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Speaking reluctance in the English as a foreign language classroom
*Teachers' experiences and practices regarding speaking reluctance in oral activities in
Norwegian primary schools*

Talevegring i klasserommet med engelsk som fremmedspråk
Lærernes erfaring og praksis vedrørende talevegring i muntlige aktiviteter på norske grunnskoler

A Qualitative Study

30 credit assignment

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Abstract

The current thesis addresses the issue of reluctant speakers in the English as Foreign Language classroom. This study aims to answer three main research questions: the first regarding teachers' perceptions about speaking reluctance. The second which oral activities teachers conducts in the English as a Foreign Language classroom, and the third concerning which activities that may enhance the pupils' oral skills and decrease speaking reluctance. To answer the research questions, an abductive methodical approach was conducted. Specifically, the researcher used interviews as a research instrument. Six Norwegian lower and middle school teachers were interviewed to investigate the teachers' attitudes and perceptions to speaking reluctance and what oral activities they found to be the most beneficial for foreign language practice.

The main findings concerning the first research question showed that all the teachers had experienced some degree of speaking reluctance in their English as a Foreign Language classroom, and that the time devoted to oral skills during their lessons varied. Furthermore, the teachers in this study reported that oral activity in the English as a Foreign Language classroom could sometimes be an issue, as the pupils' motivation, willingness, and experience varied.

The main findings regarding the second research question revealed that the teachers seldom conduct informal activities in their English as a Foreign Language classroom. The ones who did, reported that they had great success on the oral activity in their classroom when they did. However, the majority of the teachers reported that they had no real experience with drama activities or other spontaneous speech activities besides the occasional game or small role-play in their English teaching. The findings regarding the third research question shows that informal activities which are inspired by dramatization, gives the best oral practice for pupils in the English as a Foreign Language classroom.

The teachers in the current study agreed that pupils seem to experience reluctance or anxiety to speak when presenting text or material in front of their peers. Furthermore, reading out loud also seemed to enhance the pupil's reluctance to speak. Additionally, group work, games, working in pairs, and other varieties of low self-exposing activities appeared to reduce

speaking reluctance. The teachers believed that evaluation from their peers and teachers had negative consequences on the pupils' language acquisition and oral proficiency.

This study contributes to the research done on speaking reluctance in the English as a Foreign Language classroom in the Norwegian school context. Up until now, the research done is somewhat limited. Furthermore, the aim was to provide English teachers with relevant information on how to prevent speaking reluctance in the English as a Foreign Language classroom. The goal of this study was to create awareness of speaking reluctance and of which oral activities that can be conducted in the English as a Foreign Language classroom to prevent speaking reluctance from occurring.

Keywords: Speaking reluctance, oral activities, EFL classroom, L2, teacher's beliefs and experiences, formal activities, informal activities,

Sammendrag

Den nåværende oppgaven tar for seg fenomenet talevegring i klasserommet med engelsk som fremmedspråk. Denne studien tar sikte på å svare på tre hovedforsknings spørsmål: det ene om lærernes oppfatning av talevegring, det andre om hvilke muntlige aktiviteter lærerne utfører, og det tredje om hvilke muntlige aktiviteter som ser ut til å redusere elevenes talevegring samt forbedre elevenes muntlige ferdigheter. For å svare på forsknings spørsmålene ble det utført en abduktiv forskningsmetode. Konkret brukte forskeren intervjuer som forskningsinstrument. Seks norske grunnskolelærere ble intervjuet for å undersøke lærernes holdninger og oppfatninger av talevegring og hvilke muntlige aktiviteter de fant mest fordelaktige for fremmedspråkspraksis.

Hovedfunnene som gjelder det første forsknings spørsmålet viste at alle lærerne hadde opplevd en viss grad av talevegring i klasserommet engelsk som fremmedspråk, og at tiden som ble brukt til muntlige ferdigheter i timene varierte. Videre rapporterte lærerne i denne studien at muntlig aktivitet i klasserommet noen ganger kan være et problem da elevenes motivasjon, vilje og erfaring er forskjellig, samt at lærerens erfaring og praksis er varierende.

Hovedfunnet angående det andre forsknings spørsmålet viste at lærerne sjelden gjennomfører uformelle aktiviteter i klasserommet med engelsk som fremmedspråk. De som gjorde det, rapporterte at de hadde stor suksess med den muntlige aktiviteten i klasserommet når de hadde slike aktiviteter. Imidlertid rapporterte flertallet av lærerne at de ikke hadde noen reell erfaring med dramaaktiviteter eller andre spontane taleaktiviteter bortsett fra en og annen lek i engelskundervisningen. Det tredje forsknings spørsmålet viser at uformelle aktiviteter som er inspirert av dramatisering, gir den beste muntlige praksisen for elever i klasserommet med engelsk som fremmedspråk.

Lærerne i den aktuelle studien var enige om at elevene ser ut til å oppleve vegring eller angst for å snakke når de presenterer foran klassen. Videre virker det som at høytlesing også ser ut til å øke elevens vegring til å snakke. På den andre siden, ser det ut til at gruppearbeid, spill, arbeid i par og andre varianter av lav selveksponerende aktiviteter reduserer talevegring.

Lærerne mente at evaluering fra jevnaldrende og lærere hadde negative konsekvenser for elevenes språktilegnelse og muntlige ferdigheter.

Denne studien bidrar til forskning gjort på talevegring i klasserommet med engelsk som fremmedspråk i norsk skolekontekst, hvilket er noe begrenset. Målet med denne studien var å skape bevissthet om talevegring og hvilke muntlige aktiviteter som kan gjennomføres i EF-klasserommet for å forhindre at talevegring oppstår. Videre var målet å gi engelsklærere relevant informasjon om hvordan man kan forhindre talevegring i klasserommet med engelsk som fremmedspråk.

Nøkkelord: talevegring, muntlige aktiviteter, klasserommet med engelsk som fremmedspråk, L2, lærernes oppfatning og erfaring, muntlige aktiviteter, formelle aktiviteter, uformelle aktiviteter

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List of Abbreviations

EFL – English as a foreign language

SR – Speaking reluctance

FL – Foreign language

LK20 – Norwegian curriculum, 2020

NSD - The Norwegian Agency for Shared Services in Education and Research

TA - Thematic Analysis

ZPD – Zone of Proximal Development

FLCA – Foreign Language Classroom Anxiety

L1 – First language

L2 – Foreign Language

SSB – Norwegian Statistics

1 Introduction

The topic of speaking reluctance (SR) was chosen due to my experience with this phenomenon in the English as a Foreign Language classroom (EFL classroom). Language has always captivated me, and through my years in school, I always enjoyed English class the most. Working as a substitute teacher and during my practice at different schools, I often experienced pupils being reluctant to speak English in front of their classmates or in front of their teacher. Pupils I taught and observed seemed strong in other subjects, such as Norwegian, mathematics and history, but they fell silent once English came on the agenda. Thus, this thesis investigates how teachers perceive SR in the EFL classroom, as well as explore which oral activities some teachers use to cope with this problem in their English class. This study aims to find out if the teachers are aware of the phenomenon and how they conduct oral activities in their EFL classroom, mainly focusing on formal and informal oral activities. Henceforth, this thesis will look into which activities, based on literature review and observation in previous research, give the best facilities for oral participation in the EFL classroom.

This chapter contains relevant background and information to the study. The first section, 1.1, presents the relevance of the English subject in the Norwegian education system according to the Knowledge Promotion 2020 (LK20). Furthermore, section 1.2 demonstrates oral skills in the Norwegian curriculum as well as looking into speaking reluctance in the context of teaching English in the EFL classroom in Norway. Section 1.3 will introduce the research questions in this study.

1.1 Relevance for English teaching

Norwegian pupils learn English simultaneously with Norwegian at school, English is a mandatory subject for eleven years, starting from 1st grade in primary school till 1st grade in college. Furthermore, English also has its own curriculum separately from other foreign languages and other subjects in school (U. E. Rindal & L. M. Brevik, 2019). Additionally, pupils in elementary school only get 138 hours of English from 1st till 4th grade, and 228 hours from 5th till 7th combined (Utdanningsdirektoratet, 2020b). In conclusion, teachers teach English roughly an hour a week from 1st till 4th grade, and two hours a week from 5th till 7th. Moreover, teachers must develop the pupils' writing skills, reading skills, digital skills, and

oral skills during this time. However, teachers are free to choose how they want to conduct their activities in the EFL classroom as long as they follow the curriculum (U. Rindal & L. M. Brevik, 2019). English teachers are responsible for the pupils' second language acquisition; thus, it is necessary to identify the pupils that might need more guidance and help.

1.2 Oral skills in English in the Norwegian Curriculum

Concerning oral skills in the English curriculum in Norwegian schools, The Norwegian ministry of Education (UDIR) (Utdanningsdirektoratet, 2020a) states the following:

Oral skills relate to creating meaning through listening and speaking. This involves mastering different linguistic and communicative activities and coordinating verbal and other partial skills. It includes being able to listen to others, to respond to others and to be conscious of the interlocutor while speaking. Oral skills are a precondition for exploring interactions in which knowledge is constructed and shared. Oral skills are a precondition for lifelong learning and for active participation in working and civic life.

UDIR further concludes that oral skills begin at an early age and teachers have to constantly and consequently build and develop pupils' oral skills beyond what has already been acquired outside, and in class (Utdanningsdirektoratet, 2020a). Furthermore, pupils must be able to express themselves, listen to others and present oral texts, and be able to respond to both their teachers and peers. Thus, oral skills in the English language seems to be fundamental to successfully mastering the language and to be able to develop more communicative skills in order to take part in a more cosmopolitan world. Furthermore, active participation seems crucial in developing oral skills in the EFL classroom.

In addition, the new curriculum also introduced different core elements that are intended to take a bigger part in the English subject: (1) Communication: pupils need to be able to use the English language in both formal and informal settings. The pupils are to learn how to use different strategies to master the different verbal communications. (2) Language learning: pupils should develop language awareness, hence, vocabulary, grammar, sentence and structures, and sounds. (3) Meeting with English language texts: pupils are to develop their experience of cultural and linguistic diversity (Utdanningsdirektoratet, 2020a). Therefore, this thesis will explore which activities are most commonly used when practicing English oral skills in the EFL classroom based on the informants' answers. Furthermore, this thesis will

elaborate which activities may prevent pupils' from developing SR and which activities that may enhance pupils developing SR.

1.3 Research questions

This thesis is based upon Norwegian primary and secondary schools in four different grades in three different schools, the grades differ from 1st till 9th grade. The data is based upon the teachers' beliefs and perception regarding reluctant speakers in oral activities in the EFL classroom. This study aims to research two main research questions:

1. How do teachers experience SR in the EFL classroom?
2. How do teachers conduct oral activities in the EFL classroom?
3. Which oral activities seem to enhance or decrease SR in the EFL classroom?

Through this study, the aim is to contribute to a further knowledge about how teachers can prevent pupils from developing SR in the EFL classroom. Additionally, the purpose is to provide English teachers in Norwegian school with relevant information about how one can conduct oral activities that may prevent speaking reluctance from occurring.

2 Literature Review

This chapter identifies the theoretical basis for this thesis. The following chapter defines what speaking reluctance (2.1) is and how it can affect pupils' oral participation. Furthermore, this chapter will look into foreign language anxiety (2.2), linguistic perfectionism (2.3), silent period (2.4), classroom environment (2.5), teaching methods in the EFL classroom (2.6), and the Zone of Proximal Development (2.7). However, in Norwegian context, the research conducted on SR is somewhat limited. Accordingly, research done internationally regarding SR will be introduced in this thesis.

2.1 Speaking reluctance

According to Ingvar Bergh (1992), SR is characterized as having low self-esteem in oral performance of languages and therefore staying silent. Cambridge Dictionary (Press, 2019) further defines speaking reluctance as “not willing to do something and therefore being slow to do it”. Furthermore, Littlewood & Yu (2011) claim that there are several reasons why a pupil may experience SR. Some of the reasons might be: (1) pupils might lack experience and thus does not want to speak out loud due to fear of the teacher and others' assessment (2) pupils might experience lack of confidence in the language acquirement because the student has not spoken the L2 language frequently enough, and (3) pupils might not see the purpose, nor the relevance of learning the L2 language. In addition, the reluctant speakers might also be disappointed with themselves for various reasons: The pupils are afraid to stumble or pronounce inaccurately (linguistic perfectionism 2.3), meaning that they do not say anything because they are afraid of what others might think (Bergh et al., 1992). Thus, SR might be present because of previous experiences the pupil has had when required to speak their second language out loud in their classroom, presenting, or other oral situations.

