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Developing pupils' oral confidence in the English classroom

A qualitative and quantitative study on pupils' anxiety, nervousity and insecurities in relation to oral activity in the second language classroom.

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Abstract

The aim of this master thesis was to study how teachers can contribute to creating a safe classroom where pupils participate in oral activity in the English classroom without insecurity, nervousity and anxiety. We have conducted a mixed method research at a lower secondary school in Tromsø, where we have carried out a questionnaire, action research and observation. There was a total of 144 participants of the questionnaire and one class of 8th graders that participated in the action research. Our findings reveal that there are several factors that affect pupils' degree of oral activity in the English classroom and teachers have the ability to adapt the teaching to take care of the pupils needs. The factors that can affect pupils' willingness to communicate are their confidence, motivation, nervousity and anxiety in English. The findings further indicate that a lack of confidence and low self-esteem can lead to low amounts of oral participation from pupils, and this can develop to psychological difficulties such as nervousity and anxiety. In order to avoid this negative development and increase pupils' oral participation in English, teachers can benefit from teaching strategies. Our findings suggest that Think-Pair-Share and scaffolding are teaching strategies that have a positive effect on the pupils' willingness to communicate and considers pupils' psychological difficulties.

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1 Introduction

Motivation, self-esteem, confidence, nervousity, anxiety and beneficial teaching strategies are aspects that will become important for our thesis. This master thesis will investigate the teacher's role in adapting a safe learning environment where pupils can partake in oral activity in English without being afraid of the consequences that can occur if they say something wrong. This first section will look at the background for the research and present our research questions. The introduction will further look at our motivation for this thesis before we clarify the terms we find important and address the outline.

1.1 Research background

Oral activity in the English classroom is something pupils often refer to as difficult and many experience nervousity before and during oral conversations and presentations. From our own observations and conversations with pupils in previous practice periods, pupils have frequently expressed that they experience oral activity as intimidating. The new Curriculum in English addresses that “the subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background” (The Directorate of Education, 2020a, p. 2). The Curriculum repeatedly emphasizes the importance of being secure when participating in oral activities in the English subject in the core curriculum, the basic skills and in the competence aims. It is therefore necessary to conduct more research regarding how to create a safe learning environment in English where oral activities are promoted. Pupils today experience an excessive amount of pressure to perform well in school from their teachers, parents, classmates and social media. Many pupils also have high expectations of themselves, which quickly can result in disappointment if the result does not live up to the expectation (Skaalvik & Skaalvik, 2017, p. 19). The overall pressure to perform well today is greater than ever and this might be one of many reasons to why pupils struggle with psychological difficulties such as anxiety, depression, among other feelings (Achenbach, Ivanova, Rescurla, Turner & Althoff, 2016, p. 647). These psychological difficulties can at times be so severe that they become a problem in pupils' everyday life and prevent them from reaching their full potential both in school and in other activities (Ogden, 2018, p. 170).

There are many internal and external factors that can play a role in the amount of oral activity in an English classroom. These internal factors cover psychological difficulties and internal motivation while external factors refer to the environmental impact (Bru, 2019 p. 29; Ogden, 2018, p. 174). Motivation is a key element that controls many aspects of a pupil's life, and in a school context it can affect a pupil's willingness to communicate. Motivation and psychological difficulties are often connected, and if pupils struggle with emotional difficulties such as anxiety, this can also affect their motivation (Havik, 2019, p. 131). There are other factors which also affect pupils' motivation in school such as the relationship with classmates and the relationship between the teacher and the pupil. Good relationships and a good classroom environment can make it less intimidating to partake in group work and presentations. The teacher has an important role of making a safe environment for pupils to participate in the English sessions, but pupils are responsible for their internal motivation. They must be open to learning a second language and have a desire to be a participating pupil to achieve progress in oral activity in English.

Second language learning is a focus in the Norwegian school system, and already from the first grade English as a second language is a part of the curriculum. Children are exposed to English frequently at school with a minimum of half an hour to three hours each week through primary and secondary school education (The Directorate of Education, 2019). A combination of being exposed to English in school and through social media, music, TV and different streaming services has resulted in pupils today learning the English language from an early age. Although most pupils are competent in the English subject, many still refuse to speak or raise their hand in the English classroom. In other settings, such as gaming and talking English to people worldwide through their headset or when making a TikTok, these pupils have no problem with speaking English with an audience (Brevik, Garvoll & Ahmadian, 2020, p. 191). The fact that competent pupils in English in a non-school setting hesitate to partake in oral activity in English makes us wonder whether the reluctance to participate in English occur only at school or if the problem is with how the second language learning takes place in the Norwegian school system. We also wonder whether there are different factors that can lead to this reluctance and if so, how can the teacher help these pupils increase the degree of oral participation in the English classroom and help them become confident speakers of the English language. We find these questions intriguing and would like to contribute to preventing these problems from developing further.

1.2 Research questions

In this master thesis we will look at which factors that may lead to high levels of nervousity and anxiety among pupils in the English subject which might result in low amounts of oral activity in class. Our study departs from the following research question:

How can we as teachers contribute to creating a safe classroom where pupils participate in oral activity in the English classroom without insecurity, nervousity and anxiety?

We have also constructed a couple of research questions to help us answer our main research question:

1. *Which factors can lead to low degrees of oral participation among the pupils in the English subject?*
2. *What can teachers do to reduce the psychological difficulties in the English classroom?*

This thesis will focus on the teacher's role in developing a classroom environment where pupils are confident and motivated to participate orally in English without anxiety and nervousity. We want to research what measures teachers can take to help their pupils when they experience internal difficulties in the English subject. Our main goal with this research is to highlight the insecurities and anxiety many pupils experience when needing to speak English and look at some actions teachers can take to increase oral activity among pupils. We hope this thesis will contribute to the research field of second language learning and provide more information on pupils' psychological difficulties in the classroom. We also hope to find some reasons for the psychological difficulties and conclude with some concrete measures teachers can take to decrease anxiety in the English as second language (ESL) classroom. To answer the research questions above, we have conducted a mixed method research that involves a questionnaire, action research and observation. Our research has been carried out in one of the local lower secondary schools in Tromsø and in one of the 8th grade classes.

1.3 Motivation for research

Our motivation for choosing these research questions and focusing on this topic is based on previous research and our own experience. Throughout our own practice teaching, we have observed English classrooms with low levels of oral activity, and we have seen and heard how many pupils experience physical and psychological issues when being told to speak in class. The pupils often respond to this by avoiding eye contact with the teacher, keeping their head down and some also refuse to speak when being asked. Even though our practice periods have taken place at various schools and in different grades, we experience low levels of oral activity and nervousity among pupils as a common situation across different schools at different levels. We find it troublesome that so many pupils we have encountered struggle with psychological difficulties in their second language classes, which may lead to undesired learning outcomes.

We can see similar patterns of pressure in school when we look at our own experience as pupils and by observing the pupils we have taught throughout the years. This tells us that the pressure among pupils is not a new phenomenon, but we do, however, believe that the pressure has become greater over the years. OsloMet (2020) states that over the past 10 years, more pupils have reported psychological difficulties that are related to increasing stress and pressure in society. Social media heavily influences the society we live in today, and pupils are exposed to much more pressure from themselves, their family, friends, in school and from society itself. They are expected to perform well in school, get good grades and have high hopes for their academic future. Research has previously pointed out that many pupils experience anxiety, nervousity and insecurity when being asked to speak English in class. MacIntyre, (1999, p. 27) has defined these phenomena as language anxiety and says that it is “the worry and negative emotional reaction aroused when learning or using a second language”. The teacher thus has to be aware of pupils’ language anxiety when planning and conducting English sessions. The thesis will investigate how teachers can contribute to an ESL classroom where levels of language anxiety are lowered.

1.4 Clarification of terms and structure

In our thesis statement we use terms such as safe classroom, insecurity, nervousity and anxiety, and these can be used in many ways. The Directorate of Education (2020b, p. 16) points out the importance of an inclusive learning environment in the core curriculum and the directorate says that “If pupils feel anxious and uncertain, learning may be undermined. Confidence-inspiring learning environments are developed and maintained by open, clear and caring adults who work in collaboration with the pupils”. The core curriculum does, in other words, value the importance of a safe classroom. A safe classroom is where pupils become more confident in the environment surrounding them. They trust the people in the environment and are not afraid of doing something wrong (Havik, 2019, p.130). To create such a classroom, it is necessary for the teacher to look and assess the current culture in the classroom and seek ways to improve it. Results from surveys done by different pupils have revealed a clear connection between pupils' learning environment and the learning results (The Directorate of Education, 2022).

The classroom is an important part of developing pupils' social skills, and friendships will make them safe and feel less vulnerable (The Directorate of Education, 2020b, p.17). In a classroom where pupils may struggle with insecurity, nervousity or anxiety, it can become difficult for the teacher to create a learning environment that prioritizes pupils' learning outcome and development of social skills. Therefore, it has become important to take insecurity, nervousity and anxiety into consideration when teaching. In this master thesis, we will use the term psychological difficulties when referring to the difficulties many pupils might experience internally, such as insecurity, nervousity and anxiety. Insecurity can be defined in many ways, but we will look at it as a feeling of not being confident in their own abilities (Thoresen, 2020). Nervosity can be experienced on several different levels, and many will argue that small amounts of nervousity in certain situations will be beneficial. However, problems can appear when the nervousity becomes too overwhelming for pupils. Nervosity is defined as an emotional state where one experiences hypersensitivity and excessive response to a stimulus from the environment (The Directorate of Health, 2016). Anxiety is a feeling of restlessness, tension and an expectation that something dangerous is about to happen (Norwegian Health Informatics, 2022). It is a nagging feeling that comes with both psychological and physical problems.

This thesis will follow the traditional structure. Chapter 2 will look at the theoretical foundation for this master thesis. The theory will address different aspects that can take place in second language (L2) learners when encountering oral activity in the English subject. In the next chapter, chapter 3, the methodology for data collection will be presented. To answer our research questions, we adopt both a qualitative and quantitative method which include questionnaire and observation. In chapter 4, the findings from the research will be presented. Chapter 5 discusses our findings in connection with theory, and this chapter will discuss the opportunities and challenges we have experienced when trying to create a safe classroom for the pupils to participate in oral activities. We further want to provide an answer to the research question. The last chapter will present the conclusion of our master thesis and ideas for further research.

2 Theory

The theoretical foundation for this master thesis is based on previous research within the field of second language learning. This chapter will present different aspects within second language learning, including socio-cultural theory, cognitive development, oral activity, anxiety, motivation and the Think-Pair-Share method.

2.1 Sociocultural theory

Sociocultural theory can be considered as an interdisciplinary field of theory with several different sociocultural directions. One of the best-known front-figures in sociocultural theory is the Russian theorist Lev Vygotsky. He emphasizes three essential premises that are important to understand to comprehend sociocultural theory. These premises include that humans learn through participation and that humans are active co-creators of knowledge and knowledge can change (Lillejord, 2013, p. 177). A common perception within all the sociocultural directions is that people learn when they work with knowledge in a social setting (Lillejord, 2013, p. 178). The value of the theory is based on a collaborative community where people learn from each other and together with others who are more knowledgeable. Researchers inspired by sociocultural theory are interested in observing how different interactions can shed light on learning and development among people (Lillejord, 2013, p. 178). In an educational perspective, this implies that pupils work together to solve tasks, while the teacher follows up with frequent feedback. When learning together with others, pupils can bring newly acquired knowledge and utilize this knowledge in their individual work. According to Lillejord (2013, p. 179), pupils will in turn be better equipped to participate in the social learning community if they switch between working in groups and individually.

In the late 20s Vygotsky started studying the connection between learning and playing among children. He studied children through the creation he referred to as *the Activity System* which today is defined as the first generation of activity theory (Aas, 2020, p. 38). The activity system was illustrated as a triangle and each of the corners represented the terms *meditating artifacts*, *stimuli* and *response*, and these were all related to each other (see figure 1).

Vygotsky wanted to show that the relationship between stimuli and response in a person occurs as a mediated act. Mediation can be explained as “an expression used to describe the

relationship between people, between people and culture and between people and tools” (Lillejord, 2015, p. 186). Vygotsky used the activity system to focus on these mediated acts to understand how an individual comprehends learning and development.

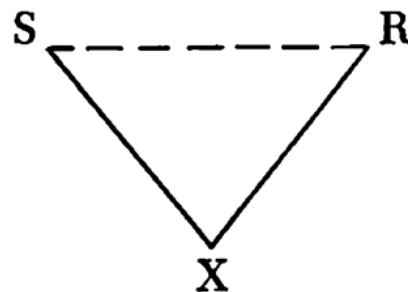


Figure 1. The Activity System by Lev Vygotsky. From *Mind in Society. The Development of Higher Psychological Processes*, by M. Cole, V. John-Steiner, S. Scribner & E. Sourberman, 1979 (<http://ouleft.org/wp-content/uploads/Vygotsky-Mind-in-Society.pdf>)

2.1.1 The Zone of Proximal Development

Vygotsky was interested in child development and through his research he studied children's interaction with each other and the interaction between children and adults in school (Lightbown & Spada, 2013, p. 118). In his research, Vygotsky concluded that through social interactions, people experience cognitive development, including language development (Lightbown & Spada, 2013, p. 25). His findings indicate that in environments where pupils have supportive interactions, they are able to reach a greater level of knowledge and performance. This discovery gave him the epiphany of what he called the *zone of proximal development*, abbreviated as ZPD (Lillejord, 2013, p. 288). The term is illustrated as a circle where the center of the circle represents what a pupil can do on their own without the need for assistance, in other words, their current achievement (Figure 2). The outer part of the circle represents what pupils cannot do even with assistance because the new information is too difficult to comprehend. The middle of the circle is referred to as the zone of proximal development and indicates what pupils are capable of accomplishing if they receive assistance (Lightbown & Spada, 2013, p. 25). This zone indicates that if a teacher adapts the sessions, pupils can achieve a greater learning outcome than they are capable of reaching on their own.

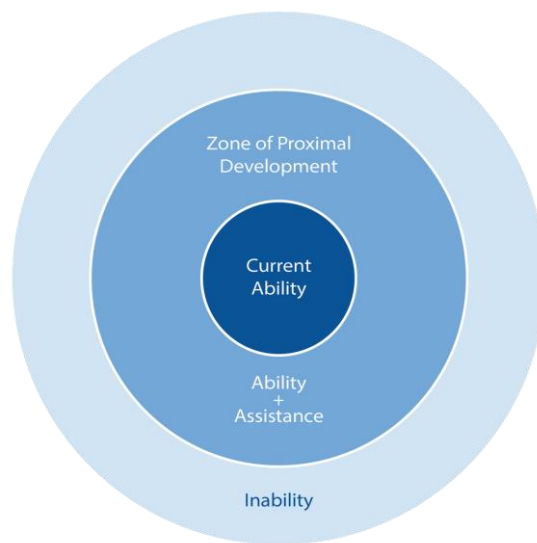


Figure 2. The Zone of Proximal Development by Lev Vygotsky. From *What is the Zone of Proximal Development?* By S. Bragg, 2019 (<https://www.chapmanandcompany.co/blog/what-is-the-zone-of-proximal-development>)

2.1.2 Scaffolding

To reach the zone of proximal development, it is necessary to apply the strategy called *scaffolding*. According to Lightbown & Spada (2013, p. 25), the term can be defined as “(...) a kind of supportive structure that helps the children make the most of the knowledge they have and also to acquire new knowledge”. In other words, scaffolding is a supporting method used by teachers to help the pupil perform at a higher level. There are many ways one can use scaffolding, such as through using multiple resources, modeling a task, using templates and guides, among other things. By using scaffolding as a strategy to support learning, pupils are capable of reaching their zone of proximal development, which they are incapable of achieving on their own (Lightbown & Spada, 2013, p. 25). In the curriculum of English, it is specified that “the teacher shall provide guidance on further learning and adapt the teaching to enable the pupils to use the guidance provided to develop their reading skills, writing skills and oral and digital skills in the subject” (The Directorate of Education, 2020a, p. 8). Scaffolding is a great strategy to use to achieve adapted teaching for each pupil because the scaffolding itself is also adaptable for the class. To reach the zone of proximal development, pupils require different types and amount of scaffolding and when the teacher is aware of their differences, it will be easier to adapt the teaching for each pupil.

2.2 The five hypotheses of second language acquisition

Krashen (2009, p. 9) highlights relevant theories of second language acquisition and proposes *the five hypotheses of second language acquisition* as a key factor within these theories. These are called the Acquisition-Learning hypothesis, the Natural Order hypothesis, the Monitor hypothesis, the Input hypothesis and the Affective Filter hypothesis. These hypotheses are based on various aspects of second language acquisition for both children and adults, and they present different theories that explain why language learning is the way it is. The most relevant hypotheses for our research are the fourth hypothesis, the Input Hypothesis and the fifth hypothesis, the Affective Filter hypothesis. To understand the last two hypotheses, it is necessary to have knowledge of all the hypotheses because they are connected to each other.

2.2.1 The Acquisition-Learning hypothesis, the Natural Order hypothesis and the Monitor hypothesis

The first hypothesis, *the Acquisition-Learning hypothesis*, addresses that language development can happen in two ways: through acquisition and through learning (Krashen, 1985, p. 79). Acquisition is a process which takes place subconsciously like the process of a child acquiring his or her first language. Acquisition often happens at a young age through frequent exposure of the second language through family and friends, television or music. Learning, however, is a conscious process which results in knowledge about a language. The person who learns the language often learns the language at an older age and is therefore aware of the grammar rules and structure of the language.

The Natural Order hypothesis, which is the second hypothesis, assumes that acquisition of grammatical structures usually happens in a specific order (Krashen, 2009, p. 12). Language acquisition researchers started seeing a pattern in the way individuals acquire a new language, which made it predictable to anticipate which rules they learn early, and which rules often were acquired later. Even though there is not always 100% agreement among individual acquirers, there are still clear connections between the grammatical structures that are acquired quickly (Krashen, 1985, p. 79). Krashen specifies that progressive marker *-ing* and the plural marker *-s* often are among the first grammatical structures acquired in English as a second language (Krashen, 2009, p. 12).

The third hypothesis, *the Monitor hypothesis*, is based on the idea that language acquisition and language learning are used in specific and different ways (Krashen, 2009, p. 15). Acquisition of a second language is usually responsible for a person's fluency and gives the ability to construct utterances in a new language. This ability comes from the subconscious knowledge of the second language. Learning, on the other hand, works as a monitor or editor and makes corrections on the acquired structure before we speak or write, or after as self-correction. Krashen implies that there are two conditions that are essential in order to benefit from the Monitor hypothesis: the pupil must know the grammatical rules and consciously be focused on performing correctly (Krashen, 1985, p. 80). A third condition that also plays an important role is time. Pupils require a sufficient amount of time to consciously think about and use grammatical rules effectively.

2.2.2 The Input hypothesis

The Input hypothesis is the fourth of the hypotheses and one of the most important hypotheses, which tries to answer the question *how do we acquire language?* The hypothesis is based on the idea that the Monitor hypothesis is correct and therefore suggests that acquisition should be encouraged as a goal for language pedagogy (Krashen, 2009, p. 20). It states that there is only one way humans acquire language, which is by comprehending messages, or by receiving comprehensible input (Krashen, 1985, p. 80). Second language learners constantly make a progression along *the Natural Order* when understanding input which contains new grammatical structures. These inputs represent the next stage or next level of comprehension that are a bit further from the current level of competence. This progress can be illustrated as $i + 1$. i represents the current level, where the person is at the current time, and $i + 1$ emphasizes that the person is moving from the current level to the next level along the natural order (Krashen, 1985, p. 80).

The Input hypothesis is often compared to Vygotsky's zone of proximal development. Lightbown & Spada (2013, p. 118) say that people often mistake ZPD as Krashen's $i + 1$ because the two approaches seem to have the same foundation. Even though there are many similarities between the two terms, ZPD and $i + 1$ are not comparable because they are based on completely contrasting ideas of how development occurs. The zone of proximal development is a metaphorical place where a learner develops their knowledge with assistance. The emphasis is on how learners develop and use new knowledge based on

interactions with a teacher. In Krashen's $i + 1$, however, the learners merely receive input from the outside and the emphasis is based on the learners understanding of this input connected to language structure not too distant from their current developmental level (Lightbown & Spada, 2013, p. 118).

2.2.3 The Affective Filter hypothesis

The last hypothesis addresses the different variables that can affect how successful second language acquisition can be. The Affective Filter hypothesis addresses a mental block which can occur when acquiring a new language, which prevents the learner from completely utilizing the comprehended input (Krashen, 1985, p. 81). The three main variables which often become "blockers" are motivation, confidence and anxiety. Krashen (2009, p. 31) says that pupils with high motivation, high levels of self-esteem and little anxiety have a better learning outcome in English. On the other hand, pupils with little motivation, low levels of self-esteem and much anxiety will experience a lower learning outcome. Krashen (2009, p. 31) continues addressing that second language acquirers can have various levels or strengths of their Affective Filter. Pupils with attitudes that are not compatible with second language acquisition usually have a high or strong Affective Filter and they have the tendency to seek less input. In other words, they can understand the content, but the input will not reach far enough as to the part of the brain that controls language acquisition. Stevick (1976, cited in Krashen, 2009, p. 31) explains that pupils who have compatible attitudes to second language acquisition often will pursue and be more open to input and have a lower or weaker Affective Filter.

2.3 The Output hypothesis

Output was in earlier years only referred to as the *product* that was created from acquiring a language (Swain, 2005, p. 471). In later years, output has been considered both an outcome of language acquisition and a part of the *process* of learning. Merrill Swain is a linguist who researches second language acquisition, and her Output hypothesis challenges Krashen's view of second language learning and the Input hypothesis. The Output hypothesis suggests that comprehensible input is not enough to learn a language and that language learning takes place through production of the second language. The hypothesis claims, in contrast to Krashen's Input hypothesis, that both input *and* output are factors that result in language acquisition. The output hypothesis was developed based on research of second language

learning from the 80s and from Swain's observations in French immersion classrooms (Swain, 2005, p. 472). She studied and observed English-speaking pupils that were attending French immersion programs in Canada in the late 60s. These pupils were taught the curriculum partially or completely in French from they started school, from 4th and 5th grade or from 6th and 7th grade. The results from the research showed that these pupils had more advanced French proficiency than pupils who studied French as a second language 20 to 30 minutes each day. The findings also revealed that many of the pupils' listening and reading comprehensions were similar to francophone pupils' comprehensions, but the speaking and writing comprehensions were not as developed. These observations raised doubts on Krashen's input theory (Swain, 2005, p. 472).

