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A Teacher's Approach to Reluctant Speakers in the English
Classroom
A Case Study

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Abstract

Students' need to perform, and their stressful school life because of this, is not an uncommon topic in today's society. "Generation Performance" is a common term, especially in school context. It is the pressure to perform and receive good results that drives them and gradually gives them a negative relationship to assessment.

This thesis investigates a teacher's approach to students who experience a reluctance to speak during assessments within the English classroom. Considering "speaking" is one of the five basic skills in the Norwegian "English" Curriculum, further research in the field is required to find out how teachers can best ensure that also reluctant students acquire this skill. There should be a way of catering to a wide range of learning needs through the lesson activities while, additionally, helping students with a reluctance to speak publically, perform well and reach their potential. The question is *how* to achieve this most effectively.

This project is a case study based on research concerning how a teacher best tailors his or her teaching to the students' needs. The focus has been on a teacher and her 10th grade students. Throughout year 10, the focus on assessing students increases, in form of both summative and formative assessments, because this is the year Norwegian students receive their junior high school diploma. This research has been conducted with a focus on various teaching approaches to motivating reluctant students to speak, particularly in an assessment setting. Throughout the research process, both learning activities that inhibited and promoted speaking participation within the English classroom were registered and analyzed.

The findings in this study suggest that (1) the more similar the ordinary teaching is to the assessment situation, the higher the level of participation shown by the students; (2) an engaging and supportive teacher is crucial to speaking participation with reluctant students; and (3) communicative and activating speaking activities increase students' willingness to speak. The measures implemented by the teacher for the purpose of increasing participation will be discussed in light of relevant empirical research and peer-reviewed studies.

Keywords: Speaking reluctance, fear of assessment, English Subject

Sammendrag

Elevens behov for å prestere, og deres stressende skolehverdag grunnet dette, er ikke et uvanlig tema i dagens samfunn. "Generasjon prestasjon" er et vanlig begrep, spesielt i skolesammenheng. Det er presset til å prestere og hente ut gode resultater som driver de, og gir dem gradvis et negativt forhold til vurdering.

Denne oppgaven fokuserer på en lærers tilnærming til elever som sliter med snakking, og som vegrer seg til å snakke. Ettersom snakking er en del av de fem grunnleggende ferdighetene i lærerplanen, så jeg det som nyttig å forske på hvordan læreren kan forsikre at også snakkevegrende elever ville tilegne seg denne ferdigheten. Det skulle vært en måte å legge til rette for, og hjelp elever med snakkevegning til å prestere så godt de kan. Spørsmålet er *hvordan*, og hva læreren kan gjøre for å legge til rette for disse elevene.

Prosjektet er en kasstudie, og jeg har forsket på hvordan en lærer tilrettelegger for snakkevegrende elever i engelskklasserommet. Fokuset har vært på læreren og lærerens 10.klasse. 10.klasse er hvor vurdering skjer, mot et endelig vitnemål. Jeg har samlet inn data på hva en lærer gjør for å motivere snakkevegrende elever til å snakke, med et spesielt fokus på vurderingssituasjoner. Gjennom min data, så har jeg registrert både muntlige aktiviteter som begrenser nivået av muntlig deltakelse og hva som øker nivået.

Funnene fra studien tilsier at (1) jo mer lik den ordinære undervisningen er vurderingssituasjonen, jo høyere nivå av muntlig deltakelse er det; (2) en engasjert og støttende lærer er avgjørende for å oppnå muntlig deltakelse hos snakkevegrende elever; og (3) kommuniserende og aktiviserende muntlige aktiviteter øker elevens villighet til å snakke. Avslutningsvis, så vil lærerens tiltak for å øke nivået for deltagelse bli diskutert i lys av den empiriske forskningen og tidligere forskning, med fokus på snakkefremmende aktiviteter.

Nøkkelord: Snakkevegning, Frykt for vurdering, Engelskfaget

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Little did I know how much I would grow, and how much experience and knowledge I would gain when I started my teacher education six years ago. To be a teacher was never my “calling”, but during the teacher education my interest in educational research grew, and I gained a high interest regarding research focusing on school and students. Six years later, I have finished a project and work, which I am very proud to have conducted, and I would say this is my biggest achievement yet.

During the last year, I have experienced positive surprises, many challenges and gained a lot of rewarding and useful experiences. I want to thank my supervisor, Dragana Surkalovic, who has shown great patience, shared a lot of knowledge and been my mentor throughout this year. Thank you for countless readings of drafts after drafts, and for giving me good feedback on these. Also, I want to thank Dina Tsagari, my co-supervisor, for sharing your knowledge, and for giving great feedback on my project as well.

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Lastly, I want to thank my parents. This year has been a challenging year, but you have motivated me and shown me how proud you are of me. It is good having you in times like these. Thank you, mom, for always being only a phone call away when things are hopeless, or when I want to tell you about my good days. Thank you dad for teaching me one of my main values in life today: that knowledge is power, and without knowledge, you do not get far in life. That is why my quest for more and more knowledge will never end. This thesis is for you, dad. This year you have been my greatest motivation.

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1.0 Introduction

“Performance pressure” is a rather commonly used term within the educational context. A variety of studies indicate that young students continuously feel the need to perform well. However, one seldom hears about measures which can be taken to better the students’ lives and reduce this immense pressure.

After the PISA survey in 2000, the pressure from the government to increase students’ competence and with the new curriculum “Kunnskapsløftet”, Knowledge requirements, and control were in focus, with an emphasis on the performance assessment of the students. This control and requirements for education have apparently given the students more pressure to perform (Uthus, 2017; Bakken, 2018). The question is to what extent the pressure should come before students’ health, and what teachers can do to make the students’ school day easier.

This project has investigated how teachers can most effectively approach students’ reluctance to speak publically, and how appropriate the measures are. The research suggests that a reason for certain students’ reluctance to speak is the desire to perform well coupled with a lack confidence to speak out loud in the classroom. The problem occurs when students, who are expected to speak and participate in conversations, become anxious, especially in an assessment setting, which is the focus of this study. The Norwegian Directorate for Education and Training (2017) states that the English subject aims not only to be a practical tool, but also furthermore help students gain knowledge and personal insight. Through being able to communicate in the target language, the English subject is also focused on giving the students the ability to discuss and reflect upon central topics. The goal is to give students language competence based on the skills of listening, speaking, reading and writing. The English subject focuses on providing the students with the ability to speak and listen and, moreover, creating a conversational and collaborative learning environment.

It can be a challenge for teachers to facilitate reluctant students without being aware of the components that contribute to a better learning experience. There are numerous ways and suggestions on how to gain oral competence in the classroom, but still, there is a lack of research on what works for students who are reluctant to speak a foreign language.

Firstly, this text will provide some background for the project, describe relevant aspects of the Norwegian school context, and specify the main terms that will be used throughout the thesis.

1.1 Background

The topic of this thesis was chosen based on personal experiences and a particular interest in the field. During a teaching placement, the author observed numerous students experiencing fear and anxiousness of speaking a foreign language in the classroom. Nowadays, students experience a comparatively higher pressure from external and internal forces in terms of school performance than ever before. Consequently, the students' quality of life is being compromised. At the same time, the students have a right to have their learning tailored to their own individual needs. These are undoubtedly two significant reasons why research regarding students' reluctance to speak in the English classroom is highly relevant and important. Furthermore, this paper focuses particularly on assessment situations in school, due to the fact that previous research suggests that students' reluctance to speak usually occurs in assessment situations. In summary, this research thesis concerns a teacher's approaches to encouraging and assisting speaking reluctant students in the classroom, especially during assessments. Therefore, an outline of the current assessment situation within the Norwegian educational system has been included.

1.1.1 Pre-understanding

Neumann & Neumann (2012) states that a researcher's pre-understanding of the topic and values investigated can influence the research itself and the interpretation of any data collected. It can greatly impact the project if the researcher is constantly aware his or her motive for conducting research within a specific area. In addition, especially when out in the field, one must be aware of how various attitudes and perspectives can affect the interpretation of any phenomenon.

My interest in language learning began early on my educational pathway. The historical, written and literary aspect of the subjects was usually what I found most enjoyable, while speaking has always been a challenge. I have been reluctant to speak in language subjects for a long time, especially since secondary school, and until now. It has usually been based on a fear of making mistakes and speaking in front of a bigger crowd. My choice of topic is first

and foremost grounded in my personal experiences and the understanding of the importance of a supportive and motivating teacher. I have experienced how crucial it is to get help early on the educational pathway, and this can have an impact on how I view the language-learning classroom

1.1.2 The School Situation

As the first research question regards what measures a teachers' takes in the classroom to increase reluctant speakers willingness to speak, it is central to elaborate on as this is one of the most important aspects of the Norwegian education system. The students' right to receive teaching which is tailored to their own needs influences teaching structure, pedagogic methods, learning environment and assessment situations. The Education Act (2008, §1-3) states that: "Education shall be adapted to the abilities and aptitudes of the individual pupil, apprentice and training candidate". Based on this, it is crucial to tailor the teaching to the reluctant students in the classroom to potentially increase their willingness to speak.

Therefore, teachers need to know how to differentiate and adjust the lessons to cater to these individuals. Moreover, it is stated in the regulations to the framework plan for Secondary Teacher Education that a pre-service teacher must "[...] adapt the teaching to the pupil's individual abilities and needs, use varied teaching methods, and help ensure that pupils can reflect on their own learning and development" (Framework plan for Primary and Lower Secondary Teacher Education, year 5-10, 2016, § 2-2). Hence, research on how teachers can tailor their teaching to the speaking reluctant students' needs is highly important.

1.1.3 "Generasjon prestasjon" ("Generation performance")

As elaborated on later in this thesis (section 2.2), performance pressure, affected mainly by a result-driven school system, is considered one of the main key factors to speaking reluctance. The unfortunate results from the first PISA-survey in 2000 (OECD, 2001), led to a political turnaround, and changes to the Norwegian education policy within the recent years were grounded in the results from the survey. The PISA-surveys have been practical and readily available to teachers, researchers and policymakers as well as being empirically legitimate, and therefore the Norwegian Government have downgraded other tools for measuring school results (Elstad & Sivesind, 2010). Although the PISA-surveys were intended to improve the educational situation in Norway, they have undoubtedly had some negative impact as well. Uthus (2017), states that the new "School of Knowledge" is a big paradox. The main cause of

increased performance pressure within schools was a national push towards creating “knowledge-effective” schools. However, some students have somewhat lost their academic confidence and developed health issues as a result of this initiative.

Research (Eriksen, Sletten, Bakken & Von Soest, 2017, p.91-106) can also show us that students’ experience a high level of stress and school pressure in today’s school, and revealed that the students were particularly stressed because of their future career and work opportunities. The students did also believe that the school was primarily responsible for this pressure. The students requested a reduced focus on grades, and a reduction in challenging requests from the teacher. Lastly, the students also emphasized the importance of a supportive family, particularly parents. To lower the students’ degree of school-pressure and stress, the students considered it important to have a good relationship with their parents, to have high expectations of themselves and to handle their emotions well. Not surprisingly, the school arena is the place where most young people experience school pressure. According to Bakken (2018, p.72-75) 46% of 15-year-old girls and 25 % of 15-year-old boys say they experience, what Bakken consider, high levels of performance pressure and stress concerning doing it well at school. These numbers show the high extent of school pressure among students in middle school. Sletten & Bakken (2016) states that students’ school pressure is affected by the teachers, who experience the school to be more results-driven than earlier. Because of the pressure, the teachers have increased their expectations toward the students to perform. In section 2.2, possible reasons for students’ reluctance to speak will be presented. One of the main reasons for its occurrence is, according to research, performance pressure. It is therefore central to introduce current numbers about the extent of stress and school pressure in today’s school to show how relevant the topic is for educational research.

It is these challenges in today’s results-driven school that motivated me to investigate how to create a positive learning environment where students who are struggling with performance pressure and a reluctance to speak are included and catered for.

1.1.4 The Curriculum

In the Norwegian Curriculum, the terms *oral skills* and *oral communication* concern speaking skills, listening skills and interacting with others. Considering reluctant speakers struggling achieving speaking skills, it is essential to focus on what a teacher can do in the classroom to

best help the students acquire proficient oral skills in the English subject. According to The Norwegian Directorate for Education and Training (2007, p.6), students are expected to be able to understand and assess the different receptive aspects as well, which are listening, interpreting, assessing oral texts, and showing respect for other speakers. The students are, furthermore, expected to be able to effectively use different modes of expression in both spontaneous and prepared speech, communicate in different types of discussions, reflect and assess through listening, giving response and develop others input and promote their own opinions in spontaneous and prepared conversations.

1.1.5 The Assessment Situation

To understand the basis of this thesis, it is useful to gain insight into the assessment situation in Norwegian schools. As Uthus (2017) stated, the performance pressure affects the students' health in a negative way. Therefore, it is highly important to focus on how to effectively support students who experience this pressure, especially in an assessment situation. It is also relevant to gain an understanding of how teachers assess students throughout the year.

The Norwegian Directorate for Education and Training (2017) has published general capabilities for assessments in the English subject (fig.1, p.15). The capabilities are to be measured through both the summative assessment *and* the formative assessment throughout the whole school year. Moreover, The Directorate recommends that the capabilities are introduced to the students at an early stage to make them aware of future expectations. Additionally, the Directorate emphasizes the importance of using the capabilities as a guideline for student feedback. Below, the figure presents the different general capabilities for the different grades. To receive the highest grade, the student have to show high level of metacognitive strategies, and participate constructively in relevant conversations, as well as have a good pronunciation during different communication situations.

At the end of Norwegian students' compulsory education, the students are being assessed through a written and oral exam, in one or two subjects, to receive a final grade. The oral exams for year 10 are locally given, and it is the school owners (the district), in cooperation with the schools, who prepare the exams. The students receive information about what subject they are being assessed in 48 hours before test commencement. The students are provided with a topic or a problem that they are required to base their oral presentation on. Norwegian

teachers are obliged to design these tasks for locally given exams in accordance with the Curriculum. In English, and similar language subjects, teachers are encouraged by the Norwegian Directorate for Education and Training to incorporate a listening task into the exam. The exam cannot last for longer than 30 minutes. The goal of the exam is for the students to show their competence in accordance with the learning aims of the Norwegian Curriculum. The examiners are expected to try and find out what the students do know, as opposed to what they do not know. The assessment of the student's competence within the subject is based on their presentation of the topic (The Norwegian Directorate for Education and Training, 2018).

Engelsk munnleg

Karakteren 2	Karakterane 3 og 4	Karakterane 5 og 6
Eleven trekkjer ut innhald og detaljar frå tekstar og talt engelsk om enkelte emne og uttrykkjer eiga mening om dette	Eleven trekkjer ut innhald og detaljar frå ulike typar tekstar og talt engelsk om enkelte emne og reflekterer over dette	Eleven trekkjer ut relevant innhald og detaljar frå ulike typar tekstar og talt engelsk om ulike emne, drøftar og reflekterer formålstenleg over dette
Eleven deltek noko i samtalar og fortel om faglege og skjønnlitterære emne til ein viss grad tilpassa kommunikasjonssituasjonen	Eleven tek imot og gir innspel i samtalar og formidlar innhald frå faglege og skjønnlitterære emne tilpassa ulike kommunikasjonssituasjonar	Eleven deltek konstruktivt i samtalar og formidlar faglege og skjønnlitterære emne på ein sjølvstendig måte, tilpassa ulike kommunikasjonssituasjonar
Eleven deltek i samtalar med relevant innhald og eigne meningar	Eleven bruker strategiar for å føre samtalar vidare, forklarar og utdjuvar innhald	Eleven bruker formålstenlege strategiar for å føre samtalar vidare, utdjuvar og supplerer med nye innspel
Eleven uttrykkjer seg med ein viss intonasjon, forståeleg uttale, eit ordforråd som formidlar innhaldet og ein viss samanheng om kjende emne i ulike kommunikasjonssituasjonar	Eleven uttrykkjer seg med tydeleg intonasjon og uttale, eit fagleg dekkjande ordforråd, hovudsakleg god flyt og samanheng tilpassa innhald, form og mottakar i ulike kommunikasjonssituasjonar	Eleven uttrykkjer seg med god intonasjon og uttale, eit generelt ordforråd, flyt og samanheng tilpassa innhald, form og mottakar i ulike kommunikasjonssituasjonar

*Fig.1: General capabilities for assessments in the English subject, oral skills
(The Norwegian Directorate for Education and Training, 2018)*

1.2 Research question

The background for this thesis has been presented above to outline why this study is relevant to current educational research. Personal observations of students' performance pressure and unwanted consequences motivated the writing of this thesis. The study will focus specifically on the English-as-a-Second-Language (ESL) teacher, and how he or she can effectively tailor lessons and activities to 10th grade students with a reluctance to speak publically, especially in assessment contexts. The study will also focus on to what extent the different measures, taken by the teacher, are appropriate for reluctant students, and if the measures increase reluctant students' willingness to speak.

The reason for a particular focus on 10th graders in this study is the increased weighting of assessments during this year, especially due to end-of-year exams which inform the final diploma. The first time Norwegian students receive "final grades" during school is in year 10 (Norwegian Directorate for Education and Training, 2018). As already mentioned in section 1.1, students experience higher performance pressure now than earlier, and research indicates that teachers sometimes focus more on tests and results than the students themselves (Sletten & Bakken, 2016, p.106). Therefore, it is interesting to investigate various measures that can be taken within the classroom to increase speaking participation, especially in assessment settings, and to draw conclusions about what approaches work most effectively.

The aim of this study is to investigate how teachers can handle the challenges of students' reluctance to speak, especially in summative assessment situations. It is also to investigate the how successful the measurers are for reluctant speakers. The research conducted is based on a case study, mainly because it allows for intensive data collection (3.1.3). This case study will attempt to answer the following questions:

Research question 1: What measures does the teacher take to increase reluctant students' willingness to speak in assessment situations?

Research questions 2: How appropriate are the measures taken to promote speaking in reluctant students?

Below (section 1.3), are explanations and definitions of various terms central to this thesis. Afterward, a literature review coupled with previously conducted research on the chosen topic

will be presented. Through a case study and a triangulation of three instruments; observations, interviews and a survey, the study will investigate what measures a teacher can take to increase students' willingness to speak during activities in the English classroom, with a main focus on oral assessments. Additionally, it is central to investigate to what extent the measures are appropriate for increasing reluctant students' level of speaking participation. The methodology chosen for this study is presented in section 3.0.

1.3 Terminology

1.3.1 Measures

In Research question 1, *measures* is used as a term. For this thesis, "measures" is meant by the classroom activities, basic preparatory work and classroom environment to increase students' speaking participations. The different measures taken by the teacher will be elaborated on more in section 4.0.

1.3.2 Speaking reluctance or speaking anxiety?

As research question 1 concerns speaking reluctance, it is appropriate to define and elaborate on this term. To be reluctant to speak English in the classroom is a common issue in most foreign language learning contexts. Bergh (1992, p.9) defines speaking reluctance as:

“...those who punish themselves for not have said anything, did not say what they wanted to say because they did not dare, were afraid to stumble, fear of what others would think, and so on, they did not have linguistic confidence. This is what we call speaking reluctance.”

Bergh states that students who experience reluctance to speak are usually less confident, are afraid of doing mistakes and struggles with speaking in front of a bigger crowd. Horwitz, Horwitz & Cope (1986, p.130) stated that students' reluctance to speak occurs during conversations or by speaking a foreign language in front of a bigger crowd, as they experience a high level of fear and anxiousness. This occurs especially in English classes, compared to other classes.