Pupils who experience reluctance to speak will mainly stay silent due to fear of failing in front of others. However, experiencing language anxiety or linguistic perfectionism might also play a part of the pupil's reluctance to speak. I will elaborate on this later (see section 2.2 Foreign Language Anxiety, section 2.4 Silent Period, section 2.3 Linguistic Perfectionism). Though it is hard to pinpoint exactly what causes the learners reluctance to speak, Bergh (1992) states that there are three main causes for speaking reluctance: (1) Growing up, children may have experienced situations where they feel it is better to stay silent because of the fear of losing face. (2) Bad self-confidence may also lead to reluctance to speak. Like adults, children also

have the need to be seen, be respected and get praise. Children have a need to prove themselves to be good enough in front of others. Thus, if they are frequently looked down upon by making mistakes by others or their teacher, they might lose confidence which may lead to being reluctant to try again. (3) If children have not been able to practice their speech, speak their mind or defend their way of thinking, they will eventually give up (Bergh et al., 1992). Although these are some of the reasons as why pupils may be reluctant to speak in general, it might be highly relatable to SR in the EFL classroom.

2.2 Foreign Language Anxiety

As the current thesis explore speaking reluctance, one must also look into other potential reasons to why a pupil stays silent in the EFL classroom. Many educators and researchers have suggested that foreign language anxiety may cause negative effects on pupils' speaking ability. Amongst them, Onwuegbuzie et.al. (1999) stated that the existence of foreign language anxiety may negatively affect the fluency of pupils' speech and foreign language learning overall. Furthermore, Spielmann and Radnofsky (2001) investigated foreign language anxiety amongst different EFL learners. They found that foreign language anxiety can have a general negative impact on pupils' oral performance. In addition, Cebukcu (2007) discovered seven main factors which describes how foreign language anxiety may enhance; (1) presenting before the class, (2) making mistakes, (3) losing face, (4) failure to express oneself, (5) fear of failure, (6) fear of teachers, and finally (7) fear of not living up to the standards. Likewise, Brown (2000) states three possible factors of foreign language anxiety: (1) communication apprehension, (2) fear of negative evaluation, and (3) test anxiety or lack of apprehension.

Moreover, Horwitz (1986) established a theory that learners may display Foreign Language Classroom Anxiety (FLCA) which is based upon the uniqueness of language learning process. FLCA emphasizes that some particular oral language activities are likely to cause anxiety or reluctance to speak, for instance; speaking in front of class or during conversations. The pupils may experience a higher level of anxiousness or fear in English classes, in comparison to other classes in school (Horwitz et al., 1986). Horwitz (1986) claims that teachers need to be aware of language anxiety in order to adjust their teaching. She further states that the teacher has two options; (1) The teacher can help the pupils to cope with existing anxiety-

provoking situations, or (2) the teacher can make the learning context less stressful (Horwitz et al., 1986).

This implies that speaking reluctance and language anxiety is seemingly similar, and both may directly influence the pupil's oral performance and can further affect pupils' L2 acquisition in the EFL classroom in general. Furthermore, the teacher can also adjust their teaching methods in the classroom in order to lower the pupil's anxiety. It is therefore highly relevant to include foreign language anxiety to further understand more of why speaking reluctance may occur.

2.3 Linguistic Perfectionism

Another possible reason as why a pupil is reluctant to speak, is linguistic perfectionism. According to Gregersen & Horwitz (2002) linguistic perfectionism occurs when pupils set their own high standard of performance, and are not satisfied by merely communicating in their L2. Communication apprehension, fear of negative evaluation, and test anxiety may evoke bad self-confidence in learners who are overly concerned about their communication attempts (Gregersen & Horwitz, 2002, p. 563). As a result, pupils want to speak their L2 flawlessly with no grammatical mistakes or pronunciation errors (Gregersen & Horwitz, 2002). Gregersen & Horwitz (2002) further explain a possible theory to why a pupil is experiencing linguistic perfectionism, stating: pupils will stay silent rather than demonstrating a non-perfect pronunciation, and possibly get negative feedback from both their peers and their teacher.

This theory is also supported by Conroy (2003) who suggested that the fear of failure has been associated with problems of achievement, consequently causing a negative effect on the pupil's learning abilities. Thus, some reluctant pupils will therefore stay silent due to the fear of not pronouncing the words perfectly. As a consequence, the pupil will stay silent until he/she has articulated the word or sentence in the correct way. Pupils might even avoid situations where failure is imminent and if the possibility for pronouncing something the wrong way is present (Woodrow, 2006). However, pupils may show other symptoms e.g.: (1) unwillingness to participate, (2) overly emotional and big reactions to minor failure, and (3) low productivity, procrastination, and many "start overs" (Gregersen & Horwitz, 2002).

According to MacIntyre (1997), this behavior is based upon the pupil's worry and negative emotional reaction when practicing their second language or foreign language. In addition, Dörnyei & Swan (2001) state that anxious pupils who experience linguistic perfectionism usually have lower levels of verbal production. Thus, it seems relevant to include linguistic perfectionism as a possible reason to why a pupil is reluctant to speak in the EFL classroom in Norwegian schools.

2.4 Silent period

The term silent period, or silent stage, refers to a period of time following introduction to a second language where children do not orally produce their second language (Roberts, 2014). However, Roberts (2014) claims that although a teacher might interpret the silence as a problematic tendency, the L2 learner is often observing classmates and other adults to figure out how to communicate in their L2. The silent period can vary, some say that it can last for 3-6 months (Roseberry-McKibbin, 2007), while others state that the silent period can last up to a year (Krashen, 1987). Krashen (1987) claims that the silent period is a pre-production phase of the L2 acquisition and further explains that a pupil might need more time to listen to classmates and others talk and digest what they are hearing to successfully produce their L2 language themselves.

Additionally, Roberts (2014) states that for the L2 development to be strong, comprehensible input in the L2 should come in great quantity or high frequency. Furthermore, when pupils are exposed to input which is harder to understand, the mind must work harder which further leads to the pupil struggling due to insufficient knowledge to understand the input right away (Roberts, 2014). It is worth knowing that language acquisition is processed internally (Roberts, 2014). For instance, some pupils might prefer to process the L2 through talk, while others might prefer to do it in silence. On that note, the silent period might lead the teacher, and other adults, into believing that the pupil is experiencing speaking reluctance when the pupil is actually gathering information on how to produce their L2 in communications with others (Krashen, 1987). It is therefore relevant to include the silent period as a potential reason to why a pupil thus not engage in oral activities.

2.5 Classroom environment and teacher's role

A good classroom environment is undoubtedly important to facilitate FL learning. Thus, the classroom context should be discussed when investigating SR in the EFL classroom. Studies have shown that teacher's behavior, and teaching style have a direct effect on the classroom environment (Peng & Woodrow, 2010). In addition, the size of the class and the relationship between classmates are essential elements of the language classroom environment (Dörnyei & Swan, 2001). Csizér & Dörnyei (2005) further explain that a relaxed and safe classroom environment can contribute to the pupils feeling more comfortable in their L2 acquisition. Hence, teachers should create a supportive and stimulating classroom environment to improve the social, cognitive, and personal development of their pupils. This environment may encourage the pupils to participate in learning activities willingly (Yashima et al., 2018).

Munden & Sandhaug (2017) claim that teachers need to develop a positive relationship with their pupils in order to be able to improve their confidence when acquiring L2. Creating a supportive and positive environment in the classroom where negative feedback and comments are unacceptable, may enhance the pupil's confidence to speak (Munden & Sandhaug, 2017). Munden & Sandhaug (2017) further state that teachers who are supportive and confident are important in developing a supportive classroom where pupils can progress their communicative skills. To create a positive and communicative classroom, pupils should be able to participate in engaging activities, such as working in pairs or engaging in group work. John Dewey (cited in Imsen, 2014) states that learning should be promoted through practical activities and social experiences where pupils should be put into situations where they have to solve different tasks (cited in Imsen, 2014). Dewey further explains that pupils should participate in active learning and experience that mistakes and failures can attribute further knowledge to every individual. Henceforth, active classrooms that focus on the pupils' oral participation in general, rather than focusing on mistakes and corrections, seem important for schools of today. Moreover, Jerome Bruner (1997) states that active learning is also important for the pupils' motivation of learning something new. Bruner (1997) claims that "Learning by discovery", is the most effective teaching method since the pupils can explore and cooperate with each other to solve the task, in this case, practicing English orally.

Additionally, a Chinese research project conducted by Chen & Hird (2006), focused on group work and group discussions in the EFL classroom. After observing 34 female non-English teacher students in groups, they concluded that group work in the communicative EFL

classroom had many benefits. The study shows that the students' performances improved both in spontaneous speech and naturalness after having numerous group discussions. However, the teacher's effort and supportiveness is important for this to be a success, as the teacher's scaffolding is crucial (Chen & Hird, 2006). Although this study was conducted on teacher students, it seems highly relevant when exploring how one could prevent SR from occurring in younger pupils' language acquirement.

2.6 Teaching Methods in the EFL classroom

Fenner & Skulstad (2020) claim that there are three main teaching methods to use in the EFL classroom: (1) *Direct method*, this method's primarily focuses on speaking and listening skills and the method focuses on how to use the L2 as much and frequent as possible to acquire the L2 in a natural way. (2) *The grammar-translation method* which focuses on reading and writing. Instructions and information are conducted in the L1 at the expense of L2. Whereas (3) *the Audiolingual method*, the four skills (listening, speaking, reading, and writing) were introduced in that exact order. However, the third method relies upon a large amount of drilling, pattern practicing, and substitution tables (Fenner & Skulstad, 2020). Fenner & Skulstad (2020) stresses that teaching English in schools of today, oral interaction with the pupils' L2 should take place as early as possible, and that pupils should be provided with several opportunities to practice their L2.

Pupils, and adults as well, learn to acquire and use a language by engaging in social interactions that provide opportunities to listen and use the target language (Palermo et al., 2012). However, Palermo (2012) claims that interactions between teachers and pupils in the classroom often seems to be focusing on teachers asking questions, and pupils answering. Fenner & Skulstad (2020) further claim that pupils should engage in authentic dialogues in pairs or smaller groups instead of practicing dialogues in a text book. Based on Fenner & Skulstads' methods, it seems highly relevant to introduce the L2 as soon as possible in school and in an authentic and natural way as possible.

Nunan emphasizes (2013) the importance of oral activities in the foreign language classroom. He further states that if one wants to master a language, one needs to be able to speak it (Nunan, 2013). Several strategies has been developed by Nunan that can be used with reluctant speakers in EFL classrooms; (1) never let the pupil speak in front of his/her

classmates at the beginning of class, (2) let the pupils interact in pairs or smaller groups, and (3) if the interaction is too intimidating or challenging for the pupils, rearrange the classroom to make it less formal and let the pupils walk around and talk informal (Nunan, 2013).

Carlsson & Pramling (2008) stress that play is an universal, essential and lifelong social behavior with high importance within the learning process for all human beings, both adults and children. Furthermore, Winston (2004) claims that drama and other activities that engage the pupils in an active way, are powerful tools to enhance the English learning process. He further states that drama can contribute to pupils evolving their linguistic competence through meaningful and realistic context. Winston (2004) further states that drama activities can improve the pupil's confidence and motivation when learning English. Becker & Roos (2016) further claim that learners must be able to practice their L2 spontaneously to become communicatively competent in their language acquirement.

2.7 The Zone of Proximal Development

The Zone of Proximal Development (ZPD) is a term that is central in Vygotsky's learning theory (cited in Chaiklin, 2003). The main focus in this learning theory is the connection between learning, teaching, and development. Vygotsky (cited in Imsen, 2014) explain that languages can be used as a tool to master the individual's surroundings, and states that language is used to gain knowledge of our culture, and how we socialize with others. ZPD is a model that shows the child's capacity to learn something by themselves and with the help of others. Vygotsky stresses that the crucial part of dialogue and interaction between the child and the adult/teacher is essential for gaining this capacity (cited in Chaiklin, 2003).