Swain (2005, p. 474) presents three functions of output that affect second language learning: the Noticing/Triggering function, the Hypothesis-Testing function and the Metalinguistic function. The Noticing/Triggering function argues that when second language learners attempt to produce language, either vocally or silently, they might realize that they do not know how to express what they wish to convey precisely (Pannell, Partsch & Fuller, 2017, p. 127). These situations will help the second language learners to be aware of some of their linguistic difficulties which activate the cognitive processes connected to second language learning. The Hypothesis-Testing function claims that second language learners sometimes produce output as a "trial round" to confirm whether their hypothesis of a pronunciation is correct. In other words, learners often try to vocally say a word to hear if the pronunciation sounds accurate. The last function, the Metalinguistic function, builds on Vygotsky's sociocultural theory and idea of mediating tools (Swain, 2005, p. 476). The function suggests that "using language to reflect on language produced by others or the self, mediates second language learning" (Swain, 2005, p. 478). Swain (2000, p. 99) addresses that the term output covers all forms of language production such as speaking, verbalizing, writing and collaborative dialogue, and these are also categorized as mediating tools. Learning occurs when the second language learners engage in dialogues with others where they are able to mediate the language, and then the new knowledge is later stored in the individual (Stetsenko & Arievitch, 1997, p. 161). Together, these three functions affect second language learning and the production of output in that language.

2.4 Second language learning

Already at a young age we start to develop our language skills. Our native language (L1) is acquired without us being aware that we are acquiring a language, and it is acquired in an environment where we are exposed to people who speak the same language. Our second language (L2) or third language (L3) is learned in a different way and often happens in a classroom where explicit instructions are used (Hauge & Angelsen, 2018, p. 269-270).

Second language learning occurs when someone acquires a new language in addition to the one they already know, regardless of age. In some ways, it can be useful to have knowledge about language structure and grammatical rules when one acquires a new language, but it can also lead to mistakes. When pupils learn English as their second language, their prior knowledge about their first language can be beneficial and give them an idea of how language works. However, teachers often observe that pupils' prior knowledge of language acquisition may result in incorrect guesses (Lightbown & Spada, 2013, p. 36). Cognitive maturity, metalinguistic awareness, age, cultural differences, learning conditions and learning environment are other aspects that can influence pupils' second language learning (Lightbown & Spada, 2013, p. 38).

Learning a new language is challenging, especially when one is still working with the grammatical rules of L1 in school, but with scaffolding and other useful tools, the teacher can help pupils succeed. As mentioned earlier, developing the ability to communicate in a new language is heavily emphasized in the English curriculum. One of the five basic skills is oral skills, which is an important part of learning English. The Directorate of Education (2020a, p. 4) concludes that “developing oral skills in English means using the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds”. In other words, pupils should be given the opportunity to practice their oral and communication skills in class, to become confident speakers of English. It is therefore crucial to include oral activity in the classroom even though pupils also receive much English input from outside of the classroom. Tishakov (2018, p. 51) points out that it is beneficial to use external input from TV, social media, and traveling as an advantage in the classroom. Pupils are exposed to English everyday outside of school, and teachers can use the external input in their sessions in order to teach pupils how to control their language skills for different context and situations. She continues addressing that creating a positive and encouraging

atmosphere for pupils when developing oral skills will contribute to a good learning outcome (Tishakov, 2018, p. 62).

Individual differences in second language learning have an important role in determining whether pupils will achieve a successful learning outcome or not. Many teachers believe that pupils who are outgoing and not afraid to speak will be successful in their second language acquisition and pupils who find social interactions difficult and see themselves as introverted will struggle (Lightbown & Spada, 2013, p.75). It is argued whether teachers' acknowledgement of individual variations will make a difference for pupils. The ability to take risks is seen as a crucial part of learning a new language, and people who are intimidated by taking risks will find language learning challenging. This is often seen in pupils who are self-conscious, stressed, nervous and who easily feel anxious (Lightbown & Spada, 2013, p. 84-85). Creating a positive and encouraging classroom is dependent on the teachers' way of acting and their attitude towards pupils. By adapting a classroom atmosphere where pupils feel little to no fear of failure and shame, and by encouraging one another when using English, one can contribute to creating a safe learning environment (Tishakov, 2018, p. 62-63).

Pupils who do not feel safe in their learning environment can develop anxiety for participating orally in the English subject. Learner anxiety, which many pupils have experienced, can be divided into permanent and temporary/context-specific anxiety and learning anxiety of different kinds will have an impact on the learning outcome (Lightbown & Spada, 2013, p.85). MacIntyre (1995, cited in Lightbown & Spada, 2013, p. 85) argues that "because nervous students are focused on both the task at hand and their reaction to it ... (they) will not learn as quickly as relaxed students". It has, however, been said that some levels of anxiety can be helpful and even adapt learning, such as the nervousity one experiences before a test or a presentation. When these levels of anxiety become too troublesome for the pupils, they encounter problems and impaired learning. Everyone has experienced times when we try our best to avoid speaking in our second language when asked to participate. This is called willingness to communicate (WTC) (Lightbown & Spada, 2013, p. 86). A learner's WTC has been researched and looked at in connection to anxiety, and findings show that learners' willingness to communicate can depend on numerous reasons, such as the number of people present, topic, the formality of the situation or how they feel at that moment. Research carried out by MacIntyre, Clement and Baker (2003, cited in Lightbown & Spada, 2013, p. 86) state

that learners who are confident in their communication skills are willing to communicate in their second language and thus succeed to communicate. They point out that confidence in communication depends on two things, how relaxed (or anxious) L2 speakers are and how competent they feel about their own abilities (Lightbown & Spada, 2013, p. 86). In other words, communication confidence is an aspect of second language learning that needs to be taken into consideration when teaching oral skills.

2.4.1 The Think-Pair-Share method

Think-Pair-Share is a strategy that has been developed as a tool for teachers to increase the degree of pupils' oral participation in L2 classrooms. It was first proposed by Lyman jr. in 1981 and he presents positive results by using this method (Lyman, 1981, p. 109). Lyman describes it as a four-phase strategy called Listen-Think-Pair-Share where teachers first will give pupils time to listen to the question asked, then think about it, share it with someone else and lastly share it with the whole group (Lyman, 1981, p. 110). In recent years, this strategy has been referred to as the Think-Pair-Share method, abbreviated as TPS. When it becomes difficult for many of the pupils to participate in oral activities, the outcome may lead to a class where only a few pupils participate, and the passive students end up not having the opportunity to test their reasoning. The teacher has to be aware of the social structure of the class and accept that there will always be talkative and silent pupils in order to adapt the teaching for class. Some pupils need more reassurance and positive feedback from the teacher to be confident enough to share an opinion. The think-pair-share method is a great way of including silent pupils and giving everyone enough time to think through an answer.

The think-pair-share method is a teaching strategy frequently used in school to promote co-creation, involvement and commitment from all participants (The Norwegian Association of Local and Regional Authorities, 2018). The teaching strategy is divided into three parts where pupils first think or work individually with a task (T), then they discuss the task in pairs or smaller groups (P) and at last they share the ideas with the rest of the class (S). Fjørtoft (2016, p. 130) explains that in the first phase (T), the pupils get a couple of minutes individually to think about the question or task and it is beneficial to take notes of their thoughts. In the second phase (P), they are divided into pairs to discuss, compare and reflect upon the ideas and find answers together. The Norwegian Association of Local and Regional Authorities (2018) states that they also can sit in groups with a total of 8 pupils if the teacher has a clear

direction and assigns distinctive roles. In the last phase (S), the pairs or groups are expected to share their answers and reflections with the rest of the class. Research from Ames (1992) reveals that more pupils participate orally when they are allowed to work in groups with a task before sharing in plenary (Kelly & Turner, 2009, cited in Helle, 2011, p. 114).

2.5 Social anxiety and cognitive development

Teachers are expected to create a learning environment that is meaningful for everyone, and in every classroom, there are pupils with different mental ages, which makes it difficult to achieve adapted teaching (Helle, 2011, p. 35). Pupils' mental age is dependent on their cognitive development which involves their cognitive processes. This process involves finding out what they understand, how they organize the learning material, how much concretization they need and if they are able to think abstractly (Helle, 2011, p. 53). The teacher can help pupils develop their cognitive processes by focusing on the zone of proximal development and scaffolding. They can also encourage them to work on social relations with other humans and help them develop a healthy relationship to their own self-esteem and social skills (Helle, 2011, p. 38). As the body and mind develop during the years in school, pupils become vulnerable to input from others that can have either a negative or positive effect on their mental health and self-image. When children develop their self-image, they do so by mirroring the actions of other people they admire and see succeed (Helle, 2011, p. 53). If pupils over time feel like they cannot become as good or as successful as other pupils, they compare themselves to their classmates and can develop different types of anxiety or other types of psychological difficulties.

2.5.1 Social anxiety

Anxiety, self-awareness, self-regulation, social awareness and relationship skills are all aspects of children's cognitive abilities that influence their social and emotional learning. Previous research has seen a positive effect on pupils' learning where the school focuses on teaching them specific skills to master psychological difficulties such as anxiety of different forms. The result of this research has been positive, but there is unfortunately little research on the long-term effect (Tharaldsen & Stallard, 2019, p. 75). It is important to work with pupils' social and emotional skills in the classroom over a long period of time in order to see a positive effect. Tharaldsen and Stallard (2019, p. 80) suggest that a series of short and uncoordinated measures that focus on one topic will not have a successful outcome. Instead,

one should focus on an integrated approach that includes a constant focus on emotional and social learning. A collaboration between the general society, the school system and the families surrounding pupils will lead to the development of a constant and stable cognitive state among pupils. Tasks and skills such as mindfulness (the ability to be present in their emotion), finding information about human emotions and discovering tools to handle these emotions are important for pupils to learn to be able to improve their cognitive state (Tharaldsen & Stallard, 2019, p. 80-81). The positive effects of social and emotional learning have been documented by Durlak and his colleagues (2011, cited in Tharaldsen & Stallard, 2019, p. 81). They have studied the effects of long-term work with social and emotional skills and found that it helped the pupils with their behavior, emotions, stress, feelings and has provided a better academic result.

The Norwegian psychologist Tore Aune, who collaborates with the college in Nord-Trøndelag, has based his doctoral degree on how to prevent social anxiety in older children and young adults. He has also conducted studies and published scientific articles in the same field. In a video published by the Department of Child and Adolescent Mental Health, abbreviated as ABUP in Norwegian, Aune explains social anxiety and emphasizes that all humans are afraid of something and that everyone to some degree has social anxiety (ABUP, 2015, 0:25). In different degrees, as many as 70 to 80% of people are scared of speaking in front of others, which is normal, according to Aune (ABUP, 2015, 2:07). It is normal to feel insecure in settings where there are many people, including situations where one is expected to speak or participate orally in the classroom (ABUP, 2015, 2:07). Aune (2013, cited in Ogden, 2018, p. 173) continues saying that social insecurity or social modesty can develop further into excessive modesty or social anxiety disorder which pupils, especially young people, need help to control. Such a constant fear of situations that require achievement or social interaction results in a great deal of discomfort and a lot of stress for pupils, which can affect their functioning in everyday life and at school. (Ogden, 2018, p. 173).

Social anxiety disorder is often called “the hidden disorder” because people rarely speak up about the disorder even though it is the third most common psychiatric disorder among adults in Norway (ABUP, 2015, 2:55). For children and adolescents, this is the most common psychiatric disorder and between five and ten percent of the adolescent population have such great difficulties that it creates problems in everyday life (ABUP, 2015, 2:55). According to Johansson and Mathiesen (2009, cited in Ogden, 2018, p.172), anxiety is the one

psychological issue that occurs most frequently among children and young adults. They say that as many as 20% of children and young adults experience symptoms of one or another type of anxiety. If pupils with these psychological difficulties do not receive the help they need, it can develop further and become somatic problems. Somatic problems involve the physical issues that have no medical explanation that occur when children and young adults experience psychological difficulties, such as headache, stomach pain or problems with breathing. It is believed that somatic problems come from psychological causes and unfold in internalized experiences (Ogden, 2018, p.174). Ogden (2018, p. 177) further points out that the reciprocity hypothesis is an important factor for internalized and somatic problems. This hypothesis states that “pupils’ psychological health, school performance and learning environment affect one another equally” (Our translation, Ogden, 2018, p.177). If a pupil struggles with one of these elements, the other two will also be affected and it can end up creating a vicious cycle.

2.5.2 The relationship between classmates

Everyone has a need to feel a sense of belonging and the feeling of affiliation also applies in school contexts. Pupils seek participation and friendships with their classmates, and their motivation and confidence are often linked to relationships with classmates (Skaalvik & Skaalvik, 2015, p. 100). Research presented by Ryan (2000, 2001, cited in Skaalvik & Skaalvik, 2015, p. 101) indicates that pupils who have been best friends over a longer time often become more similar in terms of motivation for education. Pupils’ mindset for schoolwork is also influenced by their classmates’ mindset for schoolwork and their desire to be accepted by classmates can have different consequences for motivation in school. These relationships between classmates are not necessarily always positive and can also be characterized by clique formations, insecurity, exclusion and bullying (Skaalvik & Skaalvik, 2015, p. 101). Havik (2019, p. 131) points out that pupils with poor relations with their classmates can cause them to drop out of school. A Norwegian study of 6th to 10th graders suggests that there is a significant coherence between social isolation and nervousness connected to school in pupils in lower secondary school (Havik, 2015, cited in Havik, 2019, p. 131). Skaalvik & Skaalvik (2015, p. 34) define social comparison as pupils comparing themselves with their peers to use the findings of the comparison as a source of academic self-assessment. If the comparison reveals that pupils are one of the best or the best in their class or group, academic self-assessment strengthens. When the opposite is displayed, their academic assessment weakens. When pupils become obsessed with social comparison, they

only focus on doing the task better and faster than their classmates without putting in any effort (Skaalvik & Skaalvik, 2015, p. 35). The obsession of social comparison may result in difficulties for pupils to see their own progress and be proud of their effort because their classmates also achieve the same amount of progress. Mastering and progress are in these cases controlled by the classmates' results which further can lead to weakening pupils' motivation to do their assignments (Skaalvik & Skaalvik, 2015, p. 35).

2.5.3 Pupil-teacher relationship

Pupils' schoolwork may be heavily influenced by the relationships with their classmates, but the relationship between a pupil and a teacher may also have an impact on pupils' motivation and well-being in the class. A teacher who is aware of the class dynamics and relationship between classmates has the power to strengthen the classroom environment and ensure that pupils receive adapted teaching. Research shows that pupils' positive behaviors, well-being and their desire to learn are strongly connected to a positive relationship with the teacher (Drugli, 2017, p. 66). This connection is often associated with pupils' experience of social support or the experience of having a supportive teacher. Federici & Skaalvik (2014, cited in Skaalvik & Skaalvik, 2017, p. 95) distinguish between emotional and instrumental support. Through emotional support, pupils experience that the teachers care about them, encourage them and show warmth, respect and trust. They also experience through emotional support that the teacher creates a safe classroom environment and a good relationship between classmates. When pupils experience instrumental support, they receive academic help and guidance from their teacher, which includes good explanations, constructive feedback, beneficial tools and good questions among others (Skaalvik & Skaalvik, 2017, p. 96). Even though the two types of support are often distinguished in research, pupils do not differentiate between them and therefore both emotional and instrumental support are equally important.

Teachers who are able to establish a good relationship with their pupils will experience that teaching is easier because the pupils respect the teacher and therefore are interested in what the teacher conveys (Drugli, 2017, p. 67). Nordenbro et al. (2008, cited in Drugli, 2017, p. 67) conclude that there are three significant factors that are important for pupils' learning: 1) The teacher's ability to establish good relationships with each pupil, 2) The teacher's ability to lead the class, through being a clear leader and establish rules and routines and 3) The teacher's didactic skills in relation to teaching in general and the individual subject. These factors are especially important for pupils who struggle with building relationships with others. In these

cases, it is even more important that the teacher takes advantage of all the golden opportunities to build a strong relationship with the pupils. The teachers are responsible for focusing on their own contribution to the relationship and making pupils trust them and show predictability. Havik (2019, p. 135) states that the authoritative teaching style, which is characterized by a balance of control, supervision, support and warmth, is highly associated with good mental health, good behavior, good school performance, better relationships with classmates and motivation.

2.6 Motivation

Motivation is a key factor for optimal learning and development in school, and teachers have an important role when it comes to motivating their pupils (Skaalvik & Skaalvik, 2015, p. 9). Motivation is defined by Shunk, Pitrich and Meece (2010, cited in Skaalvik & Skaalvik, 2015, p. 9) as “(...) the process whereby goal-directed activity is instigated and sustained”. In other words, motivation refers to finding the urge to start a task and managing to keep the interest until the task is completed. This is not an easy task to fulfil, and it is therefore important that pupils work on their own internal motivation for learning (Skaalvik & Skaalvik, 2015, p. 11). Research points out that motivation differs for each individual and that the motivation is coherent with a person’s personal values (Tvedt & Bru, 2019, p. 50). According to Lazarus (2006, cited in Tvedt & Bru, 2019, p. 49), a pupil's effort in class is driven by an emotional activation from an inner drive. They continue stating that motivation and emotions come from the same Latin word “movere”, which means *to set in motion* (Tvedt & Bru, 2019, p. 49). An important aspect for motivation is the ability and urge to start something (internal motivation) and with the help of external factors (external motivation), such as the teacher, completing the task.

2.6.1 External motivation and internal motivation

Motivation can be divided into external and internal motivation. External motivation is often understood as motivation one can only achieve when being rewarded for the work one does, but Ryan and Deci (2009, cited in Skaalvik & Skaalvik, 2015, p. 67) look at it from another, more neutral, perspective. They divide external motivation into two groups, controlled external motivation and autonomous external motivation. Controlled external motivation is when a person feels obligated to complete a task, and the most extreme forms are when pupils only work to avoid punishment or achieve rewards. A different form of controlled external motivation is when pupils feel obligated to him- or herself to complete a task with good

results and not because the teacher is controlling the reward/punishment (Skaalvik & Skaalvik, 2015, p. 67). Autonomous external motivation is when pupils have captivated the school's values and principles of their expected behavior as well as understanding the value of learning the subjects. The pupils will therefore gain motivation not only because they will achieve something good but also because they see value in that subject/task (Skaalvik & Skaalvik, 2015, p. 67).

Internal motivation has many similarities with internal values, and Ryan and Deci (2009, cited in Skaalvik & Skaalvik, 2015, p. 66 - 67) discuss that the greatest difference from external motivation is that internal motivation is driven by interest. We need to feel intrigued, interested and joy from the work we are set out to do if we want to reach internal motivation. With this type of motivation there is not any form of external input, such as a reward, to gain motivation (Skaalvik & Skaalvik, 2015, p. 66). Ryan and Deci (2009, cited in Skaalvik & Skaalvik, 2015, p. 66) also point out that this type of motivation is the one that brings the best learning outcome among pupils in school. From a pedagogical perspective every teacher wants their pupils to achieve internal motivation because this type of motivation is said to give the best learning outcome but is unfortunately also the most difficult to achieve. It is not realistic to believe that it will be possible for every pupil to become interested and feel joy from every single subject, and the teachers should therefore try to build up autonomous external motivation (Skaalvik & Skaalvik, 2015, p. 68). Pupils' motivation can be fragile and will change from day to day depending on their mood, school day and their feelings among other things. However, if pupils feel demotivated over a longer period, it can lead to a defensive approach to their own learning and over time create negative stress and bad results (Tvedt & Bru, 2019, p. 48). External motivation will become important for a good learning outcome when the internal motivation fails.

2.6.2 Motivation in the classroom

Teachers can have a positive impact on pupils' motivation for language learning by paying attention to the classroom environment. A classroom with a supportive atmosphere and intriguing, achievable and challenging content will make the pupils feel safe and improve their motivation (Lightbown & Spada, 2013, p. 88). Such factors can be considered external factors and are something teachers can help change or improve, but pupils' internal values and reasons for language learning are difficult to influence. There have not been conducted extensive research on the teacher's role in increasing motivation in second or foreign language

classrooms, except for one study. A study done by Guilloteaux and Dornyei (2008, cited in Lightbown & Spada, 2013, p. 88) looks at the connection between teachers' motivational practices and pupils' motivation for L2 learning. The study looked at four different methods teachers could use to increase motivation among their pupils. These methods included (1) teacher discourse, (2) participation structure, (3) activity design and (4) encouraging positive retrospective self-evaluation and activity design. Teacher discourse involves promoting autonomy arousing curiosity or attention and stating communicative purpose/utility of activity. Participation structure contains group and pair work, while activity design consists of intellectual challenge and both individual and team competition. Encouraging positive retrospective self-evaluation and activity design include class applause, peer correction session and effective praise (Guilloteaux and Dornyei, 2008, cited in Lightbown & Spada, 2013, p. 88-89). The pupils' motivation was measured by their level of engagement and the pupils who contributed and volunteered during the activities were categorized into three levels: very low, low and high. The findings suggested that only a few pupils were categorized as very low, one/two thirds of the pupils were seen as low and more than two thirds of the pupils were seen as high. In total, the study looked at 27 different teachers and over 1300 pupils. The result from this study suggests that there is a significant positive correlation between the pupils' engagement and the teacher's motivational practice. It is the first study that presents a connection between these factors (Guilloteaux and Dornyei, 2008, cited in Lightbown & Spada, 2013, p. 89).

2.6.3 Motivation according to individual differences

Developing learning strategies has an important role in accomplishing successful language learning. Hauge and Angelsen (2019, p. 266) state that there are two aspects that are important for language learning, knowledge about language and the ability to reflect on one's language learning. By focusing on these two aspects, teachers can increase their pupils' learning outcome and improve their language skills. The ability to reflect on one's language learning includes knowledge about how the individual pupil can learn best (Haug & Angelsen, 2019, p. 272). There are many theoretical viewpoints on how individual differences should influence instruction. In a perfect world, the teacher should customize the lessons to every single pupil, but we know this is difficult to accomplish. It is, however, important to emphasize that teachers should never believe that all pupils learn in the same way. Research done by Dörnyei (2005, cited in Lightbown & Spada, 2013, p. 92) shows the importance of teaching learning strategies and to teach pupils how they can benefit from these when learning

languages. If the teacher does not focus on the pupils' individual learning preferences, the consequences might be low learning outcomes which will affect the pupils' motivation, self-esteem and overall attitude towards the language being learned.