In a dictionary format, the definition of *reluctance* is defined as “an unwillingness to do something”, while *anxiety* is defined as “an uncomfortable feeling of nervousness or worry

about something that is happening or might happen in the future” (Reluctance, 2019; Anxiety, 2019). These terms are usually used in the same sentence, in the sense of the students getting reluctant, and unwilling to speak, because of their anxiousness. MacIntyre (2007) states that students’ willingness to speak and communicate in the foreign language classroom is affected by their language anxiety. In section 2.2.3, you will read about Krashen’s affective filter hypothesis (1982), who argues that level of anxiety, as well as level of motivation, self-confidence and stress are affective factors to students willingness to speak. Therefore, speaking anxiety and students’ reluctance to speak are depended on each other to understand the content regarding students’ willingness to speak.

1.3.3 Fear of Assessment

As the research question 1 concerns what measures a teacher during assessment situations, it is central to discuss the term *fear of assessment*, focusing on reluctant students in assessment situations. As mentioned above in relation to Horwitz’s (et.al, 1986) conducted research on speaking anxiety among students, the *fear of assessment* is a key factor. Speaking anxiety occurs because of two factors; Test anxiety and fear of negative evaluation. Test anxiety refers to students fear of failure in assessment situations, while fear of negative evaluation is a person’s fear of being evaluated by others in a negatively way. Horwitz et.al., states that oral tests provokes the students test anxiety, and that test-anxious students usually are anxious because of their unrealistic goals they do not necessarily manage to achieve. This term will be elaborated on more in the literature review (section 2.0)

2.0 Literature Review

After establishing the background and context of the project, the following section will introduce relevant literature, for using later to discuss and to get a greater understanding of the data collected. The following theories and research establish different aspects of the language learning classroom, and how to facilitate the teaching for oral activity. It is noticeable that there is a small amount of Norwegian or Nordic research about speaking reluctance, and it is lack of conducted research on the field of students' reluctance to speak in the Norwegian English classroom. Still there will be introduced central research conducted worldwide for the thesis, and the small amount of conducted research about speaking reluctance in Norway.

2.1 Sociocultural Learning Theories

Learning theories are fundamental for explaining the classroom situation. It is relevant to include Sociocultural learning theories based on their focus on the social aspects of language learning, and being a facilitator for the learners' development and learning (Schunk, 2012, p. 240). Dewey and Vygotsky emphasized the importance of learning through interaction with others. It was central to include their ideas to be able to explain *why* speaking participation is important for students' learning in general, and why there is a need of tailoring the teaching according to the reluctant students' needs.

2.1.1 Zone of proximal development (ZPD)

Sociocultural learning theories emphasize learner-centered and collaborative teaching as important aspects of achieving a high level of learning (Wang, 2008, p.149). The idea of learning occurring through dialog is central, as well. The psychologist Lev Vygotsky stated that social interaction is crucial for language development. He believed that what a child needs help with today he will probably manage alone tomorrow. The adult works as a scaffold to support and guide the student towards being more independent (Vygotsky, 2001, p.168-169; Drew & Sørheim, 2016, p. 16-17). The zone of proximal development is a central term within Vygotsky's sociocultural learning theory. His theory focuses on the connection between education, learning and development, and what a child can manage on his own and with help from others.

The theory emphasizes the importance of interaction and dialog. According to Vygotsky, it is what we learn in interaction with others, we gain skills to present independently later.

By being receiving scaffolding by an adult, or working with others, the child's ability to do tasks without receiving help grows. Scaffolding focuses on giving the learner support during their development and learning. Vygotsky mentions also that imitation and education is important for the child's development. By having a teacher or an adult imitating and scaffolding the child, the child will be more independent later on. This is also a case for the reluctant student. If the student is struggling with speaking in front of a bigger crowd or speaking with a co-student, Vygotsky's theory tells us that by receiving support from others, the student will manage to speak by himself when he is confident and independent enough.

2.1.2 Learning by Doing

According to Rather (2007, p.152), John Dewey is one of the most important psychological and educational reformers through times. Within education, he is most famous for his principle regarding "learning by doing". He stated that learning should be promoted through activities and practical experiences. The learner is supposed to be put into situations he or she has to solve.

Considering what measures are appropriate for supporting students speaking reluctance, Dewey's belief that education should involve socially engaging learning experiences focusing on developing the student is central. The learners should have the ability to participate in learning activities in a social setting. In the student-centered classroom, the philosophy of Dewey (1929) is highly central, where the students are learning to develop their own thoughts and opinions. The students accept mistakes, are a part of the classroom discussion, and are depended on each other to learn. The student, and not the content they are learning, should be the midpoint of the teaching (Williams, 2017, p.92-93). Active learning and a student-centered classroom are therefore crucial for creating a positive conversation environment, as it is how they learn, and not necessarily what they are learning that is the most central aspect of today's school. Active learning is also important for the students' motivation, according to Dewey, and motivation is one of the key factors for increasing students' willingness to speak, as presented in section 2.3.2.

2.2 Reluctance to speak

As the research questions for this study concerns speaking reluctance, it is crucial to elaborate on theories and theorists enlightening the affective factors to students' reluctance to speak. This is to get an insight into why speaking reluctance most commonly occurs.

As mentioned earlier (section 1.3), I have chosen to use the term reluctance to speak. Still, "reluctance to speak" and "speaking anxiety" are two terms used interchangeably. Aida (1994, p.157) stated that speaking anxiety and reluctance occurs when communicating with others in a foreign language. As we can see, the terms are used in the same sentence. Most of the theoretical ground is based on literature concerning speaking anxiety, as there are many similarities between "speaking reluctance" and "speaking anxiety" regarding the teaching situation. One of the most central theories explaining students' willingness to speak in the classroom is Horwitz's (et.al., 1986) term about speaking anxiety.

2.2.1 Theory of Foreign Language Anxiety

This section elaborates on factors that can have an impact on students' willingness to speak, and make the student reluctant to speak. The first theory within the field of language anxiety, "Theory of foreign language" was developed by Horwitz (et.al., 1986), "...in order to capture this specific anxiety reaction of a learner to a foreign language learning setting" (Aida, 1994). In their article about foreign language classroom anxiety (Horwitz et.al., 1986), it is stated that speaking-in-class anxiety especially shows up during testing situations and that pupils say that they know what to say and do, but become insecure and anxious when tested. According to Horwitz et.al., foreign language anxiety can be grounded in communication apprehension, test anxiety or fear of negative evaluation, and affects the students' degree of language learning motivation. A student can experience not being willing to speak especially during communication apprehension, because of the fear of not understand and not being understood. If the students have previous negative experiences with testing and assessment situations, they will most likely develop test anxiety in fear of failure, and lastly, fear of negative evaluation is based on the students' fear of not giving the right social impressions.

Test anxiety is, according to Horwitz et.al.,(1986), a fear of failure, where students create unattainable goals for themselves and are not pleased if they do not perform perfectly. Many students experience a fear of negative assessment (FNE) as well, which also is the main focus of this thesis. Horwitz et.al. define fear of evaluation as “apprehension about others’ evaluations, avoidance of evaluative situations, and the expectation that others would evaluate oneself negatively. The difference between FNE and test anxiety is that FNE is broader and regards all types of evaluative situations such as oral presentations in class, and being evaluated continuously in a class by the teacher or co-students. Not being fluent in their foreign language will make the students more sensitive in several evaluation situations (Horwitz, et.al., 1986). This, among other factors, is considered to be a factor in foreign language learning. In spite of this, Sandin (2017, p. 22) states that a teacher does not need- and should not have to give a diagnosis to be able to work with students who experience fear of speaking and reluctance to speak.

In accordance with the theory of Foreign Language Anxiety, research can also show us that teachers experience test anxiety and fear of evaluation among students. Teachers experience these as factors to students’ speaking reluctance as well. Nessler (2018, p.28-29) conducted research on how teachers can meet and handle challenges of speaking anxiety among students in English language education in Swedish schools. What her research confirmed was that students’ speaking anxiety is highly affected by performance and fear of assessment. Several teachers she interviewed focused on the performance and that: “the students might not experience anxiety when it comes to presenting, but they focus on the grades. [...]They are very focused on the aspect considering assessment instead”. According to Nessler (2018), one of the most important ways of scaffolding students who are struggling is to make the goals of the education manageable for all students and focusing on a student-centered classroom. In accordance with Nessler (2018), Black & William (1998, p.6) states that the students fear assessment mainly because of two factors: fear of failure and taking constructive feedback from teachers and co-students the wrong way, and therefore a supportive classroom is necessary. Overall, the research and theory presented above can tell us that one of the biggest influencing factors to speaking reluctance and speaking anxiety is test anxiety and evaluation and that there is a need of a supportive classroom and teacher to work with the students’ speaking challenges in the classroom.

2.2.2 The Supportive Classroom

According to Dörnyei (1994, p.273) motivation, classroom climate, and self-esteem affect people's willingness to be orally active. It was concluded in his paper about motivation in foreign language classrooms, that high oral competence does not necessarily mean a high willingness to speak a foreign language. The key to "oral success" is, according to Dörnyei, to create a supportive classroom environment and develop students' self-esteem and motivation. To achieve motivation in the classroom environment, it is crucial to create a relaxed and positive learning atmosphere. Teachers should not have as a goal to achieve a perfect language-learning classroom, but rather accept that mistakes might occur and that errors are a part of the learning process. Motivation has, according to Dörnyei & Ushioda (2009, p.2), a major impact on an individual's learning process, and has an impact on students' level of fear during assessment situations.

In similarity to Dörnyei, Krashen(2009, p.31) also stated that to be able to gain foreign language acquisition and experience less fear of assessment, measures the teacher needs to take is to develop a supportive classroom environment, develop a good self-confidence and gain high motivation. Krashen was one of the earliest theorists who discussed the theory of second language acquisition. His theory consists of four hypotheses, explaining different challenges language learners can experience. One of the theories by Krashen is The Affective Filter Hypothesis. The theory mentions and discusses the way different factors affect the language learning process, and states that level of motivation, confidence, and anxiety are three "affective" parts of language acquisition. According to Krashen, learners with high motivation do it generally better in second language acquisition. Also, learners with high self-confidence, and who has a good self-image tend to do better in second language acquisition. Lastly, having low anxiety appears to be beneficial to language acquisition, whether measured as personal or classroom anxiety.

Krashen's Affective Filter Hypothesis does not only describe the students' ability to learn a new language, but also important measures taken by the teachers, concerning the ability to give input and make the language process as understandable and effective as possible. Different affective factors in pedagogy are important, and the hypothesis suggests that the goal of the education should not just focus on making the language learning comprehensible, but also encourage to a higher level of self-confidence and self-image, as well as a low level of anxiety (Krashen, 1982, p.32-33). A student-centered classroom is, therefore, crucial to center the students' needs and to support speaking reluctant students to increase their level of speaking participation.

2.3 The Classroom Situation

Based on this project's research question, getting an insight into how the teacher's role and practice is central. As you will see below, Vygotsky's theory about the zone of proximal development is consistent in most of the literature about how to make the student confident and less anxious in the learning situation.

2.3.1 Role of the Teacher

Considering the first research question, it is crucial to elaborate on the teacher's role in the classroom and how her role has an impact on students' speaking reluctance. According to Sandin (2017, p. 15-20), there is a need for knowledge and competence regarding speaking reluctance to be able to help the students who suffer from being anxious to speak. He sums up what needs to be done in three categories: Knowledge about speaking reluctance, possibilities of practice and a motivation to help the students with their speaking reluctance challenges. Speaking reluctance has been more and more known in school, but, according to Sandin, there is a lack of conducted research regarding the topic. He states that speaking reluctance should be viewed from a scientific perspective, especially from a practical-pedagogical perspective. The other category, possibilities to practice, is a fundamental prerequisite for getting rid of a student's reluctance to speak. Sandin states that school is the best place to practice speaking, but the ordinary speaking activities are not necessarily the best way to do increase students' willingness to speak. Instead, by working closely with teachers and have tailored activities for struggling students' needs, their speaking participation might decrease, and their fear of speaking will increase. This is also in correlation to what Vygotsky (2001) states about tailoring the teaching after the students' needs and abilities and promoting a supportive

classroom environment. Students' will be demotivated if they do not manage to achieve specific aims, and if this is the case over time, it will change the students' relationship to school and education in a negatively matter. A good teacher focuses on challenging the students, but only in a way it is manageable, and scaffolds the student in the Zone of Proximal Development (Dobson & Engh, 2011, p.91).

As Vygotsky (2001) states, a teacher needs to promote a supportive classroom environment to increase students' level of learning and participation. To create a supportive atmosphere in the classroom, Munden & Sandhaug(2017) states that negative comments should be unacceptable to increase reluctant speakers confidence to speak. Relations of trust are an important part of developing and supporting good communicative skills, and also to have a confident and supportive teacher is crucial to create a supportive classroom. Munden & Sundhaug (2017, p.260-263) states that a supportive teacher use pair and group work, provide scaffolding and use speaking activities where speaking is not the primary focus, such as drama which help the reluctant speakers build their confidence to speak independently. The teacher has to have patience with the students, including the students in the lessons and make room for all of the students to participate It is also valuable to include student-centered speaking activities to make the students confident to speak in the classroom, and to practice speaking English in the classroom.

Skadsheim (2016, p.78-81) is one of the few who has conducted research about students' reluctance to speak in Norwegian schools, and I am including his master's thesis as a reference based in the lack of other conducted research on speaking reluctance in Norway. Skadsheim's (2016) research question was "How can Norwegian subject teachers in secondary high school support students with speaking reluctance in their oral skills development?". His thesis is relevant as his research question is in accordance with my own research question, but his thesis was focused around speaking reluctance in the Norwegian subject. A benefit of incorporating Skadsheim's (2016) thesis is the possibility of retesting his research question, but in another teaching subject, as well as comparing my project's result with his. To consider what measurers teachers could take to tailor the teaching to the students' needs, it was necessary to chart what reluctant students find most challenging when speaking in the classroom. One of the results of Skadsheim's (2016) research project was that students'

reluctance to speak occurred during conversations in front of the whole class. Another result was that reluctant students who had fewer listeners during an oral activity gained more oral confidence over time. He saw that classroom conversations were triggering the students' reluctance to speak and that the students' level of communication increased when speaking in smaller groups, or with the teacher alone. Group conversations had several similarities to everyday conversations, and therefore it created a more relaxed and natural setting. The importance of preparation time, with support from the teacher, was emphasized as well. This increased the students' confidence when participating in different speaking activities. According to Skadsheims' (2016) research project, the teacher emphasized the importance of tailoring the teaching to the students' need to include them in oral interaction in class.

As mentioned in section 2.2.1, Nessler (2018) conducted research on how Swedish teachers handled the different challenges of speaking anxiety among their students in English language education. One of the main findings from her research project was that teachers imagined that students' performance anxiety could be connected to students' fear of assessment. The term performance anxiety was a common term that most of the teachers mentioned during the interviews. She also, in similarity to Skadsheim (2016), promoted speaking activities in smaller groups with the intention of "de-dramatizing" the students' anxiety towards speaking in front of the whole class.

The research presented above presents measurements proven to increase reluctant students' level of participation. By having this as a basis for my project, I have an impression of what other researchers' results tell us of what works in the classroom to tailor the teaching to the students' needs, and what to avoid when working with speaking skills in the classroom. The research presented tells us that what role the teacher has in the classroom is central for increasing students' willingness to speak. Overall, the teacher is promoted to scaffold and support the students, but also incorporate activities based on speaking in smaller groups.

2.3.2 The Student-Centered Classroom

In correlation with what is mentioned above, by focusing on creating a student-centered classroom, the students develop a higher level of independence as an English learner. A student-centered classroom is considered as important for reluctant speakers to gain

confidence in the classroom, as well. A student-centered classroom is defined by the teachers' role in the classroom and her measurements to tailor the teaching to the students' need, where the students is the midpoint of the classroom. As Vygotsky states (2001), the teacher may be used as a scaffold to support the learners. In this way, the students develop a "can-do"-attitude, without being dependent on the teacher. According to Bledsoe & Baskin (2014, p.32-41) there are eight key ingredients to working with fearful students in the classroom. One of the keys is for the teacher to gain knowledge about the fear and its impact on the students. Fear can be different to each student, and therefore there are different ways of approaching their challenges. Some students find the idea of standing in front of a class speaking difficult, while some find the idea of getting assessed challenging. Gaining knowledge about this might make it easier for the teacher and students in the classroom. The second key factor is also to cooperate and speak to the students about their fear they experiences and give them ways of handling the fear, and investigate how they can be more confident in the situation, and how to make them feel more prepared.

In conjunction with the examples above, a third and fourth key measures, mentioned by Bledsoe & Basking (2014) to tailor the teaching to reluctant students' needs, is to provide activities to reduce stress and anxiety in the teaching. They also promote the idea of incorporating learning strategies to promote a stress-free environment. Working with *how* the students can handle their fear is considered more positive and motivational for the students. It increases the students' level of participation in the classroom, as well as it increases the students' confidence in an assessed situation. A way of developing students speaking skills is to incorporate conversational and collaborative group activities into the teaching. Leo Jones (2007, p.2-15) states that in a student-centered classroom where the teacher is just as much a participator as an instructor in the learning process, focusing on student activity, the students speaking skills are stronger than in a teacher-centered classroom. The students are the midpoint of the classroom, with a teacher guiding them and facilitating the teaching for them. This is a way of gaining self-confidence and motivation to speak a foreign language in different situations. According to Jones, a way of gaining this confidence is to put talkative students in smaller groups, and less talkative students in larger groups. Both the size and construction of the groups have an impact on how much the students get to talk. This is a way of facilitating for the students who are less confident to speak. As Skadsheim (2016)

concluded in his thesis (Section 2.3.1), the students were more talkative, and more relaxed in the situation when the students communicated in smaller groups, but also to focus on preparation before they are participating in the group conversations. Jones (2007) agrees and states that to make students with less confidence speak more, a good way is to make them feel prepared and give them time to reflect for some time before starting a conversation or a presentation. When being assessed on speaking skills, preparation is also important to feel more confident and calm during the situation.

2.3.3 Assessment

As research question 1 concern what measures a teacher takes to increase reluctant speakers level of participation, especially during assessment situations, it is crucial to elaborate on the assessment situation in the Norwegian school. In an inquiry from the Ministry of Education and Research, with changes for the new curriculum, it is stated that the formative assessment should be emphasized as an integrated part of the teaching practice in the different subjects. The students are expected to be a part of the teaching, and to play a role in their own learning process (NOU 2015: 8, p.13). This way of assessing, which is emphasized in the NOU, is called assessment for learning, or also known as a formative assessment. Formative assessment is dependent on summative assessment, which tells the teacher where the students are now according to the learning aims, to give feedback and focus on further learning.

Formative assessment is evidence to the student's achievement, to decide where to go next, and where each student's potential is. The focus is on feedback and interaction between the student and the teacher in the assessment process. But formative assessment can also be done between a student and a peer. Black & William (2009, p.8-11) states that formative assessment consists of five key elements, or strategies (fig.2, p.26):

1. Clarifying and sharing learning intention and criteria for success
2. Engineering effective classroom discussions and other learning tasks that elicit evidence of student understanding
3. Providing feedback that moves learners forward
4. Activating students as instructional resources for one another
5. Activating students as the owners of their own learning

Aspects of formative assessment

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarify and share learning intentions	Engineering effective discussions, tasks and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

Fig.2: Five Key Elements of Formative Assessment (Black & Williams, 2009)

Based on the figure (fig.1), the formative assessment is dependent on both the teacher and the learner to achieve learning now and in the future. Black & Williams (2009) argue that the teacher has the responsibility of explaining and following up the students during the different activities, while the learner is supposed to understand and acquire what they are supposed to learn. To begin with, the teacher should give the ground criteria for what the students are being assessed on, and then choose learning activities where the students are supposed to show reflection and understanding, such as during classroom discussions. Later, the students are given feedback from the teacher on further work. Lastly, the teacher should include the students in the learning process, by working together to make the students' owners of their own learning.