Furthermore, the child will most likely learn how to resolve the task later by themselves if given enough support and patience from the teacher (cited in Imsen, 2014). This theory suggests that if a pupil receives support and patience from the teacher, the pupil might manage to speak on his/her own when independent enough. Thus, speaking reluctance might be less frequent in the EFL classroom when the teacher, or another pupil who is stronger in the given subject, gives support and help along the way.

Dewey, Vygotsky (cited in Imsen, 2014), and Bruner (1997), all state that an inclusive and an exploring teaching method results in better learning in any given subject. Additionally, they claim that the teacher's help has an influence on the pupils' language acquisition. Hence,

these theories appear to be highly relevant in foreign language acquisition as well as further understanding to how teaching in an EFL classroom might be conducted. Furthermore, this concept also echoes Krashen's input hypothesis (Krashen, 1987). This hypothesis emphasizes that the use of gestures, experiences, pictures, or other interesting activities can be used to make language acquisition more understandable and enjoyable for pupils. The teacher motivates the pupils to use language authentically, also in a realistic way.

In the former chapter, relevant literature review regarding SR was presented. The literature shows that SR may be caused by several different factors and can unfold itself in different ways. Furthermore, informal oral activities seem to have the best effect on practicing oral skills in the EFL classrooms. Additionally, activities that provide pupils with authentic oral practice appears to be most effective in L2 acquisition. Additionally, it seems highly relevant that the English teacher facilitates oral activities which allow pupils to practice their L2 as freely as possible. Thus, exploring how teachers conduct oral activities, and how they perceive SR in the EFL classroom, is highly relevant to the understanding of how teachers can prevent SR from occurring.

3 Methodology

The findings from the analysis will be discussed in the light of previous research and theory (see section 4) which will be the base of this study's conclusion. The research process in this study can be characterized as abductive (Tjora, 2021). Abductive research is a mix of inductive and interpretive research, which can allow themes and patterns to emerge organically. When analyzing, one looks for patterns and themes that are consistent with the data at hand (Tjora, 2021). Findings from the analysis will be discussed through relevant theory and will furthermore be a base that will describe the teachers' perception of SR in the EFL classroom. This study uses a semi-structured interview for gathering data. Interviews allow the researcher to dig deeper into the informants beliefs and perceptions (Cohen et al., 2018). Therefore, I conducted an empirical study with interviews to answer my research questions. Six teachers who teach various grades were interviewed in order to explore the teacher's practice, beliefs, and experiences with speaking reluctance in their EFL classroom. Thus, conducting a qualitative study to investigate how teachers perceive the phenomenon of SR in the EFL classroom seemed beneficial for my study. The background for this choice is that the interviews would be the primary source of the data collection.

3.1 Qualitative study

Interviews, on terms that the conduction is valid, facilitates "free and comprehensive" responses from the informants (Tjora, 2021). To look deeper into the teachers' perception of speaking reluctancy in the EFL classroom as far and wide as possible, I considered that a qualitative study was the most appropriate approach. Interviews were therefore chosen as the primary source in the data collection in this thesis. Moreover, this method allows for a certain degree of freedom to use probes when this is suitable and contributes to a richer data-set (Brinkmann & Tanggaard, 2020). The reason for doing my data collection is that interviews can allow the researcher to explore the range of what a person experiences in a given topic (Brinkmann, 2014). However, the interviews had to be open and comprehensive so that the response from the informants would be valid. Moreover, I constructed my interviews to be semi-structured to ensure more fulfilling answers and that the informants would get the same questions.

3.2 Selection of participants and selection criteria

During my selection of informants, it was important that the informants were teachers, and that they taught English. However, I did a selection of convenience (Brinkmann & Tanggaard, 2020); I reached out to principals on schools where I had previously worked or had done my practice. When selecting informants for my interview, I based it on the selection criteria of Brinkmann & Tanggaard (2020), who state that the most important principle is to choose informants who hold relevant information within the chosen topic. Therefore, I included only teachers who had experience with teaching in English. The sole criteria was that they had to be educated teachers and teach English, whether they were educated in English or not, was irrelevant to this study. Avineri (2017) points out that variation is profitable as the informants can hold different perspectives, experience, and thoughts. Having that in mind, some variation in age, gender, and years of teaching experience was present in my selection of informants.

3.2.1 The size of the selection and recruiting phase

Creswell (2018) states that there is no restriction to how many informants are required for the study to be valid. Therefore, when selecting the size of selection, six informants were chosen due to my limitation of both time and the ongoing pandemic. Creswell (2018) states that a qualitative study should contain 3-10 informants, Thus, I decided that six informants was sufficient. Furthermore, this study is based on phenomenology, where the purpose is to understand the meaning of people's lived experience of a certain phenomenon (Creswell & Creswell, 2018), in this case the teachers' experience with SR in the classroom. Therefore, six English teachers were interviewed based on Creswell's suggestion of 3-10 informants.

As mentioned earlier, when selecting informants, I reached out to former practice schools and previous practice teachers. An email was sent with information of the study to the informants, approval from The Norwegian Agency for Shared Services in Education and Research (NSD), and a declaration of consent if they wanted to participate in the study (see Appendix 1).

3.2.2 Presentation of the informants

The sample of informants consists of six teachers from various grades in primary and secondary Norwegian schools, the reason for such a spread was due to the time limit and Covid-19. In order to maintain anonymity, the teachers will be referred to as either "teacher", "teachers", or teacher A-F. The sample consists of teachers who has different education and

experience. Some teachers have worked at the same school in their entire career, and some have been working at four different schools. However, all the informants teach English, although one of the informants has no education in English. Furthermore, the teachers also teach other subjects, and three of them teach all subjects in their class, this is common in lower grades (A, B and C). Additionally, the informants are from three different schools; three of them are based in Oslo (informants D, E, and F) and the other three are based in a small town on the outskirts of Oslo (informants A, B, and C).

It is worth mentioning that only one of the teachers had credits in English before starting their career. Also, four of them had just finished their credits in English due to the new law that teachers must have 30 credits to continue to teach in the given subject, and the last teacher had not finished her/his credits yet.

3.2.3 Semi structured interview

When carrying out a semi-structured interview, Galletta & Cross (2013) emphasize that there are two main tasks to focus on: (1) listen closely to the informant for points in need of clarification and further generalization of meaning, and (2) locate points in the interview which you may want to return to later for elaboration. On that note, semi-structured interviews provide a certain type of freedom to ask follow-up questions if one finds that to be suitable. This way, the data would potentially be richer which could lead to a methodically stronger study (Brinkmann & Tanggaard, 2020).

Additionally, Hochschild (cited in Cohen et al., 2018) emphasizes that interviews, especially semi-structured interviews, also provide deeper exploration of issues, hence see how the informants reflect on their practice and ideas and how they make connections between values, opinions, behavior etc. Furthermore, one can approach the analysis as freely from existing theory as possible, in order to let the informants' answers guide the direction of the study as far as possible. Additionally, asking open-ended questions like "Tell me about your oral activities in your classroom" may allow the interviewee to answer more in depth and allows the researcher to ask questions as they become relevant (Hollan, 2005). A crucial part of conducting interviews is also to plan ahead, since transcribing and analyzing is time consuming. Additionally, the informants wanted the interview in Norwegian on the grounds that they thought they could express themselves better in their mother tongue.

3.2.4 Interview guide

Before conducting interviews, one needs to prepare an interview guide (see Appendix 3). Semi-structured interviews can be beneficial since this can contribute to richer answers from the informants (Cohen et al., 2018). However, one must be aware that leading questions may have the consequence that the informants answer what they think is a desirable answer (Avineri, 2017). Thus, the validity of the answers would also be questionable. That being said, one also needs to bear in mind that the questions can not be too limited either, since this can lead to the informants' answers may be limited and contain little reflection of their own (Cohen et al., 2018). Moreover, questions that are too complicated may lead to the informant not understanding the real meaning of the question (Brinkmann & Tanggaard, 2020). Therefore, subject terminology should be avoided as this can be deterrent to the informants (Brinkmann & Tanggaard, 2020). Thus, questions are not leading, too limited, or too complicated are to be encouraged. However, Brinkmann (2014) claim that some leading questions can be valuable to some extent to get the desired information.

As a result of these conditions, questions were developed to be open and understandable. Relevant questions were prepared, which were trialed in a pilot interview (see section 3.2.5). Although the interview guide was developed to be a guide in the interview, it was natural to expect that the interview guide would develop a little as I conducted more interviews. The informants could potentially get into other subjects or themes that I had not thought about when preparing the interview guide. Thus, new questions could potentially be included later (Tjora, 2021). However, I strived to ask the exact same questions to every informant to ensure the quality of the study. After structuring my interview, a pilot interview was conducted.

3.2.5 Pilot interview

A pilot interview can be beneficial to improve the questions to further validate the data and to further structure the study's design (Creswell & Creswell, 2018). One pilot interview was conducted as realistic as possible before my real interviews were conducted. The pilot interview was held at the media platform Zoom. The subject I interviewed is a friend of mine, who has been a teacher of English for four years. My friend gave me relevant feedback, for instance to add question about how the teachers can see that a pupil is experiencing SR. As a result, the order of some questions was changed to some extent and some questions added.

For instance, I added the question “Do you plan your oral activities around pupils who experience SR?”. The pilot interview was also important, as I got to know myself as an interviewer. Paying attention to how I behaved and responded to the informants’ answers was helpful before conducting the real interviews.

3.2.6 Conducting the interviews

Thagaard (2013) claims that creating a safe atmosphere is beneficial to be able to have a confidential conversation. When the interviews were to be planned, a key aspect was time and place. However, due to the ongoing pandemic, the interviews had to be conducted on the media platform Zoom. All the informants received an email explaining that they were completely free to choose a time that was suitable to them. Most of the teachers wanted to conduct the interviews during their lunch break or after class. Before the start of the interviews, I spent the first minute to have an informal conversation. The informants often used this opportunity to ask me questions about my background, how the teacher education is now, and what the plan was for my master’s degree. Based on Thagaard’s (2013) statement of creating a safe atmosphere, a brief informal conversation was conducted to make the situation somewhat safer, and give the informants an opportunity to become familiar with me as the interviewer.

Prior to the interview, all the informants had received information, as well as the approval from NSD, through email. Additionally, all informants were given the opportunity to ask questions about the study, if there was anything they were wondering about that they had not been told about in the email. This was done so that the purpose of the study would be as transparent as possible. However, it was important not to give any indication about my assumptions or anything else that could affect their answers in the interviews. Furthermore, before the start of the interview, the teachers were informed that the interview was recorded on either audio recorder or video-recorder, the videorecording was also done on Zoom. All the informants agreed, and the audio or video file would be deleted as soon as the study was finished.

Additionally, video-recording can be beneficial, as the recordings can provide the researcher with rich data that one can return to multiple times, allowing the researcher to further examine the details (Avineri, 2017, p. 134). All the informants had also been informed that they could withdraw from the interview or participation at any time, so that their response would not be

included in the study. Additionally, the informants were given the option to choose if they wanted the interview to be conducted in English or Norwegian. However, all the informants wanted the interview to be in Norwegian. In addition, I pointed out that I might write something in a notebook during the interview, so I would remember everything until later and to potentially ask follow-up questions later in the interview. When the informants agreed to everything, and the declaration of consent was signed, the interviews could begin.

Galletta & Cross (2013) state that the key to effective interviewing is the researcher's attention to the informant's narrative as it unfolds. Consequently, I mostly let them speak, and followed their train of thoughts even if they got off topic sometimes. However, sometimes I had to interrupt one of the informants to get back on track. On the other hand, as an interviewer, one should not talk more than necessary or interrupt. It is important that the researcher does not interrupt the participants as she/he responds to the questions in the interview (Galletta & Cross, 2013). Furthermore, Avineri (2017) points out that it is important to be an effective listener, and that listening is the essence of a great interview. Brinkmann and Tangaard (2020) state that the uncomfortable silence is important for an interview to be successful. Therefore, I tried to stay as silent as possible with exceptions of nods and agreeing sounds on occasion.