Achievement motivation tries to understand and explain pupils' behavior for schoolwork. There have been several theories developed within the field of motivation in school and achievement motivation is one theory. Research done on achievement motivation concentrates on different questions pupils ask themselves in learning situations (Skaalvik & Skaalvik, 2015, p. 14-15). These questions include: Am I just as good as everyone else here? Why do I need to work with this? Do I want to work with this? Has this any value for me? Do I like spending my time in this class? Or did I manage to achieve what is expected from me? (Skaalvik & Skaalvik, 2015, p. 15). The answers will impact pupils' level of motivation differently and will not be the same for everyone. Teachers should consider these questions in relation to pupils' motivation and hence adapt the lessons accordingly to every pupil.

Another aspect for different levels of motivation among pupils is the learners' attitude towards L2. Gardner and Masgoret (2003, cited in Lightbown & Spada, 2013, p. 87) investigate the relationship between the learners' attitude towards L2 and their willingness to learn. Motivation for a second language is said to be dependent on two different aspects, the need for learners to engage in the language and their attitude towards the second language community. The experience of learning and development in English will depend on the learners' reason to learn. Gardner and Lambert (1972, cited in Lightbown & Spada, 2013, p. 87) have developed two terms to further explain the reasons for motivation, instrumental and integrative motivation. Instrumental motivation is when an individual wants to learn a language because of an immediate or practical goal, and integrative motivation is when the reason for learning a language is focused on personal growth and cultural enrichment (Lightbown & Spada, 2013, p. 87). For many years, integrative motivation was considered the option that would contribute to successful learning, while in some situations, it seemed like instrumental motivation was the better option. We now believe that a mixture of both motivation types will result in success, even though it is difficult to accomplish (Lightbown & Spada, 2013, p. 87). When focusing on both instrumental and integrative motivation, pupils' attitudes towards language learning and their personal use of this knowledge will be central.

2.7 Previous research on second language learning

This section of the thesis will take into consideration previous research done on anxiety and nervousity when working with oral activity in school. It will be divided into three sections where we will look at previous research on oral activity, the Think-Pair-Share method and anxiety and nervousity in relation to oral activity.

2.7.1 Oral activity

Oral activity has become a great part of the education practice, and teachers are expected to both use and teach oral skills in their lessons. The Directorate of Education reinforces this in the development of the curriculum. Data provided by the Directorate of Education (2021) indicate that the average grade in oral activity in both English and Norwegian was 4.4 out of 6 in 2020/21. If divided between genders, girls on average have a score of 4.6 in oral English and 4.7 in oral Norwegian, whereas boys score 4.2 in oral English and 4.1 in oral Norwegian. The directorate characterizes grade 4 as pupils who have good competence, on a scale from 1 to 6 where grade 1 corresponds to very low competence and grade 6 very high competence (The Directorate of Education, 2021). With these statistics, it is important to mention that they are calculated by finding the average of all pupils in 10th grade in Norway for that school year and that there are large individual differences if one studies the statistics closely. 2020/21 is also a year where the final exams were canceled, so these numbers do not include an exam grade.

Svenkerud, Klette and Hertzberg (2011, p. 40) present data from the Pisa+ survey where it is stated that only 20% of the time used in Norwegian classrooms is spent practicing oral activity. They further divide this into different oral activities, and 84% of the time is spent on presentations and preparation, 4.3% is spent discussing, 5.3% spent on meta-learning and 6.4% is categorized as others (Svenkerud et al., 2011, p. 40). They report similar findings and further discuss the effects this way of practicing oral skills can have on the learning outcome. They highlight that there is a difference between implementing oral activity in the classroom and teaching pupils to use their oral skills. Letting pupils be engaged in oral activity is not the same as teaching them how to use oral skills. By using oral skills, they mean that teachers should, in all subjects, focus on giving constructive feedback on pupils' oral activity to increase the learning outcome and they point out that it is not enough that the activities are orally focused. They further point out the possible positive effects of having oral skills as one

of the basic skills in the curriculum but conclude that if one is to see major changes in the classroom, it is necessary to give pupils even more time and continue to work hard with oral activity (Svenkerud et al., 2011, p. 40).

2.7.2 Anxiety and nervousity in relation to oral activity

Anxiety and nervousity have been considered to be factors that can have a negative effect on pupils when learning a second language, especially when it comes to oral activity (Gjerde, 2020; Nordheim, 2018; Gregersen, Meza & MacIntyre, 2014). Gjerde (2020) carried out research where she points out that the anxious feeling is connected to pupils' low self-esteem, and she expresses her concern on whether the teacher-students get any information and knowledge about language anxiety in their education. Providing correct knowledge about language anxiety for teachers can contribute to taking steps that will help the struggling pupils in the ESL classroom. Another important aspect Gjerde (2020, p. 48) highlights is that *high-achieving pupils* appear to be the most anxious. This led teachers to believe that it was not the *low language-learning aptitude* that caused the language anxiety. The teachers worked on different suggestions that might reduce pupils' anxiety in class, and one of the suggestions that was tried was to develop academic confidence by giving the pupils positive experiences during oral activities. In Gjerde's (2020, p. 49) study, both pupils and teachers agree that it is in *high self-exposing* activities such as oral presentations and reading out loud where the pupils are most anxious, and they agree that *low self-exposing* activities such as group work help reduce anxiety. The pupils themselves believe that an important reason for their language anxiety is the pressure of succeeding and not making a fool out of themselves. They express concern on how it can affect their mental health negatively if their teachers do not take these struggles seriously.

Nordheim (2018, p. 2), on the other hand, investigates whether anxiety has a greater impact on introverted pupils or not. Through her master thesis *Sometimes I think I will faint*, Nordheim (2018, p. 2) discusses the factors that can influence pupils' participation in oral activity in the English classroom, when the pupils are both introverted and academically strong. Her findings indicate that introverted pupils find it intimidating to participate orally in English lessons even though they are competent in English because of their language anxiety, low self-esteem, learning environment and grades (Nordheim, 2018, p. 26). She points out that the language anxiety the pupils experience was mostly triggered by activities where they were expected to speak in larger groups. The study further reports that the girls who were

interviewed are aware of their highly proficient English skills, but their low self-image gives them the impression that their classmates have better competence than themselves. Nordheim (2018, p. 42) discovers that the girls are more anxious than the boys and that they categorize themselves as introverted pupils. The girls' self-image makes them reluctant to actively participate in the English lessons (Nordheim, 2018, p. 38).

Preparation, planning and rehearsal before oral presentation is argued to have a positive effect on pupils' emotional state. Gregersen et al.'s (2014) research attempts to find reasons for anxiety during a small presentation in a second language class. The participants were asked to wear a heart monitor during their presentation so they could monitor their anxiety levels. After the presentation, every participant was asked to watch their own presentation and rate their own anxiety by clicking a computer mouse from -5 up to +5, where +5 was the highest level of anxiety. Thereafter, the participants answered eight questions regarding their choices in the previous task (Gregersen et al., 2014, p. 578). The result from this research shows that the participants categorized as high anxiety participants spent a total of 110 – 210 seconds (1,8 – 3,5 minutes out of 3-5 minutes presentations) in a high anxiety zone. The participants who were categorized as low anxiety participants spent somewhere between 75-140 seconds (1,25 – 2,3 minutes out of 3-5 minutes presentations) in the high anxiety zone (Gregersen et al., 2014, p. 580). In an interview with the participants after both the presentation and the viewing of the presentation, the participants expressed their own thoughts. The participants who were categorized as high anxiety participants expressed negativity to their own performance, and said they felt unprepared, scared and intimidated by other classmates they believed did well. The participants who were categorized as low anxiety participants expressed positivity about their performance and felt confident in their own abilities (Gregersen et al., 2014, p. 581). Gregersen et al. (2014, p. 587) conclude that L2 communication involves a lot of emotional changes, where many experiences high levels of anxiety and need to work hard to decrease and control this during their performance. They highlight the positive effects of preparation, planning and rehearsal, and say that if we focus more on this when working on oral activity in L2 classrooms, we will see a difference in pupils' performance and anxiety levels (Gregersen et al., 2014, p. 587).

2.7.3 Think-Pair-Share

The Think-Pair-Share method is a teaching strategy that has been extensively researched, and the result has been positive (Lyman, 1981; Raba, 2017; Arneberg, 2008; Danielsen, 1997). Lyman (1981, p. 110) raises a series of questions about the learning outcome pupils get from oral activity in the class and raises concern on whether there should be an alternative strategy for discussion to *the teacher-question/one-student-respond-at-a-time* format. This led to the development of a four-phase strategy called Listen-Think-Pair-Share at the University of Maryland. The research conducted at different public schools in Maryland shows 50% increase in response from pupils after using the strategy and it reports that pupils' overall willingness to communicate in class increases (Lyman, 1981, p. 111-112). Raba (2017, p. 20-21) conducted research that looks both at the teachers' and pupils' experience with the Think-Pair-Share strategy. Through interviews and observation, Raba (2017, p. 20-21) reports that the Think-Pair-Share method is very effective when it comes to engaging the pupils and their cooperation skills, performance, self-esteem and overall learning outcome. He refers to an 8-week study where it is pointed out that pupils experienced a gradual increase in their oral performance when the teacher started using Think-Pair-Share.

From a teacher's perspective, it can be difficult to remember that pupils need time to understand the questions asked. Arneberg (2008, cited in Helle, 2011, p. 115) presents findings from research conducted by Swedish and American teachers which suggests that the teachers on average expected an answer 1,1 seconds after they asked the class a question. When the teachers were told to wait at least 3 seconds before expecting an answer, it resulted in more participation from the quiet pupils. They gave longer answers, they listened more to what their classmates said, and fewer pupils failed to participate. In the international study PISA, the findings from 2009 show that only 47% of Norwegian pupils think they have enough time to think through the answers before the teacher expects an answer (Hopfenbeck & Roe, 2010, p. 130). The same study also reveals that as many as 45 percent of Norwegian pupils do not think that the teacher listens to what they say. Out of all the 38 countries that participate in the PISA study, Norway has the highest percentage of pupils who do not believe that the teacher listens to them (Helle, 2011, p. 115). A non-stated class code says something about pupils' role and belonging in every class. Pupils can often be divided into "the talkative pupils" and "the silent pupils". As many as 65% of pupils in lower secondary school said in a research by Danielsen (1997, cited in Helle, 2011, p. 113) that they become nervous when

they have to speak in front of the class due to insecurity of their classmates' reaction. The study shows that it is important to use different strategies for increasing oral activity in the classroom, such as the Think-Pair-Share strategy.

Thus far, we have seen from previous research that there is not enough focus on oral skills in the English classroom, that many pupils experience anxiety when they are expected to participate orally in English and that the Think-Pair-Share method is a beneficial strategy that increases pupils' learning outcome and oral activity without insecurity in the English subject. In our master thesis, we are thus interested in investigating how pupils can benefit from teaching strategies that focus on increasing oral activity without insecurity, nervousity and anxiety. The research question is repeated below:

How can we as teachers contribute to creating a safe classroom where pupils participate in oral activity in the English classroom without insecurity, nervousity and anxiety?

Following are the two research questions that will help us answer our main research question:

1. *Which factors can lead to low degrees of oral participation among the pupils in the English subject?*
2. *What can teachers do to reduce the psychological difficulties in the English classroom?*

In order to answer our research questions, we have adapted a mixed methods research that involves questionnaire, observation and action research.

3 Methodology

The methods one chooses to use during a research project can define how the project will unfold. We want to use a selection of different methods to obtain and analyze our data which will contribute to answering our research question. Triangulation is one strategy that can be used within different types of research designs. It involves the use of two or more sources, analyzing procedures or methods when investigating a phenomenon or a research question, and therefore gives the ability to see if data from one of these sources correlate with data from another (Brevik & Mathè, 2021, p. 50). We will benefit from triangulation as a strategy throughout our research project.

3.1 Research design

When it comes to conducting research, an important part of that process is to plan the research project beforehand. That includes making choices on different parts of the upcoming research, such as taking well-considered methodological choices where one sees a correspondence between the problem and the data material (Blikstad-Balas & Dalland, 2021, p. 21).

Methodology and the choices one take will become an important part of the research design that again will contribute to the research result. We have adopted a mixed method, both a qualitative and a quantitative method. Within our research design we also made choices regarding the procedure of research and the participants that were involved.

3.1.1 Mixed Methods

Mixed methods have in recent years become popular when conducting educational and interdisciplinary research and consist of a mixture of both qualitative and quantitative methods (Brevik & Mathe, 2021, p. 47). Creswell and Creswell (Our translation, 2018, cited in Brevik & Mathe, 2021, p. 49) explain Mixed methods as:

Mixed methods involve collecting and mixing or integrating both quantitative and qualitative data in a study. It is not enough just to analyze the quantitative and qualitative data. Further analysis consists of an integration of the two data sets to gain further insight into the issues and research questions.

In other words, it is a methodology that includes the collection of data, the process of analyzing and comparing them to each other. By using mixed methods, one can analyze what participants say and do, and study how often these things occur (Brevik & Mathe, 2021, p. 48). It is a method frequently used when researching complex social phenomena. A complex social phenomenon involves observing and studying humans in a complex context, where we want to see both the humans and the context they are in. This methodology is particularly relevant in action research where one wants to see pupils in relation to the environment they find themselves in and look at how the social aspect can influence the situation (Brevik & Mathe, 2021, p. 49). We used a mixed method in order to utilize both qualitative and quantitative methods.

3.1.1.1 A qualitative approach

A qualitative approach consists of important strengths such as flexibility and openness (Gleiss & Sæther, 2021, p. 30). It provides good opportunities to investigate questions the researcher had not necessarily thought of in advance as the participants can come up with their own perspectives and thus control the development of knowledge. A qualitative approach gives the researcher the opportunity to change course if one discovers new elements that are exciting to include in the research. This is possible because this type of approach is flexible and requires a low degree of pre-structuring (Gleiss & Sæther, 2021, p. 31). According to Sandelowski (2001, cited in Cohen, Manion & Morrison, 2018, p. 287), qualitative methods focus on the attitudes of understanding, experiences and interpretations of people in the social world, and how we can see correlations between these. We have used a qualitative approach when conducting the action research, observation and some of the questions in the questionnaire. We wanted to have the possibility of getting the pupils' views and opinions without pre-structuring a detailed observation form. It was beneficial to use this approach to ensure that we received different opinions and thoughts from the participants and not to follow a predetermined structure on what to look for or to compare the findings with quantity. A qualitative method is used to answer what teachers can do to reduce the psychological difficulties in the classroom.

3.1.1.2 A quantitative approach

In order to investigate which factors that can lead to low degrees of oral participation among the pupils in the English subject, we have adopted a quantitative approach. The approach demands that the researcher has a detailed plan before conducting the data and the process before quantitative research is therefore significant for the result (Christoffersen & Johannessen, 2012, p. 93-94). Blikstad-Balas & Dalland (2021, p. 22) suggest that the quantitative method focuses on variables that can be measured and gives the researcher the possibility of seeing similarities and differences between different variables as well as map out and get an overview of a larger selection. Even though we have mainly focused on a qualitative approach in our research, we decided to use a quantitative approach in most of the questions in the questionnaire to find out pupils' level of motivation, nervousity, anxiety and well-being in the English classroom. It was easier to analyze the findings and see concrete differences when there were concrete numbers to compare. We found it useful in most of the questions to have a quantitative approach because we wanted to see if there were any concrete differences between pupils' nervousity and motivation in the English subject and in school in general, if there were differences between the three grade levels and if their age affected their level of motivation and nervousity. A questionnaire is an effective way of collecting the data because the respondents can answer the questions at the same time. The respondents are able to choose between the same options, which makes it possible for the researcher to make a statistical analysis of their answers (Gleiss & Sæther, 2021, p. 30) It is easier to analyze statistical ways of collecting data in a quantitative approach than in a qualitative approach. Through a large amount of data material, one can see if there are patterns that recur with the respondents and one can examine whether any connections are statistically significant (Cohen, Manion & Morrison, 2018, p. 476).

3.1.2 Procedure for data collection

Throughout working on the master thesis, we have participated in the research project *Learning, Assessment and boundary crossing in Teacher Education (LAB-TEd)* led by Rachel Jakhelln at UiT The Arctic University of Norway and May Britt Postholm at Norwegian University of Science and Technology (NTNU). According to the project description (NTNU, 2019), the aim of the project is two-fold and the goal is to:

develop collaboration between universities (teacher educators), schools (teachers and school leaders) and student teachers in order to build capacity for practice-based, professionally-oriented research in teacher education (...) (and) to research these processes using an innovative methodology that will uncover obstacles and barriers to change that will be more widely useful across the system in Norway and, potentially, internationally.

Following our part of participating in the project, we have collaborated with a supervisor at the department for teacher education and pedagogy and a teacher at a lower secondary school in Tromsø. Together we have decided on an exciting topic to research that benefits all participants in the collaboration. To follow the principles suggestions from the LAB-TEd project, we have conducted a study which implements classroom action research as the main research method, which was supplemented with qualitative and quantitative research. We wanted to use both questionnaire, action research and observation to collect different types of data to answer our research questions. We also looked at the possibility of conducting an interview with some of the pupils, but because of several reasons such as Covid-19 and the time it takes to analyze an interview, we chose to not include this method for data collection.

Prior to carrying out classroom action research, we made the questionnaire which we sent to the teacher at the lower secondary school we collaborated with in LAB-TEd. The teacher then forwarded the questionnaire to all the teachers at the school, so we could get the whole school to participate. We wanted to see if there were any significant differences between the classes, between genders and if their age mattered. The class that we found most relevant for our research would be the class we conducted our action research in. The questionnaire consisted of approximately 20 questions which covered how social and nervous the pupils were both at home and in school, their motivation in the Norwegian classes vs. English classes and their nervousity in Norwegian classes vs. English classes. We ended up conducting action research in the class the contact teacher we collaborated with taught because there were the same number of boys and girls who answered the questionnaire from this class and the findings showed that there were small differences between the genders. We considered a class of 8th graders to be most suitable for the action research because a lower number of 8th graders expressed in the questionnaire that they were nervous than the 10th graders. We wanted to research if there were any teaching strategies we could implement to decrease pupils' nervousity and increase their motivation throughout lower secondary school.

The week prior to our action research, we wanted to observe the class for a session to see how orally active they were in both Norwegian and English sessions. This would also give us a clue as to what kind of teaching we could conduct that did not differ too much from how the teacher usually taught English sessions. Unfortunately, the Norwegian sessions we observed differed from the usual sessions and according to the contact teacher, the pupils participated a lot more than they did on a regular basis. In the English session we observed, the oral participation was lower compared to the Norwegian session, but their teacher said this level of participation was still higher than usual. The basis of our research was therefore that few pupils had a high amount of participation in oral English. When we conducted the action research, we chose to start each session with a warm-up activity where the pupils would be teamed up in pairs and play Alias in English. Alias is a game where one person explains a word to a team-mate without saying the specific word, and the team-mate has to guess the word. We also used the think-pair-share method as a teaching strategy throughout the whole teaching scheme to make it easier for the pupils to participate orally in plural.

The school we have collaborated with during the research had newly organized the subjects to have the same overall theme to make it easier for teachers to use interdisciplinary teaching. During the two weeks we spent at the school, the theme was Indigenous people, and we were told to make a teaching scheme about the Sami people in English (See appendix 4). Before conducting action research, we chose to watch Frozen 2, and for the next three sessions we worked with the Sami people in different ways which we connected to the film. We know that motivation is an important factor for pupils to participate in school, so we wanted to connect the teaching scheme to a popular movie that most of the pupils already had associations with because it is based on the Sami people and Norwegian culture. Together with the contact teacher, we decided that one of us should be the teacher for all the sessions and that the other conducted the observation and took notes. Even though there were both pros and cons with this decision, we thought it would be best for one of us (instead of the contact teacher) to carry out the teaching. It is easier to teach a session where one feels ownership of the scheme, and in this case, we were the ones that would make the four teaching schemes, so it was natural that one of us also carried out the teaching.

3.1.3 Participants

Selecting participants is a crucial part of any research project and there are some principles one should follow when making that decision (Christoffersen & Johannessen, 2012, p. 49). It is important to find out how many participants the research needs to collect data, and some believe one should continue to recruit participants until the researcher does not gain any new information. Others say the number of participants will depend on whether the target group is homogeneous or heterogeneous. If the target group is homogeneous, the participants in the group are similar, and the researcher will therefore not need as many participants as one does with heterogeneous groups. If the group is heterogeneous, the participants are different in many ways (Christoffersen & Johannessen, 2012, p. 49). Our target group was homogeneous because the pupils are the same age, in the same class and on the same academic level. Since our master thesis was in collaboration with a contact teacher at a local lower secondary school under the LAB-TEd project, we automatically had access to relevant participants, which led to a large group of participants for our questionnaire and the opportunity to choose which class we wanted to conduct the action research in. Another positive aspect of our participation in the LAB-Ted project is that we did not need to spend much time on recruiting participants and could instead spend the time developing our research. We have divided the participants into two groups, the participants of the questionnaire and participants of the action research.

3.1.3.1 Participants for the questionnaire

The participants of the questionnaire were a total of 144 pupils from a lower secondary school in Tromsø with pupils from the 8th grade to the 10th grade. Three of the classes were 8th graders, one class represented the 9th graders and there were three groups of 10th graders. There were 60 girls and 84 boys. In figure 3 we present an overview of the different classes and participants who answered the questionnaire. We found it beneficial to include a large group of participants in the questionnaire because we could collect data from the whole school and see differences among the different age groups that participated. We included a large number of participants in the questionnaire as it is possible to analyze a questionnaire consecutively with a greater number of participants and we believe it gives our findings credibility.