It is challenging to distinguish between formative and summative assessments. Even though The Ministry of Education And Research emphasizes the importance of formative assessment, the summative assessment is just as important, and the two different assessments are dependent on each other. Bueie (2015, p.6) states that summative assessment can have

formative aspects, with the idea of giving the students feedback but also to give the student a grade based on the level of learning; assessment of learning.

There are some challenges with assessing speaking skills. Aleksandrak (2011, p.46) expressed that the challenges are all from choice of assessment technique and form for its purpose, to the teacher's responsibility of preparing and thinking thoroughly through benefits, disadvantages and what outcome she wants from the assessment. Oral testing is very time-consuming, and therefore it is not often prioritized. But when assessing, some forms are better than others. One of the most common assessments of speaking, oral presentations focuses only on the students speaking ability and not necessarily how to have a conversation. On the other hand, we have collaborative tasks and discussions cover a larger aspect of speaking skills. It assesses both the students' interactive skills and reflection skills.

To conduct research on what measures the teacher takes, especially during assessment situations, to tailor the teaching to the students' needs, and it is necessary to distinguish a teacher's ordinary teaching from assessment situations. It is also relevant to present the assessment system in Norwegian schools, to view what the teacher expects from the students during different assessment situations.

2.3.4 Metacognitive learning strategies

Metacognitive learning strategies are considered useful for reluctant students to be aware of their fears and to know how to handle them, and this is an important measure the teacher should take to tailor the teaching to the reluctant students' needs. Using a metacognitive learning strategy is a way of adapting and monitoring our own thoughts and actions, and is the ability to "think about our own thinking", as Kershner (2000, p.277) defines it. The teacher needs to introduce the students to ways of thinking about their own learning, and how to be aware of their own abilities. Being aware of our own abilities is a way of metacognitive thinking. According to the Organisation for Economic Co-operation and Development (2005, p.50-51), the importance of assessment for learning, the formative way of assessing, is to let students develop their personal metacognitive skills. The metacognitive strategies are not necessarily just for learning in school, but also for use in their daily lives. Gaining an awareness of how they learn will also learn how to set goals, gain several learning strategies and to control and evaluate their own learning process later on. Additionally, OECD also refers to the PISA results from 2000, which told us that students who apply metacognitive

strategies frequently performed better, here on the reading scale, but it could be seen in a general matter. However, the most important finding was that students are most likely to not be able to use such strategies if they do not have the motivation of self-confidence to use it.

The Education Act emphasizes the importance of metacognitive learning strategies by highlighting self-assessment competence. In the adjustments of the Education Act from 2009, it is specified that through self-assessment, the student should be able to reflect and be conscious over their own learning, but also participate actively in any assessment situation and in their own development in the different subjects (The Education Act, § 3-11, 2009). It is explicitly said that the self-assessment is a part of their formative assessment, and therefore an important part of the whole assessment process.

Black & Wiliam (2009, p.13-14) speaks of the “Self-regulated Learning Model” as an example of metacognitive strategies. The term self-regulation concerns the skill of being able to see the missing parts of our understanding and act accordingly. But for the learner to “act accordingly”, and develop metacognitive skills, they are in need of a leader, or a scaffold. Vygotsky emphasized the need for a “helper” during the time where the learner cannot solve or achieve a goal without assistance. For the learner to understand their own learning process and to find out what works best for them, they need guidance, which in the classroom would usually be the teacher. Vygotsky (2001) explains the scaffolding as the teacher “controlling” the parts of the task that is beyond the learner’s capacity, making it possible for the learner to complete the parts that are achievable for him or her.

2.3.5 Promoting Speaking in the classroom

Even though the learning environment in itself is important for gaining more confidence and motivation to speak English in public, the teacher also needs to have proper and meaningful speaking activities. The activities and speaking skill methods need to be purposeful to create a more communicative and supportive classroom. Conducted research from the Norwegian classroom tells us that oral presentations are the most used speaking skill method in all subjects and that discussions are one of the least frequent ones (Svenkerud, et.al., 2012, p.35-47). Based on the thesis’ focus, it is essential to include literature on what measures are defined as speaking promoting, and more importantly, and which are not.

As presented in section 2.3, there has been conducted several research projects (Skadsheim, 2016; Nessler, 2018; Bledsoe & Baskin, 2014) on what promotes speaking activity in the classroom. It is something most of these research papers have in common: the collaborative and communicative aspects. Especially in the language-learning classroom, to develop speaking skills, there is a need for encouraging students to communicate in the target language and communicate with each other. Below I will present speaking activities that are usual to be found in the English subject classroom, and which are promoted, or not, as useful for increasing speaking reluctant students' willingness to speak.

Cooperative learning

Research can tell us that cooperative learning activities are engaging and motivates the students, as well as it increases students speaking participation (Tsay & Brady, 2010, p.85). Think-Pair-Share (TPS) is an example of a cooperative learning strategy aimed to strengthen students' communication skills. The strategy is a three-part activity, where the first part is where the student think about a question or topic with a limited time to think, then secondly the students sit in pairs and discuss their thoughts, and lastly they share what they discussed in pairs with the whole class (Lyman, 1981; Raba, 2017). TPS can be considered as a useful cooperative learning tool as it involves all of the students, rather than having students raising their hands, making the rest of the class mute (Millis, 2010, p. 21). Sampsel (2013) conducted research on the effect TPS had on the students in Mathematics class through an intervention study. She investigated if TPS had an effect on the students' confidence and willingness to participate in classroom discussions. Her results could tell us that the strategy increased the students' confidence to contribute in class and that the content they did not use TPS for seemed more challenging for the students than when they used TPS. On the other hand, Diyah & Istanah (2015, p.42-43) argued that TPS also had some disadvantages. First and foremost, the students could have a hard time staying on topic as they were working together in pairs. It is a challenge for the teacher to follow up all the students during the activity. But on the other hand, TPS is considered a useful and productive way of increasing students' communicative skills and to gain a better fluency and self-confidence in English.

Prepared oral production

Oral presentations are considered a time-consuming solution to practice speaking and performance skills, and also for assessing the students. Because of the problematic findings in

the PISA surveys from 2000 and 2003, it was started a PISA+ research project in 2010. One of the goals was to explore the use of oral skills strategies in the Norwegian Classroom, for 9th graders. One of their interesting findings was that oral presentations, and students' preparations for these, accounted for 80% of the teaching. The oral presentations included one poem reading, one dramatization and three lectures or project presentations (Svenkerud et .al, 2012, p. 35-47).

Iberri-Shea (2009,p.18-22) states that presentations are very advantageous because of its ability to strengthen all of the four language skills; listening, speaking, reading, *and* writing, even though the focus is on speaking skills. At the same time, presentations also promote a great ability of critical thinking and contribute to the development of reflection. Additionally, students tend to remember and learn more by having to explain information to others. In Girard's (et.al., 2011, p. 77-94) regarding if students perceive the benefits from oral presentations, one of the benefits emphasized is that the students could recognize that they were improving their public speaking skills, but also that presentations were a good strategy to learn and remember content from. Additionally, oral presentations lead to greater class interaction. On the other side, several researchers have criticized the extensive use of oral presentations in the language classroom.

As mentioned, 80% of the teaching in middle school is given to oral presentations and the preparation for these. Brooks & Wilson (2014, p.199-210) argue that oral presentations can be perceived as time-consuming, and the time during the presentations makes the students passive. Based on this, oral presentations are rarely used in language classes, and if it is used it is for summative assessment. Brooks & Wilson (2014) argue that students usually do not have any positive experiences with oral presentations. To have the ability to present a topic or hold a speech is often an important competence that is demanded within the field of the working life. Bjørke et.al.(2014, p. 40-41) states that by giving the students the possibility to think holistically about the work of a presentation will strengthen this competence. It does not have to be big or challenging, but it is the practice in itself that is useful.

A Communicative Approach

A communicative approach to language learning is emphasizing the importance of active communicative involvement in the classroom, which is stated to increase reluctant speakers

participation (Dewey, 1929; Vygotsky, 2001). Oxford et.al. (1989, p.33-35) states that the communicative classroom has as a goal to encourage the learners to take responsibility of their own learning as well as the goal of the approach is to gain communicative skills.

Pair-work and group activity is usually to be observed in classrooms when working with students' communicative competence, where the conversations are perceived as more realistic. Also, the tasks are focused on problem-solving and need to be solved cooperatively. Group discussions are a part of the communicative classroom, and can be defined in several ways, but what is a common definition of that the activity is a way for students to share "issues, opinions, and making conclusions to the audiences or outside group and discuss it in English" (Prayoga, 2018). The discussion genre is effective in providing students with the ability to think critically. By being a good critical thinker you seek other alternatives to your opinion, justifying opinions with available information, to be well-informed and consider others points of view. In addition to that, you usually have well-thought and honest opinions and care about the other person's opinions view and reasons (Ennis, 1996, p.171).

Chen & Hird (2006) conducted a research project in a Chinese University Class, focusing on group work and group discussions in the EFL classroom. 34 female non-English students participated in the project. After observing groups discussing different topics, they could conclude with that group work in the communicative classroom has many benefits. Most of the students' performances improved both in spontaneity and naturalness after having several group discussions, and also by having more "personal" topics to discuss, they felt they could connect more effectively with the other group members thoughts and ideas. But the discussions are very dependent on the teacher's effort, and there is a great need of the teacher being supportive and that she or he is able to scaffold the students.

Although Chen & Hird's (2006) project tells us that group discussions are advantageous, it can also give you some challenges in the EFL classroom. Sybing (2015) argues that as the activity is considered as a group discussion, it is easy for the students to view the level of effort and assessment of the activity as group based, rather than each student's contribution. Therefore, some students might tend to be silent in the discussion in fear of affecting the performance of the whole group. At the same time, a group discussion has no predetermined

order of speakers, and it is, therefore, more challenging for the participants to rehearse and prepare what to say beforehand. This can be a factor to make students reluctant to speak or participate in group discussions when the discussions are more unpredictable.

A measure a teacher can take to increase the level of speaking participation in the EFL classroom is to incorporate games into the teaching, as it focuses on interaction and communication between the students (Drew & Sørheim, 2016, p. 69). Gozku & Caganaga (2016) conducted research on the importance of using games in EFL classrooms. One of their findings was that the students felt lower anxiety and stress during the games that were used during the lessons. The focus is on creating a fun and relaxed setting, rather than focusing on the students speaking errors, and being corrected by the teacher or their co-students. It created a higher level of motivation, and the participants were more eager to learn and to participate in the activity. Romine (2004) agrees that games motivate and create learning in a different way, and the students usually find the games enjoyable. The silent students also get to participate in their own way, and it enhances students' participation in the classroom in general.

Role-play is an activity where the principle is to create a setting where the students need to communicate and speak. Scrivener (2005, p.155) argues that in role-play, the students are usually given some information about their role, written on a card. It can be done in different ways, but the most common way is to give the students a specific role and/or lines, or that the students base their role-play on a text they have been working on (Drew & Sørheim, 2016, p. 59-60).

The Hand-Raising Policy

Hand-raising in the classroom is considered as a profitable part of classroom management, but researchers argue that it is not appropriate for promoting speaking participation. Students have, from an early stage, learned to raise their hands when answering a question of participation in a classroom discussion. It is a common way of speaking in the classroom as well, but several research papers can tell us that it is not necessarily the best solution to increase speaking participation in the classroom. A research project conducted by Dixon, Egendorfer & Clements (2009) in the mathematical classroom could conclude with that letting the students speak directly to each other rather than having to raise their hands,

increase the classroom dialogue. They emphasize the idea that the students are taught from an early age to be passive in the learning situation, and that the teacher is the one to choose who is allowed to speak.

Walsh & Sattes (2015, p.23) states that hand-raising is not speaking promoting as it is depending on volunteers to achieve a classroom conversation. Because of the teacher choosing who is to speak and the students being rather passive, we go from a student-centered classroom to a teacher-centered classroom. To create a positive and communicative classroom, students should be able to participate in more engaging activities, such as pair-talk, collaborative group work, etc. On the other hand, hand-raising has for a long time been promoted as an efficient part of classroom management to bring order to the classroom, and it might be seen as a challenge to go leave the traditional hand-raising solution (Lasley, 1981, p.14; Khan, 2015, p.2).

According to the previous research presented above, a student-centered and communicative classroom has a positive influence on reluctant students' willingness to speak. Also, the value of predictability and scaffold from the teacher is considered as important for the students to participate in speaking activities. Still, as there is a lack of conducted research within the field of reluctant speakers in the Norwegian English classroom, the aim of this thesis is to investigate how a teacher approach and increase reluctant students' willingness to speak. The instrument of this study is observations, interviews and students' survey, and I will investigate what measures a teacher take to tailor the teacher to reluctant speakers needs. The next chapter will present the methodological ground for my research project and explain my choices for my conducted data collection.

3.0 Methodological ground

The methodological approach for this project is naturalistically grounded on the idea that it is relevant and useful for a study to conduct research in the phenomenon natural habitat is considered relevant or useful (Kushner & Norris, 1980, p.27). This thesis investigates what measures a teacher takes to increase reluctant students' willingness to speak during assessment situations. I chose to have a naturalistic approach, as the research is following the teacher's work and practice. This also gave me the opportunity to capture the data in "real life". The research questions for this project is as following:

Research question 1: What measures does the teacher take to increase reluctant students' willingness to speak in assessment situations?

Research questions 2: How appropriate are the measures taken to promote speaking in reluctant students?

According to Cohen et.al (2018, p.3), educational research is "a deliberative, complex, subtle, challenging, thoughtful activity and often a messier process than researchers would like it to be". Because of the expectation of the research process being complex I wanted to include research methods and an approach where I would be able to investigate different aspects of the speaking in the English classroom. The research also contains a triangulation of three instruments; observations, interviews and a survey. This provides to further insight into the conducted research as well as it increases the collected data's credibility (see section 3.4). Because of lack of time I had to find an approach that was flexible and was not too time-consuming as well, for both the teacher and me. A case study seemed, therefore, to be a convenient solution, as the teacher could continue her job as usual.

3.1 Research Design

A research design is necessary to be able to plan and reflect on the research project and its process (Cohen, et.al., 2018, p. 153-159). A research design is also valuable to get an overview of how I want to conduct my research, and how I can achieve a valid answer to my research. The research design and model creates a strategy for the research project, and below I will introduce the design and model for this project, Mixed Methods Research, which had an important impact on my planning and structure of the data collection process.

3.1.1 Mixed Methods Research

As mentioned above, research may be conducted qualitatively, quantitatively or it can be combined. In Mixed Methods Research (MMR), the researcher combines at least one quantitative and one qualitative method to conduct research for his or her project. This method is usually used to achieve a larger understanding of the research object (Tashakkori & Creswell, 2007, p. 4).

One reason why it can be useful to apply both quantitative and qualitative methods to a project is that the researcher conducts research on a larger group through for example a questionnaire, but also goes more in-depth through an interview. This can be considered as time-consuming and an effective solution for the research project (McCrudden, Marchand & Schutz, 2019, p. 1-2). For this project, I have chosen to combine both the use of qualitative and quantitative research to include the students' opinions, the teacher's reflection regarding the topic, and the teacher's practice. This is useful to gain a larger perspective of the research field.

It is common in MMR that one data collection method complements the other, where it has weaknesses, and vice versa. For example by using a questionnaire to be able to collect a lot of data from many people, while doing an interview to be able to go more in-depth on fewer people. By combining the more flexible qualitative research methods and the more formal and statistical quantitative research methods, I will also have the ability to see both the general parts of the research, such as frequency of different speaking activities and levels of speaking participation, but also to get an insight into the participants' perceptions and experiences (Befring, 2015, p. 40-41). For this project, I chose to combine qualitative and quantitative data collection methods to be able to triangulate (section 3.2) the different methods, in order to increase the validity of the study to investigate the phenomenon from different perspectives. Considering the research questions of the study, the teachers' *and* the students' perspective are important to include. By looking at a teachers' approach to students' speaking reluctance, and if the measures she takes are appropriate, it is necessary to get an insight into the student's opinions and thoughts of what kind of approaches they consider as useful for their own learning. The classroom is complex, and so is the data collection for this project. Therefore, by using both qualitative and quantitative methods through MMR, will give me the

ability to cover the complexity of the classroom and to go more in-depth with an interview and observations, but also to focus on the students through a quantitative survey.

3.1.3 Research Methodology

The research model for this thesis is a *case study*, which is frequently used in educational research. This method is defined as a research method focusing on one single element, such as a student, class, school or society. Cohen et.al (2018, p.375) emphasizes that “a case study is not only focusing on a single group, but it is also seen in the case within its context”. This means that the attention should not only aim for the specific phenomenon the research is focused on, but also the surroundings around the phenomenon. This can have a great impact on the result of the study. Case studies often include observations and interviews, which also will be the case for this thesis. Creswell (2012, p.465) defines case studies as “...an based in-depth exploration of a bounded system (E.g. activity, event, process, or individuals) based on extensive data collection”. The advantage of a case study is first and foremost that because of its limited place, and few participants, the researcher gets the opportunity to do a rather intensive data collection. It provides the researcher to experience the phenomenon in its natural context, as well: “A case study provides a unique example of real people in real situations, enabling readers to understand ideas more clearly than simply by presenting them with abstract theories or principles. Indeed a case study can enable readers to understand how ideas and abstract principles can fit together” (Cohen, 2018, p.376; Yin, 2009, 72-73).

The aim of the study was to gain an in-depth understanding of the context regarding a teacher’s work in the classroom, and if her measures were appropriate for increasing students level of speaking participation. A case study is a useful tool for conducting research on several aspects of the classroom situation. Not only single persons, classes or teachers, but also the whole classroom situation. A case study was useful based on practical considerations as well, as it was challenging to find more than one teacher who had the opportunity to participate in the project, and I had also limited time to look for several teachers to include in the project.

3.2 Data Collection

The research contains a triangulation of three different instruments: Observations, interview, and surveys. My intention for this data collection is to potentially contribute with new

knowledge about reluctant speakers, especially in assessment situations, and how a teacher approaches these students, within the context of the English Norwegian classroom. Below I will shortly present the informants participating in the data collection, and how the research process was conducted.

3.2.1 Informants

My focus for the data collection was a 10th-grade teacher, working in a combined primary and lower secondary school (1-10th grade), and how she tailored her teaching to speaking reluctant students' needs, especially during assessment situations in the English classroom. The reason for conducting research in a 10th-grade classroom is the increased focus on assessment during this year. The students are being assessed formatively and summatively towards a final grade and diploma in the end of the year. It is of interest to conduct research in a 10th grade classroom, as the level of performance pressure increases during this year, which has an impact on students' speaking reluctance. Bakken (2018) stated that 10th graders experience a high amount of performance pressure during this year. According to Horwitz et.al., (1986), the performance pressure is an influencing factor to students' reluctance to speak, as well.

3.2.1.1 The teacher

The teacher included in this study showed a lot of experience and knowledge about speaking skills and participation during the interviews conducted for this project. She has a master's degree in Educational Research with a specialization in social studies. She has a long experience within the field of teaching, and has been working at the school I am conducting research on for several years. She is also a practical training mentor for pre-service teachers.

The teacher was recruited due to her focus on supporting reluctant students in the classroom and promoting speaking participation. I sent the teacher a consent form with information about the project, and also arranged a meeting for us to get to know each other and for her to ask me questions. Conducting a case study is time-consuming for both the informants and the researcher, but I am glad that I found a teacher who was willing to participate in most of my plans for the research project.