As mentioned earlier, audio and video-recordings were used, the reason was to be virtually freed from having to write notes. The few notes which were taken were, without exception, made only when the informants explained their thoughts or reasoning by using bodily gestures, for example by hand gesturing to emphasize a point or was clearly affected by their own reflections. Consequently, taking notes was avoided as much as possible. However, probes were used in every interview as probing for clarification is important for ensuring accuracy of the data (Galletta & Cross, 2013). For instance: "can you say something more about..." or "you mentioned this earlier...". The use of probes is one of the strengths of the semi-structured interview, as it provides a certain flexibility in the interview (Brinkmann & Tangaard, 2020). Furthermore, Avineri (2017) emphasizes that it is important to be sensitive to how you respond to the informants answers, as the response from the interviewer should be minimal to a certain extent. As a result, I strived not to give any indication of how I felt about the given themes.

3.3 Transcription

Shortly after conducting the interviews, I started the transcription process. This was to contribute to the accuracy of the teachers' statements and to ensure collecting all relevant aspects (Tjora, 2021). The process of transcription allowed me to perceive the various details of interaction and also provided the possibility to be able to review the teachers reply multiple times (Avineri, 2017). The teachers' language in the interviews was transcribed as accurately as possible. However, transcriptions may lead to losing data from the original encounter as the interview is translated from one system, oral and interpersonal, to another system, written language (Cohen et al., 2018). Kvale (as cited in Cohen et al., 2018) claims that transcription then becomes a selective translation as it changes its form, consequently, it is realistic to say that transcripts are, in most cases interpreted data. Hence, there is no "correct" way to conduct transcriptions, as the interview is a dynamic and interactive setting being translated into a static and frozen form (Cohen et al., 2018). Consequently, I chose to do the transcription myself.

Kvale and Brinkmann (2020) state that transcribing thinking sounds, pauses, and other confirming sounds is considered to be unnecessary due to the transcription can be confusing to the reader. Consequently, I did not include, for example, pitch or pace, as it was not considered to have any significance in this study. I decided not to use a transcription-tool or a transcription system, as I found it more useful to do it myself to be able to go through what the informants said slowly. Furthermore, all of the informants were anonymized, and they were all given pseudonyms; teacher A-F.

3.4 Thematic analysis

When analysing the data, one must stay as objective as possible when drawing out meaning from the material one has collected (Creswell & Creswell, 2018).

Thematic analysis (TA), is a method for identifying, analysing, and interpreting patterns of meaning, or themes, within qualitative data (Clarke & Braun, 2017). Furthermore, TA is unbounded by theoretical commitments, and it can be applied across a range of theoretical frameworks. Moreover, Clarke and Braun (2017) state that their TA-method can be used to analyse large and small data-sets and one can more easily see patterns of the informants' answers. Extraction of meaning in qualitative data analysis requires identifying categories into

where the information belongs (Cohen et al., 2018). However, the same paragraph may fit in more than just one category. Clarke and Braun's TA-method has been criticized due to the lack of clear guidelines, therefore, transparency in the analysing process is crucial. Although, this TA-method was developed for psychology studies, I found the approach and the distinct process to be useful for my data analysis as themes naturally occurred during the interviews. Thus, the analysis is based on the TA-method developed by Clarke and Braun (Braun & Clarke, 2006).

Before starting the analysis, Braun and Clarke (2006) state that one needs to get an indication and be familiar with the data collection. The researcher can do this by listening to the recordings again and read through the transcribed texts. However, through transcribing the interviews, without any use of a transcription tool, I felt I knew my data well. Nevertheless, I decided to read through the transcription again, in case I had forgotten something relevant. Although this priority was time consuming, I found it to be constructive because I was able to re-read and process the teachers' statements.

3.5 Quality and reliability

In any study, the researcher has to discuss whether the measures are descriptive for what the researcher wants to investigate, i.e., the researcher should evaluate the validity of the study (Tjora, 2021). In the current study, the teachers' experience of reluctant speakers in the EFL classroom was the main focus. Edwards' (1957) theory of *social desirability bias*, explains that the informants desire to meet the researcher's expectations or beliefs can inflict their answers and attitude. Thus, I can not rule out that I may have affected the individual responses. However, I attempted to ask open and uncharged questions as much as possible to counteract such a tendency. However, one informant said: "Personally, I have not had any experiences with pupils not wanting to talk", while when I asked the teacher if students spoke in other activities, the answer was: "no, they never speak in oral activities unless they raise their hands". The fact that the teacher pointed out that she/he never had any problems with pupils not wanting to speak, and then later said something else, may indicate that this informant was experiencing a degree of social desirability bias. Moreover, the teachers were not given any questions before the interview and the data collection begun, as I wanted the answers to be as authentic and spontaneous as possible. However, the reliability requires that

the same outcome should be obtained if the study was conducted twice. This is however an issue since interviews seldom give the same outcome twice (Tjora, 2021).

In this study, the goal was to conduct a coherent and transparent study as much as possible, as this may contribute to a more valid study overall (Cohen et al., 2018). This implies that the researcher must show what has been done and why in different phases of the research process. More specifically, I have given an accurate review of methodological choices, explained how the analysis process progressed, presented the results in a detailed way, and discussed the study's findings in the light of previous research.

3.6 Ethical considerations

In this present study, ethical considerations were crucial to the study due to the teacher's personal beliefs and views on the teaching of English oral skills in the EFL classroom, as well as their own practice in their classroom. In order to conduct the interviews and research, an application was sent to NSD for the study to be approved. Part of this entailed that the participants had to give their consent to participate in the study, and the researcher had to ensure full confidentiality throughout the entire process. The participants were given a consent form and an information letter before taking part of the interviews (see Appendix 2).

Additionally, the informant letter also included information about how to contact the researcher or the researcher's supervisor if they had any questions. Information about withdrawal from the current study was also included in the informant letter (see Appendix 2). Moreover, the participants were informed that their participation and interview would be anonymous, and that the researcher would make sure that neither of them could be recognised by the data provided in this thesis. However, Oslo Metropolitan University has no platform that students can use to collect audio records or video clips. Therefore, all the videos, transcripts, and letters of consent were stored on the researcher's personal computer in a closed, password protected file, which was approved by NSD. Furthermore, the videos, transcriptions, and the letters of consent were deleted once the thesis was completed.

4 Findings

This study is looking into teachers' perception of reluctant speakers in the EFL classroom and the types of activities they use to promote oral activity. The following chapter will only include findings provided by the teachers' statement; the discussion will be introduced in section 5. In this section, I will present the findings divided in thematic subsections as shown below. The findings are based on the perceptions of six English teachers and are presented in accordance with relevant themes that emerged during the data analysis. In each section, the teachers' beliefs and experiences have been combined to compare their answers. Since the interviews were conducted in Norwegian, I have to the best of my ability, translated their statements into English.

Table 1.

Describing the main themes and sub themes found in the analysing process regarding the teachers' experience concerning speaking reluctance

Main themes	Sub themes
Experience	<ul style="list-style-type: none">• Years of teaching• Education• Competence• Attentiveness to SR
Teaching	<ul style="list-style-type: none">• Whole class teaching• Pair/group work• Informal activities• Formal activities• Drama inspired activities• Language exposure• L1 or L2 in class
Framework	<ul style="list-style-type: none">• Time schedule• Curriculum• 5 basic skills
Outcome	<ul style="list-style-type: none">• Motivation• Escape strategies• Oral participation

4.1 Speaking reluctance in the EFL classroom

Three teachers said that they had seldom or never experienced reluctant speakers in their class, while the other half said that they constantly have pupils who are reluctant to speak in the EFL classroom. Teacher B stated: “I have never experienced speaking reluctance in my class, unfortunately, yet”. Teacher E stated:

I can clearly see when a pupil is being reluctant to speak. They don't want to say anything, they just sit there, having a body language that clearly shows that they don't want to talk. Therefore, I try not letting them speak out loud in class

This statement shows that some of the interviewed teachers are aware of the phenomenon and can notice when a pupil is being reluctant. However, pupils may show SR in different ways. Another teacher stated: “Sometimes I am wondering if they are reluctant, or if they just don't bother. Some pupils say that they don't see the benefits of learning English you know”. These statements shows that it might be difficult to detect if a pupil is experiencing SR as it can show in different ways. Teacher D stated:

I want to put most of the blame on myself, but it is difficult. And after Covid-19 and home school and stuff, it is harder to encourage them to speak. Because it has not been possible to talk so much with the pupils face to face. But there is a lot of pedagogics in this, but it is more about raising awareness and reassure the pupils and to maintain a good learning environment. But I also think that the pupil must think a little about their own responsibility to speak as well

The teachers in the study also explained that they find it hard to tell if the pupil is being reluctant, shy, or afraid of mispronunciation. Some also explain that it was more difficult during the pandemic, as home-schooling was somewhat more difficult.

Nonetheless, the findings show that most of the teachers in this study had experienced SR to som extend.

4.2 Age difference

Another interesting finding when discussing SR with the teachers, was that the teachers concurred that teaching oral skills in English gets a bit harder once the pupils get older. It is worth knowing that teachers who had experience with reluctant speakers, taught higher grades than the three teachers who had not. Some teachers stated that they had noticed that pupils get more reluctant with age. Teacher A stated: «...yes, it's like, you kind of have to play with the

language and learn through playing, and then kind of meet the kids where they “are” mentally. I find that to be more difficult once they get older”. Teacher C stated:

It seems that they hate singing once they get older, which was something that they loved before. Also, once they hit puberty, things may be more embarrassing. They pay more attention to how their intonation is and others. They even pay attention to me

Some teachers in the current study reflected around why it becomes harder, as they know that their pupils L2 skills should be advanced when in higher grades. Based on the teachers’ statement, it seems that sometimes teaching older pupils may be more difficult when practicing oral skills.

4.3 Language exposure

Through the interviews, all the teachers stated that their school rarely centres oral skills as the primary focus throughout the year. Even though there are five basic skills, most schools have their main focus on writing, reading, or mathematical skills. Teacher A stated: “I feel like the school has never focused on the oral part of learning English, just on writing and reading”. Teacher F said: “My school has focused on reading this year, and I am thinking: doesn’t reading, writing, and oral skills go hand in hand?”. Based upon these interviews, one might raise the question that Norwegian schools might focus on oral skills more seldom than the other skills. This may potentially contribute to pupils not practicing their oral skills as much, which can lead to pupils getting less oral practice in their L2.

“Also, the books that we have, contain almost no oral activities connected to what we have read”. Teacher A’s statement indicates that schools seldom focus on the oral part of teaching. Additionally, she/he states that the textbooks that are provided are not sufficient enough to conduct suitable oral activities. Moreover, all informants stated that the textbooks that they use have no, or very little, oral activity suggestions combined with the text. Teacher C: “Ah, I almost never use those oral activities that are connected to the text in the book. They are always the same!”. Teacher F said: “I never even look at those activities, both the pupils and I think they are boring. I have to find stuff myself online, which is kind of illegal”. Based on the findings from the teachers, one could question if the textbooks provided by schools contain oral activities that are satisfactory enough to conduct oral practice in the EFL classroom.

4.4 Time limit

Based upon the teacher's statements throughout the interviews, it appears that there is limited time to practice English orally throughout the week. Teacher C explained:

...it's not like we have a full hour a week to teach English, we can, however, take one hour and kind of spread it out throughout the week though. We don't do double session you know. We don't really focus on oral skills either really, but I do like five minutes of English here, fifteen minutes there, but never 45 minutes straight

Teacher B said: "We really only have one hour a week for English, so you kind of have to try to put it in other subjects. However, sometimes I do put on English comic shows while we eat". Other teachers state that they rarely get the time to practice oral skills as the pupils' writing and reading skills seems to be more targeted. These statements may indicate that teachers have a limited time to practice the pupils' oral skills in the EFL classroom. However, the teachers seem to strive to put English oral practice where they can. Some teachers also said that they feel like they do not have time to practice English oral skills for a longer period of time. They also stressed that national tests assess pupils in writing and reading skills, never oral skills in English. This may indicate that teachers might have to focus to a larger extent on the other basic skills, rather than oral skills.