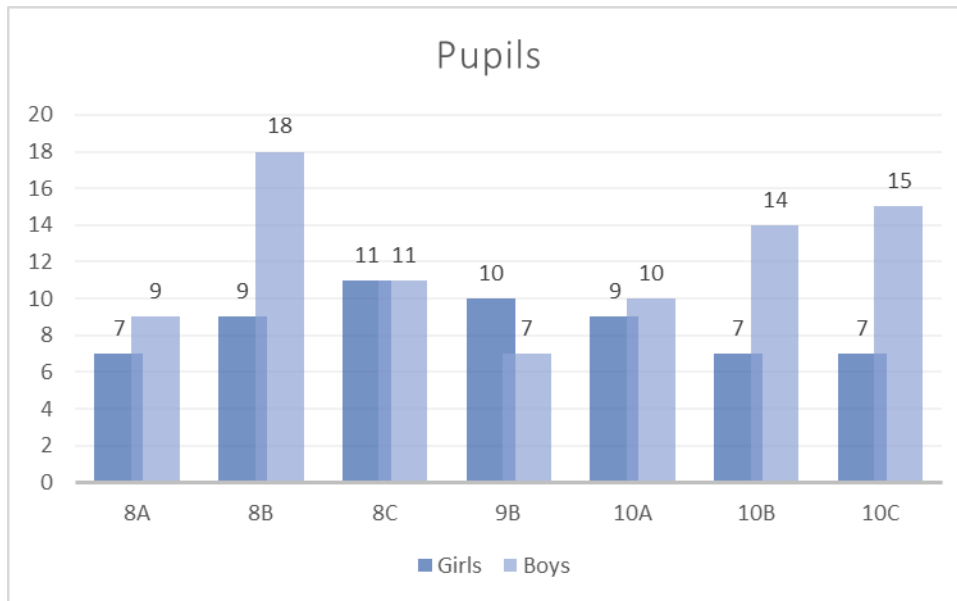


Figure 3. Pupils that participated in the questionnaire

3.1.3.2 Participants for the action research

After we had studied the findings from the questionnaire, we decided to conduct the action research in a class of 8th graders because we wanted to prevent a further development of insecurities and nervousness in relation to oral activity in English. This class has a total of 24 pupils where there are 12 pupils of each gender, and the class was not randomly chosen. We decided to use the pupils from this class as our participants because they represented the majority of the 8th grade pupils from the questionnaire. The results from all the three classes of 8th graders showed that they gave similar answers, and we think that we would have collected the same findings if we conducted the action research in one of the other 8th grade classes. We did, however, choose this class because the pupils were divided equally between gender and the teacher we collaborated with through the LAB-TEd project was the contact teacher in this class.

3.2 Data collection

Data collection is the process of gathering information and data about the reality that is being researched. There are many ways of collecting data, and it is the researcher's job to decide who is participating and how the data are collected and analyzed (Christoffersen & Johannessen, 2012, p. 18). The research question helps to decide what kind of data are valuable for the research. The most common way of collecting data is divided between qualitative or quantitative research methods (Christoffersen & Johannessen, 2012, p. 19). In our study we have used a mixture of both qualitative and quantitative methods, also seen as mixed methods, and we will now look further into questionnaire, action research and observation for data collection.

3.2.1 Questionnaire

A questionnaire is a research method which requires thorough preparation prior to being carried out. It is essential that the information the researcher wants to obtain is well thought out to make sure that the questions are suitable for the questionnaire (Gleiss & Sæther, 2021, p. 143). In the early phase of preparation, there are numerous choices the researcher must review considering form and content, which also includes the decision of using open-ended or closed-ended questions. In open-ended questions the respondents are free to reply to the question in their own words, while close-ended questions give the respondents the option of choosing between different options (Gleiss & Sæther, 2021, p. 150-151). We decided to use a combination of both close-ended and open-ended questions. The latter is a supplement which gives the pupils the opportunity of elaborating on certain questions to give a broader impression of their thought process.

When working with a questionnaire as a research method, there are six important steps that need to be kept in mind to provide structure. The first two steps are connected to the work that must be done prior to data collection, the third and fourth steps involve the implementation of the data collection, and last two steps are associated with the period after the data collection (Frønes & Pettersen, 2021, p. 170). *Planning (step 1)* involves the process of planning what one wants to find out and who one wants to ask questions. It is also necessary to develop a draft of the research question and have an idea of the theoretical background and an overview of similar studies that have been conducted. The most important step is *developing the questionnaire (step 2)*, which is the process of deciding how the questionnaire should be

structured and whether one should use open-ended or closed-ended questions (Frønes & Pettersen, 2021, p. 170). Now that the necessary preparatory work has been completed, the actual implementation can begin. Before we started the process of making the questionnaire, we had to decide whether we wanted to have a Norwegian or English questionnaire. After discussing with our collaborating partners in LAB-Ted, we decided to conduct the questionnaire in Norwegian even though the rest of our research would be implemented in English. It was important that the pupils understood the questions and the options they could choose between, and we concluded that it would be easier for the pupils to understand a questionnaire in Norwegian. In some of the questions they were also expected to write their own replies and it would be easier to write openly in their first language. We immediately determined that the questionnaire should be on a digital platform, as it would save us time in both sending out the questionnaire and receiving their responses. We chose the platform *Nettskjema* because it is verified by the Norwegian Center for research Data (NSD).

The purpose of the questionnaire is to find out which factors that lead to low degrees of oral participation among the pupils in the English subject. When we started working with the first two steps, we discussed the questions we believed would give us relevant information about the pupils which would be necessary for our research. We decided on themes we thought were important to focus on in the questionnaire, and chose to revolve around well-being, nervousity and motivation. All the questions we made were connected to these three topics and even though they were mainly connected to school, we also connected the topics to their daily lives. After choosing the themes, it was easy to make relevant questions that we believed would give us sufficient data. In most of the questions, there were five answer-options for the pupils to choose between and they were to choose one option. We wanted to have five answer-options because we wanted to give them the opportunity of choosing the option that suited them the best. We believed three options might be too few to choose between, and any more than five options would be too many and some of the options would be too similar to one another. We also kept in mind that the questionnaire was targeting pupils in the lower secondary school, and we therefore focused on using language they would understand. The first draft of the questionnaire was tried out on a lower secondary pupil in a different school in Tromsø and she believed the questionnaire was easy to understand. For a complete list of the questionnaire, see appendix 3.

The execution of the questionnaire starts by choosing a *selection of participants (step 3)*. It is often impossible to conduct a questionnaire with the whole target group of the population, and one must decide on a selection of the target group (Frønes & Pettersen, 2021, p. 171). There are two methods one can choose between when deciding on a selection of participants, either a probability range or non-probability range. Gleiss & Sæther (2021, p. 38) describe the probability range as a random selection of unity where all units of the population are equally likely to be selected. The goal is to have a representative selection that includes the variety found within the population. The non-probability range, however, is a generalized selection i.e., a predetermined unit, which one claims gives the same findings as the whole population (Gleiss & Sæther, 2021, p. 39). We have chosen a non-probability range because of our participation in the LAB-Ted project.

The next step is the *data collection (step 4)*, and this is the part when the information letter, declaration of consent and questionnaire are sent out to the participants (Frønes & Pettersen, 2021, p. 171). It also involves the process of collecting signatures and replies to the questionnaire. Finally, the period after the data collection starts with *managing, describing and analyzing the data (step 5)*. In the concept of data analysis, emphasis is placed on collecting, structuring and coding the data. In the last step, *description of results (step 6)*, the researcher has to present the analysis, results and discussion. In addition, thorough details of these six steps must be presented to ensure that the research is truthful, traceable and verifiable (Frønes & Pettersen, 2021, p. 171). We sent out the questionnaire with an information letter and a consent form (See appendix 2). We knew that it would be difficult to receive answers from all the classes if we did not give them a couple of weeks to give their replies. With the help from the contact teacher we collaborated with at the lower secondary school, we managed to receive responses from nearly all the classes. As we received all the responses, we obtained a complete overview of all the pupils' replies. We decided to first sort the pupils out by their classes and then collect the data from each class. Thereafter we sorted the findings by the grades and compared the findings from each grade. Our decision to compare the findings by the grades they were in would benefit the research because we may see if there are any differences in terms of motivation, nervousity and well-being among the pupils depending on the grade.

3.2.2 Action research

According to Gleiss & Sæther (Our translation, 2021, p. 53), action research is today characterized by “participants collaborating with the researcher on design, data collection and analysis (...)”. Action research was developed from Kurt Lewin’s work in the US between the 1940s and 1950s (Postholm, 2020, p. 326). His work was based on the desire to understand and lower the differences between the practice in schools and research-based knowledge. Postholm (2020, p. 326) points out that the process of action research consists of a cooperation where “researchers collaborate with teachers to develop teaching practice, employing the teachers’ needs and their ability to reflect as a starting point, instead of focusing on standards”. Lewin stated that action research involved the decisions made together within a group, where everyone was included in the whole process. This process can lead to a development within the practice field and may contribute to obtaining the changes that can occur in action research (Øgreid, 2021, p. 214). Even though the interest of action research declined within a decade in the US, the approach was quickly caught up by countries on other continents. This resulted in action research developing into different directions and since then, the understanding of action research has developed. The term can now be defined as a common name for several directions where one focuses on the actions being carried out in the field and to study the effects of the actions later (Øgreid, 2021, p. 215).

The purpose of action research is to try something new that can contribute to a change in a positive direction (Øgreid, 2021, p. 215). Tiller (2006, p. 47) suggests that the researcher should ask the question “what should and can a set of actors do to transform a given social reality into a better reality?”. This question constitutes a starting point for solving a specific challenge in the field of practice. The intention is that both researchers and the research subjects, through the design and study of the intervention, will achieve a form of mutual insight into the factors which can contribute to positive change and development. In a school context, this purpose is linked to a wider field than just the individual classroom, the individual teacher or the individual teaching plan. The purpose of the study is to contribute to the development of the field of practice in a larger perspective, such as developing knowledge about the teachers’ learning (Øgreid, 2021, p. 215). By using action research as a method, we utilized teaching methods that promote oral activity in the English classroom and reviewed our teaching methods after each lesson.

We decided to include action research as a method because we wanted to see if the class would participate more orally if we tried out different methods that focused on oral activity. We chose to start each session with a warm-up activity to help the pupils become prepared to speak English and make them more comfortable to speak English for a larger number of pupils. The warm-up activity was a homemade version of the game Alias. The class was divided into pairs, and each pair received 20 notes with words in English that they had to describe for each other in English. The other pupil had to guess the word and then they would switch roles. This warm-up activity lasted for 10 minutes each time. For the main session, we wanted to engage pupils in as much oral activity as possible and divided them into different sized groups to see if this had any effect on their willingness to participate orally. We focused on the think-pair-share strategy to see if it was more comfortable for the pupils to talk and discuss in English in pairs and smaller groups, before sharing with the whole class. We also had a different focus for the think-pair-share strategy each day. In all the sessions the pupils were expected to participate orally at the end of the session, but for the main part of each session they mostly worked in smaller groups. In the first session, they worked in pairs, in the second session they worked in small groups and in the last session they were to work mostly individually. We wanted to have a different focus each day to see if these strategies had an impact on the pupils' oral participation at the end of each session. The pupils also received reflection notes each session where they were expected to rate their oral participation on a scale from not participating at all to participating, write why or why not they participated or did not participate, write what they could do differently for the next session and what we could do differently for the next session (See appendix 5). We chose to use reflection notes in the research because we wanted to include the pupils' point of view in the action research.

3.2.2.1 Lewin's Action Research model

Kurt Lewin was the first to address action research and he visualized the process in a model visualized in figure 4. The Action Research model consists of spirals that reflect planning, acting, observing and reflecting (Postholm & Moen, 2018, p. 32). Planning involves finding a topic to research, finding ways to improve the current practice and making plans for such. Acting is when the researchers take the first step towards implementing the new plan. The next step is to observe the new plan in action and from there reflect around the effects the new plan has on the participants (Bøe, 2017, p.54-55). The Action Research model was developed in order to help researchers make changes to the current practice and obtain these changes.

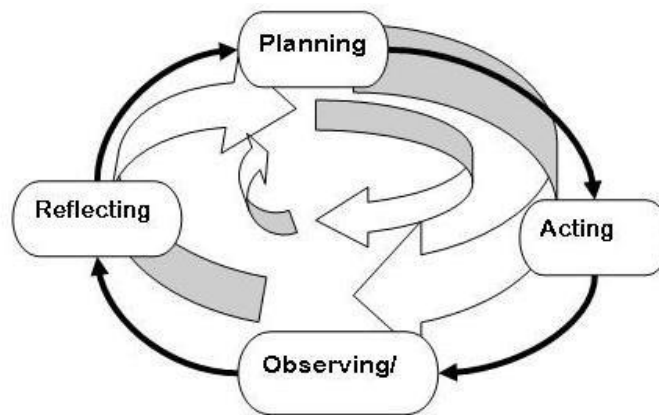


Figure 4. Lewin's Action Research Model. From *Investigating Issues and Challenges in Employing Action Research for Teacher Training in Malaysian Context*, by R. A. Rashid, 2019 (https://www.researchgate.net/publication/331524767_Investigating_Issues_and_Challenges_in_Employing_Action_Research_for_Teacher_Training_in_Malaysian_Context/figures?lo=1)

Before conducting our action research, we put a lot of time into planning the lessons we wanted to teach, and we benefitted from Lewin's (1946) Action research model. Our research process started off by raising questions about the current practice. We wanted to find alternatives to how teachers can adapt a classroom that prioritizes the pupils' psychological difficulties, and our desire to make these changes has come from previous experiences we have had when teaching English. We started to develop new schemes that included factors we believed would contribute to creating a safer classroom where the pupils would participate in oral activity without feeling nervous, insecure or anxious. The new schemes were observed, and we continued by having a discussion with our collaborating partners about the new scheme. After conducting the first lesson of our action research, we reflected on the result and adjusted it before we conducted the next session. The process continued over the period we had to conduct our action research.

3.2.3 Observation

Observation is a necessary part of action research and will help us find context between the action which is being carried out and the pupils' experience of the action. Observation is simply about putting into words what we sense (Gleiss & Sæther, 2021, p. 101). Observation can be structured in several different ways, but the most common observations are structured, semi-structured and unstructured observation (Gleiss & Sæther, 2021, p. 104). Structured observation is when the researcher observes with predetermined categories that decide what is being observed and registered. Unstructured observation is when the researcher does not have

any preplanned categories or schemes when conducting the observation, the goal is instead to gather as much information as possible about the phenomena. Semi-structured observation is a combination of both structured and unstructured observation, and it is common to benefit from different types of observation when conducting research (Christoffersen & Johannessen, 2012, p. 71-72).

We are going to use a combination of semi-structured and unstructured observation because these methods give the opportunity of seeing the whole situation instead of focusing on certain limited categories of observations. These types of observation are best suited in situations where there is not enough knowledge about the phenomenon to be observed. We want to use observation as a method throughout the whole process to study oral activity in the classroom before and during the research. Observation helps us confirm whether the findings we collected from the questionnaire are reliable and gives us the ability to observe changes the class may show related to oral activity during the action research. The strategy of triangulation can contribute to strengthening a qualitative research design and it is beneficial when seeing the different types of methods in coherence. When combining observation with other methods, the sense impressions we receive can help fill in or answer questions we require during other methods, such as questionnaire (Gleiss & Sæther, 2021, p. 102).

When we conducted the observations, we decided to use a simple observation form that focused on the three parts of the sessions: warm-up activity in the start-up, main activities and sharing in plenary towards the end. We generally observed the differences of each pupil's oral participation between these three parts, but also looked at four specific objects in each of these parts. These objects include: 1) The degree of oral participation 2) Whether they reply in Norwegian or English 3) Whether they cooperate in Norwegian or English and 4) Differences between gender. For the complete observation form, see appendix 6. We also conducted the English sessions with focus on three different types of oral participation. The first session mostly consisted of tasks which required pupils to work in pairs. In the second session, the pupils mainly worked in groups of four or five for most of the time. For the third and final session, the pupils were to work individually and participate orally in plenary towards the end without first discussing with a partner or group. We chose to have a different focus in each session to see if there were any grand changes among these different types of oral activity.

An observer can use different types of roles when a situation is to be observed. The difference between these roles is how much the observer participates in the situations that are being observed, and these roles are distinguished between being a fully participant observer, partial participant observer and non-participant observer (Dalland, Bjørnstad & Andersson-Bakken, 2021, p. 136). As a fully participant observer, one takes part in the activity and the environment that is being observed. In school context, the observer takes on the role of teacher and becomes almost invisible as observer. This is beneficial because the research subjects do not become distracted by an observer at the back of the classroom. However, it can be challenging to take on the role as both teacher and observer, to act naturally in order to see natural interactions between the research subject and to take notes while observing (Dalland, Bjørnstad & Andersson-Bakken, 2021, p. 137). The role as a partial participant observer involves interacting with the research subjects in the social context, but not in the activity to be observed. The observer can ask questions and converse with the research subjects and observe them at a closer hold when the activity to be observed is not conducted. In both of these roles, the observer often has knowledge about the pupils, and it can be challenging to stay objective when taking notes (Dalland, Bjørnstad & Andersson-Bakken, 2021, p. 138).

Among classroom researchers, the most popular role is the non-participant observer because the researchers often do not have any knowledge of the pupils, classes or teachers (Dalland, Bjørnstad & Andersson-Bakken, 2021, p. 138). To stay objective, the observer interacts as little as possible with the research subjects and takes notes in an observation form while the observation takes place. No matter which role of observer one chooses, observation will always involve interactions between the researcher and research subject. Pupils will often wonder why a researcher is in the classroom, so one should introduce oneself and share what the researcher does and why the researcher is observing the class. The research subjects must always be informed that research is being carried out and can never assume the role as a hidden observer (Dalland, Bjørnstad & Andersson-Bakken, 2021, p. 139). Initially, we decided that the observer should have a non-participant role to observe as much as possible. We knew the pupils were not affected by our presence, as we had observed the class before conducting the action research. This also gave us the impression that it would not make a difference whether the contact teacher or one of us conducted the teaching scheme. We chose this strategy because we wanted to have one of us fully focusing on observing the class and taking notes. However, the one who carried out the teaching scheme would take the role as a

fully participating observer. We found it beneficial that we both observed, even though only the non-participant observer took notes. It is difficult for one person to notice everything that happens in a classroom, and we retrieved more observations when we both were focused on this task.

3.3 Analysis of data

The data collected from the different methods need to be analyzed and interpreted. Analyzing data includes dividing the data material into different parts and studying how these parts correlate to each other. It considers finding common features and creating meaning through these new categories that occur during the analysis (Gleiss & Sæther, 2021, p.170). As our data have been collected through both qualitative and quantitative approaches, we will divide the analysis into two parts, the analysis of our quantitative data and the analysis of our qualitative data. Analyzing quantitative data involves counting with the use of statistical techniques, while analyzing qualitative data involves processing text (Christoffersen & Johannessen, 2012, p. 19).

3.3.1 Analysis of quantitative data

The analysis of the quantitative data from a questionnaire depends on whether the questions asked are qualitative or quantitative (Gleiss & Sæther, 2021, p.158). Our questionnaire included both qualitative and quantitative questions, but in this part of the analysis we will look at the quantitative questions, in other words closed-ended questions. The questions that were quantitative had five answer options on each question, and the pupils were expected to select one of the options. These options ranged from low to high, and included degrees of confidence, motivation, nervousity and the degree of classroom environment and well-being in the class. When presenting the analysis of the questionnaire, we decided to exclude the findings from the 9th grade class and rather compare the differences of the findings between the 8th grade to 10th grade. We decided to only focus on the replies from the 8th graders and the 10th graders because of the number of participants in the different grades. There was a total of three classes that participated from both the 8th grade and the 10th grade, but only one class from the 9th graders that replied to the questionnaire. We therefore concluded that it would be difficult to compare the replies from one 9th grade class with three times as many responses from the two other grades.

There are some different ways to analyze quantitative data, and one method is to use data programs, such as Excel, to conduct simple calculations and make graphical representations of the data material (Gleiss & Sæther, 2021, p. 159). Univariate is one variant of a statistical analysis, and the goal of this analysis is to see how the different answers from the respondents distribute on one variable. This is done by counting how many participants have answered the different answer options and by presenting the answer in a table (Gleiss & Sæther, 2021, p. 160). When analyzing our findings, we chose to divide the responses into three different degrees instead of five because we found it more useful when presenting the findings and easier to see correlations between the grades and the different questions asked. We chose to merge the options “Never” and “Rarely” and the options “Always” and “Often” because it was easier for us to analyze the data and we believe that it does not affect the results. We benefited from the univariate of analyzing quantitative data and made graphical representations in Excel that showed how the participants had answered the different questions. This analysis has given us the opportunity to show our findings in a clear and well-ordered manner, where we can highlight the important results of the questionnaire.

3.3.2 Analysis of qualitative data

The qualitative data of our research involves a few questions from the questionnaire, the observation and pupils’ reflection notes. The qualitative analysis phase is based on an active process where the researcher creates meaning of the data by grouping elements that have different common features (Gleiss & Sæther, 2021, p. 170). These groupings can either be based on ways in which texts or research participants create meaning by sorting and grouping elements or by the researcher seeing common features between elements and creating categories. By analyzing the data over a period and seeing the different parts in coherence with each other and with theory, the researcher can develop a more nuanced understanding of the entirety of the data. There are different analytical methods one can use to help concretize how the data can be analyzed (Gleiss & Sæther, 2021, p. 171). When the researcher uses an inductive analytical method, the categories are collected from the data. In the opposite method, a deductive analysis, the categories are established in advance. We decided to use a combination of both the inductive and deductive analytical method, an abductive analysis, because the categories are both collected from the data and developed on the basis of theory and literature (Gleiss & Sæther, 2021, p. 171).

In our research, we have created the categories through the observations of common features and by comparing the data from both the questionnaire, observation and pupils' reflection notes. The three qualitative questions in the questionnaire were analyzed by dividing the pupils' replies into different categories. These questions were focusing on why or why not the pupils were nervous in school, why or why not they were nervous in the English sessions and whether they wanted to add additional information about their nervousity. Their replies were first categorized as not nervous, nervousity connected to internal factors and nervousity connected to external factors, and were studied without separating their replies based on their grade. We later separated the responses based on grade to see if there were any differences between the 8th grade and the 10th grade and to see if their age difference has any effect on the level of nervousity. We used the qualitative questions as a pointer to determine which class to conduct the action research in.