3.2.1.2 The students

In addition to conducting research on the teacher, I also wanted to include the students in the study, and to get an understanding of their view on speaking skills in the English classroom.

This would give me a broader perspective of my research question. The students are a part of the observational data, but also the questionnaire data. Considering the second research question for this study, focusing on if the teachers' measures are appropriate for increasing reluctant students' willingness to speak, it was relevant to include the students in a survey.

This was a class of 26 students, with where approximately half of the class was girls and half of the class was boys. In 10th-grade, the students are usually between 15 and 16 years old.

3.2.2 The Data Collection Process

This segment will introduce the different stages of the data collection process. The data collection lasted for approximately 2 months. Before the data collection, I had a meeting with the teacher at her school to talk about the project and what my intentions would be during the data collection period. The teacher took the responsibility of handing out the consent forms to the students; one for every student, and one for their parents or guardians. She would also let me know if there were students who did not want to participate in the research project. There were no students or parents who did not consent. Below is the timeline of the research period:

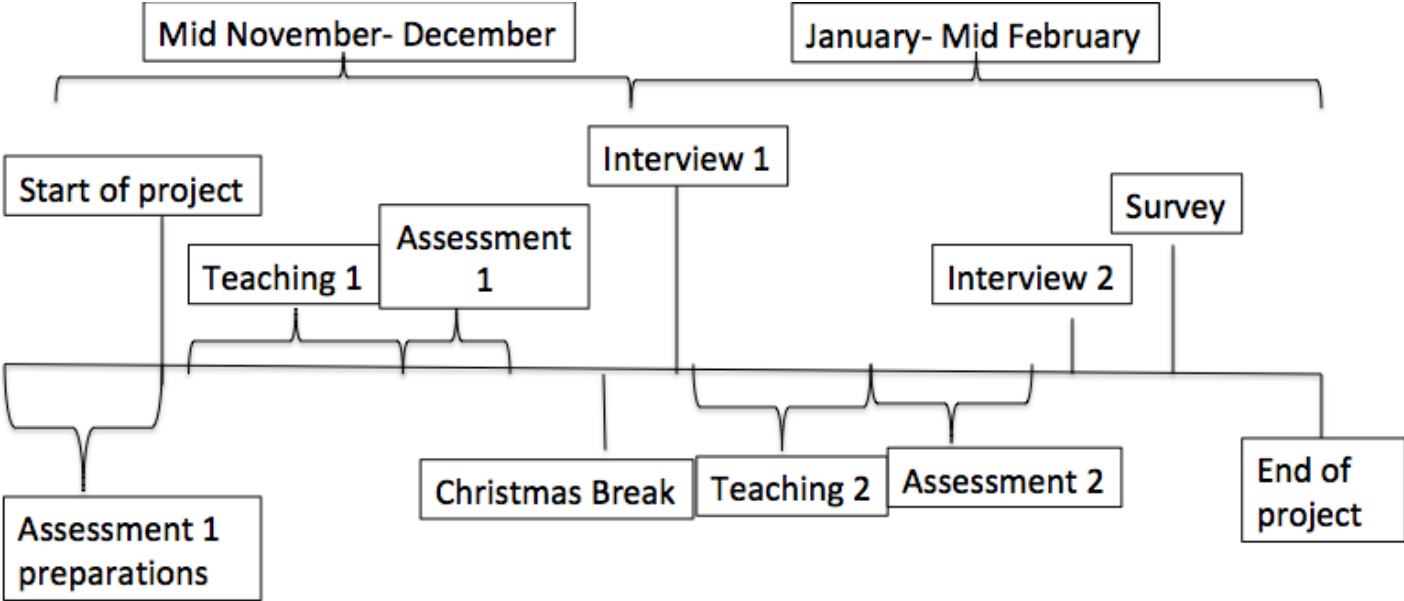


Fig.3: Research Period Timeline

The data collection was carried out in two phases. During phase one, with duration of one month, the first observational period was conducted. The ordinary teaching and an assessment situation were conducted during this period. The second phase, with a duration of one and a half month, the second observational period was conducted, as well as two interviews. The first interview was performed at the beginning of the second phase, in order to speak about the assessment and teaching observed in phase 1. The second interview was performed after the observations, with a special focus on the teaching and assessment observed during phase 2. The second assessment observed during phase 2 was an assessment period (Section 4.2.2, “Assessment 2”) with a duration of three weeks. The project ended with a students’ survey. The instruments will be elaborated on more below.

3.2.1.1 Observations

I conducted the research through observations, teacher interviews, and student questionnaires. The observations were conducted over a two-month period from December to February. The aim of the observations was to investigate how a teacher works with speaking skills to support reluctant students in the English classroom. By conducting classroom observations the researcher gets “...the opportunity to record information as it occurs in a setting, to study actual behavior, and to study individuals who have difficulty verbalizing their ideas” (Creswell, 2012, p. 213-214). My aim of the study was to focus on how a teacher tailors her teaching according to reluctant students’ needs to promote speaking activities in the classroom, especially during assessment situations. Observations gave the opportunity of a deeper insight into which measures the teacher included in her teaching, as well as assessment situations. Additionally, the instrument opened up for observing students’ level of participation during the different speaking activities included in the teaching.

Before conducting classroom observations I wanted to test my observation protocol in a class. Therefore, I observed a class at the University level, to practice observing, and to practice using the observational protocol. Also, because of my lack of experience with classroom observations, it was useful to practice how to write useful field notes (Appendix B) during the classroom observations. The observation protocol is borrowed from Attia’s Ph.D. (2015, p.76-77), focusing on students with speaking anxiety. I used it to structure the different learning activities observed, and evaluated the level of student participation during the different

activities I did not adjust the protocol for this study's plot, as the content was useful and relevant for the observations.

Classroom Observations

In the classroom, the researcher has the choice of being a participant observer or non-participant observer, or in-between as a changing observer (Creswell, 2012, p.214-215). As a researcher, I chose to participate as little as possible, but in some cases, I wanted to see the students' reactions to different learning activities, and therefore I chose to walk around in the classroom as well. The advantage of not being a participating observer in the classroom is that the researcher can write field notes in the moment, as well as receiving the opportunity of observing the classroom in its entirety.

I conducted research at a rather "sensitive" topic, as speaking reluctance and students' fear of assessment, and an assumption is that the students would be more comfortable with the researcher not being a participator. Additionally, I did not want to affect the students' reactions to the different activities and the teacher's actions in the classroom. My observation role was similar to a spectator who, to a small degree, is a part of the interactions between the participants than a passive observer (Johannessen, et.al, 2016, p. 132-133). By being a so-called "spectator" there is a smaller room for misinterpretations, compared to a totally passive observer

The purpose of the observations for this project was to gain insight into what speaking skill activities and assessments the teacher used in her English classes. I was interested in what measures the teacher took to increase reluctant students speaking participation and willingness to speak, especially during assessment situations. Another aim of the project was also how appropriate the measures were for increasing speaking reluctant students' willingness to speak. Therefore, the level of speaking participation was a central focus during the observations. When my research project started, the students were being assessed based on oral presentations. I was also told by the teacher at the beginning of my study, that three weeks of my observation period during phase 2 would be an assessment period, focusing on assessing students' speaking skills.

Field Notes

Taking field notes during my observations gave me the ability to read and reflect afterward on what I had observed, heard and experienced. The term *field notes* is defined as “text recorded by the researcher during a qualitative observation” (Creswell, J.W., 2012, p. 216). My notes are focused on the teacher's performance of different speaking activities and the students' reactions to them. The notes are written down as descriptive notes based on an observation protocol (Appendix B), focusing on events, activities and the people participating (Creswell, 2012, p. 217; Attia, 2015, p. 76-77).

3.2.1.2 Teacher Interviews

There are several reasons for incorporating an interview into the research process. For this project, it was relevant to include teacher interviews to gain an understanding of the teacher's actions in the classroom, but also to sample the teacher's opinions and reflections regarding the thesis' topic. The interviews were semi-structured with open-ended questions, where the topics and questions are prepared with help from an interview guide (Cohen et.al., 2018, p.508-12). For this research project, the goal was to conduct research on possible issues based on students fear of assessment, and how the teacher tailor the lessons for the speaking reluctant students (Johannessen, et.al., 2016, p.145-154).

The interviews were conducted in phase two. The first interview was conducted in January, and the intention of the interview was to learn about the teacher and how she worked with reluctant speakers in the classroom, and during assessment situations. The second interview was conducted in February, at the end of the data collection. This was a way of finishing the project and to ask some last questions I had, but also to focus on the assessment period, which the teacher arranged over a three-week period in phase two.

Pilot interview

To practice and to decide what questions to include in the interviews, I performed a pilot interview with a co-student. Conducting a pilot interview is useful to get familiar with the questions asked, and what possible follow-up questions that might come up. It also makes the interviewer more prepared to avoid interruptions during the interview (Creswell, 2012, p.399). The pilot interview allowed me to revise, and change the direction of specific questions. It also gave me an impression of what answers to expect from the interview object.

Transcription

Transcription is about converting recording into text (Creswell, 2012, p. 239), and is important in the process of coding the interview. Making speech into text- the transcription process was done after both of the interviews were conducted and completed. The focus was on the content of the interview, and not necessarily how the interview object answered or how long her pauses were. The transcription is completely verbatim, but words that were repetitive, are not included. The interviews were conducted in Norwegian for a more natural and relaxed setting.

The interviews were recorded on The University of Oslo's app *Nettskjema*, which was a dictaphone app for smartphones. The first interview lasted for just over 55 minutes, while the second interview lasted for 36 minutes. In transcribed form, this became approximately 12,200 words and 27 pages. Transcription is time-consuming, but it provided me the ability to relive and experience the interview over again and to get to know the content very well. Transcribing interviews allows the researcher to interpret the interview in detail. The transcription is also the starting point of the analysis, by firstly creating an overall impression of the content, then secondly pulling out important details relevant for the aim of the study.

Interview guide

The interviews were prepared with an interview guide (Appendix A). The interviews were semi-structured, as it opened up for follow-up questions and other during the interviews. Considering the aim of the study, the first interview focused on the teacher's measures for increasing reluctant speakers willingness to speak, and her experiences with speaking reluctant students in teaching as during assessment situations. Additionally, the oral presentations, which I had observed on beforehand, were a central topic during this interview. The second interview was mainly focused on the 3-week assessment period and the teacher's reflections and experiences with assessment situations and reluctant speakers.

3.2.1.3 Survey

Considering the second research question for this study, if the teacher's measures are appropriate for reluctant speakers, a student survey was included as a data collection instrument in order to investigate to what extent the measures are perceived by the students as beneficial. According to Befring (2015, p.77-79), questionnaires are useful for describing and

collecting data at a particular point in time with the goal of describing the existing conditions. An advantage of including a questionnaire to the research process is the ability to collect data from many individuals in a short amount of time. In educational research, a questionnaire is often structured by close-type questions but also gives the informant the possibility to give further information in addition to that by responding to open-ended questions. To be able to answer my second research question, and to get an insight into what the students consider as appropriate speaking activities, a questionnaire was beneficial to include.

The survey for this project (Appendix C) was on paper and contained both open-ended and closed questions. The questions were in Norwegian, and the students could answer in Norwegian to make it easier and not as challenging as it would be in English for most of the students. There were 26 informants. The questions had adapted language for their age group, by being simplified and as concrete as possible. The questions dealt with their relationship with speaking activities in the EFL classroom, whether they find it challenging to participate in speaking activities or not, and in which of the speaking activities they consider appropriate.

The survey was conducted with a questionnaire on paper, handed out by the teacher at the end of the data collection period. The teacher had to do this because of her busy schedule. It is important to mention that I did get approval from NSD- Norsk senter for forskningsdata (Appendix D), the teacher and the students/students' parents on beforehand of the data collection.

3.3 Data analysis

Peter Newby (2014, p.397) states that “if collecting good data is a necessary start to producing good research, then making them release their information is equally important,” Based on this quote, the importance of my analysis is to understand and interpret my classroom observations and teacher interviews to create an understanding of how the teacher works with and focus on students' fear of assessment in the classroom. Parts of my research were conducted in the phenomenon's natural surroundings, and the teacher was observed in her own classroom (Johannessen et.al. 2016, p. 131). The questionnaire was a way to get the students' voice into my thesis, and to see if what the teacher does and says contributes in a positive manner to the students' reluctance to speak. I got an insight into what speaking activities they find most useful and meaningful in the English classroom.

During the analysis of my data, I had to select, exclude and compare the various findings from the different methods. The findings will be presented in section 4.0. I chose to analyze the data at the end of the data collection by coding the findings. As mentioned earlier, the interviews were transcribed to make it easier to get an overview and make it easier to code and analyze it. Richards (2009, p.94) tells us that: “most qualitative researchers code, but no qualitative research is only about coding”. While quantitative coding is about numbers and structure, qualitative “coding” is focused on data retention and interpretation of the data. My focus of the analysis was to get an interpretation of what measures the teacher took in the classroom to increase reluctant students’ speaking participation. And the aim is to understand and learn from the results.

The data have been handled through a thematic analysis. Braun & Clarke (2006, p.79) states, “a thematic analysis is a method for identifying, analyzing and report patterns within data”. Even though the method interprets the data in detail, it goes beyond this, by including several different aspects of the research topic as well. Through a thematic analysis, I have coded and categorized the observational data according to the frequency of speaking activities and level of speaking participation. The analysis for the gathered data for this project contained four stages. For the observational data, the data was re-read and transcribed field notes, to be able to familiarize with the collected data. The data were then were coded into different features, and later gathered into different categories. The categories were as following: Games/role-play (1), speaking to the whole class (2), group/ pair work (3) and Think-Pair-Share (4).

Games and role-play (1) is put into the same category as it promotes physical activity, but in an educational matter (Drew & Sørheim, 2016). Speaking to the whole class (2) can have several definitions, but overall it is a term for speech done individually to the whole class, e.g. hand-raising or presentations. Group/pair work (3) is considered all activities where students are given a task in order to cooperate, communicate and discuss the content. Lastly, Think-Pair-Share (4) is a cooperative learning activity. The activity differs from group and pair work, as it is a three-part-activity, involving individual work, pair discussion and speaking to the whole class (Section 2.3.5 about Promoting Speaking in the Classroom).

To organize and analyze the different teaching activities from the observations, I made an overview of which speaking skill activities the teacher used, and the frequency of the activities for two periods. Additionally, I included what impact these activities had on the students' level of participation in the classroom, according to the projects' second research question. I based my classification criteria for activities on the idea of the student-centered classroom and how to create a less anxious environment (Jones, 2007; based on Jones's ideas (2007), who stated that in a student-centered class the students get more time to speak, but the students will more likely use this time to speak more effectively if they get time to prepare. The degree of speaking participation was divided into low, moderate and high, based on my own interpretation of speaking participation in the classroom:

Low: The class is silent, and the students do not interact with other students

Moderate: Some students are orally active, but there is a lack of interaction between the students, most of the students are speaking English

High: Most or all of the students are orally active, the students are speaking English, and shows engagement by willingly interact with other students in student-oriented activities or asking questions and paying attention in more teacher-oriented activities

The intention was to compare the observational data with the teacher interviews, focusing on if what the teacher said about what she considered as important when promoting speaking skills, and if what she did in the classroom to prevent fear of assessment and speaking reluctance correlates. Additionally, I also wanted to compare the observational data with the students' survey to see if what I have observed correlated with the students' views on speaking skill activities in the classroom.

Compared to the analysis of qualitative data, the quantitative data could give me information about the students' opinions and reflections about the English classroom. The questionnaire was a secondary data collection, done after the observations and interviews. In order to investigate the projects' second research question regarding is the teachers' measures were appropriate for increasing reluctant speakers willingness to speak, students were included in the study through a survey. The intention of the observations was to investigate the frequency

of activities the students preferred and did not prefer when regarding speaking skills, but also if the students actually experienced any fear of speaking in class or in assessment situations.

The way of using both quantitative and qualitative methods gave me the possibility of covering several parts of the classroom, and to observe the frequency of speaking activities and students' speaking participation, get to know the teacher's thoughts and opinions, and lastly to get an insight into the students' view of the topic. Cohen et.al (2018, p.33) argue that by using a mixed method strategy it enables you to get a better overview and an understanding of what you are conducting research on. Even though the analysis is done with the focus of what the teachers can do to promote speaking skills and avoid fear of assessment, the students are an important part of the research question as they are the receivers of the activities, and they are the ones who consider assessment and performance pressure as a stressful part of their daily life (Bakken, 2018).

3.4 Reflections on Research Design and Data Collection

A research model's goal is to achieve reliability and validity. Reliability strives for the best possible trustworthiness in the results. It is a challenge to achieve the goal of absolute reliability, validity, and transferability, but it is important to be aware of it and to go as far as possible to achieve the best as possible (Bordens & Abbotts, 2017, p.131). This section will present the measures taken for achieving a high level of research quality.

3.4.1 Reliability

The reliability of research is depended on that the instruments are reliable. Bordens & Abbotts (2017, p.130) states that the reliability of a measure is "its ability to produce similar results when repeated measurements are made under identical conditions". Reliability concerns the data of the research and its trustworthiness. If the study should be as reliable as possible, the same result should be able to be reproduced every time the same instrument is used. A researcher will also establish a high level of reliability based on accuracy while handling the collected data. The data need to be handled with respect, and carefulness, to avoid mixing together the data. The instruments should be useful for its purpose, as well, and therefore I included a pre-test of the observation protocol and the interview questions, which was going to be used during the research process.

The challenge with reliability in qualitative research is that what you measure is constantly changing. For this thesis, when measuring reluctance to speak and fear of assessment, and a teacher's approach to this, it is difficult to get the same results over and over again because of the phenomenon is changing. There will always be deviations from the first study to the next. That is the challenge with psychological and phenomenological studies. But a strength with observations, is that it provides the ability to observe the phenomenon numerous times. By having a test-retest I have done measurements on the same phenomenon with the same instrument (observations) several times to see the frequency and correlation between the measurements. For the reliability to be fulfilled, the measurements should be the same (Bordens & Abbot, 2017, p.131). Additionally, to increase the projects' reliability, I have included the students' questionnaire in the thesis as well as the questions for the teacher interviews and the observation protocol used during the observations. This allows other researchers to retest and repeat the same research.

3.4.2 Validity

Validity focuses on the degree a method actually is useful for its purpose, and how well you measure what you want to measure. This is crucial to achieving good results. Conducting research on people and societies, which is always changing, makes it more challenging to achieve full truth, but you can increase the validity as well (Johannessen, Tufte & Christoffersen, 2016, p. 231-234). Conducting an observation over time, interviewing a teacher twice and conducting a students' questionnaire at the end of the research project strengthen the validity.

Triangulation is a way of conducting research from different informants, types of data or methods. By including information from different sources of information, it strengthens both the research's accuracy and credibility (Creswell, 2012, p. 259). There is a methodological triangulation by including different methods to investigate the same object of the study (Cohen et.al., 2018, p.265). In accordance with the projects' research question, the study included the teacher and the students in the research process and conducted research through observations, interviews and a survey. By including three instruments, it captures different aspects of the same phenomenon, and provides a more detailed picture of the phenomenon, which is a teacher's approach to reluctant students, especially during assessment situations, and how appropriate the measures the teacher takes are.

In addition to triangulation, I also asked the teacher, whom I interviewed, to read through my transcriptions from the interviews. I wanted to check with the informant if my findings were correct. The teacher did not give any comments on the data collected. As well as an informant of the study, I also wanted to include an outsider to give me feedback on the project as a whole, and as several parts. Creswell (2012, p.259-260) calls it “conducting an external audit”. Malterud (2017, p.195) states that a research project’s validity strengthens when discussing the data collected with others, as different perspectives see different aspects of knowledge. I have been working with my supervisor continuously during this project, who has given feedback on the execution of the research and discussed the findings, and if the interpretations of the findings were grounded in the data collected.

