conducting classroom observations it is nearly impossible for it to be a nonparticipant observation without any participation. This is due to the unpredictable settings of a classroom and the participants of the research being children as (as cited in Dörnyei, 2007, p. 179).

It must be acknowledged that the second observer and the researcher might have missed some phrases or words being spoken. As mentioned in section 4.4.2.2, the attempt of preventing oversight was to station one of the observers on the two carousel stations where speaking is allowed and encouraged and thereby achieving a higher chance of observing the pupils asking each other questions and recording the data. In addition, in AR the teacher is the researcher, but must also continue teaching, therefore, they can never be wholly non-participants.

### 3.10.2 Student questionnaires

The main form of data collection was pupil questionnaires. The questionnaires were electronic using Google Forms. The reason for choosing to use google forms as the main source of data collection was the school provides Chromebooks to all the pupils, and they have access to Google Forms. In addition, it has been used previously in other subjects to quiz the pupils, so they have knowledge of how it works. Collecting the data electronically also makes it more simple to be in control over as supposed to the questionnaire is on paper. The pupils answered a simple questionnaire prior to the first phase, after phase one, and after the second phase. This allowed for comparing and reflecting on the pupils' answers after each implementation. Three questionnaires were used. The first one, which the pupil participants answered prior to step 3 in phase 1, this one is provided in appendix 5. The second questionnaire conducted post step 3 in phase 1 is shown in appendix 6. The third questionnaire was done after step 3 in phase 2. This one is in appendix 7. The questionnaires were in Norwegian in order for the pupils to fully understand the questions and answer

alternatives. However, the questions are shown in both Norwegian as well as translated into English in the appendixes.

As mentioned in section 2.2, Action Research, data collection is a stage in AR. Data can be collected through various methods. When children are participating in the study, there are variables that have to be taken into consideration when planning the data collection methods. While collecting data through observations, individual learner differences will be observed. However, situations that are irrelevant to the research study are not collected as written data. The interview questions can easily be adapted and altered in both wording and tone of voice throughout the interview in order to adapt to the individual pupils' needs. However, when asking the pupil participants to answer a questionnaire, there is a need for careful planning and designing in order for the children to understand the questionnaire and to answer the questions to the best of their ability.

According to Bell (2007), questionnaires are a reliable source of data collection. However, children the age of seven to ten need vast amounts of adaptations compared to children aged eleven and over. Bell (2007) states that an appropriately worded question will prompt respondents to go through four cognitive stages. Firstly, the pupil will comprehend the question. This is done by phrasing the questions using simple wording according to the pupils' knowledge level. The terminology used needs to be within the learner's innermost area in the ZPD theory. See Figure 3 above for reference. Adapting the questions to the pupils' knowledge level allows them to understand both the terms used as well as the task they are being asked to perform in order to answer the question. The second step is for the respondents to then retrieve the required information from memory in order to answer the question. Thirdly, they judge the information retrieved to answer the question. The fourth and last step is for the respondents to communicate their responses. In the final step, they may change their initial answer. This occurs if they feel their original answer portrays them in a negative light and the answer is changed into something which is believed to make the respondents appear more competent (Bell, 2007; Borgers et al., 2000).

In order to make the questionnaires easier for children to comprehend, Bell (2007) highlights the importance of designing the questionnaire in order to produce better quality responses. Quality responses occur when the questions lead the child to go through the four cognitive

stages mentioned above. Bell (2007) created a few key points to follow when designing the questionnaire. It is important to keep the questions short and simple. Due to the amount of time children use to process information, it is occasionally an advantage to implement a short introductory text consisting of precise, short sentences (Borgers et al., 2000; Borgers & Hox, 2000, as cited in Bell, 2007, p. 463). Adding an introduction adds clarity to the respondent, and Bell (2007) states that “clarity need not be sacrificed for the sake of extra thinking time” (p.463). In order to reduce thinking time and keep the questions simple, they cannot have a complex structure or be hypothetical. In addition, when creating questionnaires for children, negative questions should not be included, and one should not phrase the questions to where it contains two questions in one.

In addition to designing the questions in an appropriate manner, it is important to acknowledge that children do not evoke memories as efficiently as adults are able to. Therefore it is important to conduct the questionnaire as close to the events in question as possible. In addition, when asking children about their behavior, it is more efficient to add a short timeline compared to asking open questions referring to time in general (Bell, 2007).

Quality responses rely on the phrasing of the questions as well as on the construction of answer options. It is common to use scaled responses in questionnaires designed for adults. However, the scale needs to be adapted when the respondents are children. The answer options need to be adapted to the type of question on the questionnaire. For example, when the respondents are asked for their opinion on a statement. Bell (2007) specified the example of a partially labeled scale often used when the target respondents are adults. In this scenario, there is often a scale from one to ten, where one represents being dissatisfied, displeased, or feeling negative towards the statement while ten refers to the opposite side of the specter, being satisfied, pleased, or positive. Borgers & Hox (2000, as cited in Bell, 2007, p.465) state that a numbered scale is more complicated for children to interpret than a scale labeled using words or phrases. A partially labeled scale leaves the options between one and ten up for interpretation, which is potentially difficult for young children to understand or to judge correctly. Therefore, a fully labeled scale is more appropriate when it comes to designing a questionnaire for children (Borgers et al., 2003, as cited in Bell, 2007, p. 465).

According to Borgers & Hox (2000, as cited in Bell, 2007, p. 465), multiple response questions result in lesser quality data when children are the respondents of the questionnaire. One of the reasons is that some children avoid unnecessary effort and in turn, do not read the options. This can lead to random selections of answers. In addition, there is a possibility that the child reads the first few options, and if one of the options located at the top looks fitting, the child chooses that one without reading the options below. Bell (2007, p.465) recommends using yes/no answers when possible but states that three to four optional answers are appropriate when designing multiple-choice questionnaires geared towards children under the age of 11.

Even if the questionnaire is designed to contain all the key points listed above, there are still factors that implement the quality of the data when the respondents are young children. Bell (2007) mentions boredom as one of these factors, and Borges et al. (2000) note that children may lose motivation to complete the task. However, this risk can be decreased by making the questions short, interesting, and attractive. One way of doing this is implementing visual images throughout the questionnaire, and this should be done whenever possible. Visual stimuli make the questionnaire more appealing to children (Borges et al., 2000). In addition, smiley faces or emojis both in the questions and answers can help the children focus on the questionnaire as well as provide visual aids when linked to the text (Scott et al., 1995, cited in Bell, 2007, p. 465).

Bell (2007) recommends pretesting the questions using interviews. This is to provide knowledge on the sturdiness of the questions. Pretesting the questions will show which questions work for the particular age group, as well as which questions need to be rephrased or cut from the questionnaire completely. The issue which can occur when a child is interviewed by an adult face-to-face is that the child may take a specific view of the interview. The child may become nervous due to believing that the adult knows the correct answers to the questions and therefore end up solely agreeing with the adult. This can be avoided by not phrasing the questions in a suggestive manner. This issue can appear when the child responds to the questionnaire as well. However, Bell (2007) highlights the tendency that young children often want to please adults by answering what the child believes that the adult wants them to respond. The respondent may result to answering the question in a way that

portrays them in a positive light. Therefore, the question should not be phrased in a manner that allows the child to answer in a way in order to please or impress the adult.

The three questionnaires are composed of behavioral questions and attitudinal questions. This is because the teacher-researcher has been teaching the pupil participants for a while and has known the pupils for almost three years. There is no need for factual questions due to the teacher-researcher already being in possession of the factual information needed. Examples of information being found through using factual questions are the participants' age, their language learning history, or their amount of time spent in an EFL classroom (Dörnyei, 2007, p.102)

Behavioral questions are used to gather information on what the respondents have been doing in the past or their personal history, in this case, in the EFL classroom (Dörnyei, 2007, p.102). One example of a behavioral question that is continued throughout the three questionnaires is: *do you speak English on the games station?* In the first questionnaire, the question was used to determine if the pupils' used English on the station in the hallway when the teacher was not present. In the second and third questionnaires, the phrasing of the question changed to *did you speak English on the teamwork station?* This rephrasing allowed for data on if the pupils spoke English on the teamwork station after the implementations in phases 1 and 2. The data collected through repeating this behavioral question provided information that helped answer the subquestion: *Does implementing a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?* When people report what they do, the results may not reflect actual behavior. This is one disadvantage of questionnaires when behavior is being studied.

The aim of using attitudinal questions is to collect data on the respondents' feelings, opinions, and thoughts (Dörnyei, 2007, p.102). Figure 5 below shows one attitudinal question using a check all-that-apply answer method. This allows for the pupil respondents to express their personal thoughts and feelings toward speaking in English.

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**Hvordan føler du deg når du snakker engelsk? (How do you feel when you are speaking English?)**

Velg alle svarene som passer for deg og skriv et svar i "annet" dersom du kommer på noe mer. (Select all options which apply to you and write in "other" if there is something else you can think of.)

- Jeg blir klam / svett (I become clammy / sweaty)
- Glad (Happy)
- Redd (Scared)
- Nervøs (Nervous)
- Tørr i munnen (Dry mouth)
- Spent (Excited)
- Smart (smart)
- Dum (Stupid)
- Jeg føler meg helt som vanlig (I feel like I normally feel)
- Annet...

**Figure 5.** “Attitudinal question from questionnaire.” Own work.

Horwitz et al. (1986) reported that learners with FLA often report that they are afraid to speak a foreign language. The learners also reject positive statements related to language learning. Having a question where the pupils had to select which situations and emotions applied to them while they were speaking English allowed for an understanding of if some of the pupils suffered FLA. Horwitz et al. suggested that teachers should explore the potential that FLA is causing a lack of oral participation. The pupils are too young to understand the concept of FLA. However, they are familiar with the feeling of being *scared* or *nervous*. They are also able to answer if they experience having a dry mouth or clammy hands when they are expected to speak in English.

The reliability of Check-all-that-apply questions is questionable. This is due to the respondents tend not to read all the answer options but focus on the options located closer to the top (Dillman et al., 1999 as cited in Cohen et al., 2007, p.227). Borgers & Hox (2000, as

cited in Bell, 2007, p. 465) also support the statement that multiple response questions result in lesser quality data, especially when the respondents are children.

Borgers & Hox (2000, as cited in Bell, 2007, p. 465) state that children often read the first few options and then chooses one of those without reading the options below. It is recommended to only use three to four answers when children under 11 are answering multiple-choice questions (Bell, 2007). All the questions in the questionnaire have three to four answer options apart from the question shown above in Figure 5. However, in order to collect data to answer the research question: *will increasing the amount of pupil oral participation in EFL decrease the pupils speaking anxiety or improve their language learning motivation?* there was a need to understand the pupils' feelings towards speaking English. Due to the respondents being children, having them write their feelings could provide less data due to them not being able to know how to properly express their worries or feelings. Cohen et al. (2007) suggest creating simple questions where the respondents click their answers. They highlight the importance of not adding many open-ended questions where the respondents have to type in their own questions. Therefore, adding the question in Figure 5 was deemed the most appropriate and effective way to understand if any of the pupils suffered from FLA or if their feelings toward speaking English would change throughout the AR. The pupils' response was, in addition, checked through the short interviews. This created a greater understanding of the question's reliability,

Dillman et al. (1999 as cited in Cohen et al., 2007, p. 228) recommended having the instructions for how to answer the question next to the question. Therefore, in addition to giving oral instructions to the pupils prior to them starting the survey and instructions being at the top of the questionnaire, the instructions: *select all options which apply to you and write in "other" if there is something else you can think of* was written below the question in Figure 5. This was the only question with different instructions from the rest of the questions on the questionnaire, and it was important for the pupils to understand that they were allowed to select more than one option.