When comparing the differences between the different classes, we noticed that the class we decided to conduct the research with had the same number of boys and girls and had somewhat similar replies on their degree of motivation and nervousity. We found it most relevant to conduct the action research in a class with pupils who were in the 8th grade, because the findings from the questionnaire revealed that the pupils' motivation decreased and nervousity increased from the 8th grade to the 10th grade. We wanted to choose an 8th grade class to see if there was a teaching method that could change the negative impact on their motivation and nervousity. The three 8th grade classes gave quite similar findings, but the class we chose to conduct the action research had little difference between the genders compared to the other two classes. Initially, we also wanted to compare findings between the genders and this class was therefore favorable. The contact teacher we cooperated with was also the teacher in this class, which was beneficial to us because the teacher was flexible in terms of when we could hold the different sessions and how we carried out the teaching as long as we stayed on the planned topic.

After collecting the data through observation, the researcher is often left with complex and large amounts of data that must be analyzed. There are often many pages of field notes, and the researcher has to select which data to include in the research. The first phase of the analysis process is called condensation or reduction and involves a preliminary sorting of the data to reduce the complexity (Eriksen & Svanes, 2021, p. 287). When the first phase is completed, the researcher can divide the data into more detailed categories. The categories

will shape the researcher's focus and interpretations and are decisive for the results of the study (Eriksen & Svanes, 2021, p. 287). When analyzing the observation, we compared the notes from each session and saw if the action research we conducted resulted in more orally participating pupils. We looked at the degree of pupils' oral participation, whether they replied to questions in Norwegian or in English, whether they cooperated in Norwegian or in English and we looked at the different amount of oral participation when they spoke individually in front of the class, in pairs or in groups. These were the categories we looked at specifically for each session, but we also took notes on other observations we found relevant, such as the pupils' reaction to oral participation and the number of pupils who participated orally in each part of the sessions. When analyzing the pupils' reflection notes, we separated their replies into different categories, which included high levels of nervousity and insecurity when they are expected to participate orally in English and the necessity of external motivation such as interesting topics and motivation from the teacher.

3.4 Credibility

In research, the quality of the study controls the credibility of the findings and conclusions which the researcher presents. This quality is represented by the concepts of validity and reliability, and both concepts are used as a starting point in situations where the quality of the research is to be assessed (Gleiss & Sæther, 2021, p. 201). To be able to carry out a research project where reliability and validity are central values, we must be aware of our role as researchers and convince the reader that the findings and conclusions we present are real. In addition, we must include risks of selected methods and possible sources of error in the data material. Validity and reliability are an important part of any research and contribute to the credibility of the research. This section will address the validity and reliability of our research.

3.4.1 Validity

Validity involves the quality of the data material and presents the researcher's thoughts and conclusions. Namely, the validity shows that the research is coherent with the research questions (Frønes & Pettersen, 2021, p. 200). Christoffersen and Johannessen (2012, p. 24) say that there are different types of validity, and one of these is called Concept validity. Concept validity concerns the relationships between the general phenomena that is being investigated and the specific data one retrieves, and where the researcher asks whether the

data are good (valid) representations of the general phenomenon. Validity is in other words the process of determining if different parts of a research are connected. We find it important to always pay attention to the validity of our research and we discuss if we are researching what we claim to research. When discussing the validity of the research, one should investigate some different aspects of it, such as if the researchers are answering the research question using the data they have gathered, or if the participants and the chosen method will contribute to finding answers that represent the real world or not (Gleiss & Sæther, 2021, p.204). Our research has departed from the hypothesis that pupils find it difficult to participate in oral activity in English and is developed from our own experience as pupils and teachers. We have also discussed this issue with practice teachers through our years as students. The further process of investigating our research question has been developed and changed throughout the process, and we will therefore address some aspects that have affected the validity of our research.

One aspect of our research that affected the validity was our use of a questionnaire. When developing a questionnaire, one needs to operationalize a concept and the validity of the research will be affected by this, and it depends on how well the researcher manages to do so. In educational research, the researcher is dependent on asking questions that are difficult to measure, such as motivation, learning and competence (Gleiss & Sæther, 2021, p. 205). In our questionnaire, we wanted to investigate the pupils' nervousness, motivation and effort in school, in the English lessons and in their spare time. These concepts are difficult to measure and our decisions on how we formulate and ask these questions become relevant. If the questions become difficult for the pupils to understand, their answers might not represent reality. If the participants do not understand the terminology, they will not be able to answer the questions as intended and some of the findings can be affected by this. We do, however, believe that our decision of asking someone in the same age group to answer the questionnaire before we carried it out benefited us in the process of formulating our questions correctly. It helped us detect questions that could be difficult to understand which could result in inaccurate responses.

In the questionnaire, we had unfortunately forgotten to only let the pupils choose one option, which resulted in some of them choosing several options in some of the questions. In these cases, we decided to still include their replies, but we only counted the option they chose that was in the middle of the other options they also had ticked off. Some of these responses might

therefore not be the ones all the pupils would have chosen if they only had the option of choosing one of the five options, which could have affected the result we present.

In questionnaires it is also difficult to determine whether the participants are answering truthfully or not. In some cases, the participants of a questionnaire can pick and choose answers at random or answer something other than what they actually believe. This will be difficult to detect, but we believe the high number of participants we included in the questionnaire will contribute to increasing validity even if some might not have answered truthfully.

An important part of action research is to spend a great amount of time on the process and to make changes in the teaching scheme during the process (Postholm, 2020, p. 326). Because of the time we had available and due to the Covid-19 pandemic, we did not conduct as many lessons as we had originally planned and therefore were not able to make enough changes to the scheme. Although we did not conduct research that lasted over a longer period and we did not make any great changes, we still believe that our research can be defined as action research. We collaborated with the contact teacher in the class over a long period of time, we included the pupils in our research, and we observed two sessions to see what we could include in the four sessions we were to teach to make the pupils feel safer in participating orally in English. Even though we were not able to conduct all the sessions we planned for, we managed to make some changes and see progressions in the 8th grader class.

Interviews can contribute to confirming or denying the observations made previously, and it could give the participants the opportunity to explain their behavior as well as bringing more clarity to the findings (Gleiss & Sæter, 2021, p. 78). We had originally planned to carry out an interview with a few selected pupils from the class we conducted the action research in.

Unfortunately, the pandemic resulted in a considerable number of pupils being absent, and due to sickness from us as well led to the decision to remove the research method. Instead of conducting an interview, we asked some groups informal questions during the sessions, which turned out to give us answers that strengthened our findings from the observations. This made us deviate from our original plan which impacted our validity, but we believe the change was minor and therefore still provided us with information that represented the reality in the class.

Triangulation is an aspect that contributes to increasing the validity of the research and that the information collected is as accurate as possible (Gleiss & Sæther, 2021, p. 205).

Triangulation is when the researcher benefits from two or more sources, analyzing procedures or methods when investigating a phenomenon or a research question (Brevik & Mathè, 2021, p. 50). In our research, triangulation was achieved by using both a quantitative and qualitative approach, which included questionnaire, action research and observation. The findings we retrieved from the questionnaire were confirmed by the findings we received from observing the action research. This gave us the possibility to see if the data from one of the different methods correlated with data we retrieved from another. We have been able to analyze data we got from the questionnaire and observation and compare these to each other to find correlations or deviations. Triangulation has therefore increased the validity of our research.

3.4.2 Reliability

The term reliability is used to determine the quality of the research process and the credibility of the research. To show reliability, it must be demonstrated that the results would present similar findings if the study had been carried out in a similar context with a similar group (Cohen, et al., 2018, p. 268). Reliability is, in other words, the process of evaluating research credibility, and it is important to detect if the data material has been affected by the way it has been collected or if it is possible to replicate (Gleiss & Sæther, 2021, p. 202). Behind these points lies an assumption of the researcher's capability to be objective and stay unbiased through the research. If the researcher is not objective, the participants can be affected by the researcher's presence during observations and by the way the researcher asks the questions in an interview or questionnaire. In addition, the researcher has to make sure not to affect the analysis of the data material (Gleiss & Sæther, 2021, p. 203).

When discussing the reliability of the research, one needs to determine if the data are beneficial for the research, how the data have been retrieved and how they have been processed (Christoffersen & Johannessen, 2012, p. 23). During the process of preparing and conducting research, it was important for us as researchers to be objective to the questions we asked not to risk affecting the participants' answer. We managed to stay objective because we did not have any knowledge of the pupils in the class and the researcher kept an observing role and did not interfere with the pupils. Our data has been retrieved by three different methods, and they have been processed by us, our collaborating partners and with the help of Excel. However, we cannot say that our findings are significant because we did not use the

statistical program SPSS. We decided to not use SPSS because we have benefited from Mixed Methods and therefore, we did not believe the reliability of the study would be negatively affected. SPSS would have contributed to increasing our study's reliability and made the findings significant. It was also time consuming to analyze the questionnaire, observation scheme and the pupils' reflection notes, which resulted in a short amount of time left to learn how to use SPSS.

In the second week we encountered some difficulties due to the COVID-19 pandemic. Half the class and one of us were absent due to sickness in the third session. We solved the issue of having one of us still conduct the session but this time we asked our supervisor and the contact teacher to observe. The researcher who originally had the role as a non-participant observer now became the fully participant observer while our supervisor and the contact teacher we collaborated with took on the role as non-participant observers. This gave us the opportunity to complete the planned session. It is difficult to detect whether the contact teacher was objective in her observations because she knew the class and had a pupil-teacher relationship and even though our supervisor was objective, she had not participated in any previous sessions and could not tell whether the pupils participated more or less orally than usual. However, the researcher was also observing while conducting the teaching and we still believe that she managed to keep an objective role during this session because she had not interacted with the pupils prior to this session. The fourth session was unfortunately cancelled due to the pandemic, and we therefore lost the final session.

Our reliability has also been affected by the fact that the pupils did not manage to complete their reflection notes and our decision not to conduct an interview. The Covid-19 pandemic led to a sudden end to our action research, which resulted in only 10 out of 24 pupils being able to fill out the reflection notes, and the findings from these might therefore not be representative of the whole class. The absence also led to the decision not to conduct an interview, but instead ask questions in an informal setting during the action research. This may have impacted on the answers from the pupils which could affect the result of our research. Therefore, we cannot say with certainty that our result would be exactly the same if the research had been conducted in a different class. Interview as a method would also have strengthened the findings from the observation and the questionnaire because it would show if there were contradictions or coherence between the findings. This method could also contribute to strengthening the triangulation, which would strengthen the quality of the study.

We do, however, believe that an interview would not give us much more new information than we already had retrieved from the questionnaire, action research and observation.

3.5 Research Ethics

This research project has been approved by the Norwegian Center for Research Data (See appendix 1). We have followed their guidelines regarding storage of data material and the data have been anonymized. We have also received approval from the lower secondary school where we conducted the research and informed the parents and pupils through a consent form. The pupils were informed about our research project, their role in it and how we intended to store and anonymize the data material they help us retrieve.

Consent, anonymization and trust are important principles for the ethics of research. The participants must gain knowledge about their part in the project and give consent to their participation, as well as the opportunity to withdraw if needed (The National Research Ethics Committee, 2021, p. 17). We gave our participants this opportunity and did not proceed with the research until the participants were informed about their role and the opportunity to not partake in the research. The researcher must find a great balance between the information that is crucial for the research and the information that can make the participants recognizable (Gleiss & Sæther, 2021, p.187). In our research, we have focused on keeping our participants anonymous and have therefore not mentioned the school, teacher or pupils by name, or given any additional information about their background besides their age and gender. That is because we believe it is important to know the pupils' grade and their gender in order to understand our data. Trust is an important part of research and there must be an agreement of confidentiality between the researcher and participants. If the researchers promise confidentiality, the information from the research needs to be treated confidentially and not passed on in ways that go beyond the agreement (The National Research Ethics Committee, 2021, p. 21). We have promised our participants confidentiality and have therefore focused on keeping this promise in order to obtain a good relationship with them. Retrieving consent, keeping the participants anonymous and keeping this agreement are all aspects that strengthens our research and our roles as researchers.

In every research project, it is necessary to take ethical considerations into account, and The National Research Ethics Committee (2019) has developed four principles one should follow when conducting research. These are respect, good consequences, fairness and integrity.

Respect refers to treating all the participants with equal respect, good consequences is about conducting research that involves activities that provide good consequences, fairness includes creating a research project that is fairly designed and executed, and integrity applies to how the researcher is obliged to follow recognized norms and to act responsibly, openly and honestly with colleagues and the public (The National Research Ethics Committee, 2019). We believe that we have conducted research that has respected the pupils, teachers, school and the data we retrieved. Our research has been carried out with the intention of providing results that have good consequences in the research field and for the pupils, teachers and school. Our activities have been developed in order to improve the pupils' willingness to communicate, and we did not believe the activities would come with any negative consequences. The fairness of our research has been intact, we believe it has been conducted in a way that has not treated any participants unfairly. We have followed the norms and rules we as researchers are set to follow and have thus kept the integrity of the research.

4 Presentation of findings

In this chapter we will present our findings from the research we have conducted. We are going to present the findings we have gathered from the questionnaire, observation and pupils' reflection notes. First, we will present the findings we conducted from the questionnaire. Secondly, we will present the findings we gathered from the action research through observation and from the pupils' reflection notes.

4.1 Findings from questionnaire

The findings from the questionnaire are organized into different categories, confidence, classroom environment, motivation and nervousity. Every table is sectioned between low, middle and high and the results from the 8th grade pupils are separated from the 10th grade pupils. The findings are based on 65 pupils from the 8th grade and 62 pupils from the 10th grade. The dark blue represents 8th grade, and the light blue represents 10th grade.

4.1.1 Confidence

The first aspect we looked at in the questionnaire was degree of confidence in the classroom, and we divided between confidence in general (figure 5) and confidence in the English subject (figure 6). Our findings regarding the degree of confidence in the general classroom reveal that pupils from the 8th grade show a greater degree of confidence in Norwegian than those from the 10th grade. In figure 5 we can see that 8% of the 8th graders say that they have a low degree of confidence in the classroom, and 23% of the 10th graders express the same. Both the 8th graders and the 10th graders have approximately the same number of pupils that report that they have a middle degree of confidence. In the last section of the diagram, we can see that the 8th graders express much higher confidence than the 10th graders. 54% of the 8th graders versus 35% of 10th graders say that they have high confidence in the general classroom.

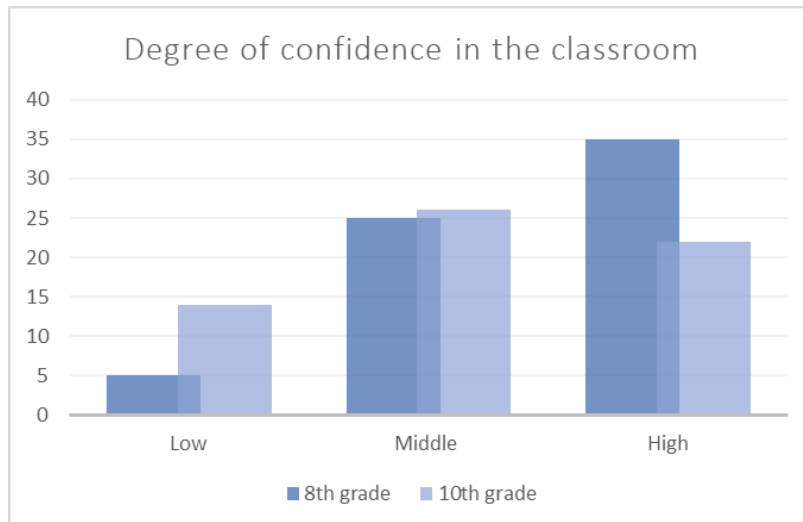


Figure 5. Degree of confidence in the classroom

Our findings regarding the degree of confidence in speaking in the English classroom reveal that 10th graders report a higher level of confidence than the 8th graders. This is illustrated below in figure 6. The findings from figure 5 and figure 6 show that the two grades give different answers regarding confidence. In figure 5, the 8th graders report a higher level of confidence in the classroom than the 10th graders, but in figure 6 the 10th graders express a higher level of confidence than the 8th graders in the English classroom. In figure 6, 15% of the 8th graders report a low degree of confidence in the English classroom, whereas 10% of the 10th graders said the same. 40% of the 8th graders and 34% of the 10th graders reply that they have a middle degree of confidence. In the last bar, we see that 45% of the 8th graders and 56% of the 10th graders have a high degree of confidence in the English classroom.

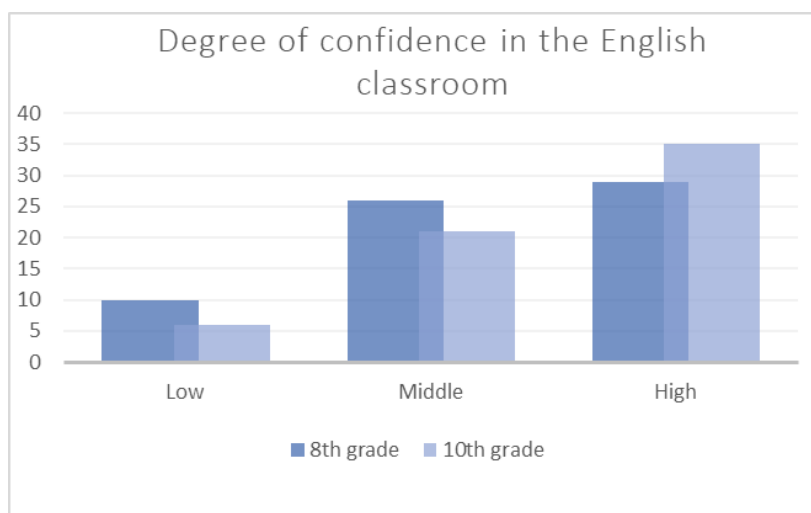


Figure 6. Degree of confidence in the English classroom

4.1.2 Classroom environment

Our second finding from the questionnaire shows differences between the two grades in regards of classroom environment. In the first figure (figure 7) the pupils have answered based on their own well-being in the classroom. It is clear that both grades appear to be thriving in their classrooms, but the 8th graders show a higher degree of well-being. We can see that there is only 1,5% of the pupils in the 8th grade that say they do not thrive in the classroom, and 8% of the pupils from the 10th grade reply the same. 17% of the pupils in 8th grade say that their well-being in the classroom is all-right, and 27% of the pupils in the 10th grade report the same. As many as 81,5% of the 8th graders and 65% of the 10th graders address that they feel high levels of well-being in the classroom.

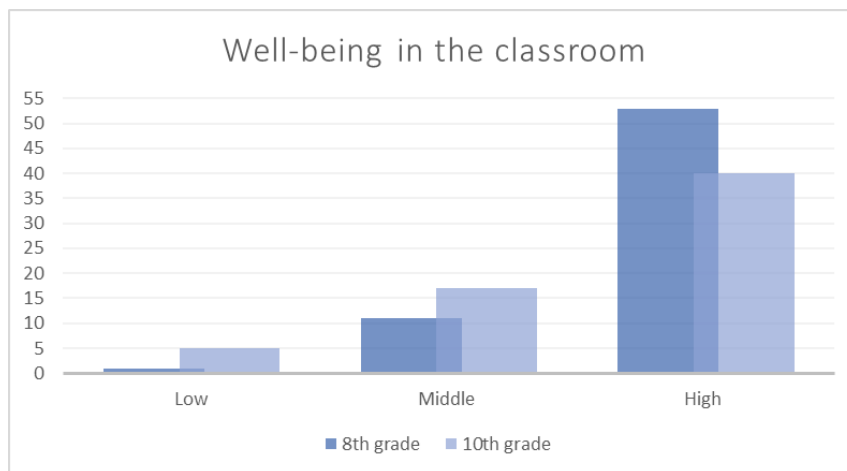


Figure 7. Well-being in the classroom

Regarding the question about pupils' experiences of the classroom environment, the result of the responses suggests that both the grades believe that there is a good classroom environment and there are few differences between their replies. This result is illustrated in figure 8. 9% of the 8th graders remark that they believe the classroom environment is bad, while 8% of the 10th graders give the same report. Out of the pupils who say the classroom environment is fine, 34% of them are 8th graders and 39% are 10th graders. 57% of the 8th graders and 53% of the 10th graders express that the classroom environment is good.

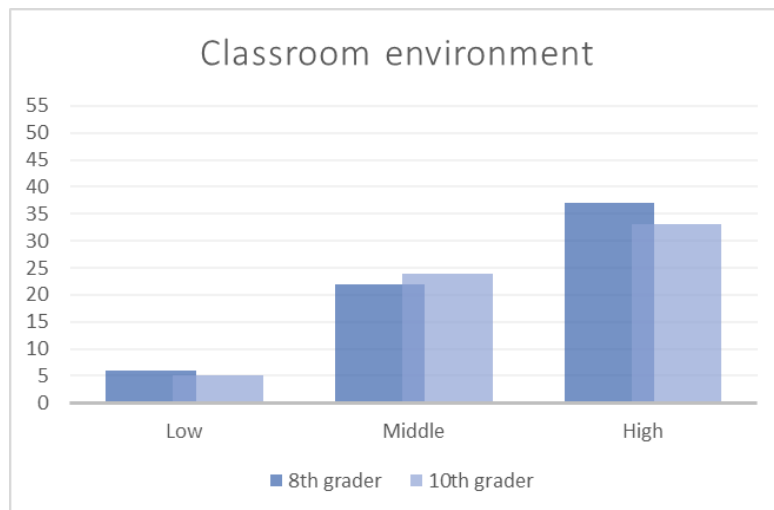


Figure 8. Classroom environment

4.1.3 Motivation

In this section, we have looked at pupils' degree of motivation in school and in the English classroom. The result from pupils' degree of motivation in school implies that there is a great difference in motivation for school between the two grades, and the 8th graders are evidently more motivated. Figure 9 shows that 12% of the 8th graders responded to the question report that they have a low degree of motivation for school and out of the 10th graders, 44% of them express a low degree of motivation. 32% out of the 8th graders and 27% of the 10th graders say that their motivation for school is on the middle of the spectrum. As many as 56% of the 8th graders express a high degree of motivation and only 29% of the 10th graders say the same.

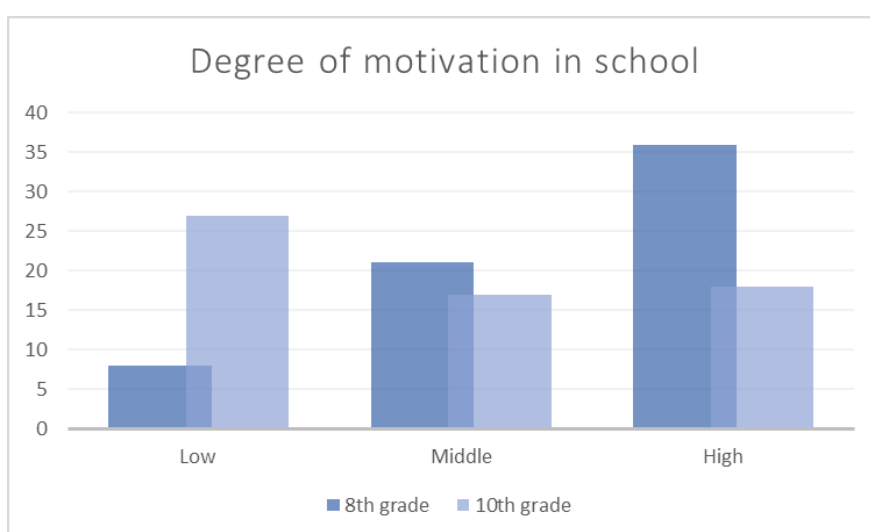


Figure 9. Degree of motivation in school

Regarding the degree of motivation in the English subject, the main finding reveals that both the grades have a high level of motivation in the English subject, but a larger share of the 8th graders say that they have a low degree of motivation than the 10th graders. The findings from figure 9 and figure 10 show that the two grades give different answers regarding motivation in school and in the English subject. The 8th graders express that they are motivated both in school and in the English subject, but a greater number say that they have a low degree of motivation in the English subject. The 10th graders, however, say that they have a low degree of motivation in school, but a high degree of motivation in the English subject. As seen in figure 10, 26% of the pupils in the 8th grade express that they have little motivation in English, and only 6% of the pupils in 10th grade reply the same. 17% of the 8th graders and 39% of the 10th graders report that their motivation in the English subject is fine. In the last section of the diagram, 57% of the 8th graders say they have high degrees of motivation and 55% of the 10th graders report the same.

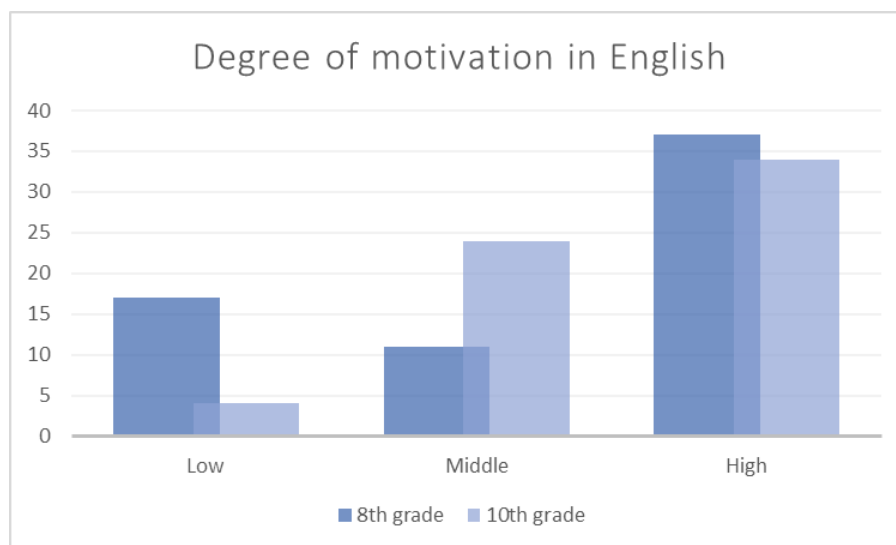


Figure 10. Degree of motivation in English

4.1.4 Nervosity

The last aspect we looked at is nervosity connected to the daily life, when speaking in class in general and when speaking in the English classroom. We can see that there are high levels of anxiety in the lower secondary pupils. However, the 8th graders are often more nervous than the 10th graders and few of them report that they are rarely nervous in their daily life. In figure 11, we present findings from pupils' replies to nervosity in their daily life. 17% of the 8th graders express that they are rarely nervous in their daily life and 40% of the 10th graders say the same. 34% of the 8th graders and 23% of the 10th graders address that they are sometimes nervous, and 49% of the 8th graders and 37% of the 10th graders report that they are often nervous in their daily life.

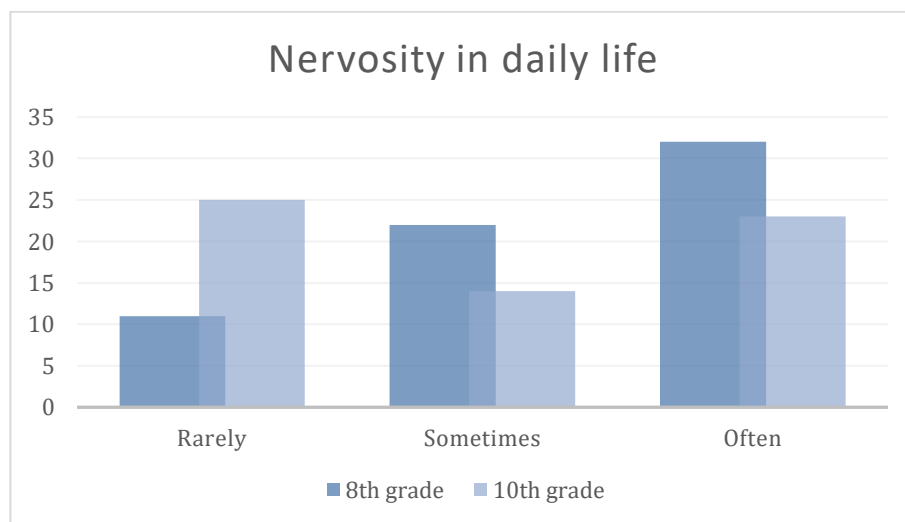


Figure 11. Nervosity in daily life

Regarding the degree of nervosity when speaking in class, the main finding shows that both grades have similar thoughts of nervosity connected to speaking in class, but a higher number of 8th graders report that they rarely become nervous. In figure 11, there is a higher level of nervosity among the pupils in their daily life compared to their replies in figure 12, where fewer pupils report that they are often nervous when speaking in class. In the general classroom, 40% of the 8th graders and 34% of the 10th graders remark that they rarely become nervous when participating orally (figure 12). 29% of the 8th graders say that they sometimes become nervous when speaking in class, and 34% of the 10th graders express the same. The same number of 8th graders and 10th graders address that they often become nervous when they have to speak in class.

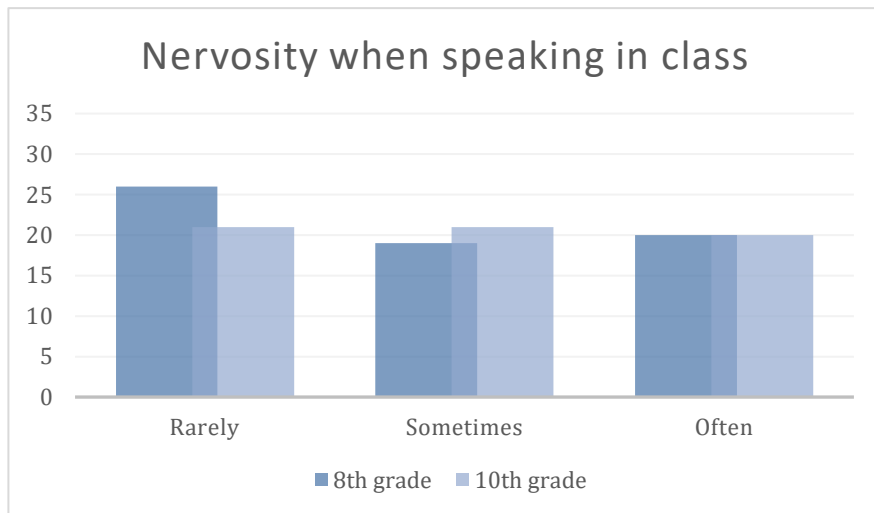


Figure 12. Nervosity when speaking in class

Our findings regarding pupils' nervousness when speaking in English class reveal that a greater number of 8th grade pupils express that they are rarely nervous compared to 10th grade pupils. This is illustrated below in figure 13. Findings from figure 12 and figure 13 show that the 10th grade pupils share similar replies in their degree of nervousness when speaking in Norwegian class and English class. However, a higher number of the 8th graders say that they are rarely nervous when speaking in the English class compared to the Norwegian class. We can also see that the pupils report that they are more often nervous in their daily life than in the Norwegian and English classroom. 48% of the 8th graders and 34% of the 10th graders report that they are rarely nervous when participating orally in English. 23% of the 8th graders say that they are sometimes nervous when speaking English and 39% of the 10th graders express the same. 29% of the 8th graders and 27% of the 10th graders report that they are often nervous when they are expected to speak in the English classroom.

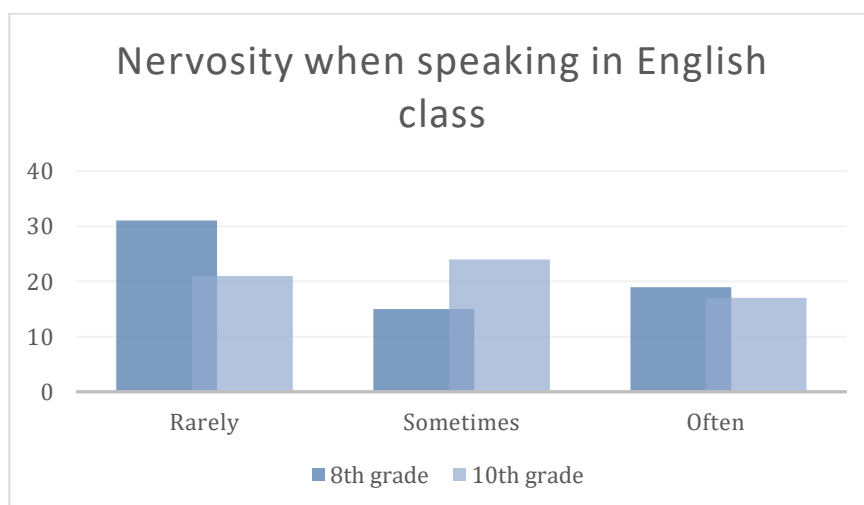


Figure 13. Nervosity when speaking in the English classroom

4.2 Findings from pupils' reflection notes and observation

As seen thus far, the main findings from the questionnaire suggest that there are great variations between the categories and the pupils' responses. In this section, we will present our data from the qualitative research. The findings have been retrieved through our action research and contain results from the pupils' reflection notes and our own observations. We will first share the pupils' reflection notes of their oral participation in English and later look at our observation.

4.2.1 Findings from pupils' reflection notes

During our action research, it became clear that the pupils relied heavily on external motivation from their teacher when they are encouraged to speak English. In different situations, especially when working in pairs or groups, we noticed that the pupils would mainly speak Norwegian and would not speak English unless they were told to. If the teacher was not constantly encouraging and reminding the pupils that they needed to participate and speak in English, she would receive little to no oral activity from them. The pupils themselves said that they would participate more orally if they could speak in Norwegian because they find it difficult to participate when they must speak English. Others also expressed that they wanted the teacher to motivate them and remind them to participate orally in the English class. We experienced that when the teacher focused on external motivation the oral participation increased.

In the pupils' reflection notes we retrieved information about their own viewpoints regarding their participation and effort in class. One of the pupils expressed that she did not participate much in the English sessions. She said that this was not the teacher's fault but that *she* was responsible for increasing her oral participation in the English classroom. In their feedback through reflection notes, 32% of the pupils stated that encouragement from the teacher contributes to more oral activity. Another point that became clear when reading the pupils' reflection notes was that the different roles, games and similar tasks we gave them were interesting, fun and motivational. 27% of the pupils pointed out that when we provided them with different tasks they found engaging, they became more motivated to participate orally in English. We also noticed that many of the pupils are not confident in the English subject. 36% of the pupils said that they have low confidence when they have to participate orally in the English.

4.2.2 Findings from observation

When observing the class before and during our action research we discovered some interesting findings. We observed that the pupils were reluctant to participate orally and many of them also stated that they thought it was intimidating to speak out loud in front of a large group. Some of the pupils we encountered showed signs of negative feelings of using oral English in class. They expressed fears of being judged by others, not being as good as they should be or not as good as their classmates. We noticed that most of the pupils did not raise their hands, avoided eye contact and started touching their hands when the class were asked questions. One example of this was when the teacher asked the class about their experience of the previous activity and all the pupils avoided eye contact with the teacher and looked at the pupil who usually would respond in these types of situations. We as teachers experienced the class as tense and nervous when we expected oral communication from them without any preparation. When working in groups, one of the groups told the teacher that it was intimidating to speak English in front of the class because they could not share in Norwegian, and because many pupils were listening.

We observed a clear difference between the Norwegian and English session conducted by the contact teacher and the first session we conducted. If we compare these sessions, there was a greater amount of oral participation in the contact teacher's sessions. Pupils seemed more engaged in the sessions the contact teacher conducted because of exciting themes. In the Norwegian session the pupils spoke freely about a familiar and interesting topic, and as many as 54% of the pupils participated orally. In the English session conducted by the contact teacher right after the Norwegian session, the oral activity was lower but still relatively high compared to the pre-knowledge we had gathered about the class. The pupils' motivation to participate in oral activity when the topic is interesting to them seemed to be high, but we later observed that when the topic and the tasks are difficult to understand the pupils' motivation for oral activity decreases. In one of the sessions we conducted in the action research, we saw that the motivation decreased when they did not understand the task we provided them, which led to little oral activity. This was also obvious in situations where the pupils did not receive enough time to think through questions from the teacher before they were expected to provide an answer. In the first session, the teacher expected an answer after a short amount of time and in the following sessions, the teacher waited longer so the pupils were able to think through the questions before answering. We chose to focus on giving the

pupils more time after discussing the issue with the contact teacher. The oral participation increased as a result of the extra time the pupils had to think.

We noticed great differences between the times where the pupils were expected to participate orally without interacting with their classmates and the times they were working in pairs or groups before sharing. In the first action research session we conducted, the pupils did not interact in conversations with their classmates before they were expected to share in plenary. This resulted in only 8% of the pupils participating orally in English after much external motivation from the teacher. In the next sessions, Alias, Think-Pair-Share and scaffolding had a great impact on pupils' oral participation and we observed that they became more willing to communicate in English. In the beginning of the sessions, we included the warm-up activity Alias where the pupils were teamed up and played the game in English. When they were expected to participate orally after the warm-up activity, 29% of the pupils participated orally in plural. For the rest of the sessions, we focused on scaffolding and Think-Pair-Share, and by the end of the sessions when they shared what they had worked with in plural, 83% of the pupils participated orally in English. This was a great difference from the session where we did not use think-pair-share and scaffolding before oral activities.

After analyzing the findings from the questionnaire and observations, we noticed that the findings were contradictory. In the questionnaire, the main findings from the 8th graders reveal that they experience high levels of well-being and confidence in the English classroom, are motivated for English and have low levels of nervousity in the English classroom. The main findings from pupils' reflection notes and our observation show that they are motivated when the teacher provides external motivation and when they find the topic interesting, they also express high levels of nervousity and insecurity when they are expected to participate orally in English. Our analysis reveals that the pupils' replies from the questionnaire are not coherent with the observations. The pupils say in the questionnaire that they are motivated in the English classroom, but our observations told us otherwise. We experienced that they had low amounts of internal motivation and depended heavily on external motivation. We also noticed that the pupils were not as confident as they expressed in the questionnaire, and we experienced the pupils as nervous during our action research. It is, however, difficult to determine whether the findings would be contradictory for the 10th graders as well because we did not conduct any observations in this grade.

5 Discussion

In this chapter, we will discuss our findings in light of the theory and previous research we have presented. Our discussion will try to provide an answer to our main research question:

How can we as teachers contribute to creating a safe classroom where pupils participate in oral activity in the English classroom without insecurity, nervousity and anxiety?

We have further developed two research questions that will help us answer our main research question:

1. *Which factors can lead to low degrees of oral participation among the pupils in the English subject?*
2. *What can teachers do to reduce the psychological difficulties in the English classroom?*

We have divided our discussion into four sections, where each section represents major categories from our findings. These categories are (1) lack of confidence and low self-esteem, (2) anxiety as a consequence of not feeling safe in the English classroom, (3) motivation for second language learning and (4) beneficial teaching strategies: Think-Pair-Share and scaffolding. The discussion will depart from these findings, and we will discuss them separately in this chapter.

5.1 Lack of confidence and low self-esteem

Confidence and self-esteem are two important aspects in every part of a pupil's life, and this includes learning situations such as oral activity in the English subject. As our findings from the observation and the pupils' reflection notes show, the pupils' express low levels of confidence in the English subject. It is not the lack of academic knowledge that is the reason for pupils' unwillingness to communicate. They do not seem to be confident in their own abilities even though they might have high enough competence in oral English. The pupils often had the answer correct but did not want to speak unless they were heavily motivated by the teacher. This may correlate to the research Gjerde (2020) carried out, where she points out that the anxious feeling many pupils experience when speaking English is connected to their

low self-esteem and that it is often the *high-achieving* pupils who are the most anxious. We believe that the pupils' low self-esteem in English might affect their learning outcome negatively. Pupils who are not confident in their oral English might not develop their oral skills in the English subject as the curriculum states. As we have seen from Swain's Output hypothesis (2005, p. 472), producing a language (output) in second language learning is as important as receiving input (Krahsen, 1985, p. 80), given that pupils are willing to communicate. Therefore, the teacher should focus on including learning strategies that can contribute to increasing pupils' self-esteem in English, such as Think-Pair-Share, so that they would feel more confident to speak English. By including different types of learning strategies in the English classroom, the pupils might find it easier to participate orally and increase their self-esteem in English.

We believe that one aspect of the pupils' unwillingness to communicate was the fact that they learned about the Sami people. This was an unfamiliar topic for them to learn about in the English subject because it involved the use of many new English words. The findings from the observations revealed that the pupils' participation increased in the sessions where the topic was familiar, or they found the topic interesting. In the session the contact teacher conducted, they discussed and talked about personal pictures that had been shared illegally on the Internet, which was presumably an engaging topic for the pupils. The oral participation was high, and the contact teacher mentioned that this level of oral activity was higher than usual. This particular session was in Norwegian, which naturally does have something to say. We also noticed that the pupils seemed engaged in the next session which was conducted in English, and this session also differed from their regular English sessions. This finding might correspond with Lightbown & Spada (2013, p. 86), which stated that there are different reasons that can affect pupils' willingness to communicate, such as the topic. We think that a difficult or unknown topic might make it difficult for many pupils to participate orally and that their confidence can decrease in these situations because they do not find the words to express their opinions. It might therefore indicate that many of the pupils chose to stay silent during the action research because they did not know how to express themselves about the Sami people in English.

Our findings from the observation and pupils' reflection notes revealed that the pupils were unwilling to communicate when they did not have the opportunity to discuss in pairs or groups before sharing in oral with the rest of the class. This observation is in line with Lightbown & Spada (2013, p. 86) which addressed that the number of people present during oral activity can affect pupils' willingness to communicate. Our findings further revealed that the pupils' oral participation increased when they were expected to speak in pairs or smaller groups. We believe that it might be easier for pupils to participate in smaller groups because they might feel that it is less intimidating to have fewer classmates listening to what they say and because it might feel more like a conversation between classmates than a presentation. In our action research, we saw a difference in the pupils' behavior when we expected responses from *high self-exposing* exercises and *low self-exposing* exercises. The times we tried to get oral activity from the pupils without preparation and in front of the whole class, they appeared to be more nervous and reluctant compared to the times they were expected to speak in smaller groups. These findings might be in agreement with Gjerde's (2020) study, which showed that *high self-exposing* activities, such as presentations or reading out loud, could increase nervousity and *low self-exposing activities*, such as groupwork, could decrease nervousity. We think that pupils' willingness to communicate may increase if they are frequently exposed to activities that decreases nervousity, which can affect their self-esteem and confidence positively in oral communication.

From the analysis of the pupils' reflection notes, our findings showed that many of the pupils lack confidence in the English subject. Based on our observations, we believe that the pupils understand what the teacher conveys, but that they might be too insecure in their oral English skills to respond to the teacher's questions. As we have seen, Krashen (1985, p. 80) argues that input is the only way humans acquire language. Pupils who are exposed to English in the second language sessions in school, will experience second language learning through input from the teacher. However, low oral activity may hinder the development of their English skills provided that producing English is as important as receiving input. As addressed in the Output hypothesis (Swain, 2005, p. 474; Pannell et al., 2017, p. 127), producing language is just as important as input for pupils to learn and develop their second language. We think that pupils who do not frequently speak English in the second language sessions might experience that their language development is delayed because of their lack of confidence. Even though the pupils often are exposed to input from the teacher in most of the English sessions and they

expand their second language through input, they do not get the opportunity to discover errors or develop their language through dialogues.

The result from the questionnaire showed a tendency in which a greater number of younger pupils than older pupils stated that they rarely feel nervous when participating orally in the English subject. We think that pupils' confidence in oral English can affect their level of participation in the second language. This might indicate that there is a negative pattern of change from 8th grade to 10th grade, and that this will require action from the teachers and pupils to prevent further negative development. We believe that the negative pattern of change might appear because the pupils reach puberty which can affect several aspects of their lives, such as their confidence. As we have seen in Helle (2011, p. 53), pupils experience changes in their body and mentality through lower secondary school, and they can become vulnerable to input from everyone around them that can either have a positive or negative effect on their self-esteem and mental health. We believe that if the teachers are aware of the problem and they act at an early stage, it may be possible to prevent further negative development over the next years and see positive changes in pupils' self-esteem and confidence in correlation to English oral activity.

We can see that there is a contradiction between pupils' own evaluation of their confidence in English and their participation in oral English. The findings from the questionnaire reveal that the pupils are confident in the English subject. However, the findings from pupils' reflection notes and observation show that many of the pupils express low confidence in oral participation in the English subject. We believe that many of the pupils might not have responded truthfully to all the questions in the questionnaire. When they replied to the questionnaire, they did not know who we were, and they also might have thought that they would not benefit from participating in the questionnaire. It might have been easier for the pupils to answer truthfully on the reflection notes than in the questionnaire because the reflection notes were connected to the English sessions. By that time, we had also spent several sessions with the class, so they were well informed about our research and that we wanted to include them in the process of trying to create a classroom where everyone felt safe in participating orally in English. As pointed out by Lighbown & Spada (2013, p. 86), confidence in ESL depends on how competent learners feel about their abilities to communicate in English and how relaxed they are in their second language. We think that many of the pupils might not feel that they are as competent as their classmates, which also

affects how relaxed they are when speaking English in front of the class. If teachers collect pupils' thoughts on why they do not feel confident in the second language classroom, such as through reflection notes, teachers can use the feedback to adapt the teaching which might help pupils feel safe in oral participation in English.