3.4.3 Ethical Considerations

A researcher has the responsibility of acting ethically towards the participants. While gathering data qualitatively the focus is on conducting in-depth research on a phenomenon, and therefore sensitive information can come up. First of all, the participants’ anonymity needs to be maintained. For this thesis’ case the teacher's name and the workplace are anonymous, and also the students’ information is not known. Also, the students’ and the teachers’ consent had to be received before being able to begin the research process (Creswell, 2012, p.230). I also applied to NSD for approval to execute my research project. I was prepared on not including the students who did not consent to participate in the study, but there no disagreements were given. Because of NSD’s requirements, I could not focus on specific groups, e.g. conduct research specifically on reluctant students. I was not allowed to know about or talk to the teacher about students that were reluctant and could have speaking anxiety. Therefore, I chose to conduct research on the teacher and her measures for the class as a whole group, but also how she adapts the teaching for reluctant students. Additionally, I chose to include an anonymous students’ survey focusing on the whole class and their views on speaking skill activities and assessment situations. Newby (2014, p.386) states that as a researcher: “...we have to ensure that “(a) we do not invade people’s personal space, (b) we respect their privacy and (c) ensure that they retain their anonymity”. This was important to me pre, during and post-research, While analyzing the conducted research. The transcriptions and recordings from the interviews were deleted when the analysis and discussions were completed.

In similarity to qualitative observations and interviews, it is important with the quantitative questionnaire to keep the informants and their information anonymous for others. The questionnaire does not ask for any sensitive data, and is completely anonymous; it does not ask for name, age or sex. Additionally, the students had the possibility of answering the questions they wanted, and to skip questions they did not want to answer. I got consent from the students and parents before conducting the survey. After analyzing the questionnaires the papers were destroyed, to keep it as confidential as possible (Creswell, 2012, p.169).

4.0 Findings

In this chapter, I will present the findings of my research. The research process lasted for two months and is divided into two phases. Firstly the results for the observations will be presented. Later, I will also introduce my findings from both the teacher interviews and the students' survey.

4.1 Observations: Teaching

The aim of the observations was to get an insight into what kind of speaking activities that got the highest possible speaking participation. This was to see how the teacher facilitated for the reluctant speakers, especially towards an assessment situation, by increasing students level of participation. As mentioned in 3.7.3, Ethical Considerations, I had to focus on the class as a whole, and not reluctant students specifically. It was central to observe how the teacher teaches speaking skills, and what made the students most willing to speak. Both of the periods, that were observed, were before an assessment situation. For analyzing the observations of the English classes, there were three central aspects to consider, according to the project's research questions:

1. What measures the teacher takes during the ordinary teaching to increase reluctant students willingness to speak
2. What level of speaking participation the students show during the different speaking activities
3. If the type of assessment activity increase speaking skills and willingness to speak

The results are divided into two periods; Period 1 and Period 2, which will be compared afterward in the discussion part (section 5.0). The ordinary teaching (as well as an assessment, section 4.2) has been observed during each period. The different speaking activities observed were sorted into categories. The categories were: Games and Role-play, Speaking to the whole class, Group work, Pair work, and Think-Pair-Share. Below, the findings from the ordinary teaching will be presented in the order of period 1, then period 2. Later, the findings for the assessment situations for period 1, then period 2 will be presented in section 4.2.

4.1.1 Period 1

During period 1 I observed 4 English classes over three weeks. I observed two cases of games and role-play, three cases of group/pair work, two cases of speaking to the whole class and no cases of Think-Pair-Share. Games and Role-play, group work and pair work were the activities which had the highest level of speaking participation, while speaking to the whole class had the lowest level. The teacher mentioned in one of the interviews I had with her, that the students had been working towards the first assessment situation for three weeks before I arrived. The project did not start until after their preparations, due to a delay in contacting the teacher, the research did not commence until after the students' preparations

The activities below will be ordered according to the level of participation, from a high level of participation to a low level of participation.

1. Games and Role-play

During period 1, I observed the teacher use a game called “board game” as a startup activity. This was an activity with a goal of developing students' ability to describe, without the use of most obvious. The concept of the game was to describe different pictures on the board to a co-student without using the “tabu words”. One student sat in front of the board faced forward, while the co-student sat with his back to the board. E.g.: One of the pictures on the board was of a pumpkin with a carved face and a hat, and the taboo-words were “Halloween”, “pumpkin”, and “hat”. I observed the students being engaged and had a high level of participation because of how they moved and activated their bodies while doing the activity. I did not observe students being reluctant to speak. The students were laughing and speaking English continuously during the whole activity. They were also eager to go to the next picture when they finished the first task.

Role-play was an activity that also engaged the students. The teacher divided the students into pairs, as student A and student B, and gave the students lines they were supposed to use during the role-play. Student A got more lines to say than student B. Despite this, this activity made both of the students speak English, and they were willing to interact with the other student. These were the only times I observed the teacher use speaking activities based on games and role-play with the intention of making the students *physically* active during the

teaching, in the meaning of them moving their bodies and walking around or standing up in the classroom.

2. Group work

The level of participation during group work activities was medium. I observed one group task during the 1st period. The students were to compare their homework with each other. They were five groups of three, four or five. I observed that the bigger the groups were, the more reluctant some of the students were to speak. The teacher was walking around and listening to the students presenting. The smaller groups finished up quicker than the bigger groups, which made the students switch from speaking English to speaking Norwegian, and this was not of subject related content. In a group of four or five, usually only one or two spoke while the others were listening or did not participate. This activity lasted for approximately 15 minutes.

3. Pair work

Pair work was conducted in two ways during the first period. After watching a Youtube-video about Democracy, the teacher told the students to “talk to the partner next to you” about what they watched and what they knew about the topic. The students wrote down keywords during the movie. The students got easily off topic and switched from English to Norwegian. Although the students spoke English during the task, they finished up quickly. There was also a lack of interaction between the students, and some of the students were reluctant to speak English, and therefore I consider this activity to be on a medium level.

The second activity, in the same lesson, was for the students to work in pairs to translate words from Norwegian to English, and some other words from English to Norwegian. The students were told to write down keywords from the Youtube- movie, as mention above. The teacher was walking around, engaging them and helping them with the translation of the words. The students worked well together, and I consider this activity to be at a medium level, because of the students’ tending to get off topic and switch from English to Norwegian while speaking.

4. Speaking in the whole class

The second category is *speaking in the whole class*, which is an umbrella term for activities where the students interact with the teacher or/and the whole class, rather than in student groups or pairs. During the 1st period, this was a case two times. I consider this activity to be at a medium level, because of its lack of interaction between the students, but the students are orally active during the activity, as most of the students present their homework in front of the class. Still, not all of the students presented, as they expressed they did not want to. This is considered a sign of speaking reluctance.

The first observation of this activity, the teacher asked the students in class about what a run-on sentence was. After giving the students approximately 15-30 seconds to think, one of the students raised his hand to answer. Because of the lack of participation during the activity, and that the class was silent, I consider this speaking activity low leveled.

During the second observation, the students were supposed to present their homework about Roald Dahl. The students presented their homework by reading from their paper, one by one. After each presentation, the teacher gave feedback on their content and presentation and asked reflections questions regarding their homework directly to the students. She gave the students 15-30 seconds to think. Not all of the students were willing, but the teacher did not pressure them either, to present in front of the class.

Above, I have listed the speaking activities observed during the Teaching lessons of period 1. This data is relevant for the project, as it gives an insight into what measures the teacher takes in the classroom to increase speaking participation among reluctant students. It also gives an insight into how appropriate the activities are for increasing speaking participation. Games and role-play that activates the students' bodies, engage as well as it increase the communicative level among the students. According to previous research (Gozku & Caganaha, 2016) games and role-play creates a stress- and anxious free classroom environment. Based on the data presented above, the students tend to "forget" that they are speaking English during games and role-play, compared to group work where the students easily switch from English to Norwegian when speaking. Preparation time has also an impact on the level of participation, especially when being asked by the teacher directly in front of

the whole class and having to answer in a short amount of time. Jones (2007) suggests giving students enough preparation time, with the intention of making the students more confident in the speaking situation.

4.1.2 Period 2

During period 2 I observed three types of speaking activities; Think-Pair-Share, Group work and Speaking to the whole class. Pair work and games and role-play was not observed during this period. Think-Pair-Share was observed two times, showing the highest level of participation among the activities observed. Group work was observed one time, with a medium level of participation. Speaking to the whole class was observed one time as well, with the lowest level of participation. I observed four classes during the teaching period. The students started on a new topic about short stories and analysis.

1. Think-Pair-Share

The students showed a high level of speaking participation compared during Think-Pair-Share. *Think-Pair-Share*, which is a collaborative learning strategy, requires individually thinking about a question or topic, then sharing this with a classmate, and lastly sharing their thoughts with the whole class (Lyman, 1987; Raba, 2017, p.13). This activity, as explained by the teacher, is used to explicitly make the students confident in speaking English in class and in front of other students. During period 1 this activity was observed one time. The students did the activity either in pairs or as a group of three. The teacher gave the students two minutes to write down what they knew about a topic or question, then to speak to their seating partner for some minutes about what they wrote, and then share it with the rest of the class.

I observed that most of the students were eager to speak during the pair-part, were willing to share their thought in class during the share-part. In some cases, the more nervous or shy students did share some thoughts as well. During the pair-part, some students tended to speak Norwegian to each other. It helped that the teacher was walking around, reminding them to speak English. The teacher was challenging the students when they shared their thoughts by asking follow-up questions such as “Why do you say that?” and “Why do you think that is?”. The questions made the students reflect on the answers they gave, and to put more effort into their answers. During the share-part, the teacher asked the pairs directly, without letting them raise their hands, which made all of the students speak, at least all of the pairs. The students

acted relaxed in the way they were speaking, by not having trembling voices from fear, and they were all willing to answer when the teacher asked them what they spoke about. All in all, this activity gave the students time to prepare before speaking in class, which made them more involved in the speaking activity.

2. Group work

In addition to Think-Pair-Share, different types of group discussions and group work were often a part of the teaching, although, during Teaching in period 2 I only observed it one time. In this class, the teacher is participating in the group discussions, and is also very consistent on always speaking English. This had an influence on the students, which gave the result of them being more orally active in English as well. Still, when the teacher left the room, the students started to speak Norwegian again. Although it is group work, some students spoke more than others, but when the teacher walked around, speaking directly to students, all of the students were willing to speak. The one group work activity I observed where when the teacher told the student to speak in groups about what they already knew about “short stories”, an activity with the intention of activating the students’ prior knowledge.

When the students were switching over to Norwegian, the teacher explained to them the importance of speaking English in the classroom. And in this case, it was to gain the ability to have a literary conversation in English. Even with a reminder to speak English, the students started to speak Norwegian again after a while. When the students did not remember an English word or phrase, they switched to Norwegian very easily, which is considered a sign of speaking reluctance and lack of confidence during conversational situations. This can be connected to Horwitz’s et.al (1986) theory about speaking and test anxiety. Students get reluctant in fear of failure and a need to perform perfectly to be happy. Therefore, I see the level of speaking participation as a medium. Still, as mentioned in section 4.1.1 about Group work, the smaller the groups are, the higher the level of participation is there. And this was also a case for this activity.

3. Speaking to the whole class

During speaking to the whole class, the students showed a low to a medium level of participation. Two other times, in two different classes, I observed the students being asked,

after speaking together in groups, about what they spoke about. Only one from each group shared what they discussed, while the others sat in the back, silent.

As we can see, preparation before speaking and the number of group members during activities have an impact on the level of participation and students' speaking reluctance (Jones, 2007). These findings will be discussed in the Discussion section 5.0. TPS and group work, especially in smaller groups, are two activities that promote speaking, as long as the teacher is scaffolding or following up on their students' work. Below I will introduce my findings from the assessment situations from period 1 and period 2.

4.2 Observations: Assessment

This section will present the findings from the two assessment situations observed in period 1 and period 2. The assessment situations are summative, and the students are given a grade after the assessment based on their performance, and the grades have an impact on the final grade. The students were also given written feedback after the assessments.

4.2.1 Assessment 1

During the observations in the first teaching period, the students did not work with the presentations for the assessment but focused on the midterms they were going to have right before Christmas. This observation period was ended in an assessment of the students through oral presentations in groups. Before the start my project, the students had been preparing for the presentations, but the lessons I observed did not deal with preparations. They had had five English lessons before I came to prepare. The most notable thing about the first assessment is that approximately half of the class was present during the oral presentations, and only a few of the groups who were present did present. The teacher mentioned in one of the interviews, that the students were not present, as they did not feel prepared enough to present.

Before the students had their presentations, the teacher had a conversation with the class about the issue regarding the tension around oral presentations and other assessed situations. She asked the students why this was an issue, and that grades are not necessarily the most important thing to be "scared" of. The students listened, but emphasized that the students who did not show up, were the ones who should have this conversation and not them who were present.

After the conversation with the class, the groups had their oral presentations. The groups who presented performed well, as they fulfilled the assessment criteria for the presentations, according to the teacher. Some students were nervous, with trembling voices, and were dependent on their script, but they completed the presentations. The teacher sat in the back, giving feedback and assessing the students. Based on this incident, and lack of students who were present, I choose to classify this assessment situation as low leveled.

4.2.2 Assessment 2

As we could see in section 4.2.1, Assessment 1 consisted of oral presentations, with a low level of speaking participation. With assessment 2 you will notice a higher range of different and varied types of speaking activities. An important finding is that the teacher has chosen to include activities also used during ordinary teaching both from period 1 and period 2 that had a high level of participation. The activities included were Think-Pair-Share and various types of group work. Assessment 2 lasted from the end of January until mid-February and was put right after the ordinary teaching observations of period 2, and lasted for three weeks. It is noticeable that the students' level of participation increased during the assessment period compared to the oral presentations, this will be elaborated and discussed more on in the discussion part, section 5.0.

Because of its duration of three weeks, assessment 2 was different compared to assessment 1. It was ordinary teaching, but the teacher was focusing on some students each class while walking around to the students who were having conversations with their co-students about what they were working on. The students had been informed on beforehand about the assessment period, and they were also given the assessment criteria.

Below the categories for speaking activities are presented, focusing on frequency and the level of participation. The activities were dominated by group work. The students were, during almost every class, working with short stories analysis in groups. I will go more in-depth of the observations from assessment 2 in the next sections. The teacher was walking around, sitting down with different students, asking them about their tasks to create a conversation during the assessment period. She was focusing on some students each class, and also writing down names of the most orally active ones and what they did and said. The

students were more willing to speak in this period, compared to many other situations earlier, and especially compared to their oral presentations. Below, I will present my observations in three different categories; Group work, speaking in the whole class and Think-Pair-Share, as these were the activities the students were being assessed in.

1. Group work

The “group work” was all from quizzes and analyzing short stories in groups to discussions in groups about short stories content. I have chosen not to categorize the quiz below the category “Games and Role-play” because of the quiz was reminding me more of a group task, and it did not make the students active in the same way as the games and the role-play from section 4.1.1. Still, the teacher used the term “quiz” when introducing the task to the students. The outline of the group work was usually the same: the students were given a task or a short story, which they were supposed to discuss or analyze in groups while the teacher was walking around listening and participating in the conversations. In some cases she sat down with one student in the classroom, while the other groups were working with a task, to have a conversation with that one student alone.

Based on the students not being communicative with their co-students to a high degree during these tasks, especially the analyzing-tasks, I graded the participation to a medium level. During the different kinds of group work, the teacher was walking around, answering questions and listening to the students. The students were discussing different questions and possible answers. By having the teacher walking in-between the groups, it gave the teacher the chance to have conversations with single students as well, while the other part of the groups continued working together with the tasks. Still, it is important to mention that most of the students did cooperate during the group work, but tended to switch to Norwegian after a while and began to work individually with the task instead.

2. Speaking to the Class

When the teacher included “Speaking to the class” as a speaking activity, the purpose was to either activate prior knowledge as a startup for the class, or for summing up as an end to the class. The teacher took notes of the names of the students who were participating during this activity. Speaking to the class as a way of activating prior knowledge was graded as a medium to a high level. By using it as a way of activating prior knowledge, the students were

talkative and eager to raise their hands to answer. The activity made the students eager to start on their short story analysis afterward.

Compared to activating prior knowledge, the use of the activity when summing up the class at the end of a lesson, showed low to medium level of participation. Only two students did answer the teacher's questions.

3. Think-Pair-Share

“Think-Pair-Share” was conducted twice during the assessment period. The teacher was walking around, while the students were working in pairs, to listen to the students speak. I observed that when the students tried to answer the teacher's follow up question during the share-part, and his answer was wrong, the teacher did not tell the student was wrong. The teacher gave the student feedback as “you are on to something” without dismissing it completely, and asked if someone else had a comment to what the student said, or if they had a different answer. This is relevant, as Vygotsky (2001) states that a supportive teacher who scaffold the student, increases the students' confidence. This has a positive effect on reluctant students' willingness to speak, as well.

Most of the students wanted to answer during the share-part, and shared what they thought and talked about. As in section 4.1.2, the presentations of the data from the ordinary teaching of period 2, the level of participation was high because of the students who were continuously talking about the topic when working in pairs, but also as all the students shared their thoughts without being reluctant to answer when the teacher asked them directly when sharing.

In this section, I have presented the speaking activities and assessment situations observed during the two periods. Group work and speaking to the whole class were two of the most used activities during the two periods and showed different levels of speaking participation. Think-Pair-Share and games and role-play showed the highest level of participation but were only included two to three times during the periods.

4.3 Interviews

I wanted to conduct a teacher interview at the beginning of the research project to get to know the teacher's work and experiences regarding assessment situations and reluctant students. Because of the midterms and the teacher having a busy schedule, we postponed the first interview until after Christmas, between Period 1 and Period 2. I also wanted to conduct an interview at the end of the observation period to get an insight into her side of the story regarding my observations. The interviews were long, and I have only included what I found most relevant for this thesis. The questions for the interviews are included in Appendix A.

4.3.1 Interview 1

The first interview was conducted right after the students' Christmas break and midterms and after Period 1 and Assessment 1. The focus of this interview was to gain insight into the teacher's reflections and views on speaking skills and how she prefers to work with this in the classroom. It was also of interest to speak with her about assessment 1, the oral presentations and what her thoughts regarding this incidence were.

1. Speaking skills

First, I wanted to get an understanding of her views on working with speaking skills in the classroom. After observing her classes before Christmas it gave me an understanding of how she prefers to incorporate speaking activities during the lessons, and that she usually attempts on doing some kind of speaking activity every English class. One of the teacher's challenges regarding speaking skill activities in the classroom was to make the students speak English. She meant that to the students it felt unnatural and uncomfortable to speak English to other co-students in the classroom. I observed that the teacher continuously spoke English in the classroom, and this was to make it more natural and a habit for the students to also speak English. It is pointed out, by Munden & Sandhaug (2017), that having the teacher speak English confidently in the classroom, it has an impact on the students as well, which is a key to creating a supportive classroom environment. What impact a supportive classroom environment has on reluctant speakers, will be elaborated more on in the discussion part, section 5.0.

“I always speak English in the classroom, never Norwegian.... but evenly I think that the students reflect over the fact that it is English that I am speaking. But then it is to make them do the same in return, and that has been a challenge.