4.5 Norwegian or English in the EFL classroom

When asking if the teachers spoke more English or Norwegian during their class, their response were somewhat divided. Teacher D stated: "I speak English maybe 90% of the time, and I also ask the pupils to speak English back to me, and to each other at all times". Another stated: "I speak English most of the time, the only time I speak Norwegian is when I need to give important information about a task or something". Teacher C stated:

I try to speak English as much as possible, but I often say the sentence in English first, then I say the same word or sentence in Norwegian afterwards. And that's some of what we learned in our study program we had recently. That you should speak as much English as possible

The other teachers who also recently attended a study programme, conceded that they should speak English before translating the sentence into Norwegian. Teacher C further explained that she/he tried to pronounce the words different from time to time, to show the pupils that it

is okay to have different accent or intonation. Teacher C further believed that this could contribute to pupils being less reluctant to speak due to the fear of failing in front of others by believing that they have “wrong” intonation.

Similarly, teacher E stated that she/he used Norwegian intonation on purpose to make speaking less intimidating. Teacher F also stressed that it is important to hear the L2 if you want the pupils to understand and use it, and that teachers need to be a good role model. However, teacher B said: “I mostly speak Norwegian, because I don’t think that the pupils can follow the class if I don’t.” It seems like the majority of the teachers prefer to speak mostly English in their English class before saying the same sentence in Norwegian. Only one teacher predominantly spoke Norwegian in her/his class. Several of the teachers gave the impression that speaking the L2 first, followed by translating into L1 gave the best effect on the pupils L2 acquirement. One could speculate if speaking mostly L2 has a positive effect on the pupil’s acquirement of their L2.

4.6 Classroom Environment

All teachers said they have overall a good learning environment in their EFL classroom. Most of the teachers said that classroom environment might have a great impact on whether the pupils speak English out loud or not. Teacher D explained that she/he teaches two classes, and that she/he can really tell the difference between the dynamics of the two. Teacher D further states:

You know, once the dynamic between the pupils has set, it is difficult to break it up. In one class, I have some boys who are very difficult to handle, they are being really tough on others, and sometimes laughing when others make a mistake. The other class, on the other hand, are quieter and it is sometimes difficult to engage them in activities

This can imply that the classroom environment can affect the language acquisition as well as the pupil’s willingness to speak out loud. Similarly, teacher A said: “I can really tell the difference between the three classes I teach, there is a big difference in the participation, both writing, reading, speaking etc. in English class. But of course, all classes are different”.

Furthermore, teacher E stated that she/he has spent a lot of time to make sure that there is room for mistakes when speaking English out loud. According to the teachers in the current study, making sure that the classroom environment is a safe space to practice the pupils’ oral skills seems crucial for pupils being able to acquire their L2. Moreover, the teachers state that

the classroom environment can inflict on whether the pupils want to participate in the oral activities in the EFL classroom or not.

4.7 Whole class, groups, or pairs

Five of the teachers said that they mostly preferred their teaching to be in smaller groups or pairs. Teacher F stated:

I rarely have activities with my whole class at once, that's only if we play games or so. I find it better to pair them up, then I can walk around and talk to them and help them if there are any words they are struggling to find

Teacher E emphasised saying that oral activity in general, the pupils seem calmer and more relaxed when she/he planned for them to work in pairs or in smaller groups, by letting them conduct “conversation activities” worked better for their oral practice. Teacher E further explained that if the pupils must make a project, to perform in English in front of the whole class, it is very often scary for many. Teacher D said: “I usually prefer to have *think, pair, share (TPS)* if I am teaching the whole class at once. Or, hmm. Maybe because I am conducting TPS, then it's more of a pair teaching?” Interestingly, teacher B claimed that she/he often teach the whole class at once, because there are so few pupils in her/his class. Teacher B further states: “...they are very confident with each other. I try to vary by having them pair up, but my classroom is so tiny, so I can't really divide them into smaller groups either. But anyway, they are very orally active”. Based on the teachers' statements, the majority of them seem to prefer oral activities in smaller groups, or in pairs, rather than the whole class at once. However, the teacher who has fewer pupils, claims to have a better effect with oral practice when teaching the whole class at once. This implies that the teachers in the current study have different experiences when discussing whole class, groups, or pairs teaching.

4.8 Formal activities

When asking the teachers what kind of oral activities they conduct in their classroom, most of them stated that they sometimes sing, play a video with a sing-along-song, have brief warm-up activities in the mornings, let the pupils read a conversation to each other, or that they read out loud. However, most of the informants stated that they rarely have oral activities that contributes to spontaneous speech. Teacher D stated: “I rarely have other oral activities besides reading out loud in class or to each other. Sometimes I play an audio clip where they

must follow or repeat. Other than that, I sometimes have “Simon Says””. Teacher E explained:

Well, for instance: when I ask a question, in English, about a subject we just went through. I also tell them to reply English. And if I also add that they must raise their hand, it is always the same two pupils who does it. I do not think it is the best way to teach English to promote oral activities. I think it is important to plan for something fun and harmless and prepare the activities so that the weakest can contribute as well

Teacher E seems to focus on having activities that does not include having the pupils raising their hands. She/he seems to also plan for activities that are less intimidating and seems aware that having formal activities may not contribute to oral participation from the potentially weaker pupils.

When asking the teachers if they let the pupils have presentations, most of them said that they rarely or never do that as this seem to be stressful for the pupils. Teacher E stated:

Many pupils do not think it is very fun to speak English in front of the whole class. And you can kind of recognize yourself in that as an adult and as well. Like it is not very difficult to speak English with a friend as if no one cares, but if you are in front of a group as an adult, then it is often, or at least very many of us who have the same feeling. Then I find it to be a bit cruel to do that to pupils as well

Teacher E seem to reflect upon that even as an adult, one might find presentations difficult. As a consequence, it seems like she/he avoid letting the pupils present in front of their peers. However, teacher D claimed:

I do not know to what extent a pupil is aware that it is important to practice presenting something. Not only in English, but also to be able to do something in front of an assembly. We are sending these students away to the big, wide world you know! We, as teachers, need to learn the student how to present in front of others. The curriculum also states that they need to be able to present, so naturally - we need to practice that skill

Teacher D further stresses that it is important to learn how to master the skill of presentation and claimed that it is an important skill that prepares them for such situations later in life. Unlike teacher F who stated that she/he never force the pupils to have a presentation. Instead, she/he let pupils record something, and then send it in Showbie (Showbie is a media platform used in several schools in Norway) as she/he claimed that it is less stressful for her pupils. It

seems likely to assume that the teachers in this study are experiencing letting the pupils have a presentation in front of their whole class gives little oral learning outcome and may only cause them to end up in stressful situations. However, the teachers stated that they must sometimes do formal activities like; word-practice, repeating after a recording, or performing a set dialogue to each other. These activities seem frequently used when practicing oral skills.

4.9 Informal activities

After having talked about formal activities, most of the informants could not really remember the last time they had a structured informal activity in their English class. However, teacher E stated: “I sometimes do speed dating in my class, and it is actually very effective! They talk all the time, to a point where they actually make a lot of noise, but they are speaking English though!”. Teacher A said:

One time, I had a “class reunion” during my English class, and I have never seen them talk so much English to each other! Other teachers were looking into my classroom to see what was happening, it was a lot of fun. I should do that more often

This indicates that teacher A is aware that informal activities, like the one she/he conducted could benefit the pupils’ oral skills in their L2. However, it is interesting when having a presumably great outcome when conducting an informal activity, why she/he does not conduct them more often. Only one out of six teachers claimed that they use structured informal activities relatively frequently in their classroom. However, this may be because three of the teachers teach lower grades. Nevertheless, when asking the teachers if they have had any drama or Storyline in their class, the majority said no, and some did not know what Storyline was. Teacher F stated that she/he had heard of Storyline, but never tried it. Teacher D stated: “No, I don’t think drama or Storyline is really my thing, too little control and then I don’t really know what they learn. And frankly, I don’t think I would be good at it to be honest!”. Based on the interviews, very few of the informants uses informal oral activities in their EFL classroom on a daily basis.

4.10 Escape strategies

When asking the teachers if any of them had experienced any signs of how one can tell that a pupil may experience SR, teacher D stated: “When we were reading out loud, one pupil raised her hand and said: “can I go to the bathroom?””. The teacher responded by saying no to the

pupil because they were in the middle of reading, Teacher D also explained that the pupil went further in her escape strategy by explaining:

When I said “no, now we are in the middle of reading together”, she went all the way up to me, and everyone could hear what she said: "I got my period now, right away!" And then she just left, and it was like 30 min left, but she did not come back for the rest of the class

In addition, most of the teachers stated that they had experienced pupils engaging in escape strategies. It may seem that some pupils have developed strategies to avoid difficult or stressful tasks in the classroom.

Furthermore, based on the teachers’ statements, it seems to occur when the teacher is asking a pupil directly in front of the entire class. Teacher C stated that her/his pupils sometimes just start wondering off and tell her/him that the reason why they do not want to speak is because it is boring and uninteresting. It seems like it is a tendency that some pupils figure out ways to avoid certain tasks, either by removing themselves from the situation or engage in a disruptive behavior. Teacher B stated that she/he often experiences getting the usual “can I go to the toilet”. Furthermore, one teacher claimed that she/he experienced a pupil started to cut a piece of paper and then chewed on it. In conclusion, all the interviewed teachers had, to a various extent, experienced pupils avoiding a task in the EFL classroom.

4.11 Linguistic perfectionism

When asking the teachers about if they pay attention to intonation, or if they correct their pupils, most of them answered no. However, teacher A stated: “No, I rarely correct them, I sometimes do, but most of the time I don’t. Sometimes I reply, “can you please say Thursday” if they say for instant Tuesday by a mistake”. Teacher A seems to correct the pupils in an undirect way, by repeating the correct answer back to her/his pupils. She/he explained that this technique may seem less threatening. Teacher C said:

I try to show them that a Norwegian intonation is just as good as British or American. So, I tend to adjust my intonation to Norwegian. However, they do correct me sometimes! Saying that I don’t speak properly. They sometimes even correct my grammar mistakes, so they are really paying attention

The statement from teacher C could indicate that some pupils are somewhat aware of both their peers and their teachers' pronunciation and language skills. Teacher D explained: "They can sometimes be really, I wouldn't say cruel, but maybe... hmm, paying overly attention to each other on how they pronounce a word or if they say something wrong. I have one pupil who always corrects others". Some of the teachers also stated that they have some pupils that do not engage in oral activities due to the fear of saying something the wrong way.

Based on the informant's statements, one can see that the interviewed teachers are not really correcting their pupils directly. However, the pupils are correcting each other, and sometimes their teacher. In addition, some teachers stated that their pupils are reluctant to speak because the fear of mispronunciation.

In summary, the teachers' statements indicates that there are different factors that influence the teachers, pupils, and the classroom environment when conducting oral activities in the EFL classroom. As these findings are based upon six teachers' statements, it is necessary to investigate these in light of existing theory.

5 Discussion

The analysis of this thesis has been based on a data-driven approach. In this chapter, I will present how the findings can be understood in the light of established theory. Henceforth, this study's approach becomes abductive (Tjora, 2021). Firstly, I will discuss the specific topics that emerged in the light of relevant research. Furthermore, I will continue to keep the discussion as close to the findings of the analysis as possible. Lastly, I will discuss methodological considerations, before concluding with implications and further research.

5.1 Teachers' perception of speaking reluctance in EFL classroom

All teachers in the current study believed that SR has an impact on both the pupil and their class in general. The teachers also believed that SR occurs in situations where they must present or perform alone. Furthermore, the teachers believed that informal activities enhanced the pupil's language acquisition and language usage. As earlier mentioned, there can be various reasons to why a pupil may experience reluctance to speak. However, there could also be possible misjudgements to why pupils stay silent. Based on the literature review, other reasons to why a pupil might experience SR are: (section 2.2) foreign language anxiety, (section 2.3) linguistic perfectionism, or (section 2.4) silent period. The teachers further stated that they sometimes have a hard time engaging their pupils to participate in oral activities. However, some teachers claimed to have a positive effect when conducting informal activities. The teachers also explained that their school does not provide courses in dealing with SR in their EFL classroom, and claimed that their study program did not focus on the phenomenon of SR.