The last aspect we want to highlight in this part of the discussion is the effect language anxiety has on the pupils' self-esteem and confidence. Our findings from the observation show that many pupils find it scary to speak English in front of their classmates. Based on their statements, we believe that the issue might occur because the oral activity is in their second language. As Macintyre (1999, p. 27) has stated, language anxiety involves the negative feelings pupils get when they are learning or using a second language. We have also seen in Gjerde's (2020, p. 49) study, that pupils express a concern for their mental health when problems such as language anxiety are not taken seriously. We believe language anxiety might lead to a decrease in pupils' self-esteem and confidence in their English abilities if they constantly have negative feelings for oral activity. Our findings confirmed that pupils experience a fear connected to oral activity in English, which gives us the reason to believe they experience language anxiety. We fear that language anxiety might affect pupils' oral activity in English negatively and result in low learning outcome if not taken seriously by the teacher.

5.2 Anxiety as a consequence of not feeling safe in the classroom

Lev Vygotsky based the sociocultural theory on three essential premises that he believed was crucial for learning and one of these premises is that humans learn best in social settings (Lillejord, 2013, p. 177). The findings from our observations and the pupils' reflection notes show us that the pupils enjoyed working in pairs and groups, and that oral participation increased as a result. The findings also show that a large number of the pupils experience some levels of nervousity when speaking English in groups and in the classroom. Tharaldsen and Stallard (2019, p. 75) said that when working in social settings, it is important to have social skills and these skills need to be worked with on a regular basis in order to develop as a person. We believe that if the teacher was to focus on creating a positive classroom environment for the pupils that focus on developing their social skills, it can

become easier for the pupil to participate in learning activities that demands English oral participation and social skills. As seen in research from Durak and his colleagues (2011, cited in Tharaldsen & Stallard, 2019, p.81), it has been documented that social skills can have a positive effect on pupils' levels of nervousity, insecurities and anxiety in school. They further say that social skills can help pupils retain a greater academic result. As we have seen, Aune (ABUP, 2015, 0:25) states that if the pupils experience constant fear of situations where they have to participate orally it can affect their function at school. We believe a classroom environment that takes care of pupils nervousity might contribute to decreasing the chances of the nervousity to develop further. In order to learn in social settings, it is important for the teacher to develop the pupils' social skills to decrease their level of nervousity.

As previously mentioned, we experienced contradictory findings on pupils' degree of nervousity in the questionnaire and the observation. The questionnaire indicated that fewer pupils experience nervousity when participating in oral activity in the English subject compared to nervousity when speaking in Norwegian. However, findings from the observation showed that pupils appear to be more nervous when participating in oral activity in the English subject than in Norwegian subjects. In the questionnaire, the pupils expressed that the English subject does not lead to increased nervousity, but the findings from the observation indicates that the pupils become nervous because the oral activity is in English and not in Norwegian. We experienced many of the pupils as nervous when we wanted them to participate orally in the English sessions. They avoided eye contact, looked down at their desk, tucked their hands in their sweaters and showed signs of language anxiety in relation to oral activity. This can correlate with what MacIntyre (1995, cited in Lightbown & Spada, 2013, p. 85) says about language anxiety and how pupils are afraid of their classmates' reaction when they are expected to participate in oral activity in English. We believe there are many different reasons for the pupils' nervousity, and that language anxiety might be one reason. In the conversations with the pupils, they informed us that some of the reasons for their nervousity is the fact that there are many people in the classroom who listen to them, and that they would rather answer in Norwegian. It gave us the impression that they fear being judged and measured by their classmates and fear the reaction they might receive if they say something wrong.

Participating orally in English is something many pupils find difficult and as we have already seen, there can be numerous different reasons behind this. Krashen (2009, p. 31) points out that the affective filter can be one of these. He says that the affective filter is a mental block which can prevent a second language learner from completely utilizing the input they receive. One of these mental blockers is anxiety, and high levels of anxiety can lead to lower learning outcome in second language learners. Our findings indicate that a high number of the pupils experience nervousity both in the English classroom and in the Norwegian classroom. We believe that it is important that pupils' mental health is taken seriously and that the teaching is adapted so that every pupil feels safe to participate in the classroom. Even though it is normal to become nervous before one speaks in front of the class, we do not think it is good that pupils experience nervousity in the classroom on a daily basis. ABUP (2015, 2:55) emphasizes that high levels of nervousity can become a problem for pupils' everyday life and develop into anxiety. Pupils who do not receive help with psychological difficulties such as anxiety can develop somatic problems (Ogden, 2018, p. 174). These problems cover psychological difficulties that have no medical explanation such as headache, stomach pain or problems with breathing. Ogden (2018, p. 177) further addresses the reciprocity hypothesis which states that a "pupil's psychological health, school performance and learning environment affect one another equally". If pupils have developed such high levels of nervousity that it becomes a problem, it might affect their learning environment and their performance in the subjects.

The questionnaire revealed that a great number of the pupils frequently experience nervousity in their daily life. The fact that 43% of the pupils, almost half the number of participants in the questionnaire, claim that they are often nervous in their daily life is alarming. These pupils are between the ages of 13 and 15 years and are at a young age stressed about situations they should not have to worry about. We find these findings important to include and believe that there might be a correlation between the levels of nervousity pupils experience in their everyday life and the nervousity they experience in school. This is in line with what Aune (2013, cited in Ogden, 2018, p. 173) says about how the pupils can develop psychological difficulties, such as anxiety, when they do not receive the help they need to control these emotions. Social media has also made its debut in the last 10-15 years among pupils and looking back at our own experience of using social media in lower secondary school 10 years ago, most pupils did not have a smart phone until the end of lower secondary school. Apps such as Snapchat and Instagram were used to share events from daily life without the high pressure of always showing a perfect side of life, and TikTok was not yet

created. Today, these apps lead to increased pressure among younger pupils. Social media often shows the perfect side of life, and it is expected that one keeps up with the trends. OsloMet (2020) reveals through their research that more pupils have reported psychological difficulties related to the increasing stress and pressure in society for the past 10 years. We believe that the combination between high levels of nervousity in pupils daily life and the high expectations the pupils experiences from social media might contribute to a negative spiral where the psychological difficulties such as anxiety, develops further and becomes troublesome for many pupils.

In our research and during the analysis of both our qualitative and quantitative findings, we discovered that anxiety can be a consequence of not feeling safe in the classroom. To be able to feel safe in the classroom, it is important that the pupils have a sense of belonging, and that they feel confident in the company of their classmates and teacher (Skaalvik & Skaalvik, 2015, p. 100). Positive relationships in the classroom environment will contribute to development and security in the pupils, while negative relationships will lead to insecurity, nervousity and anxiety among them (Skaalvik & Skaalvik, 2015, p. 101). In the questionnaire, the pupils did not report any concerns when it comes to their well-being in the classroom, but we do, however, see that the pupils expressed concerns about being judged by their classmates when participating orally in class. We believe a safe classroom environment might contribute to low levels of nervousity and anxiety in the classroom. We also believe it can contribute to an increase in the pupils' willingness to communicate, and lead to more oral activity. As we have seen in Nordheim's (2018) study, which Skaalvik and Skaalvik (2015, p. 34) also confirms, the pupils compare themselves to their classmates and when pupils become obsessed with social comparison, it becomes difficult for them to perform well in school. We believe it might be important that the teachers develop a classroom environment where the pupils feel confident to take part in oral activity without the fear of being judged or compared by others. From a teacher's perspective, it will therefore be necessary to retain knowledge about the class dynamic and the relationship between the pupils to ensure a positive environment (Drugli, 2017, p. 66). We believe a positive classroom environment might contribute to creating an anxiety free classroom, where the learning outcome increases as a result of pupils who are not afraid to try to participate orally.

As mentioned in our findings, pupils tend to participate more orally in English after they have worked with a warm-up activity (e.g. *Alias*). This might be in agreement with a study conducted by Gregersen et al. (2014), which showed that learning strategies have positive effects on pupils' anxiety, and that preparation, planning and rehearsal before oral presentations have a positive impact on the high anxiety participants. This may indicate that pupils do not get intimidated to say something wrong when they have already practiced speaking English. The fact that the warm-up activity helps pupils participate in oral activity may be in line with what Gregersen et al. (2014) report, according to which preparation, planning and rehearsal helps the pupils participate orally. We believe that the pupils might not find oral activity in English as intimidating during the warm-up activity because they get to practice in front of a smaller audience and because they might be familiar with the game from their spare time and find it fun. Our findings from the observation revealed that more pupils participated orally in English after they had worked with the warm-up activity *Alias*. We think that the warm-up activity was a great way to prepare the pupils before speaking English in front of the class because they get the opportunity to have more general conversations with fewer pupils about casual topics. By working with the warm-up activity and working in pairs or groups through most of the session when they are expected to speak in English, the pupils can slowly become used to speaking English in smaller groups before they participate in English oral activity in front of the whole class. We believe that these learning strategies might contribute to reducing the pupils' language anxiety and make them feel safer when they share in front of the whole class.

5.3 Motivation for second language learning

Motivation is an important element for learning that educational research cannot overlook. It is the key factor for every pupil's effort in the classroom, and the level of motivation can decide if pupils will start a task and continue until it is completed. Our findings from the observation revealed that pupils' motivation increases when they find the topic interesting and decreases if the topic or the task is difficult to understand. We believe that topics or tasks that are unknown or difficult for pupils to understand, can lead to low levels of motivation because pupils might experience that they need guidance from the teacher to understand the exercises. This might correlate with Vygotsky's study of the zone of proximal development, which stated that pupils are able to reach a greater learning outcome if they receive adapted teaching when learning new information (Lightbown & Spada, 2013, p. 25). We think that it is important that teachers give thorough explanations when there is a challenging topic or a new type of exercise. It might also be beneficial for pupils if the teacher connects new information to something familiar. Motivation is important for pupils' learning outcome and as we have previously seen, Tvedt & Bru (2019, p. 49) argue that an important aspect for motivation is the ability or urge to start something which can be referred to as internal motivation, and then, with the help from external motivation, such as the teacher, continue the task until it is completed. We believe that pupils' internal motivation might decrease if they experience from the beginning of the session that the new information is difficult to understand. The teachers may increase pupils' internal motivation if they develop the teaching so pupils can reach their zone of proximal development.

In our questionnaire, it became clear that the pupils' level of motivation in school and the English subject differ. Our findings from the questionnaire indicated that that the level of pupils' motivation for school decreases with age, while their motivation for the English subject is similar between the two grades. This shows that pupils might have high levels of motivation in the English subject throughout lower secondary school. We think that the level of motivation in general and for the English subject may differ between the two grades because of puberty and external motivation from the teacher in the teaching sessions. This finding might be in line with Guilloteaux and Dornyei's study, which suggests that pupils' motivation in the second language classroom correlates with teachers' motivational practice (2008, cited in Lightbown & Spada, 2013, p. 88). We believe that the pupils are motivated in the English classroom because of the teacher's external motivation and the good relationships they have with their classmates. However, we further believe that the pupils can be

unmotivated to attend school because they might not see the point of going to school as well as other factors such as puberty. Pupils might still be motivated for subjects in school even though they are not motivated by the concept of attending school because they are motivated by their classmates and teacher.

Our findings from the observation and pupils' reflection notes revealed that the pupils are dependent on external motivation from the teacher to participate in oral activity in the English subject. During our action research, we observed that the pupils demanded external motivation from the teacher to partake in oral activity if the subject was in English or did not interest them. This might correlate to what we have seen in Skaalvik & Skaalvik (2015, p. 66-67), which say that external motivation in a school context refers to pupils who are dependent on motivation from the outside, such as an interesting topic, in order to do a task. We believe that the pupils might have low amounts of internal motivation and that they may only participate orally because they know the teacher expects them to participate. We have seen in Ryan & Deci's (2009, cited in Skaalvik & Skaalvik, 2015, p. 68) study that internal motivation provides the best learning outcome, but it is difficult to achieve. However, we think that an active use of external motivation from the teacher and an increased focus on pupils' internal motivation for oral activity in the classroom will contribute to more oral participation in the English classroom. If the pupils find the topic or tasks interesting in the English sessions, they might experience joy frequently in the subject, and thus develop a higher level of internal motivation.

As our findings from the observation showed, the pupils participated considerably more in the Norwegian subject than in the English subject. We believe that this might not necessarily be because it is their first language, but because the topic was intriguing for the pupils. This might be in line with the achievement motivation (Skaalvik & Skaalvik, 2015, p. 14-15), which states that pupils often ask themselves questions in learning situations, such as if exercises have any value for them. If pupils believe that they will benefit from the exercises, their motivation can increase. We think that it is important that pupils see value in the topics they learn, and that teachers explain thoroughly why pupils have to work with exercises and topics that might not seem relevant for them. We further believe that pupils who experience that the topics and exercises are relevant may experience increased motivation, and as a result, they might want to orally participate more in the English sessions.

Although the teacher plays an important role in influencing pupils' external motivation, pupils are responsible for their internal motivation and own learning. As we have seen in the

findings from the reflection notes, only one pupil said that he/she was responsible for participating orally in the English sessions while a great number of the rest of the class referred to external motivation as the source for their oral participation. This might be in line with Tvedt & Bru (2019, p. 48) and Skaalvik & Skaalvik (2015, p. 68), which suggest that pupils' internal motivation depends on the mood or the day and that it is not realistic to think that every pupil experiences motivation in every session. We do, however, believe that it is important that pupils are aware that they must take responsibility for their own learning and not rely on teachers to always have an interesting topic or scheme for them to participate in oral activity. Taking responsibility for own learning is an important part of the new curriculum, and we think that most of the pupils might rely on external motivation as the only motivational source for oral participation in the English subject. We think that pupils who are willing to take responsibility for their own learning, might experience that their internal motivation increases.

5.4 Beneficial teaching strategies: Think-Pair-Share and scaffolding

In our action research, we chose to focus on different teaching strategies we could use in order to adapt the teaching for the pupils who find it difficult to participate in oral activity in the English subject. We decided that the Think-Pair-Share method and scaffolding in different variations were teaching strategies we wanted to use. The Think-Pair-Share method has been shown to work, and several researchers such as Raba (2017) and Lyman (1981) have reported that the strategy presents positive results in pupils' willingness to communicate. As we have seen from the findings from the observation, TPS has shown to adapt oral activity among the pupils. This finding is in line with previous studies which demonstrate that the pupils will benefit from teaching strategies that provides a supportive structure to the learning activities that is used in the English classroom (Raba, 2017; Lyman, 1981). We believe that TPS and scaffolding may have contributed to increasing pupils' willingness to communicate because they provide a supportive structure that takes care of their psychological difficulties.

The Think-Pair-Share strategy has also been shown to help the pupils with their nervousity, insecurity and anxiety in relation to oral activity. One of the positive sides of the strategy is the way it is adapted to all the different pupils we can encounter in the classroom. The individual differences we see in pupils' development in second language learning and the

teacher's ability to adapt these strategies can have a great impact on the pupils learning outcome (Lightbown & Spada, 2013, p. 75). Our research has not focused on assessment, and because of that, we have not gathered any exact figures that show the pupils' learning outcome. We have, however, seen throughout the process how the pupils have developed their WTC positively and watched their oral activity increase with every session we used the TPS strategy. The strategy gives the pupils the opportunity to think about what they want to say before they share it with a small group and later share it with the whole class (Lyman, 1981, p. 110). We believe that this strategy is a type of scaffolding that can adapt to all the different needs we can encounter in the classroom. We believe the pupils who find it hard to participate because they might not know the answer or how to say it in English can have a positive effect from the use of scaffolding. This might be in line with Vygotsky's theory of scaffolding, which suggests that through scaffolding, pupils can benefit from their classmates who are more knowledgeable and therefore learn from them (Lightbown & Spada, 2013, p. 25). We also believe that when pupils can test their knowledge in smaller groups and receive positive feedback from their classmates before sharing it with the rest of the class, the chances of having a positive experience with oral activity may increase while their anxiety, nervousity and insecurity may decrease.

Another finding from the observation has shown us that the pupils participate more when the teacher provides them with time to think before they answer. We have previously presented studies where it has been discovered that most teachers expect an answer within the next few seconds after asking their pupils questions, and that the pupils do not think they have enough time to think through an answer before the teacher expects them to replay (Arneberg, 2008, cited in Helle, 2011, p. 115; Hopfenbeck & Roe, 2010, p. 130). The Think-Pair-Share strategy can contribute to giving the pupils the time they need to both think about the question and prepare an answer. Our findings have shown us that the pupils' oral activity increased from the first session we conducted without the use of TPS to the last session where we had used TPS several sessions. The differences were not extensive, but we can say there have been some changes, and we believe the pupils showed a gradual increase in every session conducted with the TPS method. This might correspond with Raba's (2017) research, which states that pupils' oral performance in the English subject increases when the teacher uses Think-Pair-Share. If we were to extend the action research over a longer period of time, we expect the results to be greater. However, the most important change we saw was in each pupil during the sessions we used the TPS strategy. In these sessions, we experienced the

class as calmer and more at ease with the teacher, their classmates and the language. Our findings regarding TPS also support what other studies, such as what Gregersen et al.'s (2014) have shown. They point out that pupils appreciate and thrive when they get the time to prepare before they are expected to participate orally in their second language. This is something we believe is an important aspect for the pupils to partake more in oral activities in the second language classroom.

Data from the Pisa+ survey presents findings that indicate that only 20% of the time in Norwegian classrooms are spent practicing oral activity (Svenkerud, et al., 2011, p. 40). These numbers are surprisingly low and give us the impression that for most of the sessions in the Norwegian school, the teacher begins the sessions by speaking in front of the class and the pupils are later expected to work with exercises individually. This is also how we have experienced most of the teaching sessions we have observed in practice. The Norwegian Association of Local and Regional Authorities (2018) suggests that TPS is used in school to promote co-creation, involvement and commitment from all participants. By including a teaching strategy such as think-pair-share as a way of working with exercises, pupils will get the opportunity to use their English orally and practice their second language. Learning occurs when pupils engage in dialogues with their classmates where they are able to vocally produce language (Stetsenko & Arievidt, 1997, p. 161). When we conducted the action research, we experienced the pupils as more talkative when we implemented TPS even though they mainly spoke in Norwegian unless they received external motivation from the teacher. We believe that it was not necessarily negative that they spoke in Norwegian, but rather a good way to slowly warm-up to speaking in English after they have become accustomed to using more time on oral activities. A more orally based classroom will hopefully remove the pressure many pupils feel when they are expected to speak orally because participating orally will in time become a routine.

The zone of proximal development provides pupils with a safe environment where they can participate in oral activities without insecurity, nervousness and anxiety. As seen in the findings from the observation, one third of the class participated orally after working in pairs for a short amount of time. We believe this indicates that pupils think it is easier to talk in front of the class after they have had the opportunity to discuss with their classmates first. This is in line with Vygotsky's ideas surrounding the zone of proximal development, which suggests that pupils can reach a greater level of knowledge and performance when they have

supportive interactions around them and that this concept can help the pupils accomplish more with the assistance through social interactions with classmates (Lillejord, 2013, p. 288). Vygotsky's research might also be in line with what Kelly and Turner (2009, cited in Helle, 2011, p. 114) presents. They have revealed that more pupils participate orally when they are allowed to work in groups before they must share with the rest of the class. We believe our findings might correlate to Vygotsky's and Kelly and Turner's findings. The pupils have shown and expressed that they enjoy and succeed with the help of their classmates. We believe that one of the reasons behind this might be that the pupils feel more comfortable and secure about their English abilities and answers when they have had the opportunity to say what they want to say to a smaller part of the class before sharing it with everyone. The TPS strategy involves scaffolding, which we believe to be one key factor for the success it had in our action research.

In the action research, we experienced the necessity of using scaffolding. Lightbown & Spada (2013, p. 25) defines the term scaffolding as “(...) a kind of supportive structure that helps the children make the most of the knowledge they have and also to acquire new knowledge”. The supportive structure will help pupils reach the zone of proximal development and contribute to making it easier for them to develop their second language. Our findings from the observation have revealed that if the information of a task is not explained thoroughly and connected to an example or something they already know, the pupils can see the task as impossible to complete. We believe this can affect their sense of mastery and result in a lack of motivation to execute the task. The scaffolding strategy is valuable for both introducing a topic and when explaining a task, and it will benefit pupils' learning. During the action research, the pupils were expected to learn about the Sami people in the English subject. Even though most of the pupils already had a good amount of knowledge about the topic, it can be difficult to learn about another culture in the second language. We decided to use the movie *Frozen 2* as basis when working with the Sami people, and we believe this contributed to scaffold the new topic for the pupils and that they therefore found it easier to participate in English oral activity that evolves around the Sami people. Scaffolding has been an important part of our action research and has with the help of TPS strategy contributed to increase the pupil's oral activity in the English classroom.

6 Conclusion

This master thesis has looked at the teacher's role in creating a safe classroom where pupils can participate in oral activity without psychological difficulties. We have wanted to investigate which teaching strategies teachers can benefit from in order to increase pupil's willingness to communicate in the English classroom. The results show that there are different aspects that affect pupils' oral activity in the English subject, and among these are insecurities, nervousity and anxiety. The results indicate that lack of confidence and low self-esteem can lead to low amounts of oral activity in English and that pupils might develop anxiety in relation to English oral activity if they do not feel safe in the classroom. The findings also suggest that motivation is a key factor for pupils' willingness to communicate and that beneficial teaching strategies, such as Think-Pair-Share and scaffolding, might decrease pupils' levels of anxiety and increase their motivation and confidence in the English classroom. This indicates that in order to feel safe in the classroom, pupils must feel confident in themselves and their abilities, safe with their teacher and classmates, have low levels of nervousity and be confident that nobody will judge them if they try their best when participating in oral activity.

To reduce pupils' levels of psychological difficulties in the English classroom, the teachers need to prioritize these difficulties and adapt the teaching to the pupils' needs. The teachers should support the pupils in developing their oral confidence in order to maintain the learning outcome in English. This should be a priority the teacher frequently focuses on in the sessions, which also can contribute to decrease pupils' nervousity and anxiety. In order to achieve oral confidence in the English classroom, teachers should adapt the teaching to the pupils' requirements. With the use of teaching strategies, such as Think-Pair-Share and scaffolding, teachers can develop an English classroom where pupils feel confident to participate in oral activity without insecurity, nervousity and anxiety.

These results contribute to increasing the knowledge about the psychological difficulties many pupils struggle with in the English classroom. This is important knowledge for second language learning, as this field focuses on how to learn a second language and developing the methods one uses to acquire the language. This master thesis can contribute to a professional reflection that highlights how the teacher can work with psychological difficulties in relation to oral activity in English.

6.1 Further research

Our research has been inspired and developed by previous research done in the field of second language learning, and we hope that our research can influence other researchers to continue with this topic. We believe that it is necessary to further study the differences between genders in oral activity. Initially, we wanted to focus on the differences between genders, but we discovered that there were great differences in motivation, nervousity and confidence between the 8th graders and the 10th graders and chose to focus on this aspect instead. We also discovered in the action research that there were few differences in the number of oral participation between the genders. However, our questionnaire revealed that there was a higher number of girls that replied that they had high degrees of nervousity and low levels of confidence in oral English. Earlier research also presented findings that suggest there are differences between the genders in oral activity. Nordheim (2018, p. 38) stated in her research that a greater number of the girls expressed anxiety connected to oral activity in English than the boys. Based on these findings, we think that it is important to investigate these differences between genders to detect why girls experience higher levels of nervousity than boys and learn how to adapt the teaching for nervous pupils.

In the past years, there have been more reports on pupils who experience different variations of psychological difficulties related to the increased pressure and stress they experience (OsloMet, 2020). We believe that the increase in psychological difficulties leads to several different problems for both pupils and teachers in the classroom. These psychological difficulties are becoming more prevalent, and we have the impression that the number of pupils with these difficulties has increased. We believe one aspect that is necessary to further study is the effect teaching strategies such as scaffolding and Think-Pairs-Share can have on pupils' anxiety, nervousity and insecurity over time. In the action research model, we emphasize that an important factor for development in teaching practice is to take time, look back and change the new teaching scheme if some aspects do not work as well as it could before it gets implemented. We wished we had more time to continue with this process and further develop our teaching scheme in order to see greater differences in the pupils' oral activity. As our findings have shown, we think time and consistency will have an impact on pupils' oral activity and contribute to decreasing the negative associations they have with oral participation in the English subject. We would like to see further research that lasts over a

longer period of time, such as over a couple of years, which focuses on teaching strategies that can contribute to creating safe classroom environments to practice oral activity.

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Appendix 1: NSD approval

24.04.2022, 13:16 Meldeskjema for behandling av personopplysninger https://meldeskjema.nsd.no/vurdering/6181089d-39d7-4128-a324-11b7343961c8_1/2

Vurdering

Referansenummer

652242

Prosjektittel

Master - Lærerutdanning

Behandlingsansvarlig institusjon

UiT Norges Arktiske Universitet / Fakultet for humaniora, samfunnsvitenskap og lærerutdanning / Institutt for lærerutdanning og pedagogikk

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Minjeong Son,

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Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Katrine Forså, kfo040@uit.no, tlf:

40627740

Prosjektperiode

08.11.2021

16.05.2022

Vurdering (1)

03.12.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 03.12.2021 med vedlegg. 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 foresatte til behandlingen av personopplysninger om barna. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte/foresatte kan trekke tilbake. Lovlig grunnlag for behandlingen vil dermed være foresattes samtykke, jf. personvernforordningen art. 6 nr.1 bokstav a.

PERSONVERNPRINSIPPER

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

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

DE REGISTRERTES RETTIGHETER

NSD vurderer at informasjonen om behandlingen som de registrerte og deres foresatte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18) og dataportabilitet (art. 20). Vi minner om at hvis en registrert/foresatt tar kontakt om sine/barnets rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og eventuelt rådføre dere med behandlingsansvarlig institusjon.

MELD VESENTLIGE ENDRINGER

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

Du må vente på svar fra NSD før endringen gjennomføres.

OPPFØLGING AV PROSJEKTET

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

Kontaktperson hos NSD: Olav Rosness, rådgiver.

Lykke til med prosjektet!

Appendix 2: Consent form

Deltakelse i forskningsprosjektet

«Muntlig aktivitet i engelsk»

Dette er et spørsmål om deltakelse i et forskningsprosjekt hvor formålet er å undersøke hvilke faktorer som bidrar til eller minker den muntlig aktiviteten i engelskfaget. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for ditt barn.

Formål

Dette er en masteroppgave som ønsker å kartlegge hvilke faktorer som kan spille en rolle for den muntlige aktiviteten i engelskfaget, og problemstillingen lyder som følger:

Hvordan kan vi som lærere bidra til å skape et trygt klasserom hvor elevene deltar muntlig aktivt i engelskfaget uten usikkerhet, nervøsitet og angst?

Vi har også konstruert tre forskningsspørsmål som skal hjelpe oss å svare på problemstillingen. Disse lyder som følger:

Hvilke faktorer fører til lite muntlig deltakelse hos elevene i engelskfaget?

Hvordan kan second language learning bidra til nervøsitet hos ungdomsskoleelever?

Hvordan kan læreren legge til rette for undervisning i engelskfaget som ivaretar elevenes internaliserende problemer?

Forskningen vil foregå over en periode fra november 2021 til mars 2022, og vil bestå av en elektronisk spørreundersøkelse, observasjon og gruppeintervju med noen elever.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Tromsø,

Fakultetet for Humaniora, Samfunnsvitenskap og Lærerutdanning.

Instituttet for lærerutdanning og pedagogikk.

Hvorfor får elevene spørsmål om å delta?

Vi har kommet i kontakt med elevene gjennom ledelsen og lærere ved skolen og ønsker å gjennomføre et forskningsprosjekt i klassen. Vi sender derfor ut dette informasjons- og

samtykkeskjemaet for å informere dere om hva vi skal gjøre og hvorfor vi gjør dette. Alle i klassen har blitt spurt om å delta.

Hva innebærer det for elevene å delta?

Ved deltakelse i prosjektet innebærer det at elevene deltar i en spørreundersøkelse, videre vil vi observere og gjennomføre engelskundervisning som følger arbeidsplanen til klassen. Avslutningsvis vil vi gjennomføre et gruppeintervju av noen elever. Under gruppeintervjuet ønsker vi å benytte oss av lydopptak, dette er kun for å hjelpe oss og opptaket vil ikke offentliggjøres på noen måte.

Alle opplysninger vil behandles anonymt og lagret elektronisk.

Hvis barnet ditt deltar, kan dere få se spørreskjema/intervjuguide etc. på forhånd ved å ta kontakt.

Det er frivillig å delta

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

Hvis dere takker nei vil det tilbys vanlig undervisning for eleven.

Personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

- Vi, vår veileder fra universitetet og vår veileder på skolen til eleven vil ha tilgang til informasjonen vi innhenter, men alle personopplysninger vil bli anonymisert.
- Spørreundersøkelsen vil foregå på Nettskjema.no og det er godkjent av NSD (Norsk senter for forskningsdata)
- Observasjoner vil bli behandlet av oss studenter
- Gruppeintervjuet vil vi gjennomføre, og dataen vil bli behandlet av oss studenter
- Vår veileder på UIT vil også få innsyn i dataen vi innhenter
- Vår veileder ved elevens skole vil også få innsyn i dataen vi innhenter

Deltakerne vil ikke kunne gjenkjennes i publikasjon eller på andre måter.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene er anonymisert og prosjektet avsluttes når oppgaven er godkjent, noe som etter planen er i mai/juni 2022. Ved prosjektets slutt vil alle opptak og personopplysninger slettes.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke. På oppdrag fra Universitetet i Tromsø har NSD – Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Hvor kan du finne ut mer?

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

- Katrine Forså
kfo040@uit.no
- Tine Vanessa Larsen
tla082@uit.no

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: 55 58 21 17.

Med vennlig hilsen

Katrine Forså & Tine Vanessa Larsen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i spørreundersøkelse
- å delta i undervisning som observeres
- å delta i gruppeintervju

Jeg samtykker til at barnet mitt opplysninger behandles frem til prosjektet er avsluttet.

(Signert av foresatte prosjektdeltaker, dato)

Appendix 3: Questionnaire

Obligatoriske felter er merket med stjerne *

Hvilken klasse går du i? *

- 8A
- 8B
- 8C
- 8D
- 9A
- 9B
- 9C
- 9D
- 10A
- 10B
- 10C
- 10D

Hvilket kjønn er du? *

- Gutt
- Jente

Hva liker du å gjøre på fritiden? Vel det alternativet som passer deg best *

- Jeg går på en fritidsaktivitet
- Jeg liker å være for meg selv
- Jeg gamer
- Jeg liker å være med venner
- Jeg er med familien
- Jeg liker å slappe av

Hvor god selvtillit har du? *

- Svært dårlig
- Dårlig
- Grei
- God
- Svært god

Anser du deg selv som introvert (tilbakeholden, tankefull og forsiktig) eller ekstrovert (energisk, sosial og relativt bekymringsløs)?

- Introvert
- Ekstrovert
- Litt begge deler

Hvor ofte blir du nervøs i hverdagen? *

- Alltid
- Ofte
- Iblant
- Sjelden
- Aldri

Hvor sosial er du på skolen og i hverdagen på en skala fra 1-5? 1 er ikke sosial og 5 er veldig sosial *

- 1
- 2
- 3
- 4
- 5

Hvor glad er du i å være sosial på skolen og i hverdagen på en skala fra 1-5? 1 er ikke glad i å være sosial og 5 er veldig glad i å være sosial *

På dette spørsmålet vil vi at du skal vurdere om du selv synes det er gøy å være mye sosial, eller om du synes det er litt slitsomt i lengden

- 1
- 2
- 3
- 4
- 5

Hva liker du å gjøre i friminuttene? Velg det alternativet som passer deg best *

- Jeg liker å prate med venner
- Jeg er mye alene
- Jeg spiller fotball eller andre aktiviteter
- Jeg er på telefonen
- Jeg leker
- Jeg liker å være for meg selv

Hvor godt trives du i klassen din? *

- Svært dårlig
- Dårlig
- Greit
- Godt
- Svært godt

Hvor godt er klassemiljøet? *

- Svært dårlig
- Dårlig
- Greit
- Godt
- Svært godt

Hvor motivert er du for skole? *

- Ikke motivert
- Lite motivert
- Verken eller
- Motivert
- Veldig motivert

Hvor godt/dårlig liker du å prate i skoletimene? *

- Svært dårlig
- Dårlig
- Greit
- Godt
- Svært godt

Hvor ofte blir du nervøs av å prate i timene? *

- Alltid
- Sjelden
- Iblant
- Ofte
- Aldri

Hvor nervøs blir du på en skala fra 1-5? 1 er ikke nervøs og 5 er veldig nervøs *

- 1
- 2
- 3
- 4

5

Skriv kort om hvorfor/hvorfor ikke du blir nervøs *

Hvor motivert er du i engelsk? *

- Ikke motivert
- Lite motivert
- Verken eller
- Motivert
- Veldig motivert

Hvor god selvtillit har du i engelsk? *

- Svært dårlig
- Dårlig
- Grei
- God
- Svært god

Hvilken karakter får du som oftest i engelsk? *

- 1
- 2
- 3
- 4
- 5
- 6
- Jeg har ikke fått karakter enda

Hvor godt/dårlig liker du å prate i engelsktimene? *

- Svært dårlig
- Dårlig
- Greit
- Godt
- Svært godt

Hvor ofte blir du nervøs av å prate engelsk i timene? *

- Alltid
- Ofte
- Iblant
- Sjelden
- Aldri

Hvor nervøs blir du på en skala fra 1-5? 1 er ikke nervøs og 5 er veldig nervøs *

- 1
- 2
- 3
- 4
- 5

Skriv kort om hvorfor/hvorfor ikke du blir nervøs i engelsktimene *

Er det noen andre faktorer som spiller inn på din muntlige aktivitet i timene? *

Appendix 4: Teaching scheme

Student, studiekull:		Katrine Forså og Tine Larsen			
Praksisskole, praksislærer, årstrinn:					
Dato og tidsramme:		25/1/22	08.30 – 10.40		
Fag/tema:		Engelsk	Muntlig – samisk		
Læringsmål for opplegget: (Kunnskapsmål, ferdighetsmål, holdningsmål)		Utforske og reflektere over situasjonen til urfolk i den engelskspråklige verden og i Norge (Læreplan i engelsk)			
Tid	Hva	Hvordan	Hvorfor	Læremidler	Egne notater
10 min	Introduksjon	Vi forteller om hva vi skal gjøre og hvorfor vi er her. Informere om bakgrunnen til at vi skal se Frozen 2 og gjøre elevene oppmerksom på den samiske tematikken.	Dette gjør vi for å informere elvene om hva de har i vente.		
90 min	Se Frozen 2		Vi skal arbeide med den samiske tematikken fra filmen. Tanken er å gi elevene litt forkunnskaper slik at vi senere kan knytte ulike		Pass på at lyd fungerer, ta med egen høyttaler

10 min	Selvevaluering	Elevene svare på et selvevalueringsskjema	<p>læringselementer opp mot filmen.</p> <p>Dette er for at elevene selv skal sette seg mål for de neste øktene med tanke på deres muntlig aktivitet og evaluere deres egen innsats.</p>	Penn/blyant	
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Student, studiekull:		Katrine Forså og Tine Larsen			
Praksisskole, praksislærer, årstrinn:					
Dato og tidsramme:		26/1/22	10.50 – 11.50		
Fag/tema:		Engelsk			
Læringsmål for opplegget: (Kunnskapsmål, ferdighetsmål, holdningsmål)		Utforske og reflektere over situasjonen til urfolk i den engelskspråklige verden og i Norge (Læreplan i engelsk)	Vi opplyser og minner elevene på deres eget mål, og vi ønsker å formidle en generell kunnskap rundt samisk kultur.		
Tid	Hva	Hvordan	Hvorfor	Læremidler	Egne notater
10 min	Felles oppstart for å aktivere muntlig aktivitet hos elevene.	Vi dikter eventyr i plenum. Alle elevene må si en setning hver som bygger videre på det som har blitt sagt.	Dette vil være et forsøk for å undersøke om det vil økte elevenes muntligaktivitet. Tanken bak er å undersøke om elevene blir mer «på» jo tidligere vi begynner å prate engelsk.		
10 min	Lage tankekart i plenum på tavlen hvor fokuset er på det samiske i filmen	Lærer lager tankekart på tavlen ved hjelp av innspill fra elevene	Dette vil bidra til å friske opp filmen vi så dagen før og hjelpe elevene med å trekke ut den samiske handlingen som utspilte seg i filmen. Blir grunnmuren for	Smartboard	

25 min	Jobbe i ulike grupper rundt samiske temaer.	Jobbe i 15 min to og to med tildelt tema. Elevene bruker pc til å undersøke tematikken de har fått, eks. bekledning, og skrive ned 5 setninger. De neste 10 min skal brukes til å diskutere med en annen gruppe på to som har arbeidet med et annet tema og fortelle hverandre hva de har lært.	resten av opplegget Fremme arbeid rundt muntlig aktivitet på ulike måter og gi en generell forståelse av samisk kultur.	PC	
10 min	Felles gjennomgang	Gruppene deler i plenum hva de har lært av hverandre. Vi prøver å få alle til å si noe hver.	Dette er for å sikre at alle elevene hører og lærer litt om alle de ulike temaene og for å fremme muntlig aktivitet.		
5 min	Egenevaluering	Elevene svare på et selvevalueringsskjema	Evaluere egen innsats.	Evaluere egen innsats	

Student, studiekull:		Katrine Forså og Tine Larsen			
Praksisskole, praksislærer, årstrinn:					
Dato og tidsramme:		01/02/22	09.40 – 10.40		
Fag/tema:		Engelsk			
Læringsmål for opplegget: (Kunnskapsmål, ferdighetsmål, holdningsmål)		Utforske og reflektere over situasjonen til urfolk i den engelskspråklige verden og i Norge (Læreplan i engelsk)	Elevenes eget mål, samt tilegne seg kunnskap omkring samenes religion og tro.		
Tid	Hva	Hvordan	Hvorfor	Læremidler	Egne notater
10 min	Felles oppstart for å aktivere muntlig aktivitet hos elevene.	Vi dikter eventyr i plenum. Alle elevene må si en setning hver som bygger videre på det som har blitt sagt.	Dette vil være et forsøk for å undersøke om det vil økte elevenes muntligaktivitet. Tanken bak er å undersøke om elevene blir mer «på» jo tidligere vi begynner å prate engelsk.		
15 min	Gjennomgang av teori knyttet til samisk religion/ånder	Lærerstyrt og PowerPoint	Dette vil være for å gi eleven et bedre utgangspunkt for de skal arbeide selv i grupper rundt tematikken.		
30 min	Arbeid i grupper med felles	Eleven jobber i mindre grupper der målet er å finne ut informasjon om utdelt tema. Elevene i	Her ønsker vi at eleven gjennom eget arbeid vil lære om religion	PC	Finn egnede sider til elevene

5 min	gjennomgang på slutten Egenvurdering	gruppen vil få hver sine roller som de har ansvaret for å følge under arbeidet. Vi ønsker også å plassere gruppene annerledes i klasserommet. Elevene svare på et selvevalueringsskjema	hos samene og forhåpentligvis se sammenhengen mellom dette og Frozen 2. Vi ønsker også å fokusere på den muntlige aktiviteten til elevene i gruppearbeid. Evaluere egen innsats		hvor de kan gjøre research
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Student, studiekull:		Katrine Forså og Tine Larsen			
Praksisskole, praksislærer, årstrinn:					
Dato og tidsramme:		02/02/22	10.50 - 11.50		
Fag/tema:		Engelsk			
Læringsmål for opplegget: (Kunnskapsmål, ferdighetsmål, holdningsmål)		Utforske og reflektere over situasjonen til urfolk i den engelskspråklige verden og i Norge (Læreplan i engelsk)	Elevenes eget mål, samt vil vi ha fokus på etikk og stereotyper.		
Tid	Hva	Hvordan	Hvorfor	Læremidler	Egne notater
10 min	Felles oppstart for å aktivere muntlig aktivitet hos elevene.	Vi dikter eventyr i plenum. Alle elevene må si en setning hver som bygger videre på det som har blitt sagt.	Dette vil være et forsøk for å undersøke om det vil økte elevenes muntligaktivitet. Tanken bak er å undersøke om elevene blir mer «på» jo tidligere vi begynner å prate engelsk.		
10 min	Høre “Into the unkown” på samisk	Se musikkvideoen på samisk i fellesskap og trekke frem viktigheten av at den samiske kulturen blir representert riktig i film og media + at det skilter/filmer	Dette vil hjelpe elevene med å forstå viktigheten av at kulturer blir representert på riktig måte og samtidig legger opp til muntlig aktivitet		

10 min	Jobbe med stereotypier	blir oversatt til samisk Diskutere kjente stereotypier i plenum og la elevene komme med innspill fra hva de har hørt/erfart	På denne måten får elevene kunnskap om synet som har vært på samene de siste århundrene og muligens endret synet på egne stereotypier. De får i tillegg et innblikk i samenes historie og forståelse for hvorfor stereotypier er skadelig	Powerpoint	
20 min	Etikk – 10 min individuelt og deretter 10 min i plenum	Elevene jobber med ulike påstander knyttet til samene og påstander knyttet til nordmenn. Påstandene skal besvares skriftlig individuelt og deretter deles i plenum	For å tydeliggjøre effekten av stereotypier og gjøre elevene bevisst på at ord sårer (viktigheten av å si ifra når en er vitne til noe som ikke er greit)		
10 min	Avslutning:	Elevene gjennomfører den siste egenvurdering og vi takker for oss. Hvordan synes de det har vært å jobbe på denne måten?	Evaluere egen innsats og målet de har satt seg. Vi får tilbakemeldinger på om øktene har vært nyttige		

Appendix 5: Reflection notes

Tirsdag 25/01/22

Hva er ditt mål for de neste 3 engelskøktene innenfor muntlig aktivitet?

Onsdag 26/01/22

Hvor muntlig aktiv var jeg denne timen?

Sett en ring rundt alternativet som passer best for deg

Ikke muntlig – litt muntlig – veldig muntlig

Skriv litt om hvorfor du var eller ikke var mye muntlig aktiv

Hva kan Tine og Katrine gjøre for at du skal bli mer muntlig aktiv neste time?

Tirsdag 01/02/22

Hvor muntlig aktiv var jeg denne timen?

Sett en ring rundt alternativet som passer best for deg

Ikke muntlig – litt muntlig – veldig muntlig

Skriv litt om hvorfor du var eller ikke var mye muntlig aktiv

Hva kan Tine og Katrine gjøre for at du skal bli mer muntlig aktiv neste time?

Onsdag 02/02/22

Hvor muntlig aktiv var jeg denne timen?

Sett en ring rundt alternativet som passer best for deg

Ikke muntlig – litt muntlig – veldig muntlig

Skriv litt om hvorfor du var eller ikke var mye muntlig aktiv

Hva kan Tine og Katrine gjøre for at du skal bli mer muntlig aktiv neste time?

Nådde du målet du satt deg i første time angående muntlig aktivitet?

Sett ring rundt alternativet som passer best for deg

Ja – Litt – Nei

Kan du skrive kort om hvorfor/hvorfor ikke du nådde målet?

Appendix 6: Observation form

Tirsdag 25/1-22

Kl. 08:30-10:40

Tanker om gjennomført økt:

Noe vi må tenke på til neste time?

Noe som må endres?

Onsdag 26/1-22

Kl. 09:40-10:40

Tanker om gjennomført økt:

Noe vi må tenke på til neste time?

Noe som må endres?

Tirsdag 25/1-22

Kl. 09:40-10:40

Tanker om gjennomført økt:

Noe vi må tenke på til neste time?

Noe som må endres?

Onsdag 26/1.22

Kl. 09:40-10:40

Tanker om gjennomført økt:

Noe vi må tenke på til neste time?

Noe som må endres?