The other questions were mostly yes/no questions, and Bell (2007, p.465) recommends using yes/no answers when possible. It is also important to add an option that allows the respondents not to answer. Adding an *I do not know* - option allows for the pupils to skip the



question, allowing them to complete the questionnaire (Bell, 2007; Cohen et al., 2007; Dillman et al., 1999, as cited in Cohen et al., 2007, p. 228). Due to working with children, the teacher-researcher is aware that if some pupils were to become frustrated over not knowing an answer or not wanting to answer a specific question, there was a high possibility of them refusing to further participate in the questionnaire. In addition, an option in the middle of yes and no was added. Throughout the questionnaire, the middle answer option was *sometimes*. This is due to the pupils' perception of their own experiences not being complete yes or no, but they might find themselves being able to answer both in various circumstances. However, the respondents being aged nine and ten, adding a scaled answer would be ineffective (Bell, 2007; Borgers & Hox, 2000 as cited in Bell, 2007, p. 465). By not adding more options, the information provided from the questionnaire responses will be less detailed and informative. Yet, it allows for some information related to the pupils' EFL oral participation, which is the main aim of the questionnaires.

The pupils' answers to the questionnaires will not be entirely reliable due to instances such as the pupils misreading the questions, not double-checking the answers, the pupils having a bad day, or not paying attention to the instructions. The teacher explained the questions of the questionnaire thoroughly beforehand by showing the questionnaire on the SmartBoard in order for an inaccuracy to be prevented. This also allowed the pupils to ask questions in regard to the questionnaire and provided an opportunity for them to withdraw from the study. In addition, the results might be due to other variables than the ones which were planned out and implemented throughout the AR.

### 3.10.3 Interviews

Four pupils were selected to participate in short interviews. The interviews were conducted by the teacher-researcher, and the participants' answers were written down in a notebook. The interviews were anonymous, and the pupils' names were not written on any of the data material. The four pupils were selected by the teacher-researcher. In the observation of an EFL lesson previous to step 3 in phase 1, four pupils that did not practice their EFL oral skills throughout the lesson were chosen. The pupils were asked if they wanted to participate previously to starting step 3. They all agreed to be interview participants. Two of the participants were girls, and two were boys. In addition, they had various EFL knowledge levels, placing them in separate carousel groups.

The interview was done through a guided approach. An interview guide approach is when the topics in the interview are specified in advance of conducting the interview, and the sequence of questions is predetermined. The interviews are conversational and situational, similar to the informal, casual approach. However, creating an outline of the interview topics and questions increases the comprehensiveness of the data and creates a systematic data collection compared to when conducting an informal conversational interview (Cohen et al., 2007, p.355). This is also called a semi-structured interview which is known as a compromise between structured and unstructured interviews. Dörnyei (2007) mentioned that a semi-structured interview is suitable for situations where the teacher-researcher had an adequate understanding of the situation surrounding the interview. This being AR, the semi-structured interview would be an appropriate method of data collection. The questions were, as mentioned above, created in advance. However, it was possible to change and add to the questions depending on the participants' answers. This was planned in order to not limit the respondents' answers but also for the teacher-researcher to be able to ask questions in order to clarify the responses. In this type of interview, the interviewer will ask the same questions to all participants, although the words and order can be adapted to fit the individual participant's needs (Dörnyei, 2007, p.136).

The interviews were qualitative due to consisting of open-ended questions. The aim of the questions was to receive explanations from the participants on the information received through the data collected through observation and questionnaires. In addition, it was an aim to understand the participants' perspectives, opinions, and experiences on the implementations conducted through the AR (Cohen et al., 2007, p.355).

When conducting the interviews, it was essential to ensure that the participant was comfortable in order to receive high-quality data. And the reliability of the data might rely on other factors, including the memory and honesty of the participant (Cohen et al., 2007). Precautions had to be taken to avoid outside disturbances and minimize distractions. This includes allowing the participant to be alone, avoiding asking awkward questions, jumping from one topic to another, making sure there was no one to interrupt the interview, or ending the interview ahead of time. In addition, the teacher-researcher had to appear to be interested and not show signs of approval or disapproval, follow the outline of the interview, and stay on

topic (Arksey & Knight, 1999 as cited in Cohen et al., 2007, pp. 364; Field & Morse, 1989, as cited in Cohen et al., 2007, pp. 363-364).

The interview questions are added in appendix 8 as well as listed below.

Seven questions were planned with a focus on the teamwork station in order to provide the pupils' point of view into the subquestion: *does implementing a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?*

1. How do you think it went on the teamwork station?
2. Did you speak English on the teamwork station?
3. Did you use Norwegian words on the teamwork station?
4. Did the other pupils in your group speak English on the teamwork station?
5. Do you want to participate in similar tasks again?
6. Was it fun?
7. Did this activity help you practice your English oral skills?

Three questions referred to the implementation of the common questions in English and provided information for two of the subquestions.

1. Did you ask any of the questions in English?
2. Did you ask any of the questions in Norwegian?
3. Do you think the questions help you speak more English in the EFL lessons?

The pupils' answers to these three questions allowed insight into the subquestions: *does the implementation of basic commonly used phrases in English lead to an increase in English verbal participation in the classroom?* and *“does the implementation of basic commonly used phrases in English lead to a decrease in Norwegian being spoken in the EFL classroom?*

The interviews were conducted in order to get a brief understanding of the pupils' reasoning as to why they were reluctant to speak English in the EFL classroom as well as if they believed that the new implementations affected their oral participation. Asking the pupils the questions listed above-provided information for answering the research question: *how can action research be used to increase 4th-grade pupils' oral participation in EFL lessons?*

Two questions were also added to the interview outline in order to further research if the pupils suffer from FLA.

1. Are you now, or have you been scared to speak in English?
2. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

The information also allowed the teacher-researcher to answer the research question: *will increasing the amount of pupil oral participation in EFL decrease the pupils' speaking anxiety or improve their language learning motivation?*

In the second interview, three questions were added in order to see the effects of the items provided for scaffolding in phase 2. The questions were:

1. Did the images help you with speaking English?
2. Did you use the conversation guide?
3. Did you use the vocabulary words?

In addition to the questions found in the appendix, the teacher-researcher asked a final closing question after each interview. This created a situation where the participant had the final say. The importance of allowing this was highlighted by Dörnyei (2007), who claimed that “several scholars have noted in the literature the richness of the data that simple closing questions such as the following ones can yield” (p. 138). These questions were “is there anything else you would like to add?” (Dörnyei, 2007, p. 138) and “what should I have asked you that I didn't think to ask?” (Dörnyei, 2007, p. 138). The final closing question asked by the teacher-researcher was, *is there anything else you want to mention or talk about?*

### **3.11 Ethical issues and considerations**

#### **3.11.1 NSD**

The participants of this study were underage. Therefore a parent or a guardian's approval was needed for the pupils to be able to participate in both answering the questionnaires, and taking part in interviews and for them to be observed by the researcher. The questionnaires were electronic, and due to the pupils using government-provided Chromebooks on public wifi, they could possibly be identified through the IP addresses. Therefore, NSD had to approve the study. The NSD approval for the study can be found in appendix 9. In addition, the guardian's approval for the pupils' participation in the study was acquired through a letter,

which can be found in appendix 10. The researcher is the pupils' primary teacher and was present in the classroom throughout the entirety of the study. Therefore, when the pupils answered the questionnaires they were reminded that it is voluntary and they could decide not to participate at any time. The second teacher, which was assisting throughout the study, was present during the lessons as well. This is a teacher working in the school whom the pupils know well. The second teacher's role was only to observe the pupils' oral communication on the teamwork station.

### 3.11.2 Curriculum

One of the ethical issues under consideration was how to perform a study without deferring from the original 4th grade English curriculum. In addition, in the school where this study was performed, the lessons are set up in the form of a carousel, as described in section 3.3. Therefore, the main focus was to implement small changes which would still accommodate the carousel method as well as the main aims of each of the various stations. In addition, there are five stations in each lesson, and changes were only implemented on the carousel station designed to encourage oral communication. One guiding principle was that the study should in no way interfere with the delivery of the curriculum or disrupt learning in any way.

## 4. Results

### 4.1 Introduction

The data collected through observation, questionnaires, and interviews throughout this AR is provided below.

### 4.2 Phase 1

#### 4.2.1 Observation

The observations made by the teacher-researcher and the second teacher in regard to the questions are shown below. Once one of the questions was asked in either Norwegian or English, the teacher made a tally mark in the correct column. The number of times the questions were asked by the pupils in the first lesson is displayed in Table 4, and Table 5 shows the amount from the second lesson. The tally marks from the teacher-researcher and the second teacher were combined in the Tables below.

Questions	English	Norwegian
“May I go to the bathroom?”	1	2(1)
“May I get my pencil case?”	1	3(1)
“May I go get a drink of water?”		1
“How do you spell...?”	1	3(1)
“What am I supposed to do?”		2
“Can you help me, please?”	3	5
“May I say it in Norwegian?”	4	

**Table 4.** “The number of times the questions were asked by the pupils in the first lesson” Own work.

As stated in section 4.4.2.2, the teacher responded with “I’m sorry, what did you say?” if one of the questions was asked in Norwegian. This led to a horizontal line being drawn through the tally mark in the Norwegian column, and a new mark was made in the English column if

the pupil asked the question one more time but in English. The pupil asked the question in English after having asked it in Norwegian occurred three times in the first lesson. Once for “may I go to the bathroom?”, “may I get my pencil case?” and “how do you spell...?” These three are counted as asking the questions in English, but the crossed tally marks are represented in the Norwegian Column in parentheses in both Table 4 and Table 5.

Questions	English	Norwegian
“May I go to the bathroom?”	3	1(1)
“May I get my pencil case?”	3	1(2)
“May I go get a drink of water?”		2
“How do you spell...?”	2	1
“What am I supposed to do?”		1
“Can you help me, please?”	4	1(1)
“May I say it in Norwegian?”	7	

**Table 5.** “The number of times the questions were asked by the pupils in the second lesson” Own work.

The unstructured observation was conducted by the teacher-researcher on the teamwork station. The notes which were taken during the observation of both lessons are presented in Table 6 below.

Group and Activity	1st Lesson	2nd Lesson
1 “Riddle me this”	All pupils spoke English first. One pupil decided to not participate. “I can help you å forstå” (substituted “to understand” with Norwegian equivalent). Two pupils started to talk to each other in Norwegian about what they were going to do after school. One	The pupils worked better as a team this time. Many words and phrases were substituted with the Norwegian equivalent, but mostly English was spoken. The pupil which did not participate in the previous lesson tried to be a part of it this time but looked

	pupil was frustrated and started to yell in Norwegian for them to participate. Bad teamwork. Most guesses are in Norwegian. The readers answered yes or no in English.	frustrated and refused to speak in English. Guessed only in Norwegian, which caused the others to only guess in Norwegian too. Readers answered both yes, no, “ja”, “nei” and used “mhm” sound.
2 “Riddle me this”	As soon as the group arrived in the hallway, the conversations began in Norwegian. They only read the riddles in English. The rest of the conversation was in Norwegian.	One of the pupils reminded the group to speak in English (in Norwegian). The group ignored the pupil, and the conversations, apart from reading the riddles, were in Norwegian.
3 “What am I?”	The group spoke in English throughout the station, apart from a few words and sentences being spoken in Norwegian. The group reminded each other to speak in English when someone started to speak in Norwegian. Found the riddles to be difficult. Asked the teacher-researcher, “what is X in English?” 4 times. The teacher told them but did not involve themselves more in the conversation.	Similar to the first lesson. One pupil asked the teacher-researcher to go to the bathroom in Norwegian, and instead of repeating the question in English, the pupil just went. More Norwegian was spoken during the teamwork station in the 2nd lesson due to two pupils starting to fight and therefore screaming at each other in Norwegian. The teacher-researcher had to stop the fight, and therefore less time was spent speaking in English.
4 “Riddle me this”	The group started speaking English to each other. Every member of this group speaks very well and has a wide vocabulary. One pupil replaced an English word with the Norwegian equivalent. This led to the pupil finishing the question in Norwegian, the second pupil answering in Norwegian, and from there, everyone spoke Norwegian for the remainder of the lesson.	The group spoke English, and there was almost no Norwegian spoken all through the station. One pupil asked a question in Norwegian, but the other pupils reminded them to only speak in English.
5 “What am I?”	This group acted similarly to the second group because as soon as the group arrived in the hallway the conversations began in Norwegian. They only read two of the riddles. The riddles were read aloud in English. However, the rest of the conversation was in Norwegian. After two riddles, the pupils had to go take a drink, go to the bathroom, or wanted to look inside the teacher-researchers notebook. The pupils lost focus very early and spent	The group that participated in the activity throughout the time of the station. Two of the pupils tried to converse in English, while the other three only spoke in Norwegian. This caused the two speaking English to give up and start speaking in Norwegian as well. The readers were good at answering yes or no to the questions being asked, even if they were asked in Norwegian.



	the rest of the time at the station conversing with each other in Norwegian.	
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**Table 6.** “The observations from the teamwork station phase 1” Own work.

#### 4.2.2 Questionnaires

The results from questionnaire one are presented in Table 7 and Table 8, where the number of the pupils' answers are written in the corresponding column. 23 out of 24 pupils participated in the first questionnaire.

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>	<b>I don't know</b>
1. Do you like to speak English?	14/23	3/23	6/23	0/23
2. Do you feel comfortable speaking English in front of your teacher?	17/23	1/23	4/23	1/23
3. Do you feel comfortable speaking English in front of your peers?	9/23	6/23	7/23	1/23
	<b>Yes</b>	<b>Most of the time</b>	<b>Rarely</b>	<b>No</b>
4. Do you understand when your teacher or others speak in English?	19/23	3/23	1/23	0/23
	<b>Yes</b>	<b>A little Norwegian and a little English</b>		<b>No</b>
5. Do you speak English with your teacher in English lessons?	4/23	19/23		0/23
6. Do you speak English with your peers in English lessons?	2/23	12/23		9/23
7. Do you speak English	0/23	20/23		3/23

at the games station?			
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**Table 7.** “Answers on question 1-7 from questionnaire 1.” Own work.

How do you feel when you are speaking English?	Pupil answers
I become clammy/sweaty)	8/23
Happy	11/23
Scared	3/23
Nervous	17/23
Dry mouth	4/23
Excited	7/23
Smart	12/23
Stupid	6/23
I feel like I normally feel	6/23
Other: Written responses with English translation in parentheses	“Det er enkelt” (it is easy) “Vanskelig” (Difficult) “Jeg liker å snakke engelsk”(I like to speak English)

**Table 8.** “Answers on question 8 from questionnaire 1.” Own work.

The results from questionnaire 2 are presented in Tables 9, 10, and 11 below. The number of the pupils' answers is written in the corresponding column. 23 out of 24 pupils participated in the second questionnaire.

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Other</b>
1. Did you enjoy the activity on the teamwork station?	10/23	13/23	“Kjedelig”(Boring) “Var for vanskelig” (It was too difficult) “Vi samarbeidet ikke bra” (We did not work well as a team)
	<b>It was too hard</b>	<b>It was too simple</b>	<b>The task was perfect for me</b>
2. How was the activity on the teamwork station?	7/23	5/23	11/23

**Table 9.** “Answers on question 1-2 from questionnaire 2.” Own work.

	<b>Yes, I only spoke in English</b>	<b>I spoke in English, but I had to use some Norwegian words</b>	<b>A little Norwegian and a little English</b>	<b>No, I only spoke in Norwegian</b>
3. Did you speak English on the teamwork station?	3/23	4/23	14/23	2/23
	<b>Yes</b>	<b>No</b>	<b>I used the questions more this week than in the first</b>	<b>I used the questions more in the first week than this week</b>
4. Did you ask any of the questions from the whiteboard in English?	17/23	5/23	1/23	0/23
	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>	<b>I don't know</b>
5. Do you like to speak English?	14/23	2/23	7/23	0/23

6. Do you feel comfortable speaking English in front of your teacher?	20/23	0/23	1/23	2/23
7. Do you feel comfortable speaking English in front of your peers?	6/23	3/23	12/23	2/23

**Table 10.** “Answers on question 3-7 from questionnaire 2.” Own work.

How do you feel when you are speaking English?	Pupil answers
I become clammy/sweaty)	10/23
Happy	10/23
Scared	3/23
Nervous	14/23
Dry mouth	3/23
Excited	6/23
Smart	15/23
Stupid	5/23
I feel like I normally feel	2/23
Other: Written responses with English translation in parentheses	“Det var vanskelig å snakke engelsk med de andre fordi de tullet og ville ikke snakke engelsk” (It was hard to speak in English with the other pupils because they were messing around and did not want to speak English”

**Table 11.** “Answers on question 8 from questionnaire 2.” Own work.

### 4.2.3 Interviews

The interviews were conducted on four pupils. They are called participants 1, 2, 3, and 4. Their given number correlates with the group number from Table 6. Participant 1 was in group 1 in the carousel rotation, participant 2 in group 2, and so on. In some of the interviews, the questions were answered by the pupil prior to asking the question. Therefore, the teacher-researcher skipped questions during the interview. In addition, if questions were added during the interview to clarify answers, the questions are added below the original question and marked by a).

#### 4.2.3.1 Interview Participant 1

1. How do you think it went on the teamwork station?

“I don’t know. We argued last time. This time it was ok, but we did not speak English as you told us to. We spoke Norwegian.”

2. Did you speak English on the teamwork station?

3. Did you use Norwegian words on the teamwork station?

4. Did the other pupils in your group speak English on the teamwork station?

5. Do you want to participate in similar tasks again?

“Yes, but I want to work with someone else.”

6. Was it fun?

“Yes. It was fun. I liked to read the riddle, but I was angry when the others did not ask questions.”

7. Did this activity help you practice your English oral skills?

“No, I practiced reading aloud”

8. Did you ask any of the questions in English?

“Yes, I asked may I go to the bathroom”

9. Did you ask any of the questions in Norwegian?

“I asked to go to the bathroom first, but then I remembered to say may I go to the bathroom, so I asked in both Norwegian and English.

10. Do you think the questions help you speak more English in the EFL lessons?

“Yes.”

11. Are you now, or have you been scared to speak in English?

“No. Maybe when I was in 1st grade, but I don’t remember.”

12. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

“It is easy, but I forget sometimes. It is easy when you remind me to speak English, but it is easier to speak Norwegian.

A. Why do you think you forget to speak English and speak Norwegian instead?

“I think because I know more of the words in Norwegian, and I am used to it.”

13. Is there anything else you want to mention or talk about?

“Can I talk to you like this again?”

“Can we change station groups? Mine always argues”

#### 4.2.3.2 Interview Participant 2

1. How do you think it went on the teamwork station?

“It was fun”

a) Why was it fun?

“Because I like riddles and to work with my group”

2. Did you speak English on the teamwork station?

“No”

3. Did you use Norwegian words on the teamwork station?

“Yes”

4. Did the other pupils in your group speak English on the teamwork station?

“No”

5. Do you want to participate in similar tasks again?

“Yes”

6. Was it fun?

7. Did this activity help you practice your English oral skills?

“No”

8. Did you ask any of the questions in English?

“No”

9. Did you ask any of the questions in Norwegian?

“I don’t remember.”

10. Do you think the questions help you speak more English in the EFL lessons?

“No, because I did not remember it.”

11. Are you now, or have you been scared to speak in English?

“No. But I don’t like it”

a) Why do you not like it?

“Because I don’t.”

12. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

“No”

13. Is there anything else you want to mention or talk about?

“No”

#### 4.2.3.3 Interview Participant 3

1. How do you think it went on the teamwork station?

“I think it was difficult. It was fun to do riddles, but this time they argued again. The rest of us worked well together. When we didn’t know something, we helped each other.”

2. Did you speak English on the teamwork station?

“Yes, a lot of English!”

3. Did you use Norwegian words on the teamwork station?

“A little bit when I did not know the words, but the others helped me and I helped them”

4. Did the other pupils in your group speak English on the teamwork station?

“Yes, we spoke English to each other.”

5. Do you want to participate in similar tasks again?

“Yes, please! Can we do it every week?”

6. Was it fun?

“Yes. Yes. Yes.”

7. Did this activity help you practice your English oral skills?

“Yes, I practiced a lot. I want to do this more”

8. Did you ask any of the questions in English?

“Yes.”

9. Did you ask any of the questions in Norwegian?

“No”

10. Do you think the questions help you speak more English in the EFL lessons?



“Yes, but I need to remember them. Do you always write it on the board, or can I have a paper with all the questions so that I can practice?”

11. Are you now, or have you been scared to speak in English?

“Yes, sometimes, but today was not scary. It is a little embarrassing if I make a mistake.” .

12. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

“Yes, you are a good teacher, and I am getting better at speaking English”

13. Is there anything else you want to mention or talk about?

“No, yes, can we do riddles next week too?”

#### 4.2.3.4 Interview Participant 4

1. How do you think it went on the teamwork station?

“I think we spoke English more than we have before. We usually speak in Norwegian to each other. It was fun that everyone participated.”

2. Did you speak English on the teamwork station?

“Yes!”

3. Did you use Norwegian words on the teamwork station?

“No, last time we spoke in Norwegian, but this time I only spoke English”

4. Did the other pupils in your group speak English on the teamwork station?

“Yes, everybody did. It was fun”

5. Do you want to participate in similar tasks again?

“Yes, but I would prefer to do riddles in Norwegian”

6. Was it fun?

“Yes.”

7. Did this activity help you practice your English oral skills?

“Yes, I think I spoke more today than ever in English.”

8. Did you ask any of the questions in English?

“Yes, I asked to go to the bathroom and when I needed to get my pencil case”

9. Did you ask any of the questions in Norwegian?

“I don’t remember. I don’t think so.”

10. Do you think the questions help you speak more English in the EFL lessons?

“Yes, because I always ask in Norwegian, and if I ask in English, I speak more English.”

11. Are you now, or have you been scared to speak in English?

“Yes, but not now.”

12. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

“Yes.”

13. Is there anything else you want to mention or talk about?

“No”

## 4.3 Phase 2

### 4.3.1 Observation

Table 12 provides the number of times the pupils’ used the questions in English or Norwegian in the first lesson of phase 2. Table 13 presents the same information but from observations in the second lesson of phase 2.

Questions	English	Norwegian
“May I go to the bathroom?”	3	(1)
“May I get my pencil case?”	3	(2)

“May I go get a drink of water?”	1	1
“How do you spell...?”	1	
“What am I supposed to do?”	1	
“Can you help me, please?”	3	1(1)
“May I say it in Norwegian?”	10	

**Table 12.** “The number of times the questions were asked by the pupils in the first lesson” Own work.

Questions	English	Norwegian
“May I go to the bathroom?”	4	
“May I get my pencil case?”	2	
“May I go get a drink of water?”	3	(1)
“How do you spell...?”	2	
“What am I supposed to do?”		
“Can you help me, please?”	3	
“May I say it in Norwegian?”	8	

**Table 13.** “The number of times the questions were asked by the pupils in the second lesson” Own work.

Table 14 presents the notes which were taken during the unstructured observation of the teamwork station. The data from both lessons from phase 2 are shown below. The main difference between the teamwork station in phase 1 and phase 2 is that every group had the same task in phase 2.

Group	1st Lesson	2nd Lesson
1	The pupils appeared excited to start the task. The first pupil read the statement, and the pupils listened and were engaged in the conversation. Everyone in the group participated in the conversation in English. They did not look at the conversation scaffolding guide but did implement the vocabulary words in their questions and answers.	The pupils were eager to start the task this time as well, and they used the vocabulary words when asking questions. One pupil appeared to not listen to the conversation. However, when it was their turn, they asked questions related to the statement, which contained words that were not listed as vocabulary words. The observation of the pupil being uninterested turned out to be the pupil thinking about which question to ask.
2	The pupils in the second group were more insecure than the pupils in the other groups. They used the conversation guide to help structure their statements, questions, and answers. However, they spoke for the most part in English. They relied heavily on vocabulary words and pictures to speak.	Two of the pupils used the conversation guide in order to structure their statements and questions. However, the other two pupils did not use it this time. They all still implemented the vocabulary words in their questions and statements.
3	The third group did not speak a single word in Norwegian. They used the conversation guide, vocabulary words, and images for support. One pupil even asked their peers for help by pointing to an item on the picture and asking them to say what it is in English. Then the pupil implemented the word in a question.	The pupils spoke English throughout the duration of the station. However, one pupil asked the teacher-researcher to get a drink of water in Norwegian. When the response was “I’m sorry, what did you say?” the pupil immediately asked “May I go get a drink of water?” in English instead.
4	The pupils spoke English for the most part, but a few words and some short phrases were spoken in Norwegian. Whenever a pupil spoke in Norwegian, the other pupils in the group provided the English translation. This group did not use the scaffolding tools available, but they helped each other when necessary.	The group spoke English but somehow ended up in a discussion on a particular zoo they all have visited due to arriving at the statement: I like to go to the zoo. The pupils then had a full-on conversation in English. Even though they did not complete the task, they completed the aim of the station, which is to practice their oral skills.
5	They used the conversation guide, vocabulary words, and images to structure their statements, questions, and answers. This group spoke mostly Norwegian but asked the questions in	The pupils spoke more English on the teamwork station in the second lesson. Norwegian was spoken throughout, but there was more English vocabulary being spoken by most of

	English. One pupil refused to participate in the task, and the other participants then completed the task in Norwegian, implementing a few phrases and the vocabulary words in English into the conversation.	the pupils. The pupil who did not participate in the first lesson refused to participate at the beginning of this station as well, but as the conversation between the other pupils turned into laughing, the pupil decided to participate. The pupil spoke only in English which lead to every single pupil speaking in English for the rest of the task. When they did not remember a word, they would ask in Norwegian what the English word was but would then continue speaking in English once they knew the vocabulary.
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**Table 14.** “The observations from the teamwork station phase 2” Own work.