5.2 Age difference

Some teachers stated that their pupils get more reluctant to speak when they get older. However, it is interesting due to the pupils' knowledge of the English language should be wider than in the beginning. In addition, some of the teachers argued that it becomes harder to practice English as the pupils grow older due to self-esteem and hormones. However, McIntyre (2002) claim that hormones and other biological factors does not inflict the pupils ability to speak. Nevertheless, the teachers who teach lower grades in the current study, claimed to a lesser extent that they experienced their pupils being reluctant to speak. One could speculate if this finding can be generalized. However, little research has been conducted

when debating if age plays a crucial factor when investigating SR in primary and secondary schools in Norwegian context.

5.3 Language exposure

The majority of the teachers explained that they fit in some English practice here and there throughout the week. In the current study, the teachers said that they often asked questions like “what day is it, what’s the weather like today, have you eaten breakfast today?” which indicates that teachers are the ones asking questions in the EFL classroom. Many of the conversations in the EFL classroom in the current study seem to follow a pattern in which the teacher initiates a question, pupils reply, leading to the teacher evaluating the pupils’ answers. Still, Smith (as cited in Palermo et al., 2012) claims that this interaction pattern is the most prominent interaction in the EFL classroom.

Furthermore, Cazden (1996), states that teachers play a central role in the acquisition of foreign language due to their questions and feedback, which guides the pupils’ responses and knowledge. On the other hand, pupils who does not learn to use their L2 in an authentic way, may lead to the pupils not engaging in conversations. One could question if the communication pattern is predominantly based upon teacher’s asking questions if the pupils are learning how to use their L2 in an authentic way. This concept also echoes Krashen’s input hypothesis (Krashen, 1987). This hypothesis emphasizes that the teacher needs to scaffold her/his pupils to use their L2 authentically to be able to produce language. If teachers are the only one who asks questions in the classroom, without mediating how an authentic conversation evolves, one might argue that pupils are not experiencing how to use their language in an authentic way.

5.4 Time limit

As mentioned, most of the teachers in the current study explained that they rarely get the time to focus on oral practice in their classroom due to the lack of time in the schedule. The teachers claimed that their time limit had a great impact on whether they were able to practice oral skills in the EFL classroom or not on a regular basis. Summarized, pupils in elementary school only get 138 hours of English from 1st till 4th grade, and 228 hours from 5th till 7th combined (Utdanningsdirektoratet, 2020b). In assumption, teachers teach English roughly an hour a week from 1st till 4th grade, and two hours a week from 5th till 7th. Besides, teachers

must develop the pupils' writing skills, reading skills, digital skills, and oral skills during this time. The teachers in this study further claimed that they have little room for practicing English oral skills for a longer period of time. Furthermore, some teachers in the current study explained when National Tests and PISA tests are conducted in school, their focus had to be to improve the pupils writing and reading skills. This could inflict on the oral skills and the time devoted to this. Most teachers also stated that they have to incorporate English language in other subjects during the week. As earlier mentioned, Bergh (1992) states if pupils are not able to practice their speech, speak their mind, or defend their way of thinking, they will eventually give up. Hence, frequent oral practice seems crucial to developing confident English speakers. This may indicate that English oral practice has less room than the other basic skills in the time schedule in Norwegian schools. And one could debate if English is deprioritized in Norwegian schools.

5.5 Norwegian or English in the EFL classroom

In the current study, the majority of the teachers who were interviewed stated that they mostly spoke English during their class, followed by translation into Norwegian shortly after. Only one teacher said that she/he preferred to speak mostly Norwegian due to the fear of the pupils not understanding. However, research conducted by Bateman (2008) and Littlewood & Yu (2011) has shown that teachers frequently tend to fall back on their L1 for three main reasons: (1) developing productive classrooms and a good relationship between teacher and pupils, (2) demonstrating challenging L2 concepts, and (3) Establishing discipline in the classroom. However, the findings in the current study show otherwise, as the teachers stated that they mainly spoke English in their EFL classroom.

A study conducted by Coburn (2016) showed that student teachers experienced low confidence in their own oral proficiency that further led to an impact in their role as a role model to their pupils. Even though Coburn's study was conducted on student teachers, five teachers in the current study stated that they only use their L1 when explaining difficult concepts during their English class. Although three of the teachers in the current study taught in lower grades, a study from Polio & Duff (1994) showed that some teachers use their L1 due to the lack of strategies or skills for making their L2 speech understandable to their pupils. However, this study was conducted on university teachers, but it can be relatable as other studies show that student teachers lack the confidence to conduct the entire class in the

L2. Furthermore, Bateman (2008) amplifies that some teachers worry about losing control of their class, or frustrating the pupils who has English as their L1. Two teachers stated in the current study that they have native English speakers in their class, and one teacher reported that she/he is sometimes corrected by the English native speaker in his/her class.

Language acquisition develops slowly, and oral skill usually develop considerably later than listening skills. Roberts (2014) claim that the best method for teachers to develop their pupils' oral skills are to supply "comprehensible input" in low anxiety activities. Roberts (2014) further states that the teacher should also not force the pupils to produce their L2 language too soon, but rather allow pupils to produce when they feel confident and ready.

5.6 Individual, Group or Whole Class Teaching

In the current study, the majority of the teachers explained that they seldom let pupils present alone before class or read out loud from a textbook. However, one teacher stated that she/he sometimes had to somewhat force pupils to read out loud due to the curriculum. Sandin (2017) stresses that teachers should not pressure the pupils in participating orally, as this can lead to pupils becoming reluctant. Youngs' (1992) findings in a study, showed that a majority of pupils preferred smaller groups or pairs when conducting oral activity in the EFL classroom. Additionally, MacIntyre (1997) Matsuda and Gobel (2004) further claim that pupils in smaller groups experienced a better atmosphere and resulted in more individual use of speaking their L2 language. When asking the informants how they like to conduct oral activities in their EFL classroom, a majority of them declared that their pupils spoke more freely when paired two-and-two or in a smaller group rather than the whole class at once. In line with Nunan (2013), who also claims that letting the pupils interact in pairs or smaller groups may benefit the pupils' oral skills. As earlier mentioned, Cebukcu (2007) discovered that pupils might develop language anxiety when having to present material or texts before the class. This the teacher who explained that her/his student calculated when it was her turn to speak a sentence out loud.

Moreover, Walsh & Sattes (2016) further claim that hand raising in a whole class teaching, might not be the effective method to promote speaking in classrooms in general, as it depends on volunteers to achieve a classroom conversation. This seems to be in line with informant E who stated that there are always the same pupils who raise their hands every time. On the

other hand, hand raising in classrooms have been promoted to be an efficient method to bring order to the classroom. However, the findings show that having the pupils interact with each other in pairs or smaller groups seems beneficial when conducting oral activities in the EFL classroom. Two informants stated that “speed dating” and “class reunion” was a great success, however, the other informant who had out loud reading in class, experienced a very different outcome of oral participation from his/her pupils, as the teacher explained that her/his pupils became reluctant to speak. It seems likely to assume that not all whole class activities seem to enhance the pupil’s participation in oral activities. Consequently, these activities are different from each other, and can be divided into formal and informal activities.

5.7 Formal vs. informal activities

When debating if an activity is formal or informal, one needs to consider if the activity is based upon spontaneous speech, unpredictable interaction, or if the activity dictates the pupil to speak. Byram & Mendez (cited in Zondag et al., 2020) states that the EFL learner must be given an opportunity to practice their L2 through spontaneous speech. This means using real-time and more unpredictable interaction that contributes to a more genuine communication. In the current study, the teachers explained that they often have to incorporate English oral practice in between other classes/subjects and explained that they sometimes used songs, rhymes, or roleplay to enhance the pupil’s participation.

This reflects upon Nunan’s (2013) theory stating that it is important that the interaction is not too intimidating or challenging for the pupils. He claims that rearranging the classroom to make it less formal and let the pupils walk around and talk informal is sufficient. This theory can be seen when the teachers conducted “speed dating” and “class reunion”. In the current study, the teachers explained that they strived to conduct activities that were less stressful, like having the pupils record an audio clip, speaking two-and-two, or roleplay. Likewise, Sandin (2017) states that having customized activities for the pupils that are having difficulties with oral performance, potentially decreases their speaking reluctance. In accordance to Horwitz (1986) who claims that learning context should be less stressful. Furthermore, Krashen’s (1987) emphasizes that the use interesting activities can be used to make language acquisition more understandable. Additionally, Krashen (1987) believes that providing the pupils with different and several activities which are authentic, seem to positively affect the pupils L2 oral skills.

Some teachers in the current study stated their pupils were more relaxed and spoke a lot more when conducting games or role-play. In addition, Gozcu & Caganaga (2016) study found that pupils feel a lower level of anxiety and stress when games are introduced in the EFL classroom. The study shows that when games are introduced, it creates a more relaxed and fun setting rather than a potential stressful situation where one focuses on vocabulary, grammar, and pronunciation skills. Furthermore, the study showed that the introduction of games created a higher level of motivation and eagerness to learn (Gozcu & Caganaga, 2016). In the current study, the example where one teacher stated that the pupils become more orally active when she/he conducted games or role play reflects well upon Gozcu & Caganaga's findings in their study.

This may indicate that pupils get more oral practice when they participate in informal activities. When exploring whether informal activities facilitate the best oral participation in the EFL classroom, Zondag's (2020) "*research of improvisation activities for spontaneous speech practice in English*" showed an increase of speaking confidence in 78% of the participants when conducting drama and improvisation. The teachers in Zondag's (2020) study also said that playing characters positively influenced their speech practice, and they claimed that nervousness disappeared once the activities started. Even though this study was conducted on teachers, it may be highly relevant for pupils who are learning English, too.

However, it is interesting when some teachers presumably had a great outcome when conducting informal activities, why they do not conduct them more often. Some of the teachers stated that they lack sufficient competence in that area. In 2018, Statistic Norway (SSB) showed that English is the primary subject where the lowest proportion of teachers have credits. The results from the survey in 2018 show that only 55 percent of English teachers in Norwegian schools have credits in the subject (Bijana, 2019). One can speculate if this may be a part of the reason to why the teachers in the current study does not conduct informal activities more often. In conclusion, it seems highly beneficial to include informal activities when practicing English oral skills in the EFL classroom as this seem to contribute to more oral practice. Based on the current study's findings and previous theory, formal activities seem to enhance the pupils' SR, while informal seem to decrease SR.

5.8 Drama as Teaching Method

When asking the teachers if they conduct drama activities on a regular basis, all of them answered no. Drama activities in the EFL classroom seem to be infrequent. According to Becker & Roos (2016), learners must be able to practice their L2 spontaneously to become communicatively competent. Bracken's (2005) study shows that some activities where peers communicate with each other through drama activities, are more likely to foster the pupils' English expressive vocabulary skills than other more traditional oral activities. The study indicates that dramatic play may improve the pupils' oral skills (Bracken, 2005). Most of the teachers in the current study, explained that they seldom use drama in their oral activities, even though some claimed that even the pupils who rarely engage in speaking otherwise, spoke a lot during the drama activities that they conducted. One could question why the teachers, that seemingly had a good outcome when conducting drama activities, do not repeat the success.

In addition, Ahlquist's (2013) study based on the activity of Storyline showed that individuals who were reluctant to speak English, spoke more frequently when showing their work as a group during the activity of Storyline. Storyline is a strategy and method for active learning. The process usually starts by establishing what the participants already know about a given theme. A story is then created through several episodes and can last for a longer or shorter period of time and contains different activities (Letschert et al., 2006). Ahlquist's findings showed that teachers in the study also observed that the former reluctant speakers became less reluctant to speak over time (Ahlquist, 2013). However, Ahlquist's (2013) study was conducted on pupils who had various age, leading to some of the older pupils having better oral skills. Even so, according to Vygotsky (cited in Chaiklin, 2003), the optimal learning is not when the pupil is working alone, but with others. Thus, informal activities, where pupils can communicate with each other, seem to have the best effect on the pupils' oral performance and practice.