2. Assessment situations

The teacher had followed this class from 8th grade, and had been their contact teacher since then. The teacher was familiar with the students' fear of assessment, and was not a new phenomenon in the class, but the fear and negative relationship to it had increased during the three years from 8th to 10th grade. In 8th grade everything was very new; grades, class etc., but now the grades had taken a bigger part of the students life, and that most of her students usually always aimed for the top grades. For this reason, the teacher had involved the students even more in the assessment process to make the assessment more predictable. It also correlates with The Ministry of Education and Research (NOU 2015:8), who states that it is a student's right to be a part of their own learning and assessment, which will be elaborated on more in the discussion section.

“We have worked a lot with assessment criteria. We make assessment criteria together; we talk about what will be assessed and how we should do it. The students are a big part of the process. They usually also get tasks to choose from”.

In addition to the assessment criteria, she also stated that she had been focusing on helping the students to develop metacognitive strategies to use to become more successful learners, and also to know what to do in different challenging situations. Especially for struggling students, she had introduced the “ideal staircase”, to provide the students a goal to reach and work towards. If they struggle to speak in front of the whole class, that would be the student’s top goal, and they would also work on developing strategies to manage to get there (see fig.3). Midway they have smaller goals such as presenting in front of the teacher, a friend, speaking in pair, speaking in groups etc. until they manage to present in front of the class. The teacher is focusing on scaffolding and following up the students who struggles with speaking activities in class.

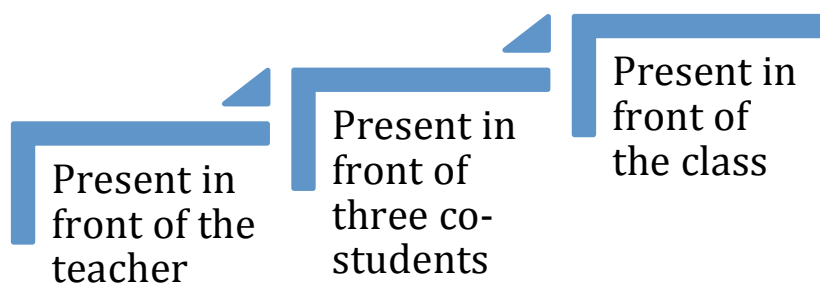


Fig.3: The Ideal Staircase

Regarding oral assessment situations, Svenkerud (et.al., 2012) stated that oral presentations were the most used assessment among teachers. As the research question for this project focus on what measures the teacher take to increase reluctant students’ willingness to speak during assessment situations, I saw it as relevant to get an insight into the teacher’s reflections regarding the low participation during oral presentations. Since I, until before observing the assessment period, only had observed the students being assessed through oral presentations, I wondered if she had assessed them in other ways as well, or is she was familiar with other ways of assessing. Apparently, the students only experienced oral presentations as assessment, since it involve standing in front of the class. The thought of being judged by co-students and the teacher is stressing the students who are to perform. But she had also had a period earlier that semester of 14 days where they had been assessed as well. Though, doing assessment over a period of time did not affect them in the same way as oral presentations. They do not get nervous, at least not in the classroom.

“It is when they have to stand in front of the class it gets very serious. (...) And the fact that I am sitting down in the classroom, listening, and being “that judge”. In that situation, I do not become their fellow conspirator.”

It was also of interest to talk about the oral presentations before Christmas. Many of the students did not show up for the presentations. I said that it of course could be several reasons for that; someone did not show up because it was an assessment situation, and some could have been sick. Apparently this was not a new phenomenon among the teachers at the school, but this teacher had yet not experienced it until now.

“We call it the *test flu*, and there are many students who are “sick” during assessment situations. Still, this is the first time that I have experienced it with my group, as striking as the time you were here.”

It had also been a problem during their written midterms, but the teachers started to focus on writing texts in process, and not having a five-hour long writing session. This made the students more relaxed and calm, and the students also felt more prepared. Apparently, the predictability made the assessment situation more comfortable for the students. The predictability is something the teacher had used in all of her assessment situations during her lessons. The students do not only get their learning goals but also the questions, but by doing that the questions needs to focus more on students’ reflection skills, and not only on facts.

During assessment situations, the teacher attempts to give feedback on the positive aspects of their presentations, but also give room for improvement. The students are supposedly used to the drill, but since they are in 10th grade, they feel the pressure even more to perform in a good way. The teacher said that she feels that assessments in 10th grade are a paradox for the teacher. The Curriculum mentions formative assessment as an important part of students’ development in the subject, but still the teacher needs to have several summative assessments to defend the grade the students are given. This is supported by Bueie (2015), who states that it is challenging to distinguish formative and summative assessment, as the summative assessment can have similarities to formative assessment. The assessment situations will be elaborated on in the discussion part, section 4.0.

The teacher showed a lot of experience with assessment situations and what usually is the best way of assessing students. Still, because of a busy schedule and lack of assessment basis, oral presentations were a suitable assessment situation. The teacher stated as well she experienced the students to perform better when they were being involved in the assessment process.

4.3.2 Interview 2

The second, and last teacher interview was conducted after the observations, and after the 3-week assessment period. The interview was focused around this period and the outcome of it. The teacher had informed the students about the 3-week period on the online learning platform *It's learning*, on beforehand, and that they would be assessed based on their oral skills. The focus was to develop good strategies when being stuck in oral, and especially conversational situations. The teacher had given the students the learning goals and the criteria for the assessment.

“In a classroom situation, you speak with someone who understands Norwegian. It is easy for the student to fill in with Norwegian words. It is therefore highly important that they have good strategies for these kinds of challenges”

It was also a two-parted reason for why making it into an assessment situation. The first reason was to pressure the student to actually speak English, but also to give them feedback on how they are doing with speaking skills. The teacher was going to focus on the use of speaking strategies, but also the use of topic related words related to literary analysis and short stories. Metacognitive strategies are proven to promote better performance within basic skills (OECD, 2005), which will be discussed in section 4.0. Having an assessment period while working with literary analysis was, according to the teacher, a good solution since it gave her a chance to walk around and speak to the different groups they usually work in. And for the students who are not too enthusiastic of speaking in front of the class, this was a good opportunity for them to speak in a safer place. By having a conversation with the teacher you get to experience more spontaneous conversations, which also is perceived as a more realistic situation, and can have an impact on students reluctance to speak (Prayoga, 2018).

“In this situation you get more spontaneous speech where they do not have time to sit and prepare for what to say, because it is a conversation.”

I did not observe the assessment situation being completed, as the teacher wanted to continue for one more week. The teacher said that the assessment period would end by giving the students written feedback based on their effort, focusing on the aspects they manage well, and the aspects where she believes there is room for improvement. The teacher was positively surprised of the boys, and some of the girls, in the class who usually are quite during speaking activities. They are usually very retracted and passive, but now they participated more during the discussions and group work.

Compared to the oral presentations before Christmas, the teacher experienced the students of being more engaged during the assessment period and that the students had been very little concerned about that it had been an assessment situation. Because the students were assessed in all of the English lessons for 3 weeks, she was concerned that the students would not dare to ask if they had any questions,

“Because it is a learning situation as well, they should be able to ask about something if there are words they find challenging, even though it is an assessment period, but I experienced that they dared to ask questions”.

Still, she experienced the students to give a lot of effort during these 3 weeks and had a high level of participation compared to both earlier assessment situations, especially the oral presentations, and ordinary teaching. She explained to me that she also experienced the students to use more topic related words during the discussions between her and the students than earlier

According to the teacher, the reason for why the students put more effort into the assessment period than the oral presentations was that standing in front of the class was a stress factor in itself, and speaking in small groups was less scary. It could also be the fact that they experienced the conversations and discussions more natural, by having the conversations with me rather than having the teacher sitting in the back of the classroom listening to them presenting.

During the assessment period they had been working on literary analysis and short stories. The teacher had the students analyze the short stories in groups, and not individually. I asked

why they were analysis in groups, since my experience with literary analysis is that there is a lot of personal aspects involved when analyzing. But the teacher explained that because of their young age, and that analysis is challenging to do alone when it is something they are not used to do, group-work is a good solution. Group work is also proven to help students develop critical thinking, as well as group work is beneficial to see others points of view regarding a topic (Ennis, 1996). Additionally, a communicative approach is stated to increase reluctant speakers' willingness to speak (Jones, 2007), which will be discussed in section 4.0.

“I believe it has a lot to do with age. They are young. Looking for symbols, especially, is pretty demanding. You need a frame of reference. In groups, one sees something, and someone else sees something else. It is important to get the chance to discuss. “

This interview was before the students' survey (section 4.3), and I asked the teacher to have a look at the survey they were going to answer. She believed I would get a lot of mixed answers. Especially when asking what the students find most difficult when speaking English in the classroom. Some students find it okay, while someone would say it is horrible. She also thought they would answer that they found it most uncomfortable to speak because of the fear of doing mistakes or making a fool of themselves, or being scared of being stuck when speaking.

The teacher was aware of the importance of speaking skills activities, but found it challenging to find time to include engaging activities every lesson. Also, the teacher highlighted the importance of formative assessment, and that feedback should be incorporated into summative assessment as well for further development within the subject. Below I will introduce the survey given to the students, focusing on their relationship to speaking in the classroom and assessment situations.

4.3 Survey

As presented in section 3.5, I decided to survey the students in order to view their perspective regarding speaking skills and assessment situations. The student survey was anonymous and was given to the students after their assessment period. The questions were in Norwegian to avoid misunderstandings, and to adapt for the students who might struggle more than others with reading and writing, especially in English. The survey gave me an insight into the students' interpretation of the English subject, and their relationship to speaking skills in

English. At the same time, it also gave me the possibility to get a vision of how the student thoughts and impressions of the assessment period were. It was interesting to see if there was a correlation between what the teacher said during the interview about the assessment situations and speaking activities in the classroom and the students' impression of the English subject. This, as to the research question, focusing on what measures the teacher takes, and how appropriate the measures are for increasing reluctant students' willingness to speak. The survey is included as an appendix in the end of the thesis (Appendix C)

The questionnaire was containing 8 semi-structured questions. The answers for each question had been translated into English. There were 26 students who answered the survey. Below I have included the questions. 6 of the questions have been coded while two of them have too unique answers to get coded, but I will introduce the most common answers. The surveys are numbered from 1 to 26. The data from the surveys has been divided into "Students' views on speaking activities" and "Students views on assessment and speaking".

4.3.1 Students' views on speaking activities

The first question regarding students' views on speaking activities was focused on getting an insight into the students' relationship with the subject, and to see what part of the teaching the students enjoyed. The question was "What do you like the best about the English subject?". This question could give an insight into if speaking activities were a preferred part of the English subject. In some cases, the students answered more than one factor. But 12 out of 26 students answered that they enjoyed the fact that they were learning a useful language.

"Student.20: That it is something we learn for a reason. We learn it because it is a world language, which almost everyone knows. It is also easy to learn."

"Student 7: It is a subject I feel that I really find useful for my life in the future. That makes the subject very interesting and funny".

4 of the 26 students said that what they liked the best about the English subject was that they could learn English grammar and pronunciation. And 2 of the 26 students also mention the schoolbook or/and the topics were the best part of the English subject. 11 of the 26 students said that they enjoyed the activities in the English subject the most, especially speaking activities. They enjoyed working together and discussing different topics with each other.

Also the fact that the English classroom was very student-centered was also something the students appreciated.

“Student 2: I like that we have oral presentations in groups about a subject that is not too difficult. I also like that we have Think-Pair-Share, because then I can speak about my own opinions.

“Student 15: That we do not have too much board teaching, but that we speak a lot in groups”.

The next question was focused on if the students found it difficult or uncomfortable to participate in oral activities in English. This question was an introduction question to investigating, based in the second research question, what of the teachers speaking promoting measures the students’ consider as appropriate. This was a two-part question, where the first question is a yes or no question, but the students could also answer “sometimes” or “I do not know”. The second question was a follow-up question where the students get the chance to explain why they do or do not find oral activities difficult or uncomfortable, in order to investigate if the teacher’s measures as an effect on students’ speaking reluctance.

The first question: Do you find it difficult or comfortable to participate in oral activities in English subject, the students got the possibility of answering either yes, no or in some cases. 14 of the 26 students answered no, while 6 answered either yes or in some cases. Even though the students answered no, many of them also wrote reasons for what they find challenging with oral activities. They usually answered that they found it uncomfortable to speak in front of the whole class, afraid of making mistakes or to have any grammatical errors.

The second question asked “If yes, what do you feel is most scary/uncomfortable about speaking English in the classroom?”, and even though only 6 students answered yes, I got 26 answers to why they find it challenging. The overall answer for why the students found speaking activities challenging was that they had to speak in front of the class, especially because they did not want to make any mistakes in the fear of being judged by others, but also that when presenting in front of the class they did not enjoy the thought of being assessed.

This is in correlation with Horwitz's et.al., (1986) theory on fear of performance and evaluation, as students' get reluctant to speak as they have to speak in front of the class.

To find out what activities of the ones I observed during my observation period the students enjoyed the most and found most learnable, I asked "What of the following activities do you feel you get to show your abilities in?". This question provided me to gain an understanding of which of the speaking activities from the observations the students perceived as appropriate. This was also based on the first research questions of what measures a teacher can take to increase reluctant students willingness to speak. The activities were: Oral presentations, Think-Pair-Share, hand-raising and working in groups or pairs. The students were also given the possibility to add other activities, and explain their answers below. I focused on speaking skills activities, but I was also open for the students to add any other activity. The students could choose more than one. Oral presentations got 20 answers, working in groups or pairs got 21, and Think-Pair-Share got 12. Still, also 7 students answered hand-raising.

Most of the students emphasized why they did not prefer some specific activities. It was all from lack of confidence to lack of time to speak. One student said that Think-Pair-Share (see section 2.3.5) gave you the opportunity to speak, but when sharing their answers, it did not always make room for all of the students to share.

"In Think-Pair-Share, even though you speak and give your opinions, it is usually only one per group who get to speak out loud, when sharing".

I also included oral presentations, as this can be both an assessed and a non-assessed situation. Most of the students emphasized that they preferred other ways of speaking than oral presentations because they feel pressure to speak correctly, while they saw other activities as more spontaneous speaking.

4.3.3 Students' views on assessment and speaking

In accordance to the research question, it was relevant to include the student's view on assessment, and what measures the students preferred the teacher to take when being assessed in oral skills. The first question asked of what they thought of being assessed in speaking through an assessment period of 3 weeks, with the possibility of answering yes, no or in some

cases. Secondly, they were asked if they feel they got to show their abilities during this kind of assessment period.

There were different experiences and thoughts regarding this way of being assessed in speaking skills. The students found the assessment period stressful, but also relaxing. They were aware of the fact that they were getting assessed, which they found stressful. At the same time, by only having conversations with the teacher or in groups with students it made the situation calmer. Skadsheim's (2016) conducted research could also agree on that students feel more relaxed in group conversations, as it feels more natural. Some students also saw the assessment period as an opportunity to show your reflection skills and your spontaneous conversational skills.

“No.14: What I think of being assessed in speaking skills in this way is that it is okay, because the teacher can see if you are a quick thinker, and if you manage to answer back. In oral presentations you usually have a manuscript, and then you cannot see if you understand what you are speaking about without the manuscript.”

The other question was if the students feel that they get to show their abilities during an assessment period, in order to get an insight into what measures the teacher takes, during assessment situation, are most useful for reluctant students. 12 of the students answered yes and 7 out of the 26 students answered no. Most of the students who answered no, could agree on student no.15's opinion about that having an assessment period was good, because some students do not dare to speak in class, and that they get low grades because of that:

“I do not really think it is a very good way, because you do not get to show properly what you know. In addition to that, not all of the students are comfortable with speaking English out loud in class, and I do not think that should give you a lower grade”.

On the other hand, the students who answered yes stated that the perks of speaking over a longer period of time, and that the pressure is not as big, and that they forgot that they were being assessed. The students felt that they got to show off their speaking skills and spontaneous speech, and not only what they had learned by heart:

“You get to show you conversational abilities. During oral presentations you have a manuscript and you don’t always get to show your interpretation skills.”

Still, some students were indifferent to this way of being assessed, as it was just another way of being assessed.

To elaborate on what of the measures a teacher take to increase reluctant students’ willingness to speak during assessment situations, it was central to include a question about what the students found important regarding assessment situations. Therefore, the next question asked: “What is important for you when being assessed in English speaking skills?”.

The students were overall agreeing on the fact assessment criteria was the most important factor when being assessed on English speaking skills. According to Black & William (2009), clarifying criteria for assessment is important for success. 22 out of 26 students mentioned they wanted to be familiar with assessment criteria on beforehand of an assessment situation, while 10 of the students wanted to know how long time they had to prepare for the assessment. The students also emphasized content and topic as important when being assessed.

In this section I have presented the data from my observations, teacher interviews and student’s survey, including the findings, the theoretical and methodological ground for the project. Below I will use my data and literature to find a conclusion to my research question. The discussion part below will discuss what measures the data collected can tell us of what measures the teacher takes to increase the level of participation for speaking reluctant students, especially during assessment situations.

5.0 Discussion

The aim of this thesis was to investigate how a teacher can approach students who are reluctant to speak English publically, particularly in assessment situations, to increase their speaking participation. The first research question for this project was as follows:

What measures does a teacher take to increase speaking reluctant students' willingness to speak during assessment situations?

The second aim of this thesis was to investigate the usefulness of the teacher's approach to reluctant students: How appropriate are the measures taken to promote speaking in reluctant students?

Two different teaching and assessment periods were observed during this study for the purpose of investigating how the teacher works with reluctant students in the classroom, and what factors impact their reluctance to speak in various assessment situations. The first assessment situation studied was a traditional oral presentation, while the second assessment was a less common way of assessing speaking skills summatively; an assessment period.

In addition to the observations made, two teacher interviews were conducted to get to know the relevant teacher and her teaching methods, as well as getting answers that were difficult to obtain through observations in the classroom. To find out what the students' specific needs were, and what teaching methods they found most effective and enjoyable the students completed a survey at the end of the research project. It did also provide an insight into how appropriate the measures taken by the teacher were to increase reluctant speakers willingness to speak, according to the second research question. The purpose was to gain an increased understanding of the students' thoughts regarding various speaking activities and assessments in the classroom. Moreover, the data was triangulated to improve the validity of the research and findings. The conducted research was based on the teacher's statements and actions, and how the two were linked, as well as whether the teacher's statements and actions correlated with the students' learning and thoughts around the activities implemented.

Below is a discussion of the findings from this research with the theoretical framework from section 2.0. Firstly, there is an analysis of how the teacher's preparatory work has impacted

the observations made and the students' levels of participation. Secondly, observations of the students' general participation levels in the classroom are discussed. Finally, the assessment situations observed are discussed and conclusions drawn concerning the similarities and differences between assessment situations and regular teaching situations.

5.1 Impact of the Basic Preparatory Work

Through the two interviews conducted, the teacher studied revealed her basic preparatory work to create a positive learning environment. She has focused on making room for speaking errors, but also to make the students feel confident and comfortable with one another.

Additionally, she has focused on helping the students create their own metacognitive learning strategies with the intention of supporting them whenever an individual becomes reluctant or anxious in a speaking situation.

5.1.1 Learning environment

The teacher perceived a student-centered classroom as the best environment to promote learning. Her aim was to give the students a reason for why they were learning what they were learning, and why they were doing what they were doing. The teacher was aiming for a low threshold classroom, where there was room for mistakes and where English-speaking was a part of a relaxed setting. The observations made indicate that the students were non-judgmental and accepting of each other, and that there was very minimal tension during the different speaking activities. Nonetheless, certain activities were more speech promoting than others.