#### 4.3.2 Questionnaires

The results from questionnaire three are presented in Tables 15, 16, and 17. 24 out of 24 pupils participated in the first questionnaire.

<b>Question</b>	<b>Yes</b>	<b>No</b>	<b>Other</b>
1. Did you enjoy the activity on the teamwork station?	23/24	1/23	
	<b>It was too hard</b>	<b>It was too simple</b>	<b>The task was perfect for me</b>
2. How was the activity on the teamwork station?	2/24	3/24	19/24

**Table 15.** “Answers on question 1-2 from questionnaire 3.” Own work.

	<b>Yes, I only spoke in English</b>	<b>I spoke in English, but I had to use some Norwegian words</b>	<b>A little Norwegian and a little English</b>	<b>No, I only spoke in Norwegian</b>
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3. Did you speak English on the teamwork station?	20/24	2/24	2/24	0/24
	<b>Yes</b>	<b>No</b>	<b>I used the questions more in these two weeks</b>	<b>I used the questions more last time</b>
4. Did you ask any of the questions from the whiteboard in English?	16/24	3/24	4/24	1/24
	<b>Yes</b>	<b>No</b>	<b>Sometimes</b>	<b>I don't know</b>
5. Do you like to speak English?	16/24	2/24	4/24	2/24
6. Do you feel comfortable speaking English in front of your teacher?	21/24	0/24	2/24	1/24
7. Do you feel comfortable speaking English in front of your peers?	14/24	2/24	5/24	3/24

**Table 16.** “Answers on question 2-7 from questionnaire 3.” Own work.

How do you feel when you are speaking English?	Pupil answers
I become clammy/sweaty)	8/23
Happy	16/23
Scared	2/23
Nervous	11/23
Dry mouth	2/23
Excited	9/23

Smart	17/23
Stupid	4/23
I feel like I normally feel	5/23
Other: Written responses with English translation in parentheses	<p>“Jeg synes det er lett å snakke engelsk nå”  (I think it is easy to speak English now)  “Det var kjekkere denne gangen” (It was more fun this time)  “Jeg synes det er enkelt å snakke engelsk” (I think speaking English is easy)  “JEG HATER ENGELSK” (I HATE ENGLISH)</p>

**Table 17.** “Answers on question 8 from questionnaire 2.” Own work.

#### 4.3.3 Interviews

The second interviews were conducted post-stage 3 of the 2nd phase. The same pupils were interviewed both times.

##### 4.3.3.1 Interview 2 Participant 1

1. How do you think it went on the teamwork station this time?

“I think it was good.”

2. Did you speak English on the teamwork station this time?

“Yes, we spoke a lot of English”

3. Did you use Norwegian words on the teamwork station?

“I don’t remember, but I don’t think so”

4. Did the other pupils in your group speak English on the teamwork station?

“Yes, it was very fun to speak with them”

5. Did this activity help you practice your English oral skills?

“I think so”

6. Last time you said that you would rather work with someone else, do you still feel that way?

“No, I would like to change groups, but this time it was good, and if they act this way again, then we can work together.”

7. Did the images help you with speaking English?

“I don’t think so”

8. Did you use the conversation guide?

“Oh! No, I know how to speak English, but it is good for other people”

9. Did you use the vocabulary words?

“Yes, I did, but I know I can speak without them. I knew them already, but it was nice to have them in case I forgot a word.”

10. Did you ask any of the questions in English?

“Yes, I did not ask any in Norwegian”

11. Did you ask any of the questions in Norwegian?

12. Do you think the questions helped you speak more English in the EFL lessons?

“Yes, I think I speak more English now”

13. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

“Yes, but Norwegian is easier, but I like to practice in English too”

14. Is there anything else you want to mention or talk about?

“I like the teamwork station more now than before”

a) Before? What do you mean?

“When it was the games station. I like to play games, but I like speaking English more”



#### 4.3.3.2. Interview 2 Participant 2

##### Participant 2: Interview 2

1. How do you think it went on the teamwork station?

“I liked it. I tried my best to speak only in English.”

2. Did you speak English on the teamwork station?

“Yes.”

a) Why do you think you spoke more English this time?

“The other pupils spoke English too”

3. Did the images help you with speaking English?

“I think they helped me understand what the other people were saying”

4. Did you use the conversation guide?

“Yes. I like doing what it says.”

a) Do you think you would be able to speak as much English without it?

“No, maybe I would be more scared”

5. Did you use the vocabulary words?

“Yes, then I did not forget words”

6. Did you use Norwegian words on the teamwork station?

“Yes, but not as many as last time”

7. Did the other pupils in your group speak English on the teamwork station?

8. Do you want to participate in similar tasks again?

“Yes but only if we have the guide again”

9. Was it fun?

«YES!!»

10. Did this activity help you practice your English oral skills?

“Yes”

11. Did you ask any of the questions in English?

“No”

12. Did you ask any of the questions in Norwegian?

“No”

13. Do you think the questions help you speak more English in the EFL lessons?

“Yes, but I only want to ask you, not the other teacher.”

a) Why do you not want to ask the other teacher?

“Because I know you, I don’t know them”

b) You have had the second teacher multiple times, you don’t know them?

“I know them in other lessons, but I don’t know them in English.”

14. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

“A little bit”

15. Is there anything else you want to mention or talk about?

“No”

#### 4.3.3.3 Interview 2 Participant 3

1. How do you think it went on the teamwork station?

“It was way better this time because everyone joined. I think the riddles were more fun, but this was easier. I did not have to think as much.

2. Did you speak English on the teamwork station?

“Yes”

3. Did you use Norwegian words on the teamwork station?

“Only when I asked you to go drink. I forgot to ask it in English”

4. Did the other pupils in your group speak English on the teamwork station?

“Yes, we spoke English to each other.”

5. Do you want to participate in similar tasks again?

“I want to do more riddles”

6. Was it fun?

7. Did this activity help you practice your English oral skills?

“Yes”

8. Did the images help you with speaking English?

“Yes because I could understand everything”

9. Did you use the conversation guide?

“Yes”

10. Did you use the vocabulary words?

“It was easier when the other pupils asked me questions with the words because then I did not have to think about what it was. I could just look at the paper.”

11. Did you ask any of the questions in English?

“Yes I asked two.”

12. Did you ask any of the questions in Norwegian?

“Yes, but then I asked it in English. I just forgot.”

13. Do you think the questions help you speak more English in the EFL lessons?  
“Yes, now that they are on the poster, I have asked you in English in other lessons too.”

14. Do you feel like it is easier to speak English now after practicing in the EFL lessons?  
“Yes, you and the carousel group help me a lot”

15. Is there anything else you want to mention or talk about?  
“Are we doing this again? Please?”

#### 4.3.3.4 Interview 2 Participant 4

1. How do you think it went on the teamwork station?  
“It was very fun, but we forgot the task this time”

2. Did you speak English on the teamwork station?  
“Yes, I think more now than when we did when we did the riddles”

3. Did you use Norwegian words on the teamwork station?  
“I don’t remember speaking in Norwegian last week, but this week I did.”

a) Do you remember what you said in Norwegian?  
“Yes, I said words like “Kardemommeby” and “Kristiansand” because I did not know the English words. The other pupils said it in Norwegian too.

b) Those are places, which you can say in Norwegian because they are in Norway. It is the same as when we talked about our names, do you remember this?

Pupil: “Yes! Is it like if I travel my name will always be the same?”

*Teacher: “Yes”*

Pupil: “But sometimes people will say it differently because they can’t say it the way I say it because they don’t know how.”

*Teacher: “You are allowed to say the names of places and people in Norwegian when you speak English, and it does not count as speaking Norwegian.”*

Pupil: “Oh, then I don’t think I spoke in Norwegian”

4. Did the other pupils in your group speak English on the teamwork station?

“Yes we spoke a lot about the zoo”

5. Do you want to participate in similar tasks again?

“I forgot what it was”

6. Did the images help you with speaking English?

“We forgot to use everything. I am sorry.”

7. Did you use the conversation guide?

“No”

8. Did you use the vocabulary words?

“No”

9. Was it fun to talk to the other pupils in English?

“Yes”

10. Did this activity help you practice your English oral skills?

“I didn't even know I could speak in English this much.”

11. Did you ask any of the questions in English?

“Yes I asked the other teacher if I could ask something in Norwegian.”

a) What was it?

“I forgot”

12. Did you ask any of the questions in Norwegian?

“No.”

13. Do you think the questions help you speak more English in the EFL lessons?

“Yes, because I speak in English to ask if I can say it in Norwegian.”

14. Do you feel like it is easier to speak English now after practicing in the EFL lessons?

“Yes, I practice at home too. We try to speak English when we eat dinner at home.”

15. Is there anything else you want to mention or talk about?

“No”

## **5. Discussion**

### **5.1 Introduction**

This chapter is an analysis of the data provided above in chapter 5. The results will be compared, discussed, and connected to the theory presented in this thesis. The data will, in addition, provide answers to the research questions and sub-questions stated in section 1.1

### **5.2 Comparing and discussing the results**

#### **5.2.1 Teamwork station**

The implementation of the teamwork station was done in order to implement an oral communication assignment in the EFL lessons every week. The main aim of this was to increase the pupil's verbal English participation in the lessons. Data on the pupils' verbal participation was collected through unstructured observation of the teamwork station by the teacher-researcher, as well as pupil questionnaires using both behavioral questions and attitudinal questions, and guided approach interviews.

The teamwork station was observed by the teacher-researcher in four lessons throughout this AR, and therefore, data from 20 separate observation sessions were collected. Each group was observed for approximately 12 minutes each lesson in order to observe their verbal participation. The main observations done through unstructured observation can be found above in Tables 6 and 12 and will be discussed below.

The first group started out by speaking English in the first lesson. However, one pupil refused to participate in the activity, two pupils started to speak about something else, and the last pupil in the group became angry with the members of their group. Three of the pupils were not interested in the task. The group spoke more English in the second lesson, and they were more engaged in the task than they were in the first week. However, Norwegian was still spoken even when the pupils knew the English equivalent. The second group communicated in Norwegian throughout both lessons in phase 1. The fourth group spoke English to each other, but once one of the pupils started to speak in Norwegian, they all spoke Norwegian for the remainder of the time on the teamwork station in the first lesson even though their English knowledge level was high enough for them to easily conduct the task in English.

When learning English in the EFL classroom, English oral communication with both peers and the teacher is important (Brown, 2014; Vygotsky, 1978). When the pupils had no oral communication with the teacher on the teamwork station, it appeared that they reverted back to speaking Norwegian. In addition, they did not scaffold each other during the task, which could imply that the task was beyond the pupils' ZPD. Vygotsky's theory is that in order for the pupils to add to their learned English knowledge and thereby expand their ZPD, they need to receive support from someone with a better understanding of the English language (Brown, 2014; Vygotsky, 1978). In this group, they did not aid each other, which could be the reason why they did not fully engage in the oral participation activity. It was the pupils' own responsibility to learn and participate. By implementing learner autonomy from a young age, learners become interested in the language learning task, but engaging the learners is not enough to acquire EFL communicative competence (Little, 1991). The pupils in this class had barely been exposed to practicing learner autonomy previous to participating in this AR. However, the pupils in groups 1, 3, 4, and 5 were more engaged in the task in the second lesson. This could be seen as the start of implementing learner autonomy in the EFL lesson.

The observations of the teamwork station also provided the teacher-researcher with insight into the need for more scaffolding throughout the oral communication assignment. In phase 2, there was more scaffolding implemented, and the pupils had more practice in learner autonomy and being responsible for their own learning and participation. This also alligns with the study conducted by Haji and Jejo (2020) which presented that by teaching vocabulary through pictures, the pupils added new vocabulary when speaking.

Groups 1, 2, 3, and 4 all spoke in English in both the first and the second lesson in phase 2. Some of the pupils relied on the scaffolding tools provided in order to practice EFL oral participation and structure their conversations. However, some participated without using the scaffolding. Group 5 used the scaffolding tools provided to structure their statements, questions, and answers but still spoke mostly in Norwegian. To the teacher-researcher, it appeared that when one pupil refused to participate, the rest of them became unmotivated and upset and, therefore, spoke less English. However, they practiced their EFL oral participation more in the first lesson in phase 2 than they had throughout phase 1. In the second lesson of phase 2, the pupils in group 5 spoke mostly in English and only used a few phrases and



vocabulary words in Norwegian. They even laughed during their conversations in English. They seemed to have fun during the teamwork station for the first time throughout this AR.

In order to measure the effectiveness of the oral participation activity on the teamwork station, the pupils were asked to answer a few questions on a questionnaire related to their oral participation in the EFL lessons. The first questionnaire was conducted previous to implementing changes in the lesson, and the three questions listed below were related to the teamwork station and their EFL oral participation:

1. Do you speak English with your teacher in English lessons?
2. Do you speak English with your peers in English lessons?
3. Do you speak English at the games station?

As seen in Table 7, on the first question listed above, four pupils answered that they speak English with their teacher, and the other 19 stated that they speak some English and some Norwegian. None of the pupils answered no to this question. The second question resulted in two pupils answering yes, nine answering no, and 12 stating that they speak some English and some Norwegian with their peers. When asked if they speak English at the games station, zero pupils answered yes, 20 said both English and Norwegian, and three pupils stated that they do not speak any English. The reliability of the answers to the second and third question are difficult to measure, due to the teacher not being involved in the conversations. However, the teacher-researchers presumption was that the answers to the first questions are similar to their personal experience in the classroom. However, it is plausible that some pupils answered some English and some Norwegian as opposed to answering no did so in order to portray themselves in a more positive light. Bell (2007) stated that children have the tendency to do exactly that.

The second and third questionnaires were conducted after the implementation of the AR, and therefore, the questions were more specific to the tasks on the teamwork station.

1. Did you enjoy the activity on the teamwork station?
2. How was the activity on the teamwork station?
3. Did you speak English on the teamwork station?

The second questionnaire was post-stage 3, in the first phase, and the task on the teamwork station was the riddles. When asked if they enjoyed the activity on the teamwork station, ten said yes, and 13 said no. In addition, three pupils wrote their own statements. One pupil described the activity as boring, another pupil said the activity was too difficult, and the third pupil stated that their group did not work well together. Presumably, all pupils who selected “other” and wrote in their own statements also stated no to this question. When asked about the difficulty level of the task, seven stated it was too hard, five stated it was too simple, and 11 pupils answered that it was perfect. The pupils' answers provided insight into how the difficulty of the task related to the pupils' ZPD. However, their motivation and FLA might affect their experiences and answers. In addition, outside factors, for example, the other pupils' behavior, can alter their perception. This related to the data collected through observation of group 4. When one of the pupils spoke in Norwegian, they all spoke Norwegian for the remainder of the time. Three pupils answered yes when asked if they spoke English on the teamwork station. Four stated that they spoke in English but had to use some Norwegian words. 14 said they spoke a little Norwegian and a little English, while two stated that they only spoke in Norwegian.

The third questionnaire was conducted after step 3 in phase 2. This time, the activity was the statements. Twenty-three pupils answered that they enjoyed the activity on the teamwork station, and only one pupil said that they did not enjoy it. In addition, 19 pupils stated that the difficulty of the task was perfect for them, two stated it was too hard, and three pupils said it was too simple. Twenty of the pupils answered that they only spoke English on the teamwork station, two said that they spoke mostly in English but had to add a little Norwegian, and two stated that they spoke a little bit of both languages. None of the pupils stated that they only spoke in Norwegian. The results of the third questionnaire surrounding the teamwork station were consistent with the observations from the second lesson in phase 2.

In the first questionnaire, nine pupils answered no when asked if they speak English with their peers, and zero pupils answered that they only speak English on the games station. Comparing the pupils' answers from the three questionnaires shows that the changes implemented in phase two created more oral participation in the teamwork station. This could be due to the scaffolding tools added in the second phase, which allowed everyone to understand the assignment, could be due to their practice in learner autonomy, or the pupils

received support from each other due to the fact that everyone participated using their EFL oral skills. It is also important to note that the findings could not be reliable due to the pupils not answering the questionnaire honestly. (Bell, 2007, Vygotsky, 1978).

In order to check the reliability of the questionnaires and to receive more qualitative data, interviews were conducted with four of the pupils.

The first pupil was in group 1 on the teamwork station. This pupil is a girl and has a high skill level in EFL. When asked about the teamwork station in the first interview, the pupil answered: "I don't know. We argued last time. This time it was ok, but we did not speak English as you told us to. We spoke Norwegian." In the second lesson, she stated that she thought it was good that she spoke English and not Norwegian. The pupil also stated that it was fun due to everyone speaking in English and participating. In the first interview, the pupil stated that the activity did not help her practice English oral skills because they only read aloud. However, in the second interview, she stated that she thought the activity helped her practice her English oral skills. In addition, when asked the final question in the second interview, as recommended by Dörnyei (2007), the pupil stated: "I like the teamwork station more now than before." The teacher-researcher asked the pupil to clarify her answer and the pupil continued saying that she liked the teamwork station more now than "when it was the games "station..I like to play games, but I like speaking English more"

The second pupil being interviewed was a girl with a lower EFL knowledge skill level in group 2. In the first interview, she stated that it was "fun...because I like riddles and to work with my group" She also stated that neither she nor anyone else in her group spoke any English on the teamwork station due to them not speaking any English the activity did not help her to practice her English oral skills. In the second interview, the pupil stated: "I tried my best to speak only in English." The teacher-researcher asked: "why do you think you spoke more English this time?" and the pupil answered that it was due to the other pupils in the group speaking in English. When asked if the activity helped her practice her English oral skills, the pupil said "yes."

The third pupil was in group 3. It was a boy with low EFL skills. He stated that the task in the first phase was difficult but that it was fun to do riddles. He stated that they helped each other

in the group but that it was hard to focus when some other pupils in the group argued. In the second interview, the pupil responded: “It was way better this time because everyone joined. I think the riddles were more fun, but this was easier. I did not have to think as much” implying that he felt that the task implemented in phase 1 was easier for him than the second task. The pupil said that he spoke “a lot of English” in every lesson, and the teacher-researcher can attest to the statement due to the pupil having rarely spoken in English previous to this AR. He also stated that he spoke a little bit of Norwegian, but that it was only when he did not know the words in English. Here the fact that they helped each other throughout was mentioned for the second time. When asked: did the other pupils in your group speak English on the teamwork station? His answer was: “Yes, we spoke English to each other.” The pupil asked if it was possible for them to participate in riddle activities every week and that he practiced his EFL oral skills a lot during this task. In the second interview, the pupil also stated that he would like to do more riddles but that both tasks helped him to practice his English oral skills.

The fourth pupil participating in the interviews was a boy with high EFL skills who was in group 4. The pupil stated that the teamwork station caused them to speak more English than they ever had before, but that it was fun due to everyone participating and speaking English. He also stated that in the second lesson, he spoke only in English. However, in the first lesson, they spoke some Norwegian. When asked if he would want to participate in similar tasks again, the pupil answered: “yes, but I would prefer to do riddles in Norwegian” and that it was fun. He also repeated that he spoke more English during the second lesson in phase 1 than he ever had before. In the second interview, the pupil stated that the task was fun but that they forgot about the task in the second lesson of phase 2. In addition, he stated that he believed that they spoke more during the teamwork station in the second lesson than they did in the other lessons, and “we spoke a lot about the zoo.” When asked: did this activity help you practice your English oral skills? The pupil stated, “I didn't even know I could speak in English this much:”

In relation to the scaffolding items provided as an implementation in phase 2, the pupils were asked three questions. The questions and the pupils' answers are listed below:

1. Did the images help you with speaking English?

Pupil 1: "I don't think so"

Pupil 2: "I think they helped me understand what the other people were saying"

Pupil 3: "Yes, because I could understand everything"

Pupil 4: "We forgot to use everything. I am sorry."

2. Did you use the conversation guide?

Pupil 1: "Oh! No, I know how to speak English, but it is good for other people"

Pupil 2: "Yes. I like doing what it says."

a) Do you think you would be able to speak as much English without it?

"No, maybe I would be more scared"

Pupil 3: "Yes"

Pupil 4: "No"

3. Did you use the vocabulary words?

Pupil 1: "Yes, I did, but I know I can speak without them. I knew them already, but it was nice to have them in case I forgot a word."

Pupil 2: "Yes, then I did not forget the words"

Pupil 3: "It was easier when the other pupils asked me questions with the words because then I did not have to think about what it was. I could just look at the paper."

Pupil 4: "No"

The questions and answers above show that most of the pupils used some of the scaffolding tools provided in the pupils with comfort and structure when practicing EFL verbal participation. It is important to note that this could also have occurred by the teacher-researcher creating the task compared to finding the task of phase 1 online. The task on the teamwork station in phase 2 was designed based on the material the pupils had learned previously. However, as seen in pupil 2's answer, the scaffolding could cause some pupils to see the conversation guide and the vocabulary words as a task they had to follow and could limit their creativity when having conversations with their peers.

The data provided above allows for an answer to the subquestion: *does implementing a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?* As seen through unstructured observation of the teamwork station by the teacher-researcher, pupil questionnaires, and guided approach interviews, the answer is yes. However, it is important to remember that even though this

particular AR concluded with a yes answer, the pupils' increased verbal participation can be contributed to other factors as well. This study did not research the best methods for increasing the verbal participation in an EFL classroom but rather that it is possible to increase the amount of EFL spoken in the classroom through implementing a teamwork assignment with a focus on English oral communication. This alligns with the literature by Haji and Jejo (2020), Pérez (2016), and Tsiplakides and Keramida (2009) who stated that communicative activities in small groups led to oral participation due to allowing the pupils speaking opportunities.

### 5.2.2 Questions

In addition to collecting data on the effects of implementing the teamwork assignment, data was collected on if implementing a set of basic commonly used questions in English would lead to an increase in EFL verbal participation and a decrease in Norwegian being spoken in the EFL classroom. This data was collected through structured observation by both the teacher-researcher and the second teacher, as well as pupil questionnaires and interviews.

The data collected through structured observation by both the teacher-researcher and the second teacher was the number of times the pupils used the phrases in either Norwegian or English. The observation became the main source of these results. As seen in Table 4, the pupils asked one of the questions in Norwegian 19 times in the course of the first lesson in phase 1. However, the pupils asked the questions in English 10 times. It is also important to note that 3 of the questions in English were asked in Norwegian first, then followed up in English. Table 5 provides the data collected in the second lesson of phase 2, where the pupils asked one of the questions in English 19 times, which is an increase from the first lesson. In addition, they only asked the questions in Norwegian 11 times, which is a significant decrease considering that only 23 pupils were present in the lesson.

Table 12 presents the number of times the pupils asked the questions in the first lesson of phase 2. The questions were asked in Norwegian six times, and only two of these were not followed up with the question being asked in English. 22 questions were asked in English, 10 of these being "May I say it in Norwegian?" The phrase was most often used in regard to asking questions about the task on the teamwork station and how they were going to execute it. Table 13 shows the data from the second and final lessons in phase 2. In this lesson, the

questions were asked in English 22 times. In addition, there was only one time when the pupil asked one of the questions in Norwegian but proceeded to ask the same question in English directly after.

In the questionnaire, the question: Did you ask any of the questions from the whiteboard in English? was added in order to see if the pupils were aware of their own usage of the questions. In the second questionnaire, 17 pupils answered yes, five said no, and one pupil stated that they used the questions more in the second lesson than in the first lesson in phase 1. In the third questionnaire, 16 pupils answered yes, three pupils said no, four pupils stated that they asked the questions in English more frequently in phase 2 than in phase 1, while one pupil stated that they asked the questions more in the first lesson.

In the interviews, The pupils were asked: did you ask any of the questions in English? Did you ask any of the questions in Norwegian? and do you think the questions help you speak more English in the EFL lessons? The final question provided data on the pupils' own opinions on the implementation of the questions in English and if it affected their English speaking in EFL lessons. The pupils' answers are summarised below.

Interview 1: Do you think the questions help you speak more English in the EFL lessons?

Pupil 1: Yes

Pupil 2: “No, because I did not remember it.”

Pupil 3: “Yes, but I need to remember them. Do you always write it on the board or can I have a paper with all the questions so that I can practice?”

Pupil 4: “Yes, because I always ask in Norwegian, and if I ask in English, I speak more English.”

Interview 2: Do you think the questions help you speak more English in the EFL lessons?

Pupil 1: “Yes, I think I speak more English now”

Pupil 2: “Yes, but I only want to ask you, not the other teacher.”

Pupil 3: “Yes, now that they are on the poster, I have asked you in English in other lessons too.”

Pupil 4: “Yes, because I speak in English to ask if I can say it in Norwegian.”

Pupil 3's answer provided insight into the need for more scaffolding. Therefore, creating a poster with the questions to hang in the classroom for phase 2. In phase 2, the pupils all stated that they believed the questions helped them speak more English in the EFL lessons. This led to the answers to the subquestions: *does the implementation of basic commonly used phrases in English lead to an increase in English verbal participation in the classroom?* And *does the implementation of basic commonly used phrases in English lead to a decrease in Norwegian being spoken in the EFL classroom?* As seen through the structured observation, there is a massive increase in EFL verbal participation surrounding the questions. In addition, by the fourth lesson, there was only one question being asked in Norwegian throughout the entire lesson. It is important to add that the observers could have missed questions being asked in both Norwegian and English. The pupils' answers to the questions correlating to the implementations during the interviews present that they also agreed that by implementing the questions in English, they spoke more English in the EFL classroom.

### 5.2.3 Motivation and Foreign Language Anxiety

One of the three research questions were: *will increasing the amount of pupil oral participation in EFL decrease the pupils speaking anxiety or improve their language learning motivation?*

As previously stated, motivation is internal within the pupils. Therefore, it is difficult to observe. However, extrinsically motivated pupils seek rewards or positive feedback from the teacher or their peers and can therefore be easier to observe than intrinsic, integrative, and instrumental motivation (Deci, 1975; Deci & Ryan, 1985; Gardner & Lambert, 1959; Ryan & Deci, 2000). However, the observation of group 5 on the teamwork station in the second lesson in phase 2 portrayed that one of the pupils refused to participate in the EFL oral participation activity. However, once the other pupils in the group enjoyed themselves and laughed, the pupil decided to participate. This implies that the pupil became motivated to participate in order to have fun with their peers.

Due to the participants in the study being children, they would not be able to identify their own motivation toward EFL oral participation. Therefore, questions were asked in the questionnaires and the interviews which would allow the pupils to state if they thought the activity was fun or if they enjoyed themselves. As stated in section 5.2.1, 10 of the pupils said yes, and 13 answered no on the second questionnaire when asked if they enjoyed the activity



on the teamwork station and two pupils described the activity as boring and too difficult. When taking motivation into consideration, it is assumed that the 13 pupils that answered that they did not enjoy the activity were unmotivated to perform the task. Due to the task being an oral participation activity, it would suggest that they were also unmotivated to practice EFL oral skills. On the third questionnaire, which was conducted after step 3 in phase 2, 23 pupils answered that they enjoyed the activity on the teamwork station, and only one pupil said that they did not enjoy it. This led to the conclusion that, yes, increasing the amount of pupil oral participation in EFL improves their language learning motivation. However, it is just an assumption that enjoying the activity equals language learning motivation. The pupils do not understand the concept of motivation and were therefore not able to express how their motivation related to language learning or in correlation with their answers on the questionnaire.

When pupil one was asked: was it fun? in the first interview, the pupil answered: “Yes. It was fun. I liked to read the riddle, but I was angry when the others did not ask questions.” The pupil stated that they became angry when the other pupils in their group did not participate. The fact that the pupil wanted to participate in the activity shows that they are motivated to practice EFL oral communication, and when they also stated that the activity was fun, it correlates with the conclusion in the paragraph above.

Horwitz et al. (1986) suggested that teachers should constantly explore the potential that FLA is causing the student behaviors described above before blaming poor student performance entirely on the inability or lack of motivation. Therefore, the questionnaire contained a few questions related to the pupils’ own feelings toward EFL oral participation. This was done in order to further assess if any of the participants in the study suffered from FLA or if their lack of oral participation stemmed from a lack of motivation or other unexplored factors. Horwitz et al. (1986) also stated that pupils with FLA would associate themselves with negative statements and reject positive statements related to language learning. Bell (2007) stated that it was important to keep the questions short and simple when designing questionnaires when the respondents are children. In addition, Borgers & Hox (2000, as cited in Bell, 2007, p.465) stated that using a numbered scale is more complicated for children to interpret than a scale labeled using 22 words or phrases. The work of Bell (2007) and Borgers & Hox (2000, as cited in Bell, 2007, p.465) showed that it would not be ideal to ask the pupils to show how

they related to language learning statements using a scale in the questionnaires. Bell (2007, p.465) recommended using yes/no answers in the questionnaire whenever possible. However, this would create more questions in the questionnaire, which could lead to the pupil being unmotivated to complete the survey.

The option, which seemed more effective due to being easier for the pupils to comprehend, was multiple response questions highlighting a few key phrases or words which the pupils could mark if they experienced while speaking aloud in English. Borgers & Hox (2000, as cited in Bell, 2007, p. 465) stated that multiple response questions resulted in lesser quality data when children answered the questionnaire. This was due to the children avoiding unnecessary effort. Therefore, there was a possibility for them not to read the options and randomly selected answers. However, it was seen as a better option than lengthy statements and scaled responses or yes/no answers. As seen in figure 5, the pupils were supposed to check all that apply.

Tables 8, 11, and 17 found in sections 5.2.2 and 5.3.2 show the number of times in total each answer was selected in each of the questionnaires. The answer options: I become clammy/sweaty, scared, nervous, dry mouth, and stupid were the negative statements that the pupils, according to Horwitz et al. (1986), would relate to if suffering from FLA. It is important to note that there was a chance pupils would relate to the negative statements without suffering from FLA.

In the first questionnaire, eight pupils stated that they became clammy or sweaty, three were scared, 17 felt nervous, four experienced dry mouth, and six felt stupid. In the second questionnaire, there was an increase in pupils who became clammy or sweaty when speaking English. The number of pupils who felt scared was still three, but it is not possible to check if these were the same three pupils that marked that they experienced feeling scared in the first questionnaire. Fourteen pupils reported feeling nervous as compared to 17 in the first questionnaire. There were also fewer pupils marking that they experienced dry mouth and who felt stupid when speaking in English. The decrease could be explained by their practice in English oral participation throughout the EFL lessons these two weeks. However, this does not prove results that practicing EFL verbal skills decreased the pupils' FLA. This is especially shown in the increase of two pupils reporting that they experienced feeling clammy

or sweaty. In the third and final questionnaire which was conducted after four weeks of this AR, there were still a high number of pupils that stated that they became clammy or sweaty, two felt scared, and 11 were nervous. However, only two pupils experienced dry mouth, and four reported feeling stupid. In addition, one pupil wrote, “I hate English.”

As seen in table 7, 17 pupils stated that they were comfortable speaking English in front of their teacher, and only one pupil stated that they were not. Nine pupils stated that they were comfortable speaking in front of their peers, and six pupils were not. This correlates with nine pupils stating that they do not speak English with their peers in English lessons, while no pupils stated that they do not speak English with their teacher. This could show that practice could cause them to become more comfortable over time. Haji & Jejo (2020) stated that teachers ignoring pupils’ linguistic mistakes in oral communication would decrease anxiety and increase their verbal participation. Due to the pupils stating that they feel comfortable speaking English in front of their teacher and no pupils answering that they did not speak English with their teacher, it provided the teacher-researcher with insight into their personal teaching methods. This can be interpreted as the teacher not focusing on the mistakes when speaking in EFL, but focusing on the meaning of the communication. Which according to Haji & Jejo (2020) created a positive learning environment and pupils experienced less anxiety.

Data collected through the second questionnaire, as seen in Table 10, showed that after the first two lessons, there were only six pupils that stated that they felt comfortable speaking English in front of their peers. There are multiple reasons why this was the result. Due to this being the first time the pupils were told specifically to only speak in English, this could have caused them to be uncomfortable throughout the lessons in phase 1. There is also the factor of reliability. Due to the respondents being children, they could have misread the questions, not properly checking the answers, them being in a bad mood, or not paying attention to the questions they answered. In the third questionnaire, as seen in Table 17, there was a large increase in pupils stating that they felt comfortable speaking English in front of their peers. There were 14 pupils saying yes, while only two answered no. This increase showed evidence that through practicing speaking English, they became more comfortable speaking in front of their peers in EFL lessons.

Therefore, the questionnaires did not provide any clear answers to if increasing the amount of pupil oral participation in EFL decreased the pupils' speaking anxiety. Borgers & Hox (2000, as cited in Bell, 2007, p. 465) did state that they supported the statement that multiple response questions result in lesser quality data, especially when the respondents are children, and it is, therefore, important to understand that the conclusions drawn from the data collected through question 8 on the questionnaire may not be fully reliable. More research will have to be done on the topic in order to answer the research question: *will increasing the amount of pupil oral participation in EFL decrease the pupils speaking anxiety or improve their language learning motivation?* Even though the results from this study did lean towards that, it is possible to decrease speaking anxiety and improve language learning motivation by increasing the amount of pupil oral participation in EFL. *However, the pupils' willingness to participate, their enjoyment, and the fact that they feel more comfortable speaking in front of their peers could stem from other factors than them practicing their English oral skills in EFL lessons throughout four weeks.*

#### 5.2.4 Action Research

The answers to the research question and subquestions above, lead to an answer to: *how can action research be used to increase 4th-grade pupils' oral participation in EFL lessons?* By the end of the second phase, there was a massive increase in the pupils' oral participation, and this increase occurred while conducting the AR. However, this study did not collect fully reliable data as portrayed in the written works of Bell (2007), Cohen et al. (2007), Dörnyei (2007), and Morse & Richards (2002). Therefore, there is a need for further research in order to investigate the topic. However, it is possible to use AR to increase 4th-grade pupils' oral participation. This AR provided the pupils with oral participation tasks, as well as simple questions in English which led to an increase in verbal participation in English in the EFL classroom. In addition, through the AR, the teacher-researcher developed an understanding of their own practices, and therefore, learned how to adapt their teachings towards the solution of a specific problem or the main aim of the lessons.

As stated by (Kemmis et al., 2014), the importance of AR is that the researcher develops a greater understanding of their practices and has seen an evolution and a positive development in their teaching; therefore, in order to conclude if the AR was successful, there was a need for answering: *Does action research lead to the researcher to develop a greater*

*understanding of their own teaching practices, and is there a positive development in their teaching by the end of the study?* The teacher-researcher did find a positive development, not in their teaching but in the amount of scaffolding that needed to be provided for the pupils when they were instructed to complete tasks. This was especially highlighted while observing the teamwork station. This is also due to the pupils being expected to be autonomous learners in the hallway since the teacher is not present during that carousel station. In the second phase, the teacher did become aware of their teaching and teaching practices when coming to the conclusion that the pupils needed the teacher-researcher to model how to conduct the task on the teamwork station in order for them to fully understand the task. The teacher-researcher did, in addition, understand the importance of exploring the potential of pupils suffering from FLA. Even though it did not appear to be a massive factor in this particular study, where the problem was the pupils' lack of EFL oral participation, there is a possibility that pupils will develop FLA throughout their education.

## 6. Conclusion

The inspiration for this AR was the researcher's own 4th-grade pupils and how it was difficult to engage the pupils in speaking English in the EFL classroom. The class consisted of 24 pupils, and 10 of the pupils had another language besides Norwegian as their L1. The AR was conducted in four 90-minute lessons throughout four weeks, using the carousel method. The purpose of this study is to address the issue of students' reluctance to communicate in English in the EFL classroom. Data was collected through mixed methods using a quantitative method through questionnaires and qualitative methods through observation and interviews. The methods included structured and unstructured observation, pupil questionnaires using both behavioral questions and attitudinal questions, and guided approach interviews with four pupils.

Bruner's theory of scaffolding and Vygotsky's sociocultural theory served as the foundation for the research due to the discoveries of the need for more scaffolding in the EFL classroom, as well as providing tasks within the pupils' ZPD. The relevance of the research was reinforced by the objectives of *Språk Åpner Dører* (Languages open doors) program the Norwegian Ministry of Education and Research launched in 2007. The Ministry requested additional research on how language learning activities are planned and presented to Norwegian students and therefore, this thesis contributed to the programs' request for increased foreign language research.

The research followed the Norwegian curriculum and highlighted the importance of English oral participation in the EFL classrooms in Norway. The thesis was based on LK20, which was implemented in 2020. The necessity for practicing oral skills is emphasized in LK20 in the core elements, basic skills, and competence aims, which accentuate the need for the pupils in the class to increase their English oral participation in the classroom.

The first research question was: *is it possible to increase 4th-grade pupils' English oral participation in the EFL classroom through action research?* and three subquestions were created to establish a connection between the modifications introduced in this AR and the research question. These subquestions were: *does implement a consistent teamwork assignment with a focus on English oral communication increase the pupils' verbal participation in English lessons?*, *does the implementation of basic commonly used phrases in*

*English lead to an increase in English verbal participation in the classroom?, and does the implementation of basic commonly used phrases in English lead to a decrease in Norwegian being spoken in the EFL classroom?* The second research question was: *will increasing the amount of pupil oral participation in EFL decrease the pupils speaking anxiety or improve their language learning motivation?* It is important to evaluate the success of an AR study, which is why a third research question was added to the thesis: *Does action research lead to the researcher to develop a greater understanding of their own teaching practices, and is there a positive development in their teaching by the end of the study?*

The main findings of the study indicated that it is possible to increase pupils' oral participation in the EFL classroom. However, it is unclear from this study whether increasing their oral participation resulted in a decrease in speaking anxiety or an increase in motivation for language learning. However, the pupils' willingness to participate, their enjoyment, and their increased comfort speaking English have all occurred as a result of the AR, despite the fact that other factors can be the cause instead of the implementations. The researcher did find a positive development in their lesson planning, lesson, structure, and teaching strategies. Therefore, the AR can be concluded as a success. The main findings revealed that it was effective to implement learner autonomy, conduct verbal participation activities in small groups, implement commonly asked questions in English, as well as provide a vast amount of scaffolding led to increasing the pupils' English verbal participation in this AR.

The primary limitation of this AR is that it included only 24 pupils and two teachers, implying that the findings are not applicable to a larger population and can not be generalized. Due to the study's small sample size, future AR could focus on students who struggle with oral participation in other Norwegian EFL classrooms. Additionally, additional research could be conducted to determine the extent to which different tasks and activity methods affect pupils' oral participation.

Finally, the thesis considered the potential outcomes, advantages, and disadvantages of conducting AR in an EFL classroom. This study may also benefit other teachers by demonstrating how to incorporate ar into their own teaching in order to address a problem in their own classrooms.

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Appendixes

Appendix 1: Call and Response Poster

**Brown Chicken - Brown Cow!**

**Peanut butter - Jelly time!**

**Holy Moly - Guacamole!**

**Mac 'n' cheese - Everybody Freezel!**

**Can I get a - Whoop Whoop!**

**Stop! - Hammer Time!**

**Ain't no thing - but a chicken wing!**

**Zip it, lock it -**

**put it in your pocket!**

***Hocus Pocus - Everybody Focus!***

**1, 2, 3 - All eyes on me!**

## Appendix 2: Questions Poster

**How to ask questions in English lessons.**

**Hvordan spør spørsmål i engelsktimen?**

**May I go to the bathroom? – Kan jeg gå på do?**

**May I get my pencil case? – Kan jeg hente penalet?**

**May I go get a drink of water? – Kan jeg gå og drikke?**

**How do you spell...? – Hvordan staves...?**

**What am I supposed to do? – Hva er det vi skal gjøre?**

**Can you help me, please? – Kan du hjelpe meg?**

**May I say it in Norwegian? – Kan jeg få si det på norsk?**

### Appendix 3: Statement Tasks

Statements	Vocabulary words
I like the zoo.	animals = dyr monkey = apekatt to feed = å mate cage = bur snake = slange
I like to go camping	tent = telt campfire = bål woods = skog fish = fisk sleeping bag = sovepose
I like swimming.	pool = svømmebasseng sea = sjøen snorkeling mask = dykkermaske splash = plaske competition = konkurranse
I like to go to school	teacher = lærer pupils = elever writing = skrive reading = lese recess = friminutt
I like to play video games	games = spill computer = datamaskin online = på nett multiplayer = spille sammen chat = snakke sammen
I like the winter	alpine skiing = slalom cross country skiing = langrenn snow = snø hot chocolate / cocoa = kakao cabin = hytte
I like to cook	food = mat dinner = middag vegetables = grønnsaker meat = kjøtt fry = steke



I like animals	<p> pets = kjæledyr  cat = katt  dog = hund  rabbit = kanin  guinea pig = marsvin </p>
I like to travel	<p> countries = land  sun = sol  beach = strand  warm = varmt  palm trees = palmer </p>
I like to play sports	<p> soccer / football = football  handball = håndball  dance = dans  gymnastics = turn  martial arts = karate / jujitsu / kickboksing </p>

## Appendix 4: Conversation Guide

### Statement: I like swimming.

**1) I like to go swimming because I like to look at fishes.**

Jeg liker å svømme fordi jeg liker å se på fiskene.

**I do not like to swim because I don't like the water.**

Jeg liker ikke å svømme fordi jeg liker ikke vannet.

**2) Questions: Have you tried to swim in a pool? Har du prøvd å svømme i et basseng?**

<b>Do you like...?</b>	Liker du...?
<b>Have you ever...?</b>	Har du noen gang...?
<b>Have you tried...?</b>	Har du prøvd...?
<b>Have you seen...?</b>	Har du sett...?
<b>Have to been to...?</b>	Har du vært i / på...?

**3) Answers: I have tried to swim in a pool. Jeg har prøvd å svømme i basseng.**

<b>I do ...</b>	Jeg gjør ...
<b>I don't ...</b>	Jeg gjør ikke ...
<b>I have ...</b>	Jeg har ...
<b>I have not ...</b>	Jeg har ikke ...
<b>I have never ...</b>	Jeg har aldri ...
<b>I do it every ...</b>	Jeg gjør det (hele) ...

## Appendix 5: Questionnaire #1

### Questionnaire #1

Velg det svaret som passer best. Det er ingen gale svar. På siste spørsmål skal du krysse av på alle svarene som passer til deg. (Pick the answer which suits you the best. There are no wrong answers. In the last question, select all that applies to you.)

\*Må fylles ut

1. Liker du å snakke engelsk? (Do you like to speak English?) \*

*Markér bare én oval.*

- Ja (Yes)  
 Nei (No)  
 Av og til (sometimes)  
 Vet ikke (I don't know)

2. Er du komfortabel med å snakke engelsk foran læreren din? (Do you feel comfortable speaking English in front of your teacher?) \*

*Markér bare én oval.*

- Ja (Yes)  
 No (Nei)  
 Av og til (Sometimes)  
 Vet ikke (I don't know)

3. Er du komfortabel med å snakke engelsk foran elevene i klassen din? (Do you feel comfortable speaking English in front of your peers?) \*

*Markér bare én oval.*

- Ja (Yes)  
 No (Nei)  
 Av og til (Sometimes)  
 Vet ikke (I don't know)

4. Forstår du når læreren eller andre snakker engelsk? (Do you understand when your teacher or others speak in English?) \*

*Markér bare én oval.*

- Ja (Yes)  
 Nesten alltid (Most of the time)  
 Sjeldent (Rarely)  
 Nei (No)

5. Snakker du engelsk med læreren i engelsktimene? (Do you speak English with your teacher in English lessons?) \*

*Markér bare én oval.*

- Ja (Yes)  
 Litt engelsk og litt norsk (A little Norwegian and a little English)  
 Nei (No)

6. Snakker du engelsk med andre elever i engelsktimene? (Do you speak English with your peers in English lessons?) \*

*Markér bare én oval.*

- Ja (Yes)  
 Litt engelsk og litt norsk (A little Norwegian and a little English)  
 Nei (No)

7. Snakker du engelsk på games stasjonen? (Do you speak English on the games station?) \*

*Markér bare én oval.*

- Ja, snakker kun engelsk (Yes, I only speak in English)  
 Litt engelsk og litt norsk (A little Norwegian and a little English)  
 Nei, snakker kun norsk (No, I only speak in Norwegian)

8. Hvordan føler du deg når du snakker engelsk? (How do you feel when you are speaking English?) \*

Velg alle svarene som passer for deg og skriv et svar i "annet" dersom du kommer på noe mer. (Select all options which apply to you and write in "other" if there is something else you can think of.)

**Markér bare én oval.**

- Jeg blir klam / svett (I become clammy / sweaty)
- Glad (Happy)
- Redd (Scared)
- Nervøs (Nervous)
- Tørr i munnen (Dry mouth)
- Spent (Excited)
- Smart (smart)
- Dum (Stupid)
- Jeg føler meg helt som vanlig (I feel like I normally feel)
- Andre: \_\_\_\_\_

---

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## Appendix 6: Questionnaire #2

### Questionnaire #2

Velg det svaret som passer best. Det er ingen gale svar. På siste spørsmål skal du krysse av på alle svarene som passer til deg. (Pick the answer which suits you the best. There are no wrong answers. In the last question, select all that applies to you.)

**\*Må fylles ut**

1. Likte du aktiviten på teamwork stasjonen? (Did you enjoy the activity on the teamwork station?) \*

*Markér bare én oval.*

- Ja (yes)  
 No (Nei)  
 Andre: \_\_\_\_\_

2. Hvordan var aktiviten på teamwork stasjonen? (How was the activity on the teamwork station?) \*

*Markér bare én oval.*

- Det var for vanskelig (It was too hard)  
 Det var for enkelt (It was too simple)  
 Det var en passelig oppgave for meg (The task was perfect for me)  
 Andre: \_\_\_\_\_

3. Snakket du engelsk på teamwork stasjonen? (Did you speak English on the teamwork station?) \*

*Markér bare én oval.*

- Ja, snakket kun engelsk (Yes, I only spoke in English)  
 Jeg snakket nesten bare engelsk, men jeg brukte noen norske ord. (I spoke in English, but I had to use some Norwegian words)  
 Litt engelsk og litt norsk (A little Norwegian and a little English)  
 Nei, snakket kun norsk (No, I only spoke in Norwegian)

4. Spurte du noen av spørsmålene fra tavlen på engelsk? (Did you ask any of the questions from the whiteboard in English?) \*

*Markér bare én oval.*

- Ja (yes)
- Nei (no)
- Brukte de engelske spørsmålene mer denne uken enn forrige uke (I used the questions more this week than in the first).
- Brukte de engelske spørsmålene mer forrige uke enn denne uken (I used the questions more in the first week than this week ).

5. Er du komfortabel med å snakke engelsk foran læreren din? (Do you feel comfortable speaking English in front of your teacher?) \*

*Markér bare én oval.*

- Ja (Yes)
- No (Nei)
- Av og til (Sometimes)
- Vet ikke (I don't know)

6. Er du komfortabel med å snakke engelsk foran elevene i klassen din? (Do you feel comfortable speaking English in front of your peers?) \*

*Markér bare én oval.*

- Ja (Yes)
- No (Nei)
- Av og til (Sometimes)
- Vet ikke (I don't know)

7. Liker du å snakke engelsk? (Do you like to speak English?) \*

*Markér bare én oval.*

- Ja (Yes)
- Nei (No)
- Av og til (sometimes)
- Vet ikke (I don't know)

8. Hvordan føler du deg når du snakker engelsk? (How do you feel when you are speaking English?)

Velg alle svarene som passer for deg og skriv et svar i "annet" dersom du kommer på noe mer. (Select all options which apply to you and write in "other" if there is something else you can think of.)

*Markér bare én oval.*

- Jeg blir klam / svett (I become clammy / sweaty)
- Glad (Happy)
- Redd (Scared)
- Nervøs (Nervous)
- Tørr i munnen (Dry mouth)
- Spent (Excited)
- Smart (smart)
- Dum (Stupid)
- Jeg føler meg helt som vanlig (I feel like I normally feel)
- Andre: \_\_\_\_\_

---

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Google Skjemaer



## Appendix 7: Questionnaire #3

### Questionnaire #3

Velg det svaret som passer best. Det er ingen gale svar. På siste spørsmål skal du krysse av på alle svarene som passer til deg. (Pick the answer which suits you the best. There are no wrong answers. In the last question, select all that applies to you.)

\*Må fylles ut

1. Likte du aktiviten på teamwork stasjonen? (Did you enjoy the activity on the teamwork station?) \*

*Markér bare én oval.*

- Ja (yes)
- No (Nei)
- Andre: \_\_\_\_\_

2. Hvordan var aktiviten på teamwork stasjonen? (How was the activity on the teamwork station?) \*

*Markér bare én oval.*

- Det var for vanskelig (It was too hard)
- Det var for enkelt (It was too simple)
- Det var en passelig oppgave for meg (The task was perfect for me)
- Andre: \_\_\_\_\_

3. Snakket du engelsk på teamwork stasjonen? (Did you speak English on the teamwork station?) \*

*Markér bare én oval.*

- Ja, snakket kun engelsk (Yes, I only spoke in English)
- Jeg snakket nesten bare engelsk, men jeg brukte noen norske ord. (I spoke in English, but I had to use some Norwegian words)
- Litt engelsk og litt norsk (A little Norwegian and a little English)
- Nei, snakket kun norsk (No, I only spoke in Norwegian)

4. Spurte du noen av spørsmålene fra tavlen på engelsk? (Did you ask any of the questions from the whiteboard in English?) \*

*Markér bare én oval.*

- Ja (yes)
- Nei (no)
- Brukte de engelske spørsmålene mer disse ukene. (I used the questions more in these two weeks)
- Brukte de engelske spørsmålene mer sist gang enn nå (I used the questions more last time)

5. Er du komfortabel med å snakke engelsk foran læreren din? (Do you feel comfortable speaking English in front of your teacher?) \*

*Markér bare én oval.*

- Ja (Yes)
- No (Nei)
- Av og til (Sometimes)
- Vet ikke (I don't know)

6. Er du komfortabel med å snakke engelsk foran elevene i klassen din? (Do you feel comfortable speaking English in front of your peers?) \*

*Markér bare én oval.*

- Ja (Yes)
- No (Nei)
- Av og til (Sometimes)
- Vet ikke (I don't know)

7. Liker du å snakke engelsk? (Do you like to speak English?) \*

*Markér bare én oval.*

- Ja (Yes)
- Nei (No)
- Av og til (sometimes)
- Vet ikke (I don't know)

8. Hvordan føler du deg når du snakker engelsk? (How do you feel when you are speaking English?)

Velg alle svarene som passer for deg og skriv et svar i "annet" dersom du kommer på noe mer. (Select all options which apply to you and write in "other" if there is something else you can think of.)

*Markér bare én oval.*

- Jeg blir klam / svett (I become clammy / sweaty)
- Glad (Happy)
- Redd (Scared)
- Nervøs (Nervous)
- Tørr i munnen (Dry mouth)
- Spent (Excited)
- Smart (smart)
- Dum (Stupid)
- Jeg føler meg helt som vanlig (I feel like I normally feel)
- Andre: \_\_\_\_\_

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Google Skjemaer

## Appendix 8: Interview Questions

### Interview questions – AR

#### Questions surrounding the teamworkstation.

1. Hvordan synes du det gikk på teamworkstasjonen?  
How do you think it went on the teamwork station?
  
2. Snakket du engelsk på teamworkstasjonen?  
Did you speak English on the teamwork station?
  
3. Brukte du norske ord på teamworkstasjonen?  
Did you use Norwegian words on the teamwork station?
  
4. Snakket de andre på gruppen engelsk på teamworkstasjonen?  
Did the other pupils in your group speak English on the teamwork station?
  
5. Vil du gjøre slike oppgaver mer?  
Do you want to participate in similar tasks again?
  
6. Var det kjekt?  
Was it fun?
  
7. Synes du denne aktiviteten gjorde slik at du øvde på muntlige ferdigheter i Engelsk?  
Did this activity help you practice your English oral skills?

## Questions surrounding the English Questions

1. Spurte du noen av spørsmålene på Engelsk?

Did you ask any of the questions in English?

2. Spurte du noen av spørsmålene på norsk?

Did you ask any of the questions in Norwegian?

3. Tror du disse spørsmålene hjelper deg til å snakke mer Engelsk i timene?

Do you think the questions help you speak more English in the EFL lessons?

### **Anxiety and motivation**

1. Er du nå eller har du vært redd for å snakke engelsk?

Are you now, or have you been scared to speak in English?

2. Føler du at det er lettere å snakke engelsk nå etter at du har øvd mer i timene?

Do you feel like it is easier to speak English now after practicing in the EFL lessons?

## Appendix 9: NSD Approval

19.02.2022, 17:20

Meldeskjema for behandling av personopplysninger

# Vurdering

## Referansenummer

749111

## Prosjekttittel

Masteroppgave; increasing verbal English skills through active learning.

## Behandlingsansvarlig institusjon

Universitetet i Stavanger / Fakultet for utdanningsvitenskap og humaniora / Institutt for grunnskolelærerutdanning, idrett og spesialpedagogikk

## Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Simon Borg, simon.Borg@hvl.no, tlf: +38651687647

## Type prosjekt

Studentprosjekt, masterstudium

## Kontaktinformasjon, student

Vanja Stangebye Barka, vanja.s.barka@gmail.com, tlf: 47945764

## Prosjektperiode

15.02.2022 - 11.05.2022

## Vurdering (1)

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### 15.02.2022 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 15.02.2022 med vedlegg.. Behandlingen kan starte.

#### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 11.05.2022.

#### LOVLIG GRUNNLAG

Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna. 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/foresatte kan trekke tilbake.

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

#### PERSONVERNPRINSIPPER

<https://meldeskjema.nsd.no/vurdering/61e417e1-fb2b-434c-a4ae-a444a9aaa40f>

1/2

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

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at foresatte 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 viderebehandles 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

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

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

Vi minner om at hvis en registrert/foresatt tar kontakt om sine/barnets 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 eventuelt rådføre dere med behandlingsansvarlig institusjon.

#### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til 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:

<https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>. Du må vente på svar fra NSD før endringen gjennomføres.

#### OPPFØLGING AV PROSJEKTET

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

Kontaktperson hos NSD: Olav Rosness, rådgiver.

Lykke til med prosjektet!

## Appendix 10: Information Letter for Guardian's Approval

### **Vil du delta i forskningsprosjektet «Action research: how to increase students' EFL verbal participation in the classroom»?**

Dette er et spørsmål til deg om å la ditt barn delta i et forskningsprosjekt hvor formålet er å øke elevens verbale deltakelse på engelsk i engelsktimene. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg og ditt barn.

#### **Formål**

Dette er min masteroppgave, og jeg vil gjerne gjøre en studie i engelsktimene slik at elevene blir mer komfortable med å snakke engelsk. Elevene skal fylle ut et anonymt spørreskjema på chromebooken før prosjektet starter, og etter hver undervisningstime i 3 uker. Spørreskjemaene blir innsendt og behandlet anonymt. Jeg kommer også til å observere elevene slik jeg gjør til vanlig i timene. Det blir derimot notert dersom de snakker mer eller mindre engelsk i en time, men også dette blir notert anonymt. Elevenes språk og verbale deltakelse i engelsktimene blir beskrevet i min masteroppgave, men det blir helt anonymt hvem elevene er. Elevene kan bli valgt ut til å delta i et kort intervju i etterkant av timene for å komme med innspill til aktivitetene de deltok i.

#### **Hvem er ansvarlig for forskningsprosjektet?**

Universitetet i Stavanger er ansvarlig for prosjektet.

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

Siden jeg er 100% kontaktlærer er det vanskelig å gjøre prosjektet et annet sted enn i egen klasse, da elevene måtte hatt vikarer i flere skoletimer. Derfor håper jeg at det går fint at jeg kjører et lite prosjekt i engelsktimene og at det er greit at deres barn blir observert.

#### **Hva innebærer det for deg å delta?**

Elevene skal fylle ut et kort spørreskjema på chromebooken om hvor ofte de snakker engelsk i engelsktimene. Dette skal gjøres før utførelsen av det første undervisningsopplegget og etterpå. Det skal ikke stå navn på skjemaene og de blir samlet inn anonymt. Er mulighet for at en kan finne IP-adresse, ellers er alt anonymt.

Spørsmålene er for eksempel:

Hvor mye snakker du engelsk i engelsktimene?

[ingenting – litt – vet ikke – mye – snakker kun engelsk]

Er du komfortabel med å snakke engelsk foran læreren din?

[nei – litt – vet ikke – ja]

Foreldre kan få se spørreskjema på forhånd ved å ta kontakt.

#### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Hvis du velger at ditt barn kan delta, kan du når som helst trekke



samtykket tilbake uten å oppgi noen grunn. Alle personopplysninger vil da bli slettet. Det vil ikke ha noen negative konsekvenser for deg hvis du ikke vil la ditt barn delta eller senere velger å trekke samtykket. Det vil ikke påvirke ditt eller ditt barns forhold til skolen eller lærer,

Engelsktimene vil fungere som normal undervisning, men en av stasjonene i stasjonsundervisningen vil endres til en aktivitet som handler om samtale og engelsk kommunikasjon gjennom dette forskningsprosjektet. Dersom noen ikke velger å delta skal de arbeide med engelsk på chromebooken samtidig som de andre fyller ut spørreskjema i skoletiden. De vil delta på alle stasjonene, men det vil ikke bli notert noe om når eleven snakker på norsk eller engelsk i engelsktimene.

#### **Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger**

Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrevet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

*Kun kontaktlærer, Vanja Stangebye Barka vil ha tilgang til informasjonen.*

*Spørreskjemaene vil bli lagret på skolens server som kun jeg har tilgang til. I tillegg er alt anonymt. Spørreskjema lages på google skjema som er administrert av Stavanger kommune og skolen slik at elevene kun kan spores gjennom IP adressen til egen chromebook på lik linje med alt annet skolearbeid.*

*Deltakerene vil ikke kunne gjenkjennes i publikasjon.*

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

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 11. mai. Skjemaene vil ligge tilgjengelig på skolens server gjennom min bruker etter prosjektets slutt, men kan slettes dersom ønskelig.

#### **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 oss rett til å behandle personopplysninger om deg?**

Vi 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 jeg finne ut mer?**

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

- Universitetet i Stavanger ved Vanja Stangebye Barka.

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

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

Med vennlig hilsen

*Vanja Stangebye Barka*  
(Forsker/veileder)

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## **Samtykkeerklæring**

Jeg har mottatt og forstått informasjon om prosjektet «Action research: how to increase students' EFL verbal participation in the classroom.», og har fått anledning til å stille spørsmål. Jeg samtykker til at mitt barn kan:

- delta i «increasing verbal English skills through active learning»
- delta i spørreundersøkelsen
- at mitt barn kan observeres

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

---

(Signert av prosjektdeltaker, dato)