Moreover, Stern's (1980) concept of drama in EFL classrooms, demonstrated that drama had a positive effect on L2 acquisition due to the stimulus of certain physical factors that facilitate the learner's oral practice. Moreover, the drama activities aided the learners in gaining self-confidence in speaking their L2 and improving spontaneity (Stern, 1980). Another study conducted by Piazzoli (2011), showed that drama in the FL classroom developed a degree of trust between each other when working together, in line with some of the teachers in the

current study stating that they have had good experiences when conducting a drama inspired activity. The teachers Piazzoli's study further claimed that their classroom became more supportive, and a better learning environment developed (Piazzoli, 2011). In addition, Berk & Trieber (2009) state that improvisation can be a powerful teaching method in the FL classroom and is in thread with Fenner & Skulstads (2020) *direct method*. The method focuses on speaking and listening skills and how to use the L2 as much and frequent as possible to acquire the L2 in a natural way. Even though the study was conducted at universities, it may be highly applicable for elementary school as the learning environment became more active, collaborative, social, and learner centered (Berk & Trieber, 2009). In addition, the teachers in the current study claimed that when including drama in their teaching, the pupils became more orally active.

Furthermore, Krashen (1987) states that interesting activities can make language acquisition more understandable, However, the teacher must scaffold the pupils to use language authentically, which can be encouraged in spontaneous speaking activities. One example of this: when the interviewed teachers conducted "speed dating" and "class reunion". In this current study, it seems likely to assume that the teachers have little experience with drama as teaching method. Moreover, Sæbø's (2003) research shows that drama is rarely integrated in the classroom, due to the teachers' lack of competence. If, however drama is integrated in the classroom, student-led dramatization and role-playing are the most common. Teacher-structured improvised play, process drama and teacher-in-role are very seldom used (Sæbø, 2003). In conclusion, drama and other informal activities are not used on a daily basis, and one could speculate if the teacher educational program has integrated this competence enough to support teachers with enough informal activities in their "toolbox".

5.9 Escape strategies

There are several reasons to why pupils may engage in a disruptive or unfitting classroom behavior that results in avoiding or escaping an unpleasant task (Filter & Horner, 2009). Some studies have shown that if a task is too complex, pupils might avoid the task or try to escape the educational situation(s) that occurs in the classroom. Furthermore, Kilgus (2016) further explain that pupils might try to escape from a complicated or boring task by becoming disruptive in class, this reflects well upon what two of the informants described about some pupils' behavior in the EFL classroom. In some cases, Kilgus (2016) states that pupils might

make jokes or witty sounds in order to gain the teachers, or peers, attention. When looking at some of the informants' episodes in their classroom, for instance the situation where the pupil put paper in his/her mouth and chewed on it, one could debate if this is an escape strategy. Furthermore, Savaşçı (2014) states that some pupils will try to not participate in tasks they find difficult or not stimulating. Pupils might avoid raising their hand, start fidgeting with objects, start wandering about the classroom, seem indifferent and unprepared, and not wanting any attention drawn to them (Savaşçı, 2014).

Moreover, Sandin (2017) claims that pupils might also be affected by certain situations, meaning that a pupil may experience anxiety when encountering for instance a presentation situation in the classroom. Additionally, Oxford (2003) claims that there are potentially three more strategies a pupil might engage with : (1) general avoidance like cutting class, coming in late, lack of volunteering, lack of interest or participation in class and “forgetting the answer”, this is what happened with several teachers in the current study, many stated that their pupils suddenly need to go to the toilet or wander around their classroom saying they are bored or that they do not bother to solve the task. (2) Physical actions like: fidgeting, playing with objects, acting jittery, and being unable to produce sounds or intonation in the L2, which also had happened with several teachers in the current study. And, lastly (3) physical symptoms, such as; complaining about stomach ache, headache, etc. (Oxford, 2003). This is coherent with the pupil in the current study who left class due to having her period and did not return for the rest of the class. One can argue if these strategies are directly connected to SR or if there are other reasons to why a pupil is engaging in a disruptive behavior. For instance, it can also be about shyness, loneliness, lack of initiative, difficulty in developing answers, difficulty in discussing, and perhaps the pupil is experiencing pressure (Oxford, 2003).

5.10 Linguistic perfectionism

The teachers in the current study stated that they seldom correct their pupils directly, instead, they correct them by repeating the correct word or pronunciation. However, some pupils correct each other, as many of the teachers in the study explained. Apparently, if corrections happen a lot, pupils may feel insecure of their own ability to master their L2 (Mahmoodzadeh, 2012). Mahmoodzadeh (2012) argues that pupils are more concerned about when, where, what, or how often their mistakes are corrected, which may contribute to speaking reluctance. It seems important that a teacher is careful with correcting a pupil when pronouncing a word

incorrect or conjugating verbs the wrong way. As a consequence, correcting pupils might further lead to SR, due to the pupil’s self-perception of their own language ability might weaken. However, Dewey (cited in Imsen, 2014) states that pupils should experience that mistakes and failures can attribute further knowledge to every individual. On the other hand, Roberts (2014) states that recognition and improvement comes from supplying communicative and comprehensible input, and not from correcting the pupils’ language production. Regarding linguistic perfectionism, one could consider if the correction and remarks from classmates can contribute to pupils becoming reluctant to speak. However, it seems likely that teachers must correct their pupils on some occasion to improve the pupil’s language acquisition, but it seems to be crucial how one approaches the corrections.

5.11 Suggested model explaining the occurrence of SR in the EFL classroom

Based on the findings and the discussion above, I will propose a model to see how the findings can be understood in a holistic framework (Figure 1)

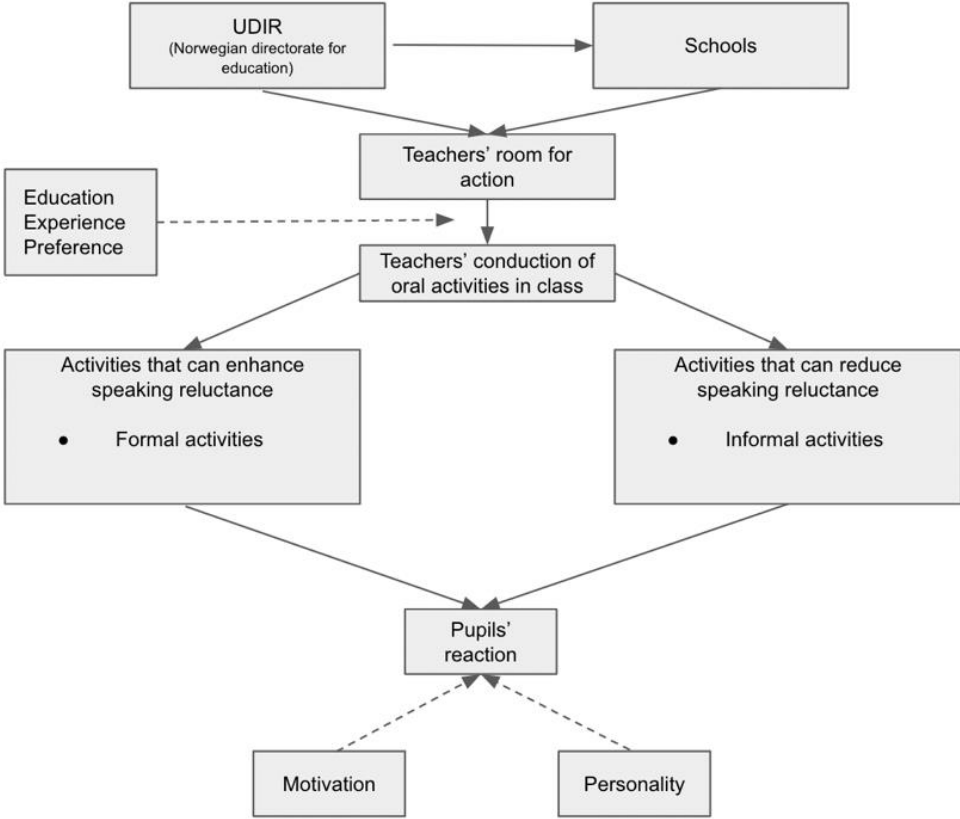


Figure 1. Shows how pupils and teachers are affected by different factors when conducting oral activities in the EFL classroom

Explanation of the model:

UDIR. The Norwegian Directorate of Education is responsible for supervising kindergartens, primary and secondary education. The objective of UDIR is to ensure that all youngsters, pupils, and students receive the education that they are entitled to. UDIR is also responsible for national statistic as well as the curriculum and regulations. UDIR will therefore directly affect how schools work with subjects and how many hours are devoted to each of them.

Schools. Based on the findings in this study, the teachers' schools seem to deprioritize oral skills in their focus throughout the year. The findings show that the schools in this study predominantly focus on writing-, reading- or mathematical skills. However, this can not be generalized as schools in Norway differ. Nevertheless, it is interesting as UDIR and the school's framework will affect the teachers' room for practice.

Teachers' room for practice. As shown in the model, the teacher's room for practice is affected by the school and UDIR combined. This study shows that teachers claim to have too little time to practice all 5 basic skills in the EFL classroom. Consequently, oral skills seem to be deprioritized. Furthermore, the study shows that formal activities play a bigger part than informal activities when conducting oral activities in the EFL classroom. All teachers stated that their school focused more on writing-, reading-, and mathematical skills. One could speculate if the reason for this is because the national tests do not focus on oral skills.

Education, preference, and experience

The teacher's education, preference and experience will also affect the way they conduct their oral activities in class. Some informants stated that some informal activities did not fit their way of teaching. Also, many of the teachers stated that they lack experience when conducting certain oral activities. Furthermore, four of the teachers had just finished their study program, and one did not have education in English. In addition, all teachers stated they preferred not to use the textbook's oral activities, as they found them to be uninspiring and boring. One could speculate if education, preference and experience affects the teacher's conduction of activities in the EFL classroom.

Teachers' conduction of oral activities in class. When teachers are conducting oral activities in class, the results show that it seems to depend on whether the teachers are teaching in lower or higher grades. The findings show that teachers do conduct oral activities in class, but the majority states that formal activities are most common in their classroom. The teachers explained that they strive to conduct activities that are less stressful to their pupils, but also state that sometimes they must conduct activities that might be stressful as national

tests focuses on writing- and reading skills, some teachers in the study claimed this was the reason they conducted out load reading. Many of the teachers also stated that their lack of experience with informal activities, often led to conducting formal activities.

Activities that can enhance SR. The findings show that teachers try to avoid activities that seem less stressful to the pupil. In accordance, previous research show that formal activities may enhance the pupils' reluctance to speak. Activities like; reading out loud or presenting material or texts may enhance SR. Some teachers explained that they have little, or no experience in how to conduct drama activities like Storyline in their class. One could speculate that if teachers are given more information and courses, they might conduct informal activities more frequently.

Activities that can decrease SR. Most of the teachers in the current study claimed to have a positive effect when conducting informal activities. Only a few teachers stated that they sometimes conduct activities like roleplay, drama, or other informal activities. However, the teachers also explained that they seldom have the time or experience to conduct such activities. One could question if the reason why teachers are not conducting informal oral activities more often, is their experience, self-confidence, or competence is high enough to conduct such activities.

Pupils' reaction. The findings show that some pupils may show reluctance to speak in different ways, and they seem to be affected on how their teacher conduct oral activities. Furthermore, study show that pupils might be reluctant to speak if they are corrected by their peers or their teacher. The findings show that when pupils are put in oral situations they find difficult or unpleasant, some pupils stay silent, some wander off, and some might engage in disruptive behavior. However, one can not be sure if the pupil is experiencing learning.

Even though this model explains how SR in the EFL classroom in the current study occurs, and seems to be in line with previous research, one needs to conduct more research in order to generalize it.

6 Methodological considerations, implications, and further research

6.1 Selection

The findings of this study are based on interviews with six English teachers in various grades. Consequently, it may be questioned whether this sample can be said to be representative of all English teachers at their school, or for that case, in all of Norway. Some scholars have, for example, argued that optimal selection in this type of study should be somewhere between 15 and 30 informants (Marshall et al., 2013), while others believe that this must be determined based upon, among other things, pragmatic consideration and saturation (Robinson, 2014). However, saturation has also become a generic quality term which is criticized, partly because saturation in itself says little about how the researcher has justified that saturation has been achieved (Marshall et al., 2013). O'Reilly and Parker (2013) continue and believe that research should be more transparent in relation to how and why saturation was achieved. Since I was conducting this study by myself, I also had to limit myself as the timespan did not permit me to conduct more interviews. However, I did experience saturation as I did not find that new informants would add something new to the data.

6.2 The interviews

I experienced that the interview guide worked rather well. Nevertheless, I experienced several times that the informants elaborated on themes I was supposed to ask about later. For example, the questions about how they experience reluctant speakers in the classroom, some explained different oral activities they used in their classroom, which was a separate question later. However, flexibility to let the informant talk about their experiences in an order and context that makes sense to them is also an advantage with the semi-structured interviews (Brinkmann, 2014). Nonetheless, I still considered that I should ask all the questions despite the fact that they might answered the topic earlier. The reason for this was that I did not know if what they had said before was an exhaustive answer, or if they had more to add. Asking the planned questions still proved to be useful, as it signaled to the informants that this was something I would like to hear more about and that they could answers in a more comprehensive way.

6.3 The research role

In this study, a data-driven approach was conducted for the analysis (Clarke & Braun, 2017). The initial goal was that the analysis should be as close to what the informants pointed out,

and that the topics that were found afterwards should be seen in the light of previous, relevant research. Thus, this made the research approach abductive (Tjora, 2021). A potential weakness could be that I analyzed and found trends based on my assumptions. However, a frequently mentioned potential problem with qualitative research methods is objectivity from the researcher. Interpretive qualitative research is often characterized by a researcher going into the analysis process with as few assumptions as possible, and thus not relying on previous knowledge (Clarke & Braun, 2017). Thus, I strived to approach the analyzing process as objectively as possible.

6.4 Validity and Quality

The current study was exploring the teachers experience with reluctant speakers in the EFL classroom. By choosing an interview guide in this study, which went very broadly and embraced many aspects of the EFL classroom, the speaking reluctance did not play an equally central role. However, I noticed during the interviews that it might seem that some of the informants believed that I perhaps expected them to give negatively charged answers. For example, one informant stated on one occasion: “No, I have not had any reluctant speakers, unfortunately, yet”. The fact that she/he pointed out that she/he unfortunately had not had any negative experiences with reluctant speakers, may indicate that at least this teacher may have entered the interviews with an assumption that I, as a researcher, was only concerned about trying to find reluctant speakers in the EFL classroom. Thus, I can not rule out it may have affected individual responses.

However, I strived to ask open and uncharged questions as much as possible to counteract such a tendency. In the current study, my goal to conduct such a coherent and transparent study as possible, as this may contribute to a more valid study overall (Cohen et al., 2018). Accordingly, I presented my process in different phases of the research process. More specifically, I have given an accurate review of method choices, shown how the analysis process proceeded, presented the results in a detailed way, and discussed the study’s findings in light of previous research.

6.5 Further research

This thesis has explored how six teachers experience the reluctant speaker in their classroom, as well which activities they mainly use in their EFL classroom. Further research could aim

on a larger selection of participants. In addition, surveys can be conducted to further explore to a greater degree of how teachers cope with reluctant speakers in the EFL classroom. Observations and interviews with pupils could also be conducted to unveil the teachers' and pupils' behavior and beliefs about which oral activities that seem to facilitate the best learning outcome. This could provide the field with a deeper knowledge to which activities that enhances or decreases pupils' reluctance to speak in the EFL classroom. Furthermore, it could also be interesting to conduct different activities in several classes to observe and learn which activities, based on the pupils and teachers believes, may give the best outcome for oral practice.

An interesting finding in the current thesis was that teachers seldom or never use the oral activities that are embedded in the textbooks provided by the school. Investigating textbooks, and what kind of oral activities they contain, could be interesting as teachers often rely on textbooks when teaching.

One last suggestion for further research can be drawn from the findings. The teachers in this current study agreed upon that their time was limited to practice the pupils' oral skills in the EFL classroom. Therefore, a study where more time was given to the teachers to practice their pupils' oral skills over a longer period of time, could be interesting. This could show that if given more time, practice and experience, pupils' oral skills might enhance and thus preventing speaking reluctance to occur.

7 Conclusion

The current thesis was aiming to answer three main research questions

1. How do teachers experience speaking reluctance in the EFL classroom?
2. How do teachers practice oral activity in the EFL classroom?
3. Which oral activities seem to enhance or decrease SR in the EFL classroom?

The current study shows that the majority of the teachers who participated have, in their profession as a teacher, experienced reluctant speakers at some point in their career. This study also showed that there are similar symptoms between speaking reluctance, language anxiety, silent period, and linguistic perfectionism. As a consequence, it may be hard to define what the pupil is experiencing and how to prevent speaking reluctance from occurring. However, the reluctance to speak is still the outcome whether the pupil is experiencing either of the terms above. Thus, speaking reluctance can be seen as a hypernym. However, one can not rule out that the reason to why a pupil is reluctant, might be because of personality, motivation, or other individual factors.

Moreover, the current study showed that the teachers interviewed are influenced by the demands from UDIR and their school. This becomes quite clear when the teachers state that they have a limited time during their week to conduct English classes. As a consequence, the teachers claimed that they have to adjust their time schedule during the week to be able to practice English oral skills and embed English oral practice into other subjects.

Furthermore, this study explored which activities that seem to facilitate the best oral practice in the EFL classroom. Based on this study, and previous research, it seems beneficial for English teachers to include more informal activities in their EFL classroom when practicing oral skills. However, this study revealed that the teachers interviewed, seldom use informal activities when practicing oral skills. Based on the study's findings, one could speculate why English teachers does not conduct informal activities more often as it seems likely that conducting informal activities, which are inspired by some form of drama, is highly effective to decrease speaking reluctance in any form. Based on the results and the subsequent discussion, a model was proposed. The model can be seen as a good starting point for

further research, as such perspective can create a greater understanding of the relation between teacher and pupil, of the contextual factors surrounding SR in the EFL classroom, and how they interplay.

8 Resources

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9 Appendix

- 1) Approval from NSD
- 2) Letter of consent
- 3) Interview guide

Appendix 1)

04.05.2022, 16:53

Meldeskjema for behandling av personopplysninger

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

406608

Prosjekttittel

How do teachers perceive speaking anxiety and speaking reluctance in the English as a foreign language-classroom?

Behandlingsansvarlig institusjon

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

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Dina Tsagari, Dinta@oslomet.no, tlf: +4767235378

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Lene Kristine Daastøl, lendaastoel@gmail.com, tlf: 46424541

Prosjektperiode

01.01.2022 - 16.05.2022

Vurdering (1)**19.11.2021 - Vurdert**

<https://meldeskjema.nsd.no/vurdering/6194074f-4d15-43b7-9f52-7c4ceb6ea7e8>

1/3

04.05.2022, 16:53

Meldeskjema for behandling av personopplysninger

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 19.11.2021, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 16.05.2022.

LOVLIG GRUNNLAG

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

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

PERSONVERNPRINSIPPER

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

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

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

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

Ved bruk av databehandler (spørreskjemaleverandør, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29.

<https://meldeskjema.nsd.no/vurdering/6194074f-4d15-43b7-9f52-7c4ceb6ea7e8>

2/3

04.05.2022, 16:53

Meldeskjema for behandling av personopplysninger

Bruk leverandører som din institusjon har avtale med.

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

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: <https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema>

Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Appendix 2)

Informasjonsskriv og samtykkeerklæring

”How do teachers perceive speaking anxiety and speaking reluctance in the English as a foreign language-classroom?”

Dette er et spørsmål til deg om å delta i et intervju hvor formålet er å undersøke hvordan lærere oppfatter taleangst eller talevegring i det engelske klasserom. I dette skrivet gir jeg deg informasjon om hva deltakelse vil innebære for deg.

Formål

Jeg studerer lektorutdanning ved OsloMet med fordypelse i engelsk. Jeg skal utføre en kvalitativ undersøkelse for min masteroppgave der jeg vil intervju 6-8 lærere om hvordan de oppfatter taleangst og talevegring i det engelske klasserommet. Dette skal forhåpentligvis gi et innblikk på hvordan lærere oppfatter fenomenet og hvordan man kan bli bevisst på det i sin undervisning.

Hvem er ansvarlig for forskningsprosjektet?

Lene Kristine Daastøl (student) og Dina Tsagari (veileder).

Hvorfor får du spørsmål om å delta?

Jeg skal intervju 6-8 lærere der alle underviser engelsk på barneskolen. Videre velger jeg ut 3 forskjellige skoler der 2 av dem er basert i Oslo og 1 utenfor.

Hva innebærer det for deg å delta?

Hvis du velger å delta, innebærer det at du fyller ut et samtykkeskjema og deltakelse i et intervju på rundt 45 minutter der jeg tar lydopptak som senere blir transkribert. Intervjuet vil bli holdt på norsk. Spørsmålene vil primært inneholde hvordan du opplever taleangst og talevegring i din undervisning. Du vil selvfølgelig bli anonymisert og det skal ikke være mulig å spore tilbake til deg.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

Jeg vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket. Du vil derfor anonymiseres og det vil ikke bli opplyst om hvor du jobber, eller hvem du er.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene fra deg vil som nevnt anonymiseres. Når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er ved midten av mai 2022, vil opptaket destrueres.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Dine rettigheter

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

- innsyn i hvilke opplysninger vi behandler om deg, og å få utlevert en kopi av opplysningene
- å få rettet opplysninger om deg som er feil eller misvisende
- å få slettet personopplysninger om deg
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger

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

- *Lene Kristine Daastøl*, 46424541, s324939@oslomet.no eller lenedaastoel@gmail.com.

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

- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Dina Tsagari
(veileder)

Lene Kristine Daastøl

Dina Tsagari

Lene K Daastøl

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet "How do teachers perceive speaking anxiety and speaking reluctance in the English as a foreign language-classroom?" og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i intervju

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

(Signert av prosjektdeltaker, dato)

Appendix 3)

Intervjuguide.

Introduksjon av prosjektet.

Takk for at du vil delta! Informasjon som kommer ut av disse intervjuene vil bli anonymisert og dine personopplysninger vil ikke kunne bli knyttet til de svarene du gir. Du kan når som helst trekke deg fra intervjuet eller holde tilbake informasjon du har gitt.

Jeg vil benytte båndopptaker/ta opp samtalen vår på video (skjermopptak på zoom) og intervjuet vil bli transkribert til tekst. I tillegg vil jeg notere meg litt av det du sier etter hvert, men dette er kun fordi jeg potensielt vil stille deg oppfølgingsspørsmål. Er dette greit for deg?

Har du noen spørsmål før vi begynner?

Bakgrunnsspørsmål:

Hvor lenge har du jobbet som engelsklærer?

Har du utdanning i engelsk?

Hvilket trinn underviser du på?

Underviser du i andre fag?

Begrepene talevegring

Opplever du talevegring i klasserommet?

Hvis ja: hvordan?

Hvorfor tror du noen elever kan oppleve talevegring?

Hvordan oppfatter du at en elev vegrer seg for å prate?

Hvordan tror du talevegring oppleves for eleven?

Merker du noen forskjell fra da du var elev?

Undervisning

Hvordan oppfatter du elevenes muntlige aktivitet i timen?

Når du underviser, hvilket språk snakker du mest og hvorfor?

Er det spesielle situasjoner i undervisningen der elever blir stille? (eller kanskje mer aktiv?)

Er det de samme elevene hver gang?

(De elevene som blir stille, er de også stille i andre fag?)

Hvilke aktiviteter bruker du mest når du skal fremme muntlig ferdighet?

Kompetanse

Hvorfor tror du elever vegrer seg for å snakke engelsk?

Hvordan håndterer du det i ditt klasserom?

Føler du at du har all kompetansen du trenger for å håndtere talevegring i klasserommet?

- er det teknikker du har lært gjennom faglitteratur eller selv lært?

Føler du deg trygg nok til å tilrettelegge undervisning for elever med talevegring?

Hvorfor/hvorfor ikke?

Tilbyr arbeidsplassen opplæring om snakkevegring, eller tilbud om kurs?

Hvilke tiltak føler du fungerer best i ditt klasserom?

Tar du ofte hensyn til eleven(er) når du planlegger muntlige aktiviteter? Hvordan?

Oppfølging: hvorfor tror du/mener du/du nevnte ...