One measure the teacher took was to make the students, rather than the herself, the midpoint of each lesson and speaking activity. Research shows that by creating a student-centered classroom the students' confidence to speak publically increases and their skills improve because it allows the teacher to scaffold effectively (Jones, 2007). Dörnyei and Ushioda (2009) support the idea of creating a supportive classroom to increase students' willingness to speak, and having a "perfect classroom situation" is not a prerequisite to learning. Krashen, furthermore, emphasizes motivation, confidence and a low level of anxiety as factors influencing language learning. To achieve these three aspects, the teacher must focus on creating and maintaining a low-key learning environment. The findings of this study suggest that the teacher had different views to the students on what they believed to be the hurdles to

speaking confidently in class. The students were anxious of being judged by their co-students, saying anything wrong or being interrupted by the teacher or students while speaking out loud in class. As a result, certain students become reluctant during speaking activities and assessment situations, especially when speaking in front of the entire class (See section 4.3.2). In other words, although the teacher's intention is to create a supportive classroom, the students consider it intimidating to speak publicly in class. Hence, the teacher should promote oral English acquisition and a student-centered classroom through other activities. Horwitz (et.al., 1986) states that language performance evaluation is the most significant trigger of speaking reluctance and anxiety in students, while Krashen's Affective Filter Hypothesis states that motivation, self-confidence and a low filter of anxiety, are important factors to consider when aiming to create a supportive and uplifting classroom atmosphere. The responsibility lies on the teacher in terms of scaffolding and adapting the lessons appropriately to suit the students' various levels of learning as well as future ambitions to achieve the best results possible.

5.1.1.2 Metacognitive learning strategies

The teacher in this study focused on closely scaffolding the oral tasks set for students and, moreover, facilitating the development of metacognitive learning strategies with the intent of supporting them through the challenging aspects of their skill acquisition. The teacher stated that the students experience varying levels of fear when speaking English in the classroom. However, by developing strategies to cope with the stressful or anxious situation, it becomes bearable. Being aware of one's own learning with the help of metacognitive learning strategies were proven, based on the PISA surveys from 2000, to have a positive impact on students' learning and competence (OECD, 2005). It, further, serves an important role in helping students self-assess effectively, a skill promoted by The Education Act (§ 3-11, 2009). A measure the teacher, who participated in this research project, takes to support reluctant students is focusing on developing students' metacognitive learning strategies. She has continuously been working alongside her students to widen their knowledge concerning how they learn. At the same time, the ability to self-regulate has been a central topic. Awareness of one's own challenges and fears and how to respond appropriately is a valuable attribute (Black & William, 1998, p.13-14).

One of the teacher's measures to support students, especially reluctant students was "the ideal staircase" (Fig.2, p.). Particularly reluctant students needed to take small steps to ultimately achieve their greatest aim which, in most cases, was speaking in front of a larger crowd. This approach motivates students to verbally participate more in class, a goal which is reached through continuous teacher and peer support. This method is based Vygotsky's writings on the importance of scaffolding (Vygotsky, 2001). The teacher arranges and controls the parts of the activities which the students feel incapable of doing themselves.

As mentioned in the introduction of this thesis (section 1.0), the students have a right to receive an adapted education. Metacognitive learning strategies are a way of facilitating the teaching to suit each student. It focuses on the individual student's preferred ways of learning (The Education Act, §1-3, 2008; §3-11, 2009). Therefore, metacognitive learning strategies have a positive impact on a student's learning, something which became evident through the observation of the teacher in this study. She was highly aware of the students' learning needs and approached their reluctance to speak publicly in a professional and considerate manner.

5.2 Teacher's Approach to Reluctant Speakers

For the purpose of comparing and contrasting the teacher's various approaches to increasing reluctant students' willingness to speak, the measures implemented must be critically analysed. A discussion on which methods are successful and which ones are less effective is, therefore, necessary. The data collected during the two periods is analysed below. The findings from an ordinary class are discussed first, followed by the two assessment situations. The author's perspective based on observations, the teacher's perspective from the interviews, and the students' perspective from the survey, as well as the frequency and level of participation, will be discussed below with the support of literature from section 2.0.

5.2.1 Teaching

As mentioned in section 5.1, one of the teacher's initiatives to help increase verbal participation was to create a student-centered classroom. She has therefore been, throughout the entirety of the research period, including a wide range of student-centered verbal activities. Dewey supports this thought, by emphasizing the importance of learning through experiences in a social setting (Williams, 2017). Games and role-play were two activities that increased the students' level of speaking participation in this study. Previous research

suggests that these types of activities create an enjoyable and relaxed setting where there is room for the reluctant students to participate according to their own level. Role-play provides the students with an opportunity to prepare before presenting, and the students are usually given a script to read from, which undoubtedly increases the students' level of participation (Romine, 2004; Scrivener, 2005). Based on observations made throughout this study, role-play and games helped include the reluctant students, and the students did not show signs of fear or anxiousness during these activities. During the role-play the students were given lines to read, which had a seemingly calming effect and lead to increased engagement and participation.

In addition to games and role-play, speaking in pairs or smaller groups increased the students' level of participation. Munden & Sandhaug (2017) states that using activities where speaking is not the main focus builds reluctant students' confidence regarding independent speaking. It is useful to start with fewer students listening, as many students become reluctant when speaking in front of the entire class (Skadsheim, 2016). The teacher included these activities as warm-up activities, which she incorporated frequently at the beginning of her classes. The students showed signs of enjoying the warm-up activities as they were relaxed and excited which manifested through laughter and engagement. Romine (2004) argues that students often find group activities enjoyable and that it, consequently, promotes speaking participation. Pair work, group tasks, games and role-play all increases the students' level of participation. The teacher in this study expressed that time restrictions and a limited number of classes per week was a great obstacle. This lead her to the decision of only implementing "time consuming" speaking activities whenever directly related to the lesson topic.

Activities which promoted student interaction proved effective in terms of increasing engagement during ordinary teaching as they allowed the students be active rather than passive participants. The focus was not only on the specific learner, but the learner as part of a group, which made the student calmer, as he or she was able to rely on their peers for support. When the focus was on a single student, in contrast, he or she often went mute when supposed to speak, e.g. during hand-raising in the classroom. Hand-raising seemed useful when students wanted to ask questions, but not as a part of the conversation. This strategy appears to suit better as a classroom management tool. In addition to engaging activities, group and pair

discussions proved more useful when adapted to reluctant students. The students are able to speak in smaller groups and can somewhat lean on their peers. It is also an effective way of working with students' critical thinking and their ability to reflect on different topics (Ennis, 1996, p.171). Nonetheless, it is crucial that the teacher follows up the activity, so the reluctant students do not "hide" behind others due to their fear of speaking.

When the students were to speak out loud in class, e.g. by raising their hand to answer a question from the teacher, the level of participation was low. This was also something the students noted in their surveys. They considered exposition and questioning less useful activities when working on speaking skills. One student mentioned that hand-raising did not include the whole class, since not all of the students raise their hands, or dare speak out loud, and therefore they prefer speaking in pairs or groups. Most of the theoretical papers referenced earlier, regarding activities used to promote speaking activity, did not mention hand-raising as an activity which promotes verbal participation. It was during the collaborative and prepared activities that the students proved to participate the most (Raba, 2017; Girard, et.al., 2011; Ennis, 1996). Additionally, classrooms that incorporated hand-raising were more teacher-oriented, since the teacher was the one to choose who to speak (Walsh & Sattes, 2015). That being said, this form of speaking in the classroom is useful for classroom management purposes as it aims to create a calm and well-behaved environment. But hand-raising is also a way of speaking that should not be done when working with topic-related content, or having a traditional teacher lecture. It is beneficial in that it allows students to ask questions directed at the teacher. However, when flipped, it seems to fail in terms of promoting verbal participation (Lasley, 1981; Kahn, 2015).

A majority of students, who participated in the students' survey, stated that they are not confident enough to raise their hand in the classroom, and that group work is preferable. The fact that numerous students mentioned that if they were only confident enough they would participate more, indicates that the student-centered classroom has room for improvement. Krashen said that motivation, self-confidence and anxiety were three affective filters to language acquisition (Krashen, 1987). If the students were more motivated, confident and experienced the learning situation would be less intimidating and students' participation would increase. Focusing more on the learning situation itself, and not only on language

learning and achieving learning goals, will have a positive impact on the learning situation. The activities that motivated and engaged the students the most were the ones where the students could prepare and speak with their co-students. Think-Pair-Share activities were being incorporated into the teaching too little, considering the high level of participation they allegedly promote. Millis (2010, p.21) emphasizes the importance of giving the students time to prepare. It makes the students feel more confident to publically in class, as they receive an opportunity to prepare before speaking with others to ensure their thoughts are “correct”.

Think-Pair-Share was included in the lessons with the intention of improving speaking skills within the students and is an activity allowing for preparation time. To observe TPS in the classroom was a positive experience. TPS is a speech promoting activity which increases the students’ level of verbal participation. Sampsel (2013) noticed that TPS affected students’ confidence, and that they contributed to the class to a higher degree than previously. The observations done through this study noted the value of preparation before speaking as it resulted in the students being more willing to speak. Incorporating TPS into lessons as a learning- and speaking activity can be considered valuable based on three elements:

1. The students receive an opportunity to prepare themselves to speak through the “think-part”
2. The students have a conversation with their seating partner, someone they are comfortable with, which can make them more relaxed in the situation.
3. The students have made sure their thoughts are not considered “wrong” through the pair-part with a person they are used to. Therefore, the students might be more willing to share their thoughts.

The author supports this type of activity because it ensures the students are not individually sharing their thoughts, but rather, it involves the entire class. By asking the pair about what *they* discussed, rather than what *he* or *she* wants to share, the student does not have ownership of the ideas alone (Millis, 2010). This can make the students more relaxed and confident in the sharing moment, all the while practicing their conversational and speaking skills. In fact, Sampsel (2013) supports this idea by confirming that students undoubtedly increase their confidence in class when using TPS. Moreover, Sampsel claims the content becomes easier and more understandable when using this learning strategy. Research indicates that by basing

lessons on cooperative learning activities, such as TPS, the students' confidence and willingness to speak is increased (Nessler, 2018). The teacher used TPS as a "speaking starter" to open up for and initiate conversations in the classroom. For the classes with warm-up activities, the students' level of participation increased in comparison with lessons without speaking activities as a start-up.

Think-Pair-Share was a common speaking activity in the classroom focusing on increasing the students' level of verbal participation, which the teacher stated was an efficient activity for that particular reason. This way, the students practice their individual and partner work while also developing their speaking skills. From classroom observations, the students showed a high level of participation in these cases. However, the negative aspect of the activity is that merely one student has a chance to speak in class. This also was emphasized by one of the students during the survey:

"Not all of the students like to raise their hand and speak out loud in class, and in Think-Pair-Share, even if you speak in groups, only one of the students get to "share".

A higher level of participation among the students was observed during the pair-part, as they were sharing their individual thoughts, compared to the share-part when the pairs were supposed to share their discussions. Additionally, it was noted that the activity was, additionally, rather time-consuming. On the other hand, if the activity had not been as time-consuming, the students' results would also not have been of as high a quality as if they had sufficient time to prepare and discuss with a co-student. Earlier conducted research on Think-Pair-Share in the classroom can mostly mention positive effects of including the activity in the classroom, especially in terms of increasing the students' level of speaking participation and confidence. Millis (2010) emphasizes the usefulness of the activity in involving all of the students, while Sampsel (2013) saw the activity increasing the students' willingness to speak in the classroom during the rest of the lesson, after preparing through TPS. Collaborative and communicative activities in smaller groups do, in fact, have an impact on the students' reluctance to speak in a positive matter.

Beside TPS, group and pair work is two communicative activities the teacher often included in her lessons. The teacher mentioned during the interview that, by letting the students work

in groups, the students are given the chance to see different aspects of a topic, as the students can compare and discuss their different thoughts, views and reflections. There are many beneficial factors to incorporating group and pair discussion into the classroom. First of all, it is an effective way of practicing critical thinking and working on communicative skills, which are important parts of the English subject (The Norwegian Directorate for Education and Training, 2017). Secondly, research further suggests that group work and discussions are beneficial because of the opportunity they present for students to practice spontaneity. Moreover, they allow students to speak more freely with peers (Chen & Hird, 2006). Nessler (2018), additionally, argues that working in smaller groups increases students' confidence to speak, and their motivation to present in front of a larger crowd later.

Incorporating speaking activity skills, especially tailored to reluctant speakers need, into the lesson requires a lot of preparation and effort to be put in by the teacher. Based on observations in the classroom, the students are easily distracted, and switch from speaking English to Norwegian during the tasks. The outcome relies on the teacher. He or she must attempt to keep the students on topic, but must also provide scaffolding for the students who find speaking challenging (Chen & Hird, 2006). Some students, especially reluctant students, prefer to be prepared for discussions and group conversations, to feel more confident. Spontaneous discussions and group conversations can make students more reluctant to speak. Furthermore, it is easier to "hide" behind peers who are proficient English speakers within the class (Sybing, R., 2015). Therefore, the same level of participation during these kinds of activities is not experienced compared to e.g. role-play or games. The reluctant students did not have to participate at the same level because of the ability to "hide" behind the talkative students. During role-play and games, the students are dependent on one another to complete the task. That is not necessarily the case during group discussions.

The teacher was aware of the challenges of making the students concentrate during the speaking activities. By having the teacher walking around, listening and making conversations during the group tasks, it contributed to good conversations with the teacher, and within the groups as well as the students did not change topic while speaking. Provided the teacher was following up with the students, and did not leave them to work entirely independently, their level of speaking increased. Numerous researchers and theorists highlight

the importance of scaffolding the activities for students to whichever extent is possible (Munden & Sandhaug, 2017; Sandin, 2017; Vygotsky, 2001). In fact, the researchers agree that the teacher is expected to support the students where needed without inhibiting growth through not providing enough of a challenge. Whenever students are reluctant to speak in front of the class, or have conversations with a peer, the teacher can scaffold to some extent. Nonetheless, it is highly important to support the student to challenge him or herself, so the student can develop within that activity or what they experience as challenging.

To sum up the discussion of the teaching periods, the teacher increased the students' level of participation by incorporating Think-Pair-Share activities, group discussions, games, and role-play into the teaching. These activities make the students engaged and active participants in their own learning. Comparatively, speaking to the whole class by hand-raising, is a passive way of speaking in the classroom, and only has a conversational approach between the teacher and the student. Regardless, during the assessment period (section 5.2.3), the teacher used this approach to activate students' prior knowledge. This made the students increasingly eager to participate, as they were familiar with the content, which made them more confident in speaking to the whole class (Section 5.2.2). Below are the measures taken by the teacher to increase the students' level of participation during assessment situations.

5.2.2 Assessment

One of the teacher's main focuses was to involve the students in as large a part of the teaching as possible. To achieve this, she emphasized that her intention was not to surprise the students or assess them without the student knowing what was expected of them or how the assessment would take form. The students had the chance to create the assessment criteria *with* the teacher and to design different assessment tasks in cooperation with the teacher during summative assessments.

After observing the lack of students who showed up during the assessed oral presentations in period 1, the teacher uttered that the students had been a part of the preparation process and had also received scaffolding from the teacher. The NOU's from the Ministry of Education and Research (2015:8, p.13) stated the students are supposed to always be a part of the assessment situation, and also be a part of the whole learning process. The reason for the low level of participation during the oral presentations was, based on the student's survey, a fear

of standing in front of the class and getting a grade. An assumption is that if oral presentations were a part of the ordinary teaching, perhaps the students would participate more and be more relaxed when actually being assessed. Several of the students said that they did not prefer oral presentations because of lack of confidence, making mistakes, making a fool of themselves etc., which also is a common fear, according to Black & William who stated that a fear of assessment might be based on students' fear of failure because of their lack of self-esteem (Black & William, 1998).

The more traditional and most used way of summative assessment in speaking is oral presentations (Brooks & Wilson, 2017). The lack of students showing up to this assessment was an indication of too little preparation time on beforehand of the assessment. The researcher witnessed no preparations on beforehand, and the preparations had taken place long before the presentation day, resulting in the students feeling unprepared. Their easiest option was, seemingly, to skip class. Reluctance to speak is usually considered a fear of speaking (Horwitz, et.al., 1986), and if their fear is to be assessed in front of the class, maybe practice for this is the best solution.

As mentioned in section 2.3, the PISA+ project from 2010 could tell us that oral presentations were the most common oral skill strategy in Norwegian classrooms (Svenkerud et.al., 2012). Most of the teaching time was given to this, all 80% with presentations and preparation for these. This way of assessing speaking skills are very time-consuming. The teacher mentioned in the interview that when doing other speaking activities, they have to be relevant to their topic, because of lack of time to do something else.

Among the students, there were some split opinions regarding oral presentations. One student mentioned that not being prepared for oral presentations was the most uncomfortable or scary part of speaking English in the classroom, while someone said that having oral presentations was the best part of the English subject. When asked which of the activities they felt that they got to show off their abilities, 20 out of 26 students said oral presentations. This could be when being assessed or not. The students who did not prefer oral presentations said that they felt the pressure to speak correctly and that they not always got to show their interpretation skills. Brooks & Wilson (2014) stated that because oral presentations usually are used in

assessment situations, especially as summative, the students do not often see the positive side effects of it. Since being able to present and speak in front of several people is an important skill to gain, Bjørke (2014) states that the students should see oral presentations as a whole, and not the small parts of it. They should focus on what knowledge they gain and experiences they get. This is also something the teacher said she wants to do the last semester towards a final oral exam; doing several small presentations to get used to the idea of presenting something. Without always receiving a grade on their presentations will make them more relaxed on the idea of standing in front of an audience.

Iberri-Shea (2009) states that presenting and explaining a topic in front of others will make the students remember the content even better. At the same time, research tells us that oral presentations increase the collaborative learning environment and contribute to a supportive learning environment (Girard et.al., 2011). As mentioned above, a supportive classroom environment has a positive impact on reluctant speakers. Nonetheless, some researchers disagree on whether oral presentations are increasing students' willingness to speak considering Horwitz (et.al 1986) emphasized performance anxiety as an affective factor to speaking reluctance. Furthermore, collaborative and communicative learning strategies are proven both in this research project, and previous research (E.g. Sampsel, 2013; Chen & Hird, 2006; Drew & Sørheim, 2017), to increase students' willingness to speak on a higher level than speaking to the whole class in form of e.g. hand-raising or oral presentations (Brooks & Wilson, 2014; Walsh & Sattes, 2015).

To effectively increase the level of participation during assessment situations, the teacher arranged an assessment period to assess the students speaking skills. The assessment had a different impact on the students than the oral presentations in form of participation, and willingness to speak during the different speaking activities. The assessment period created a relaxing setting, and the students were lowering their shoulders more during the lessons. For the teacher it required a big responsibility to write down names and giving feedback during the lessons. The teacher was involved in the lessons, as she was walking around, participating in the student discussions, but also to scaffolding the students while working. According to Black & William (2009) a well-organized assessment situation, especially in a formative

manner, is important for the students' further learning. Their five aspects of formative assessment (fig.2, p.25) emphasize the importance of including the student in the process.

The teacher should clarify the assessment criteria on beforehand of the assessment period to make the students create an understanding of the intention of the assessment, but also to give feedback focusing on moving the students forward. Black & William also see the importance of assessing during classroom discussions, as the teacher assess the students' understanding of a topic, and not necessarily what they have learned by heart. The students answered in their survey that they did prefer an assessment period as the teacher focus on assessing through conversations. A majority of the students stated that they received an opportunity to display their abilities through conversations with the teacher, as well, and with their peers while the teacher was listening. Even though the assessment was summative, it had the characteristics of formative assessments considering the focus was primarily on providing the students with feedback for further learning, as well as giving them a grade (Bueie, 2015).

To motivate reluctant students to speak it is necessary to have an involved and engaged teacher. Particularly Black & William (2009) emphasize this to be important for students' further learning. Likewise, Munden & Sandhaug (2017) see it as crucial for students' development and confidence to have a positive relationship with their teacher. As observed during the assessment situation, an involved teacher creates a relaxed setting, as they see their teacher as a participator and not a judge or viewer. Several theorists emphasize the need of support and follow-up from the teacher to achieve a high level of speaking participation. Vygotsky (2001) and Sandin (2017) highlights the importance of the teacher adapting the situation to the students while challenging them to work towards acquiring a higher level of skill. As mentioned previously, during the assessment period, the conversations with the teacher and students were an often-used activity to speak about topic-related content. The teacher focused on encouraging the students to challenge themselves and reflect on their answers during the conversations. This was also something the students appreciated, since the focus was on their conversational skills and how to speak during spontaneous speaking situations rather having to present something by heart (Section 4.3.3).

During the assessment period, the students were working on literary analysis of different short stories, and the teacher chose to let them analyze in groups for most of the time. The teacher explanation for this choice was grounded in the usefulness of experiencing others view and reflection concerning the different aspects of the short stories they were analyzing. This is supported by Ennis(1996) who stated that group discussions is important for developing as a critical thinker as well as consider others point of views. The teacher also designed tasks related to the short stories to encourage discussions. During these discussions the teacher was always walking around, engaging in the different conversations, both with the intention of engaging the students to speak, but also to challenge the students with follow-up questions to their discussions. Jones (2007) emphasized the importance of having the teacher act as an instructor *and* a participator, which would make the students the midpoint of the classroom and it would also gain their confidence in speaking activities. However, most importantly, Jones emphasizes the importance of preparation. If the students receive time to think and reflect on their answers and topics, they will participate on a higher level than if they have to do so spontaneously. Upon analysing the survey data, however, many of the students mentioned that they had the interpretations of the teacher focusing only on their ability to be spontaneous when her focus was rather their conversational abilities about topic related subjects. And with that interpretation, it made the students less participating during the conversations, and therefore not showing a high level of speaking participation.

For the assessment period, the teacher incorporated speaking activities from the ordinary teaching that was familiar to the students. She included activities as TPS and group discussions, which made the students calmer in the assessment situation, and the level of speaking participation did not vary between ordinary teaching and assessment. The assessment period also focused on the students' spontaneous and conversational speaking skills, which they are more used to do during their ordinary teaching. This might have had an impact on the level of participation, according to the observations noted. The students did not have oral presentations as an incorporated part of their ordinary teaching, which was, additionally, a possible reason for the students' tense relationship with this type of assessment. Brooks & Wilson (2014) argue that since oral presentations are commonly used for assessments, and are rarely a natural part of the language classroom, the students do not associate positive experiences with the activity. By incorporating oral presentations into the

ordinary teaching without assessment being the focus, there is a possibility that the students will show a higher level of participation.

Students' reluctance to speak is usually grounded in the idea of the students being afraid of being evaluated by others (Horwitz, et.al., 1986). As discussed in section 5.3.1, the students' fear of oral presentation was rooted in the fear of making mistakes while speaking. When the students are not confident enough or fluent enough in the target language it makes them more vulnerable, especially during assessment situations. Compared with the oral presentations, the assessment period created a relaxed setting, which in turn, increased the students' level of verbal participation.

The assessment period focused on conversations between students, and between students and the teacher. The teacher emphasized that, because the assessment is structured this way, the students do not experience those situations as assessment situations, but because oral presentations involve presenting in front of a larger crowd, the students perceive the situation as comparatively more serious (section 4.2.1). This is, moreover, a common perspective of teachers as well. Assessment situations have an impact on students' speaking reluctance, as Nessler (2018) experienced during her research project about students' speaking anxiety. The teachers expressed that their students experienced speaking anxiety, especially during oral assessment situations.

Above is a discussion on the different measures the teacher from the research project took with the intention of increasing the students' level of speaking participation. During the assessment period, the students expressed that they felt more relaxed and focused than during other assessment situations. A possible reason for that is the correlation between the assessment and the ordinary teaching. From the research one can conclude that the more the assessment is similar to ordinary teaching activities, the higher the level of speaking participation shown by the students.

5.3 Correlation between ordinary teaching and assessment situation

As mentioned above (5.2), the level of participation and student's reluctance to speak changed positively based on the correlation between the assessment situation and the pre-activities. If the assessment situation was more similar to the pre-activities the students were more relaxed

and performed better compared to when it did not. Looking at the students' survey, many of the students mentioned that they preferred assessment period compared to oral presentations, as they saw it as much more relaxing, and they forgot that they were being assessed. The situation got more natural, and they preferred spontaneous speech rather than having the feeling of always having to speak correctly. They felt there was more room for mistakes during the assessment period because of the more relaxed setting. Certain students mentioned that they did not enjoy spontaneous speaking, especially not in front of many people, and that they would much rather do oral presentations because they had the chance to be, comparatively, more prepared for the situation.

As Aleksandrak (2011) stated, collaborative assessment situations give the teacher a larger spectrum to work with and to assess compared to oral presentations. Additionally, by using the same collaborative speaking activities during assessment situations that they usually do during the ordinary teaching also makes the students more relaxed throughout the lesson since it is what they are familiar with. Several research papers have emphasized the positive effects of assessing through oral presentations; critical thinking, practicing public speaking and presenting in front of others makes you remember the content even better (Ibera-Shea, 2009; Girard et al., 2011). Through the observations, one can see that only the most confident students enjoyed the oral presentations because these were presented in creative ways and the presenters were enthusiastically speaking on the topic. Those less confident were quiet and shy when presenting. When the students were being assessed through an oral presentation, the whole situation got much more serious and stressful for many students, compared to the speaking activities during ordinary teaching. Vygotsky stated that there is a need for challenging the students to achieve learning (Vygotsky, 2001). But it is not necessary to challenge the students in a negative way, as research tells us that oral presentations mostly have negative side effects. It is time-consuming, making the students passive and the students usually only have a negative relationship to it, as it is rarely used in other situations than summative assessment (Brooks, et al. 2014). A solution would be to make oral presentations a natural part of the classroom, outside the assessment situations. This thought is supported by Bjørke (et al., 2014) who argued that oral presentations should be a part of the classroom because of the positive side effects; achieve greater class interaction, remembering content

and improving public speaking skills, but that assessment should not be the only intention of incorporating it.

The correlation between the ordinary teaching and the assessment situations seemingly has a positive impact on the students' level of participation. According to Bledsoe & Baskin (2014) the idea of focusing on a stress-free environment has a positive effect on reluctant students. During the interview, the teacher expressed that she focused on working closely with the students who struggled the most with stress during speaking activities, but that she additionally has, from an early stage, dedicated a lot of time to including the students in the teaching- and assessment process. The focus remains on creating a supportive, student-centered classroom, with the aim of adapting the lessons to meet students' needs (section 4.2.1).

An assessment period did not affect the students negatively, based on the observations conducted. Their level of participation during the activities was the same as before the assessment, or perhaps higher. The teacher expressed her satisfaction over the results as well. She stated that many of the students who are usually reluctant during speaking activities and assessment situations, even during ordinary teaching, performed better now than earlier. And as mentioned above, the students did not seem to be affected by the fact that they were being assessed. The only negative part of going through an assessment period is that it is time-consuming for the teacher. Even though this way is time-consuming, it is also time *saving* for the teacher. An oral presentation usually takes several lessons to complete, but for an assessment period, the teacher combines ordinary teaching with assessment. On the other hand, by focusing on the student through an assessment period gives the teacher the opportunity to see other qualities of the students' linguistic abilities; their conversational and reflection abilities, and their topic related knowledge. Aleksandrak (2011) stated that collaborative speaking activities are better to conduct when assessing speaking skills. Other research papers argue that conversational approaches increase students learning, and make the student more confident to speak in front of a bigger crowd (Millis, 2010; Chen & Hird, 2006; Drew & Sørheim, 2016). The concept of making the students active during the lessons should also be transferred into the assessment situations. It is an effective measure to engage reluctant speakers to participate on a much higher level. Dewey's progressivism (Williams,

2017), focused on the idea of the students developing and learning better through social and active experiences. If the focus, first and foremost, is on how the students learn, they will learn better based on that fact alone.

The teacher has, additionally, seen the importance of including the students in the learning and assessment process. She has seen the value in giving the students predictability, just as emphasized by The Ministry of Education and Research (NOU 2015:8). The students have the right to be a part of their own learning process, and that also involves their assessments. The teacher focus on criteria and that they are involved when creating them. According to the teacher, this form of predictability has its intention to give the students a relaxed relationship to the assessment situations. They are not supposed to be “surprised” when the assessment is happening. The students were also given assessment criteria before the oral presentations, but according to the teacher, they were not prepared enough to present. Still, according previous research (Svenkerud et.al., 2012), oral presentations, and the preparations for these, usually took 80% of the teaching time. Students usually need good time to prepare before an oral presentation to make them confident enough, and ready to perform. Compared to the oral presentations, the assessment period did not require the students to prepare in the same way, as it was based on ordinary teaching activities. This made the situation less stressful to the students, and that the level of participation was higher compared to the oral presentations.

As mentioned above, the teacher is focused on supporting students who struggle with speaking reluctance. Nevertheless, there are some aspects of the lessons that are not as speaking promoting as others. First and foremost, a reoccurring idea through this thesis has been the value of a supportive, student-centered classroom and its effect on reluctant students’ speaking participation. One of the measures the teacher takes is the focus on having a low threshold for mistakes. If the students are making a mistake, they receive an opportunity to correct themselves. Nonetheless, in looking at the student survey, it becomes evident that the students need to be more involved in the teaching, based on their fear of being judged and to make mistakes while speaking in the classroom. The teacher is, moreover, aware of the importance of metacognitive learning strategies to make reluctant students increasingly confident in various learning situations. Having a supporting teacher is, additionally, beneficial.

The teacher reflects frequently on the topic “speaking participation and reluctant students”, and a great number of her methods for assisting the students and encouraging them to speak publicly have a positive effect on their overall willingness. Lack of teaching time does not allow for many time-consuming and creative activities. However, if the aim is to increase the students’ willingness to speak in class, supporting and scaffolding to cater to speaking reluctant students should be a central concern.

6.0 Conclusion

This study investigated how an English teacher approach and meet students with reluctance to speak in 10th grade. It also investigated if the teacher's measures, for increasing reluctant speakers' speaking participation, were appropriate. The study was a case study, conducted through classroom observations, teacher interviews and students' surveys over a three-month-period. The collected data showed that a student-centered classroom and communicative approach to speaking activities gives a higher level of participation compared to passive activities and traditional teacher-centered lectures. Although the hand-raising policy in the classroom is useful for its classroom management purposes, the policy has been taken further into speaking activities than just as a "behavioral solution". The data could also tell us that the more similar the assessment situation was to the ordinary teaching, the level of participation was higher, and the students showed less indication of reluctance.

Current studies can be used in order to increase higher knowledge regarding assessment and speaking reluctance, to make students' everyday life safer and less stressful. The study can also bring an insight into how an experienced teacher works and adapts the teaching for reluctant student. On the other hand, the study can also tell us that not all speaking activities are as speaking *promoting*, and that a teacher must be aware of the fact that students do participate on a higher level when being in interaction with other students.

6.1 Limitations and further research

For further research it would be interesting to conduct research about reluctant speakers in a bigger context, in the meaning of either a longer period of time with the same participators, or with more participants. It would be interesting to see if the students' level of participation changed during other assessment situations and types of speaking activities as well.

Additionally, it would be interesting to conduct further research on different teachers and how they approach speaking reluctance in the English classroom, and comparing the level of participation as well. By including several teachers, it will give the researcher an insight into the work of teachers of different ages and in different cities or regions, and will give him or her a deeper insight into the topic.

In the beginning of this study, my aim was to conduct an intervention study. I was not able to do this, because of the teacher's tight schedule. For this project, an intervention study would give you the opportunity to test one or several speaking activities to see its impact on reluctant students' speaking participation. I would have done a pre- and post-test to see what changes, what happened and what impact it would have on the students. For further research, I would recommend to conduct an intervention study to go more in-depth of some speaking activities, and see how those activities have an impact on the students' level of speaking participation. Also, the topic "generasjon prestasjon" ("Generation performance") deserves more attention, and students who experience speaking reluctance, based on this are not necessarily reluctant to speak *only* in English. Therefore, there is a need of conducting research on this area in all subjects, especially in Norwegian schools, because of the lack of research in Norway. Still, the English subject is a good place to start.

7.0 Reference List

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8.0 Appendices

8.1 Appendix A: Interview Guide

Interview 1:

English version:

1. Do you experience reluctant speakers in your classroom?
 - a. If yes, what challenges do you experience?
2. Do you feel confident enough to know how to prevent and adapt for students with speaking reluctance? Why/ why not?
3. Does your work place offer training on speaking reluctance, or are there any courses offered?
4. What measures do you feel give best results in the classroom?
5. Do you often plan oral activities for the English classroom with the students with speaking reluctance in your mind?
6. Do you think this challenge has an impact on the student's grades, and a possible exam? Why? Why not?
7. Considering the previous English class, do you think that the oral activity made an impact on the students? Can you tell me the most significant experiences you have gained from this session?
 - a. Did they speak more/less than normal?
 - b. Could something been done differently?
8. Did you notice any students being reluctant to speak? When?
9. What kind of feedback did you give the students?
10. Was it anything from the class that stood out?
11. What kind of body language to you notice from the students who are reluctant to speak?

Norwegian Version:

1. Opplever du snakkevegring I klasserommet? Hvilke utfordringer opplever du?
2. Føler du deg trygg nok til å jobbe mot og til å tilrettelegge for elever med snakkevegring? Hvorfor/hvorfor ikke?
3. Tilbyr arbeidsplassen opplæring om snakkevegring, eller gis det tilbud om kurs?
4. Hvilke tiltak føler du selv gir best resultater I klasserommet?
5. Tar du ofte hensyn til eleven med snakkevegring når du planlegger muntlig aktiviteter I engelsktimene? Hvis ja: på hvilken mate? Hvis nei, hvorfor ikke?

6. Tror du denne utfordringen har innvirkning på elevenes karakterer, og på en eventuell muntlig eksamen? På hvilken måte?
7. Hvis vi ser tilbake på forrige time, tror du aktiviteten/e hadde en innvirkning på eleven? Hvilke erfaringer gjorde du det?
 - a. Snakket de mer/mindre enn normalt?
 - b. Kunne noe ha blitt gjort annerledes?
8. Merket du om noen elever vegret seg til å snakke? På hvilken måte?
9. Hva slags feedback ga du til elevene som snakket/ ikke snakket?
10. Var det noe som skilte seg ut i denne timen?
11. Hva slags kroppsspråk legger du merke til hos elever som opplever snakkevegring?

Interview 2:

English version:

1. How did you execute the assessment period?
2. Why did you choose to assess in this way?
3. How did you feel it went?
4. Did you notice any differences between this way of assessing compared to other ways of assessing?
5. Why did you think it went like it went?
6. How will you end the period?
7. What did you focus on when assessing? (Criteria)

Norwegian Version:

1. Hvordan utførte du denne vurderingsperioden?
2. Hvorfor valgte du å vurdere på denne måten?
3. Hvordan følte du at det gikk?
4. Merket du noen forskjell på denne formen for å vurdere, sammenlignet med andre måter å vurdere på?
5. Hvorfor tror du at det gikk som det gikk?
6. Hvordan avslutter du perioden?
7. Hva la du vekt på når du vurderte? (kriterier)

8.2 Appendix B: Observation Protocol

(Attia, 2015, p. 76-77)

Appendix C

Classroom Observation Protocol

American University in Cairo

Date of observation:

Department: SCE/IEP

Branch:

Other

Teacher:

Room:

Duration:

Observer:

Number of students:

Seating:

Activity	Teacher/ student centered	Type of interaction/activities			Visual cues Of anxiety		Auditory Cues of anxiety		
		Individual	Pair	Group	Kinesics Body mov., gesture, posture, etc.	Facial Expression, gaze, etc.	Pitch	Volume	Rate

Questions	Answer	Notes
1. Were there any students that showed high levels of anxiety?		
2. During which activity did that happen?		
3. What type of feedback did the teacher provide?		
4. Did the feedback cause anxiety/if noticeable?		
5. Which activities were more relaxing to students?		
6. Which activities caused high levels of anxiety?		
7. Did the teacher notice when some students exhibited anxiety?		
8. What was the teacher's attitude towards students who exhibited anxiety? How did he deal with it?		

Seating Arrangement:

8.3 Appendix C: Student's Survey

Muntlig aktivitet og vurdering i engelskklasserommet

Anonym spørreundersøkelse for elever

IKKE SKRIV NAVN PÅ ARKET

1. Hva liker du best ved engelskfaget?

2. Synes du det er vanskelig/ubehagelig å delta i snakkeaktiviteter i engelsktimene?

(Sett kryss)

Ja _____ Nei _____ Vet ikke/noen ganger _____

3. Hva synes du er mest skummelt eller ubehagelig med å snakke engelsk I

klasserommet? (Hvis du ikke finner muntlig aktivitet I klasserommet ubehagelig, så trenger du ikke å svare)

4. Du har akkurat vært igjennom en vurderingsperiode på 3 uker i engelskfaget. Hva synes du om å bli vurdert i muntlig på denne måten? Hvorfor?

5. Føler du at du får vist det du kan under en slik vurderingsperiode?

Ja _____ Nei _____ Vet ikke/noen ganger _____

6. I hvilken av de følgende aktivitetene føler du at du får vist det du kan?

(Du kan krysse av for flere)

Muntlige presentasjoner _____

Think-Pair-Share _____

Rekke opp hånda I klasserommet _____

Jobbe i gruppe/par _____

Andre, skriv hvilke(n): _____

7. Hvis det er muntlige aktiviteter du føler du ikke får vist det du kan i, kan du kort forklare hvorfor?

**8. Hva slags informasjon er viktig for deg å vite før du skal vurderes i engelsk muntlig?
(Dette kan være alt fra struktur på en oppgave til vurderingskriterier)**

8.4 Appendix D NSD-form



NSD sin vurdering

Prosjekttittel

Snakkevegring i engelskklasserommet

Referansenummer

659984

Registrert

21.07.2018 av Maren Moe - s320300@stud.hioa.no

Behandlingsansvarlig institusjon

OsloMet - storbyuniversitetet / Fakultet for lærerutdanning og internasjonale studier / Institutt for grunnskole- og faglærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Dragana Surkalovic, drasur@oslomet.no, tlf: 67237259

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Maren Moe, marenmoe@email.com, tlf: 92498716

Prosjektperiode

14.08.2018 - 31.05.2019

Status

08.05.2019 - Vurdert

Vurdering (2)

08.05.2019 - Vurdert

Vi viser til endring registrert 29.04.2019. Vi kan ikke se at det er gjort noen oppdateringer i meldeskjemaet eller vedlegg som har innvirkning på NSD sin vurdering av hvordan personopplysninger behandles i prosjektet.

Les mer om hvilke endringer som skal registreres hos hos her, før endringer meldes inn i fremtiden:

nsd.uib.no/personvernombud/meld_prosjekt/meld_endringer.html

OPPFØLGING AV PROSJEKTET

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

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

27.09.2018 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 27.09.2018, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD ENDRINGER

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

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 31.05.2019.

LOVLIG GRUNNLAG

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

PERSONVERNPRINSIPPER

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

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

DE REGISTRERTES RETTIGHETER

De registrerte (lærer og elever) vil ha følgende rettigheter i prosjektet: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20). Rettighetene etter art. 15-20 gjelder så lenge den registrerte er mulig å identifisere i datamaterialet.

NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER