UiT

Norges Arktiske Universitet

Mai 2015

Fakultet for humaniora, samfunnsvitenskap og lærerutdanning

Using pre-speaking activities to increase pupils' oral confidence in English

Ida-Mari Skardal

Masteroppgave i Lærerutdanning 5.-10. Trinn

Abstract

The purpose of the present study is to examine the effect of 'The English Mode' (TEM) in increasing pupils' oral confidence in English. TEM is a self-constructed method, which contains pre-speaking activities that focus on authentic and spontaneous communication. Observation and experiences in schools show that many pupils do not participate orally in class, and are reluctant to speak English during English lessons. Research within the field of foreign language learning suggests that oral confidence and oral participation are vital components regarding pupils' foreign language development and oral skills. Thus, it becomes important to investigate measures aimed at raising pupils' oral confidence. My research questions is: How does 'The English Mode' influence Norwegian pupils' oral confidence in English?

The methodologies used to collect data were observation and interview, which aimed at investigating the results of TEM. The study has been complemented in a Norwegian school, with three pupils from level 8 to 10, and two teachers.

The key findings of the study are the following: Firstly, using TEM has shown to be effective regarding increasing pupils' confidence before oral presentations. Secondly, the data is ambiguous regarding TEM's effect on pupils' oral confidence during regular English lessons. There have been several factors influencing the results, such as learning environment, foreign language anxiety, group dynamic and learner beliefs, which have impeded the pupils' willingness to participate in oral activities, and thus their oral confidence. The results show that TEM has had a positive effect on pupils' oral confidence, yet the variety of influential factors have made it difficult to measure the extent of TEM's effectiveness.

Content

Acknowledgement

I want to thank the informants who volunteered to participate in this study. Additionally, I want to thank my supervisors for guidance. Finally, I want to thank friends and family for support and welcomed distractions.

1.0 Introduction

The present study seeks to explore a self-made method called 'The English Mode (TEM), and how it influences Norwegian pupils' oral confidence when speaking English during English lessons in school.

1.1 Background and research question

The inspiration behind this study is the observations I have made during practice periods at four different Norwegian schools regarding pupils' oral participation during English lessons. Pupils tend not to speak English in class. Few takes initiative to speak in English, and many pupils respond in Norwegian when asked questions by their teacher. These observations seem to correspond with observations made by fellow master students and teachers who work in schools. Pupils have informally suggested various explanations for this: 1) they do not feel capable speaking English in full class. 2) They prefer speaking Norwegian to English. 3) They do not know the answer to what the teacher asks. 4) They need more time to come up with an answer to the teacher's question. Nevertheless, most pupils indicated that they did not feel confident enough to speak in English in class. Instead, they experienced anxiety when having to speak in English. Because of the amount of pupils that indicated this, I started to believe that oral confidence in English is a vital component in order to increase pupils' oral participation during English lessons. By oral confidence in English, I mean feeling comfortable when having to speak in English. Oral confidence in English does not necessarily correlate with learners English skills or confidence in other contexts.

The purpose of teaching and learning a language is for the learner to be able to communicate through the target language. The aim of the English subject curriculum after the Knowledge Promotion LK06 is to secure that the learner reaches a required level of proficiency in order to succeed in the world of English communication. "The subject shall help build up general language proficiency through listening, speaking, reading and writing…" (Utdanningsdirektoratet, 2003, hereafter UDIR, 2013a). Pupils' low participation when it comes to English oral communication in class raises several concerns regarding pupils' language education, as follows:

Firstly, it is problematic that some pupils do not get to practise their oral abilities at school. Oral communication is one of the main areas in the English subject curriculum. Being able to communicate efficiently through oral communication is an important purpose of the subject itself. If learners do not speak in English during English lessons, there will become a gap

between the theoretical aim of the curriculum and the practice of speaking in the classroom. Without practice, it is unlikely that pupils will become efficient users of English (Liu & Littlewood, 1997). For some pupils the classroom is the only location where they get to practice their English abilities. Pupils' exposure to English, and to contexts where English is used, varies enormously. Much of it depends on individual interests and access to various technology.

Secondly, speaking is not only a future goal, but also a necessary tool to learn a language (Thornbury, 2005). It is for example impossible to comprehend the practical difference between the sound 't' in tree and the sound 'th' in three through writing, especially as this particular sound is non-existent in the Norwegian phonetic system. Furthermore, this knowledge cannot be gained entirely through listening either. Being able to separate these phonemes through listening does not necessarily mean that pupils are able to produce them orally correctly. This illustrates the importance of speaking as a necessary tool to language learning. English input (listening and reading) is important, yet output (speaking and writing) is also necessary in order to reach the required level of proficiency (Byrne, 1986). Thus, both input and output are equally important, as they both are necessary elements of communication. Without a listener, speaking as part of a verbal communication situation is unnecessary. Likewise, listening without a speaker is of no use.

Thirdly, it becomes problematic to give a justified evaluation of the pupils' oral skills if the pupils never or rarely contribute orally. The evaluation of the pupils' oral skills will eventually result in a final grade. It is unfortunate if a pupil with the capacity to get a 5 in English on his school-leaving certificate, ends up with a 2 because of his anxiety of speaking. Therefore, pupils' lack of oral communication in class could obstruct their language learning and affect their final grades on the school-leaving certificate, which may influence their further education and career negatively.

The concerns above illustrate the importance of focusing on speaking, and they show why this is highly relevant for today's English teaching and learning. Language teachers must realise the necessity of increasing pupils' oral confidence in order to develop language skills. Based on the observations in schools, and the concerns for low oral participation in class, I would like to examine how I as an English teacher can increase pupils' oral participation during English lessons. Thus, the present study explores a method that has the aim of raising pupils' oral confidence, as low oral confidence seems to be a significant factor to low oral participation according to pupils from my practice periods. The method is referred to as 'The

2

English Mode' (TEM), and will be presented in section 2. My research question is: How does 'The English Mode' influence Norwegian pupils' oral confidence in English?

Oral confidence is a complex phenomenon, which is being influenced by various sources, such as learning environment, foreign language anxiety, group dynamic and learner beliefs. Language learning itself is a compound activity, consisting of several influential factors such as theme, knowledge, skills, learning environment, age, and so on. Unfortunately, the scope of this study does not allow me to discuss all possible factors.

1.2 Personal motivation

The topic-related motivation behind this study is described in the previous section. Above all, this study is part of my education, with the purpose of strengthening my abilities and competence as a teacher. Thus, some of the choices made in this study are made with the intentions to fit with my future ambitions as a teacher. In the present research, I have chosen to study a small year 1-10 school in a rural area of Norway, which reflects my wish to work at a smaller school. I wished for the results of this research to be useful to my own future teaching. In a 'real' school situation, I will be the teacher, and my person will influence the teaching and the results from an activity such as TEM. A study of the effects of TEM should be based on the same premises. I was thus already familiarised with the school and some of the pupils before conducting this study. Considering the delicacy of the topic of confidence, the informants were more likely to perform in TEM if they knew and were comfortable with the instructor. However, the relations I had to the school from earlier, also create other ethical challenges which will be discussed in section 4.6.6. Nevertheless, the choice of school was meant to decrease the differences between a researcher who is distant from the field he is conducting research in, and a teacher who is doing research as part of his job. This is because I believe that teachers should conduct research in their everyday life of teaching.

Chapter 2 is going to present and discuss 'The English Mode.' Chapter 3 is going to present a literary review of existing research within the field of oral activity and oral confidence. Chapter 4 addresses the methodology used in this study, and the collection of data. It discusses the methods used, and provide explanations to the choices made as part of the data collection. Finally, it deals with ethical aspects of the study. Chapter 5 will present and discuss the results of TEM's effect on pupils' oral confidence. It will also discuss some of the factors that have influenced the study and the results. Chapter 6 provides a summary of the study.

2.0 The idea behind The English Mode (TEM)

As the observations from practice periods regarding pupils' low oral participation during English classes caused great concern, I tried to figure out how to raise pupils' oral confidence. I went to personal experiences as a learner of English. I used to feel anxious when speaking in English in school. It became a personal aim to speak more during English lessons and be comfortable while doing so. As a preparation to achieve my goal, I started to go into what I refer to as 'The English Mode.' The hypothesis is that TEM has the potential to 'warm up' the speaker, in which practice speaking will make the learner more comfortable speaking the language afterwards during other activities. I used this method in order to prepare myself before giving oral presentations in English. TEM is meant to prepare the learner for the transition from Norwegian to English. The languages are very different, both phonetically and grammatically. I used TEM for about 5-10 minutes before a presentation. Using TEM made me being more comfortable when speaking in English, both during English lessons and in other contexts where speaking English was required. TEM reduced my anxiety connected to the foreign language experience and increased my oral confidence in English. The oral confidence made me do better presentations, to be more talkative in class, and in achieving better grades and feedback from the teacher. In order words, TEM promoted my language development.

In the present study, there are three possibilities regarding the effect of TEM: it can have a positive effect on the learner, it can have a negative effect, or it may have no effect. It is important to keep in mind that learners are diverse, and learn in different ways. If TEM works for one pupil or in one class, it does not necessarily work with another pupil or another class. It is the explanations to why TEM does or does not work which are most relevant in order to understand TEM's value as a method to increase pupils' oral confidence and oral activity. If it turns out to be a valuable instrument, *when, where* and *how* is it so?

Today, I realise that TEM is based upon the principle of pre-speaking activities. Pre-speaking activities are warm-up-activities which prepare the learner for the main speaking activity (Rezaei, 2013. In other words, pre-speaking activities are meant to reinforce the benefits from the main activity. There is little research on pre-speaking activities, yet the principle is well known regarding other skills, such as pre-reading activities and pre-writing activities. Pre-speaking activities are a good way of motivating learners, and prepare them for the main activity (Saricoban, n.d.). Yet, the TEM-activities require a more set explanation than pre-speaking activities in general. The definition according to Rezaei (2013) does not say

anything about requirements for an activity to serve as a pre-speaking activity. Pre-speaking activities can consist of either speaking, reading, listening or writing-activities. Speaking is not necessarily compulsory as a pre-activity before the main speaking activity. Unlike pre-speaking activities in Rezaei's work, TEM requires speaking. However, in order to enhance the speaking, other skills are and can also be included in TEM, such as listening, as listening is required when communicating. Reading aloud can also be used, as this form of reading involves speaking.

During TEM speaking is in focus, yet the topic is not very important. There is not much focus on the correctness of grammar or phonology, because research suggests error correction to provoke anxiety about language learning (Young, 1991, p. 429). Correction is a delicate area, and much depends on classroom atmosphere, teacher-student rapport, group dynamic, and student preferences (Bohlke, 2004, p. 128). Thus, I never corrected the errors made by the pupils during TEM. The goal is to get the learners to speak, either to each other or to themselves. One example I did as a learner, was to walk around in a room speaking to myself about different topics. It could be about what I had done that particular day, or it could be about the presentation I was going to give, and so on. Sometimes I spoke absolute nonsense, articulating sentences like "I am walking around the room talking to myself." Despite such nonsense, I got to practice speaking. The main idea behind TEM was to prepare myself for the transition from one language to another. I got to pronounce sounds connected to the English phonetic system, and practice English syntax. The topic became less important. Listening, singing and reading aloud were other things I could do during TEM. However, as I found speaking freely the most helpful, it has made me wonder whether this method could be beneficial to others.

I originally planned for the TEM-sessions to be similar. I mainly wanted the sessions to be learner-driven. However, as the pupils were reluctant to speak, I had to adapt the activities to the their levels and needs, which made the sessions more teacher-driven than intended. In real school contexts I would like the TEM-sessions to last between 5-10 minutes. Considering the short length of each lesson, there is relatively little time to learn English in school. The individual English lesson often begins by informing the pupils of the lesson's aims and activities. Thus, it is less time to do the actual activities. If TEM is going to be used successfully in real life, it cannot endure at the cost of the rest of the lesson. However, in this research, I have chosen to spend 15 minutes on each TEM-session. I needed to give the

informants information about it and the different activities, and they needed to get familiarised with the method.

3.0 Literature review

3.1 Introduction

This chapter deals with theoretical background connected to the aspect of English language learning, with a focus on oral communication, oral confidence and foreign language anxiety.

3.2 Aims of oral communication

According to Byrne (1986), the main goal when teaching speaking is oral fluency, which is defined as "the ability to express oneself intelligibly, reasonably accurately and without too much hesitation" (p. 9). Even though this definition seems logical, it does not define 'intelligibly' or 'reasonably accurately', which makes it difficult when measuring learners' level of competence in relation to oral fluency. Speaking serves important and several purposes in language learning. Byrne (1976, cited by Saricoban, n.d.) divides learners' use of language into three categories: to interact socially, to develop self-awareness and to inform. To interact socially consists of being able to communicate with other people, and having the competence to adjust language appropriately to the context. To develop self-awareness means being able to explore personal thoughts, emotions and opinions. Finally, to inform obviously consists of providing information and being able to present the information appropriately to context, with consideration to listeners' benefit. These categories by Byrne are often interrelated, and they illustrate the complexity of oral communication, and the complex purposes of speaking. Moreover, speaking has other purposes than the ones mentioned by Byrne. Speaking is also "a vital component of the English language curriculum, and provides the basis for growth in reading, writing, and listening abilities" (Saricoban, n.d., p. 45). In other words, speaking leads to increased skills in other areas of language learning, in addition to leading to further growth in speaking abilities. Thus, speaking and conversation are not just the aim of learning English, but the means for language development (Thornbury, 2005).

Speaking is a productive skill, closely related to other language skills (Byrne, 1986). Language skills cannot be seen in isolation from other skills, as meaningful conversation consists of several skills (Hinkel, 2006, cited by Harmer, 2007). For example, communication is often the result of productive skills and receptive skills, i.e. speaking and listening. Both skills are equally important. The idea of TEM is that the sessions must consist of both input and output in order to promote oral communication.

3.2.1 English subject curriculum and oral skills

One of the main areas in the English subject curriculum is oral communication. It consists of understanding and using the English language by using a variety of communication strategies. Today, English is the common language used in international communication. The aims of the English subject curriculum clearly emphasises the importance of learning and using English as a means of being able to communicate internationally. The National Curriculum for Knowledge Promotion 2006 (LK06) describes how five basic skills are integrated into the curricula subjects, and how they contribute to developing pupils' competence in each subject (UDIR, 2013b). The five basic skills are oral skills, writing skills, reading skills, digital skills and numeracy. In the English subject, oral skills consist of being able to listen, speak and cooperate using the English language. The learner should gradually be able to use the oral language more precisely, and in different contexts of oral communication. The learner should also acquire pragmatic competence, which means being able to adjust the communicative expression to purpose, receiver and context (UDIR, 2013a).

3.3 Foreign language anxiety

> Confidence and enthusiasm are critical factors in oral language development, and because much oral language is immediate, it involves taking risks. Student learning is most effective when there is a relationship of mutual trust, when students' oral language is accepted and a variety of communication styles are accommodated in the classroom, and when students have frequent opportunities to talk in formal and informal situations (Byrne 1976 & Brown 1992 cited by Saricoban, n.d. p. 45).

The previous statement signifies how confidence and enthusiasm are influential factors in oral communication. However, even though the presence of these factors strengthens language development positively, the lack of them can be damaging. Dörnyei (2014) claims that learning a new language is a 'confidence game,' which indicates the importance of confidence. According to Yalçın & İnceçay (2014), many foreign language learners identify speaking as the most frightening skill. Research shows that many pupils do not feel confident enough to speak English in class (Horwitz, Horwitz & Cope 1986, Young 1991, and Wörde 1998). Similarly, the informants in the present study are reluctant to speak. Their reluctance may be explained by foreign language anxiety (FLA). The present section gives an overview of a variety of studies on the subject of FLA, presenting different approaches regarding how FLA affects foreign language learning and oral confidence. The topic of FLA is closely

related to TEM, as the purpose of TEM is to decrease the presence of FLA and increase oral confidence.

Anxiety is defined by Spielberger (1983, cited by Horwitz, Horwitz & Cope 1986, p. 125) as a "subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system." Language anxiety is defined as "the worry and negative emotional reaction aroused when learning or using a second language" (Macintyre 1998, cited by Zheng, 2008, p. 2). Thus, anxiety serves the contrasting meaning to confidence. Confidence can vary between contexts. Similarly, anxiety is often context dependent. When the anxiety is limited to specific situations, it is referred to as specific anxiety reactions (Horwitz, Horwitz & Cope, 1986, p. 125). Foreign language anxiety is thus the anxiety limited to the foreign language situation, like the English classroom. Anxiety when speaking in a foreign language is probably the most common concern in foreign language classrooms. According to Worde's study (1998), one third to one half of the students experienced language anxiety that impeded their language learning. The presence of anxiety can be measured in three ways: behavioural observation, physiological assessment, like heart rates or blood pressure tests, and participants' self-reports, which include measurements of internal feelings among other things. (Casado & Dereshiwsky, 2001 cited by Zheng, 2008). The present study will aim at measuring the presence of FLA and oral confidence through behavioural observation and participants' self-reports through interview.

Learners who suffer from FLA often experience apprehension, worry and dread. They may have difficulties concentrating, become forgetful, sweat, and have palpitations. Moreover, they may display avoidance behaviour, like skipping class and postponing homework (Horwitz, Horwitz & Cope, 1986, p. 126).[1] The pupils in the present study show similar behaviour (see section 5). As mentioned in section 3.2, speaking is not just the aim of language learning, but also a method to develop language skills. Many learners believe that one should not speak in the foreign language before one is able to express statements correctly (Horwitz 1984, cited by Horwitz, Horwitz & Cope 1986). Yet, in reality, learners are expected to practice speaking in the foreign language before they have become fluent speakers of it.

---

[1] According to Matsuda & Gabel (2004), there are static and dynamic types of variables that influences FLA. The static variables consist of human characteristics, which do not change over time, like gender, nationality, first-language background. In contrast, the dynamic variables differ among individuals and are capable of changing over time. These are motivation, confidence, self-esteem, language proficiency, etc.

Speaking cannot only be seen as the aim of language learning, but as means to achieve the desired end. It is only through oral practice that one can learn a language (Thornbury, 2005). Using language equals learning language. Accordingly, if learner beliefs are incorrect or unrealistic, learners may lose the value of speaking as a method to develop language skills, and its value as a tool for personal development. If learners avoid using the language, it is likely that their anxiety will continue. A study by Liu & Littlewood's (1997) shows that learners who get to practice speaking frequently got better results on exams.

Horwitz, Horwitz & Cope (1986) refer to three types of performance anxieties within the academic and social context, when dealing with foreign language anxiety. Firstly, there is communication apprehension. This is a kind of shyness characterized by increased anxiety when communicating with people. Indicators of communication apprehension can be recognized as stage fright, receiver anxiety or oral communication anxiety. Secondly, there is test-anxiety. This stems from a fear of failure. Learners who suffer from test-anxiety often have unrealistic demands for themselves, which is linked to perfectionism, suggesting that anything less than perfect is a failure. Finally, there is the fear of negative evaluation. This means that the learner fears evaluation situations, and often expects them to be negative. As a result, many learners try to avoid such situations. In contrast to test-anxiety, fear of negative evaluation can be present in other situations than test-situations, such as when speaking in class. Even though these performance anxieties are divided into three types, learners' anxieties can be a combination of several.

3.3.1 FLA characteristics and how to reduce FLA

The study of Horwitz, Horwitz and Cope (1986, pp. 129-130) shows that students who suffer from FLA, have many characteristics in common. Most significantly, the students reported that they were afraid to speak in the foreign language. They were afraid of not being able to understand what was said, of making mistakes in the foreign language, and generally not being as competent as their fellow students were. When the teacher gives instructions to the learners in the same language that is to be learned, the learner must try to connect meaning from this instruction stage as well as during the actual activities (Strube, 2010). Thus, the fear of not understanding is likely to be increased.

Leary (1982, cited by Young 1991) tries to divide behaviour arising from social anxiety into three categories. Firstly, he mentions arousal-mediated responses, which are "the side-effects of individuals' activation of their sympathetic nervous system" (p. 429). This kind of anxiety

can manifest in behaviour like playing with one's hair, clothes or other objects, squirming in the seat, stuttering and stammering, and general nervousness. Secondly, he mentions disaffiliative behaviour, which are "any actions that reduce social interactions" (Leary, 1982 cited by Young, 1991, p. 429)." This sort of anxiety is often manifested in behaviour like little participation and initiative in speaking activities. Thirdly, Leary mentions image-protection behaviour, which serves the purpose of protecting an image of being "friendly, agreeable, polite, interested, and even sociable, without incurring any social risks" (p. 430). Smiling, nodding, and not interrupting others, and so on, are examples of behaviour serving this purpose. Other manifestations of FLA within the classroom can be nervous laughter, avoiding eye contact, joking, short answer responses, avoiding activities, avoiding speaking in the foreign language, coming unprepared to class, acting indifferent, cutting class, etc. (Young, 1991, p. 430). Much of the FLA characteristics have been observed with the class in this study.

3.3.2 Reducing foreign language anxiety

Reducing FLA is important in order to increase learners' (oral) confidence (Dörnyei, 2014, p. 526). Several researchers offer suggestions to how FLA can be reduced in the classroom. Young (1991) deals with the challenges regarding FLA and confidence, and she had identified six possible sources of FLA as a result of close review of existing literature on the subject: 1) personal and interpersonal anxieties; 2) learner beliefs about language learning; 3) instructor beliefs about language teaching; 4) instructor-learner interactions; 5) classroom procedures; and 6) language testing. These sources to FLA will be discussed in the present section in relation to how FLA can be reduced.

Personal and interpersonal anxiety is anxiety connected to self-esteem and competitiveness. For instance, learners with low self-esteem are likely to develop FLA, especially if they compare themselves to other EFL-learners or ideals of EFL-proficiency (Young, 1991). Anxiety related to learner beliefs is anxiety caused by incorrect beliefs about foreign language learning. Both personal and interpersonal anxiety, and anxiety related to learner beliefs can be reduced in a variety of ways, for example by challenging learners' beliefs (Foss & Reitzel 198,8 cited by Young, 1991, and Horwitz, Horwitz & Cope 1986). For instance, it is irrational and damaging to believe that all output in the foreign language must be correct. Horwitz (1988) uses the term 'myth' as a characterisation on many learner beliefs. She says that these beliefs are the result of learners' limited experience as EFL-users. Thus, teachers should provide learners with correct information, which will encourage the pupils to use the targeted

language. Teachers should also help learners acknowledge their anxiety and teach them how to deal with anxiety-provoking situations (Foss & Reitzel, 1988 cited by Young, 1991, and Horwitz, Horwitz & Cope, 1986). Eventually, instead of avoiding anxiety-provoking situations, the aim is for learners to approach them, similarly as I did during my experience with TEM as a learner. In order for learners to acknowledge their anxiety and reduce FLA, Foss & Reitzel suggest journal writing. Another useful activity provided by Young (1991) is self-talk. Self-talk is an internal monologue, which has the ability to regulate own thoughts (Kross et al., 2014 p. 321). Saying things to yourself, which can be positive and motivating or negative and demotivating. Learners who struggle with anxiety are likely to use negative self-talk which will promote further anxiety. Saying "I cannot do this!" would be an example of anxiety-provoking self-talk. Instead, learners should motivate themselves by using self-talk like the following: "I can do this!" which is productive.

Young's third source to FLA is instructor beliefs. They can either promote or reduce FLA depending on how instructors see their role in learners' language development. To reduce anxieties regarding instructor beliefs, instructors/teachers must be informed about their role as language teachers (Young, 1991). Earlier views on foreign language learning have given valuable insights regarding how people learn languages, yet many views have turned redundant. For example, within the Audio-lingual Method, the teacher appears almost as a drill sergeant, which is not very relevant in today's language teaching. In contrast, today's teaching focuses on communicative approaches, where the teacher serves as a guiding supervisor, providing input and opportunities for learners to communicate (Young, 1991). If teachers today still believe in approaches related to a drill sergeant, it can lead to FLA among language learners.

By instructor-learner interaction, it means how instructor and learners interacts with each other. For instance, if the instructor harshly focuses on error correction at the cost of learners' self-esteem, FLA is likely to occur. In order to reduce FLA, "instructors may need to assess their error correction approach as well as their attitudes towards the learners" (Young, 1991, p. 432). Teachers should give learners positive reinforcements. They should help learners adopt realistic expectations of themselves, their language development, and future language proficiency (Price, 1991 cited by Young, 1991). Teacher behaviour influences FLA in the classroom (Young, 1990, and Horwitz, Horwitz and Cope, 1986). Behaviour that made learners feel comfortable reduced the presence of FLA. Such behaviour consisted of being

friendly, relaxed and patient. Using humour and encouraging learners to speak also influenced the reduction of FLA positively.

When it comes to anxiety raised by classroom procedures, the organisation of activities in the classroom matters. In order to decrease the level of anxiousness, teachers can arrange more pair and group work activities, game-based activities, and prepare activities suited for the needs of the learner (Young, 1991). An additional advantage regarding group work lies in the ability to increase the amount of speaking between learners, and the opportunity to create more authentic situations.

In order to reduce language testing anxieties, one should secure that the aspects that are tested, are reflections of what has been taught in the classroom (Young, 1991). When the correlation between them is non-existent, learners tend to be confused, which increases the level of anxiety. According to a study by Liu & Littlewood (1997), teachers and learners agree that unplanned, spontaneous speech is the most important feature for successful spoken academic communication.

3.3.2.1 Spontaneous interaction

The present study deals with both prepared and spontaneous interaction, which constitute the productive skills. Yet, they differ significantly in practice. In prepared communication, like when making a presentation, one has the possibility to prepare content and adapt language. Additionally, one can practice speaking before actually presenting (Bjørke, Dypedahl & Myklevold: 2014). Prepared communication is often monologic. Then, the interaction between speaker and listener becomes less important regarding the development of the interaction. In contrast, spontaneous interaction holds different principles. The interaction between speaker and listener is more closely connected than during prepared communication, as the participants have to respond immediately to each other's utterances in order to continue communicating.

Research stresses the importance of spontaneous communicative interactions when developing oral skills, and reducing FLA (Yalçın & İnceçay, 2014, and Savignon cited by Horwitz, Horwitz & Cope, 1986). Even though learners have reported anxiety related to speaking, they also report that speaking, and especially unplanned, spontaneous speaking, must not be avoided. Interestingly, learners implied that being prepared increased their anxiety before speaking, and portrayed such activities as 'execution style,' because they just waited to be requested to speak (Wörde, 2003 cited by Yalçın & İnceçay, 2014).

13

3.3.3 Personalities and shyness

Learner personalities influence learners' participation in class, and their abilities to speak (Zheng, 2008, and Simunkova, 2012). Different personality traits are often interrelated when influencing the learner (Zheng, 2008). Personality traits like introversion and extraversion are examples of variables influencing the presence of anxiety (MacIntyre & Charos, 1997 cited by Zheng, 2008). Introverts are more likely to experience anxiousness than what extraverts are (Brown, Robson, & Rosenkjar, 2001 cited by Zheng, 2008). One personality trait that often impedes oral participation in class is shyness. "Shyness is a general term which includes such things as self-consciousness, introversion, less talkativeness, etc." (Simunkova, 2012, p. 13). "Problems caused by shyness, less talkativeness and lack of self-confidence represents more than one quarter of all investigated problems and therefore should be paid more attention" (Simunkova, 2012, p. 13). Learners with this trait are not less capable of learning languages, nor are they less motivated, yet shyness and lack of confidence should be paid more attention considering their negative impact on language learning. Simunkova's (2012) study suggests that neither learners nor teachers know how to deal with these problems. However, they all agree that learners must participate in order for speaking activities to be successful. Simunkova's (2012) study also suggests that shy learners are willing to participate orally in free speaking activities.

Shy learners are uncomfortable with speaking activities where they have to tell how they feel or what they think (Simunkova: 2012). It is likely that their reluctance to speak is greater when they have to speak in their second language. If these learners suffer from FLA in addition to having a shy personality, it is assumed that their reluctance would be even greater. In order to decrease their uneasiness, the teacher should focus on facts rather than opinions during speaking activities. However, one cannot avoid activities where pupils express their own opinions and feelings as this is an important purpose of communication (Byrne 1986, after Saricoban). Firstly, the learners need to learn the structures necessary when expressing oneself (Simunkova: 2012). Secondly, the opportunity to express oneself is highly motivating for personal development and validation. Thirdly, because the Norwegian curriculum is based on democratic values. Therefore, the school is supposed to encourage pupils for democratic participation, both in a current and future perspective

3.4 Authentic learning vs non-authentic learning

One of the intentions behind using TEM is the principle of authenticity. Until recently, teaching foreign languages has consisted of using specially adapted language, which means

14

that the language has been simplified in terms of syntax, vocabulary and structure. Textbooks used in the foreign classroom usually contain adapted language. The belief was that non-authentic language was vital in order to learn a foreign language (Cook, 2001). However, recent research shows that lack of authentic language impedes foreign language learners, and that it is vital for learners to meet authentic speech in order to enhance language development. Authentic material is language without manipulation. It is the natural language used by competent speakers of a language (Harmer, 2007).

There are many theories regarding how learners acquire a foreign language. Historically, approaches like the Direct Method, the Grammar-translation Method and the Audio-lingual Method have been popular methods to use in formal language learning, i.e. in schools (Krashen, 1982). These methods have, among other things, focused on grammar, drills and non-authentic language. However, recent research focuses on communicative approaches to learn languages.

There is a difference between language acquisition and language learning regarding gaining knowledge about a second or foreign language (Krashen & Terrell, 1988). Acquiring a language means "using language for real communication. According to Krashen Language acquisition is the "natural" way to develop linguistic ability, and is a subconscious process" (Krashen & Terrell, 1988, p. 26). Acquisition is natural and implicit. In contrast, learning is a conscious process made explicit to the learner. Language learning is ""knowing about" language or "formal knowledge" of a language (Krashen & Terrell, 1988, p. 26). Acquisition happens when learning a first language, while second or foreign languages are often learned in formal contexts. Gaining knowledge about a foreign language in schools often constitutes language learning. In the present study, 'learning' refers to gaining knowledge about a language. Thus, I do not distinguish between learning and acquisition when using the term if not explicitly informed, like in this section. Instead, I will refer to 'authenticity.' Nevertheless, it is important to be aware of the difference, as the processes provide different results. When acquiring a first language, the language input is authentic. However, foreign language can be acquired. For example, if a learner is surrounded by people who use the targeted language, the learner becomes exposed to authentic language input. Moreover, the learner gets to practice the foreign language authentically for real communicative purposes.

4.0 Methodology

4.1 Introduction

The present chapter deals with the methodology used in this study, where it aims at explaining the process, from the choice of methods to the execution of them. Section 4.2 discusses the methods used when conducting the research. Relevant background information will be discussed in section 4.3. Further, section 4.4 discusses the procedure of the data collection. Section 4.5 aims at justifying the selected methods. Finally, section 4.6 deals with ethical aspects, reliability and validity, in addition to discussing methodological challenges.

4.2 Methods

When selecting methods for data collection, it is important to keep in mind that different research methods, such as interview, observation and questionnaires suit different purposes, depending on the studied topic. Consequently, it may seem that the methods are competing with each other. However, by using different methods in the same research, the data collected from one method can support the data from another (Denscombe, 2003, p. 132). The present study deals with how the 'The English Mode' influences pupils' oral confidence when performing in class. Confidence is an abstract phenomenon of great complexity. Thus, confidence in its own nature is not always observable, and the influential variables may be several, and vary in different contexts, which will be discussed in section 5. When selecting methods, it is necessary to be aware of this. The methods used in this study consist of the qualitative approaches such interview and observation. Additionally, relevant literature is going to enlighten the topic, and support the data collected from observations and interviews.

The interviews in this study were executed in Norwegian, which means that the informant quotations used in the text have been translated to English, and are thus not direct words of the informants. However, the translation remains as true to the original meaning as possible.

4.2.1 Justification for the selected methodology

A qualitative approach has been essential in this study, as it is difficult to explore the complexity of confidence through quantitative research. This is because the data is limited to the restrictions of the methods used to collect them, and the questions that were asked by the researcher (Denscombe, 2003, p. 264). In contrast, qualitative research is better equipped in order to go in-depth of a topic. For instance, it is difficult to classify pupils' confidence or FLA statistically or graphically, as the measurement would require profound insight to all influential factors. As confidence and FLA, and their influential factors are individual

(Matsuda & Gobel, 2004), creating a fixed, reliable measurement would be very challenging. Furthermore, the complexity of confidence and FLA is likely to require answers beyond the questions a researcher would address in a survey. A qualitative analysis opens up for the possibility of there being more than one valid explanation to the studied phenomenon, instead of presuming that only one explanation is correct (Densombe, 2003, p. 281).

There are several reasons for the selected methods used in this study. Observation as a method to collect data suits the purpose when the researcher wants to have direct access to what he or she wants to study (Christoffersen & Johannessen, 2012). As (oral) confidence can be observed through behaviour and interactions, observation may function well to use in this study. Observation could give a unique foundation before conducting interviews. In the present study, observation assumingly supports the data collected through interviews. In contrast to the mentioned limitations of quantitative methods, interview gives the researcher the possibility of exploring the topic further by asking follow-up questions. Thus, the positive correlation between interview and observation would validate their suitability for the present study.

Firstly, the main instrument is the researcher himself, which makes it easy to accomplish without technical support (Denscombe, 2003). Secondly, when dealing with social processes, non-participative observation is more likely to capture the authenticity in a context. Thirdly, when dealing with a complex phenomenon, observation as a method provides a good platform for gaining good insights about the context surrounding the pupils (Denscombe, 2003).

There are many influencing factors regarding the pupils' oral activity. They will be presented in section 5. Observation can serve as an efficient tool for gaining insight into many of them. According to Christoffersen & Johannessen (2012), contextual interaction between participants gives information on different levels for the observer to observe and interpret. For example, one can observe a pupil being reluctant to speak English during class. Through observation one can further see that the pupil is the only girl in the class. Many of the boys act tough and demand much space. These three observations on different levels can reveal something about the girl's reluctance to speak. Observations can be valuable in creating a background for the interviews. The data collected though observation could be measured against the data from the interview.

In addition to observation, interview is used to gather data. The main source for information regarding pupils' oral confidence is the pupils themselves. Denscombe (2003, p. 189)

mentions how interview gives the advantage of going in-depth of a topic, and to get valuable insight into the studied phenomenon. These aspects have been most important when selecting interview as a method. This study aims at investigating emotions, experiences and feelings linked to oral confidence. Observation can only provide overt data, while interviews can provide covert data. Thus, interviews can investigate confidence more in-depth. Another advantage lies in the flexibility, in which the researcher can make adjustments even during the interview (Denscombe, 2003, p. 165).

The interviews were recorded on tape. The human memory is an unreliable source, and it is likely to give many errors to the data (Denscombe, 2003, p. 175). Tape-recording as an instrument is valuable as it stores the data instead of interpreting them. It is thus more accurate than note-taking (Opdenakker, 2006). The exact words of both interviewee and interviewer are captured on tape, which reduces the possibility of bias. Furthermore, the transcription shows how the interviewer conducts himself orally. For instance, the interviewer may ask leading questions, and thus reduce the reliability of the informants' answers. By studying the recordings, such intrusions can be evaluated when interpreting the data, which would lead to increased reliability. However, tape-recording can only capture speech, which leaves out non-verbal communication (Denscombe, 2003, p. 176), such as body language, mimicry of the face and pauses. Non-verbal communication can be important in some cases, especially when dealing with confidence. To capture these forms of communication and other contextual factors, field notes were written after each interview.

When conducting interviews, there are several aspects to consider. For instance, the interview situation itself may have an impact on the interviewee, and may cause nervousness. This can especially be the case when their words are being recorded (Denscombe, 2003). Then it is important to maintain the confidentiality and anonymity, and provide information in order to create a safe environment. However, tape recording also gives the possibility of maintaining a relaxed communication ambience between interviewer and interviewee. By recording the interview instead of writing by hand, the interviewer can focus on the informant, and concentrate on asking follow-up questions.

Originally, I wanted to conduct several interviews with the teachers and pupils. The idea was to observe the pupils in different habitats, i.e. lessons vs a more natural setting, like during breaks. However, considering the scope of this study, the sampling of data would require too much work and time for it to be possible. The observation was thus limited to the English lessons, and the interviews to one per person. There has been a continuous dialogue with the

English teacher regarding the investigation. By working at the school after the completion of TEM, I have observed the informants when and where it has been suitable. These measures have provided information to the study as well.

4.3 Sampling criteria and informant background

It is important to emphasise that the informants' backgrounds have influenced the study significantly. While sampling data, various factors connected to the participants have influenced it. Among these factors, there are disruptive behaviour, and social and learning difficulties. Therefore, this chapter is essential in order to understand the results and execution of TEM.

The collection of data proceeded over a period of five weeks. Originally, the idea was to study two groups in different English classes, a class at the 7th grade and a mixed class with pupils from level 8 to 10. However, the two groups were severely different in terms of English skills, oral participation and other unexpected factors regarding disruptive behaviour that made any comparison too difficult. The 7th grade class did not have any intruding challenges when it comes to oral confidence. They were comfortable speaking English in class, and their oral skills were good. In contrast to the 7th grade, the pupils in the mixed group used Norwegian dominantly and spoke very little English, even though this was much encouraged by the teacher. More significantly, their utterances consisted mainly of non-school related topics, and they were often used to disturb fellow students. The significant differences between the classes made it unrealistic to compare them. In addition, as the 7th graders were very accomplished regarding their oral skills, TEM as a tool to increase learners' oral confidence seemed unnecessary. Since comparing the two groups was unrealistic due to the different characteristics in terms of the level of oral skills and confidence, I decided to focus on the mixed class, as it was more likely that this class would benefit from the study. The research was conducted in a small year 1-10 school in rural Norway that performs Montessori pedagogy[2], where pupils of different ages share classroom and teacher(s). The choice of setting, in terms of kind of school and location, are as follows.

Firstly, when dealing with a sensitive area such as confidence, it would be fortunate for the study to take place at a smaller school, where the number of pupils in each class are fewer than in urban schools. The size of the class is a major reason for pupils' reluctance to

[2] Montessori pedagogy focuses on giving pupils independence to explore and develop their own abilities. Material, activities, difficulty and progression are adjusted to pupils' skills and needs. This is believed to stimulate learning.

participate in speaking activities. Pupils are often more likely to perform orally in class when there are fewer people present (Harmer, 2007, p. 346). The size of the group does not necessarily matter regarding the effect of TEM. However, knowing that group size can contribute to oral reluctance, I believed that it would be easier to create a relaxed environment for speaking in a class with fewer pupils. Secondly, considering the scope of this research, it was essential to create a safe environment as fast as possible. A larger group may have demanded more time to create the desired atmosphere needed to increase oral production of English during English lessons. Pupils' personalities can contribute to improve the learning environment, but they can also contribute to a bad learning environment. By studying a smaller group, this concern was expected to be decreased. Lastly, my choice of type of school is related to my own future ambitions (see section 2).

As mentioned earlier, the school is organised in a way that pupils of different ages share classroom. They often follow the same topics, but material and activities are adjusted to learners' level of competence. At this particular school, the pupils were divided into groups in the following manner: 1-4th, 5-7th and 8-10th grade. For this study, the group between 8-10 has been chosen. The entire group consists of 20 pupils, yet during English lessons they are divided into smaller groups with different teachers. The group this research is conducted on, consists of 7 pupils and 1 teacher accompanied by an assistant teacher occasionally. According to the English teacher, the group is rather homogenous in terms of English skills, and needs extra follow-up in English, as their English skills are poorer than average. These pupils speak little English in class, and they struggle with social difficulties and behavioural problems. The group's challenges will be further discussed in section 5.

4.3.1 The informants

Before conducting the research, each pupil got a letter regarding his or her participation in the study, which had to be signed by his or her legal guardian and handed in. Of the seven pupils, five of them responded positively to participate. The rest did not respond, which equals their discontent to participate. Of the five pupils, only three of them were chosen to participate in TEM. Only three of them were chosen to participate in TEM since the other two were considered too unreliable for the study for the following reasons:

Firstly, the two pupils who were omitted from TEM often refused to follow teacher's instructions, and often left the classroom. Therefore, their participation in TEM was assumed to be dependent on their mood and motivation at the time TEM was being used. This would

make the progression of TEM fragile and irregular, which would decrease the reliability and validity of the results. In worst-case scenario, there would not be any results. Secondly, considering the time limit of the study, their participation would have made it difficult to finish the use of TEM in time.

The informants in the present study are:

Iris – English teacher

Linda – teacher in other subjects

Brad – pupil, 10th grade

Gill – pupil 10th grade

Jake – pupil 9th grade

4.4 Data collection

The collection and sampling of data took place over a period of five weeks. The methods used to collect data in this study have overlapped with each other in the following pattern: observation, teacher interviews, TEM, observation, pupil interviews. During the first two weeks, the first step was to observe the class systematically, without participation from the observer. Systematic observation means that the observer has a checklist of what he intends to study (Denscombe, 2013, and Christoffersen & Johannessen, 2012). It was necessary to observe the class and the informants before beginning the execution of TEM in order to get a full comprehension of how the element of speaking was conducted in class. The following was observed:

- the pupils' oral activity in class
- the pupils' body language
- how the teacher initiated oral activity
- what kind of oral activity was performed (spontaneous, encouraged by the teacher, subject-related/non-subject-related, and so on.)
- interactions between pupils
- factors influencing the oral activity/confidence

Additionally, by being aware of the amount of influential factors that might affect pupils' (oral) confidence, it was important to have an open mind regarding additional factors that had not been thought of beforehand. In addition to observing the features above, the participants'

utterances were counted and illustrated in a diagram (illustration 2). The utterances were divided into symbols. The different symbols categorised the utterances. For instance, 'E' means English utterances, while 'N' equals Norwegian utterances. A more profound clarification will be presented in section 5.4.

During the initial observation stage, I interviewed two teachers who knew the informants well. The interview questions are shown in Appendix A and B. As the teachers know the pupils academically and personally, the interviews would provide relevant information about the pupils and the learning environment. An additional purpose was to match my observations and conclusions regarding the informants' self and abilities to the teachers' perceptions of him or her. It was important to secure that my perception of them were as objective and truthful as possible before conducting the rest of the research. In other words, it was necessary to avoid the possible danger of subjective opinions influencing the study too much. The two interviews differed in terms of perspective. Iris, the English teacher, dealt with the pupils and their activity during English lessons. On the other hand, Linda focused on the pupils and their activity in non-English lessons.

After the initial observation period was over, TEM was presented to the informants and used for three weeks. This equals five TEM-sessions. The activities used during TEM is presented in section 5.3. After each TEM-session, the participants and the rest of the class were observed systematically throughout the lesson, similar to the initial observation period. Field-notes were written as a summary after each lesson.

Finally, when the execution of TEM was over, the data from the observation and the teacher interviews gave a valuable overview regarding the learning environment and the pupils' backgrounds, in order to conduct the pupil interviews. This data influenced the preparation of the interviews, as several questions were based on observations made previously. A fellow student at master's level supervised the questions for the interview, in order to avoid ambiguity about the questions.

The interviews were semi-structured. This means that the interviewer has prepared a list of questions, yet is flexible in terms of order, topics and questions, which encourages the informants to provide supplementary information (Christoffersen & Johannessen, 2012, Denscombe, 2003, and Gillham, 2000). There was a possibility of the interviewee giving incomplete or ambiguous answers. Therefore, the ability to ask follow-up questions was necessary in order to supply concrete and complete answers. When making questions for the

interview, there may be aspects that the interviewer has not thought about beforehand. Considering the present study, the amount of influencing factors are so complex that it would be difficult to predict them.

When conducting the interviews, the interviewees were given definitions and explanations of the variety of terminology used. 'Confidence, 'oral confidence' and 'oral activity' are examples of words that are used, which would possibly appear confusing to the interviewees. People are likely to have different associations to the word 'confidence.' One definition of the word is "the belief that you are able to do things well or be successful" (Cambridge Dictionary Online, n.d.). However, this definition is problematic, as it does not say anything about which things that one is doing well, in which context. One pupil associated the word with being extrovert, by having the ability to speak in social events independently of context. However, a person who is confident in their free time surrounded by friends may not be confident when speaking English in class. It was thus necessary to avoid any mismatch between interviewer and interviewee in terms of how one defines 'confidence.' Other terminologies were also explained when necessary.

4.5 Methodological challenges

Methodological challenges often occur during research. The researcher should follow a code of ethical behaviour, in which aspects of ethics, reliability and validity should always be taken seriously when conducting research.

4.5.1 Anonymity

It is significant to maintain the informants' anonymity and confidentiality, and protect their interests (Denscombe, 2003, p. 136, and Bell, 2010, p. 49). This includes not involving information that can be traced back to the informant. In this study, measures have been made in order to protect the participants' anonymity. No real names are used. Furthermore, participation in the study has always been voluntary. According to Denscombe (2003) and Bell (2010), people should never be forced to participate. They should be provided with sufficient information about the study before they decide to participate. Before conducting the research, oral and written information were given to the participants regarding how their anonymity and confidentiality was maintained during the process. The study required personal involvement from the participants of a sensitive nature, which made it important that the informants were fully aware of what the project consisted of. I also explained how the

material was going to be kept and used. They were also informed that they could withdraw their participation any time.

4.5.2 Researcher's influence

There is a general expectation that researchers should operate in an honest and open manner with respect to their investigation (Denscombe, 2003, p. 137). The researcher is obligated to be truthful about the findings and the context surrounding the collection of data. The researcher should act as impartial as possible regarding his research, without efforts trying to influence data or participants. However, it is difficult to achieve absolute objectivity within qualitative research, mainly because the researcher's self influences the collection and interpretation of data. By 'researcher's self,' I mean the researcher and the qualities he brings to the research. Certain values, beliefs, attitudes and expectations connected to the researcher's self are brought to the research, and may influence procedure and findings (Denscombe, 2003).

A possible concern considering this study is my previous knowledge of the school and its pupils. However, it must be stressed that I did not know the participants personally or academically, but merely as an acquaintance. Nevertheless, it has been important to separate the research from other relations to the school in order to avoid partiality. Awareness has been a necessary tool. As the participants may associate me with other roles than a researcher (teacher, acquaintance, and so on.), it has been vital to prepare myself for the role of the researcher before data collection was made. In order to keep my different roles apart, I only referred to the research when conducting the data. The research was never referred to in a non-research setting. As mentioned in the introduction, there have been several advantages due my relations to the school as well.

In order to reduce the danger of bias, and enhance the reliability and validity of the data, triangulation has been a valuable instrument. Triangulation involves seeing things "from different perspectives and thus to be able to confirm or challenge the findings of one method with those of another" (Laws, 2003 cited by Bell, 2010, p. 118). The figure below (ill. 1) illustrates how triangulation has been used in this study.
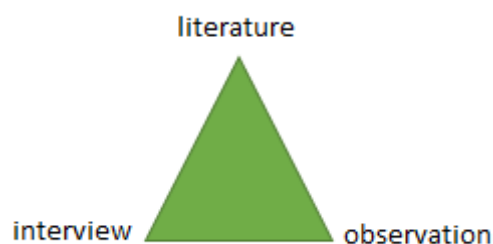
(Illustration 1)

Thus, observation, interview and literature are used with the intention of supporting or questioning each other's results, which enhances the reliability and validity. For instance, according to interview and observation results, the pupils and teacher responded that my presence had not influenced the pupils' oral or other kinds of activity during English lessons. Earlier experiences with observation have shown that my presence in the classroom as a stranger has influenced the pupils to behave better than usual, especially at the beginning. After a while, the pupils became more used to my presence, and their behaviour became more authentic. However, in this study, I had limited time to conduct data as illustrated in section 4.2.1.

4.5.3 Flexibility

The flexibility of interview makes the method more reliable, as one can deal with possible challenges if they arrive. However, even though flexibility gives the informants the opportunity to expand their thoughts, it may become a disadvantage if the structure of the interview becomes too loose. Interviews are very demanding as the researcher's self is always present. Informants may respond differently depending on how they perceive the person asking questions (Denscombe, 2003, p. 169). Depending on the topic of the interview, gender, age, ethnic origin and appearance are some factors that can have an impact on the interviewee, especially when dealing with sensitive topics such as confidence. By not being self-aware of the researcher's possible influence, it might reduce the reliability of the data and/or the results.

4.5.4 Unreliable interview answers

Regarding reliability, how can one be sure that the informant is telling the truth during the interview? Firstly, confidence and FLA are feelings. Even though the informant is familiarised with these feelings, it does not guarantee that he or she knows what causes such feelings. Unfortunately, the validity of the answers is limited to the informant's self-knowledge. Secondly, the general opinion is that it is positive to have (oral) confidence. Because of this, there is a possibility of informants providing answers that they feel fit with

the researcher's expectations or hopes (Denscombe, 2003, p. 170). This may reduce the reliability of the data. To prevent this from happening during the interviews conducted in this study, the importance of providing honest answers was emphasised. Furthermore, the informants were told that any result was equally valuable, and that truthful answers were necessary in order to secure a prosperous language education for future pupils. It is believed that these measures have influenced the interviewees positively when it comes to providing reliable answers.

Because of the low number of informants, there may be a concern regarding the representativeness of the data. Often in qualitative studies, the informants are selected and the results are not random. When the informants are selected intentionally, they are chosen for a reason, linked to a particular phenomenon that the researcher wants to study. As the informants have been chosen because of their lack of oral participation, the findings can be seen as representative for pupils with similar challenges. I originally planned to have more informants, which would decrease the potential concern of the study. Yet, because of the issues discussed in section 3.3, I ended up with three informants. Even so, the findings are interesting for further investigation, especially as there are several schools with a low number of pupils in each class.

4.5.5 Measuring confidence

During the study, there have been some methodical challenges regarding the execution. Firstly, it has been challenging to measure (oral) confidence. It is difficult to evaluate development of such feelings, which is influenced by uncountable factors. Even though confidence is not observable, it does not mean that it cannot be studied. Likewise, oxygen is not observable, yet there is proof of its existence. Confidence can be observable via various indicators, such as studying behaviour and learning environment. For example, lack of oral participation can be an indicator for lack of oral-confidence. The volume of the pupil's utterance can also be an indicator of high- or low-level of confidence. These are different levels of information. The challenge lies in the influential factors and the interpretation of the data. The different levels of information contain both relevant and irrelevant evidence. The different factors are not necessarily influential for all pupils. For instance, hair colour is information often collected by observing people, yet the information is most likely irrelevant when studying confidence. Thus, the researcher has to separate the relevant and irrelevant information. In order to maintain the validity of the study, the observations have been

compared with the data collected from the interview. The interviews were also based on the material from the observation. As a result, the attempt to measure confidence have been achievable.

4.5.6 Challenges regarding class and school

During the period of data collection, there were several factors impeding the research. Firstly, many of the pupils in the studied class struggled with behavioural problems. This has had a severe impact on the results regarding the effect of TEM, which will be discussed in detail in section 5. Secondly, the school schedule brought several days off for the pupils, school trips, and other arrangements where I had not been informed. As not all teachers had been informed of my project, they sometimes got the pupils to work in other subjects than English, making them absent from English lessons. Consequently, I had to rearrange my schedule of collecting data, and the process had to be extended.

5.0 Research results

5.1 Introduction

The present study aims at investigating TEM's effect on pupils' oral confidence in English. The oral activity is likely to be a measurement of this, where increased oral activity indicates increased oral confidence. As the oral activities during English lessons differ in terms of preparation, duration, formality and style, the effect of TEM has been measured in two different ways. Thus, the purpose of TEM is twofold: firstly, I want to see whether TEM has affected the oral confidence, which can be indicated from the oral activity during English lessons. By this, I mean whether the informants speak more English during regular lessons after performing the TEM-activities than what they did without TEM. The organisation of the lessons before beginning using TEM are similar to the lessons after TEM has been used. There will not be distinctive differences regarding activities and material used in each lesson. Secondly, I want to see whether TEM has had an effect on the informants' oral confidence when giving presentations in English.

The following chapter presents the findings from the data material. Section 5.2 gives a description of the learning environment in the studied class, and gives a description of the informants. Section 5.3 discusses the accomplishment of TEM, and some of the challenges I met. Section 5.4 presents and discusses the results regarding TEM's impact on the informants' oral confidence when speaking English in class. Section 5.5 discusses TEM's impact on pupils' oral confidence before giving oral presentations.

5.2 Description of context and learning environment in the class

During the research period, the teacher was asked to focus on speaking, in which I got insight to the oral activity in the classroom. The activities accomplished in the period before beginning TEM were the following: the pupils worked with a selection of topics in the textbook together as a group, and independently. They each gave an oral presentation to the rest of the class during the period before TEM. Hereafter, Jake, Brad and Gill were taken out from their regular class at the beginning of each lesson in order to practice and test TEM. After each TEM-session, the pupils continued the lesson with the rest of the class, and with their regular teacher. After each TEM-session, the class worked mostly with Kon-Tiki. The topic is part of their textbook. The activities in the textbook consisted of reading texts, writing and speaking activities. The pupils also spent several lessons sitting around a large table building their own version of the Kon-Tiki raft. The teacher wanted the pupils to speak English while building the rafts. The pupils also prepared and performed two presentations. These were connected to other topics than Kon-Tiki. The extent of these presentations will be described in section 5.4.

5.2.1 Background information about the class and informants

The class has been together as a group for less than a year. None of the pupils have shared class since they started school. Jake and Michael[3] were transferred to this school last autumn. Martin came two years ago. Thor and Brad came during 7th grade. Finally, Gill and James have been at the school since they started 1st grade. Most of the pupils are still adjusting to the new environment of a new school, new ways of learning and new friends. The pupils who have been at the school the longest have to adjust to new people bringing new experiences and attitudes to the classroom. The class environment does not come across as attached, meaning that the data does not suggest that all of the pupils have a close relationship to each other. Most of the pupils live far away from one another, and do not spend much time together in their spare time. This is likely to increase the emotional distance between them as well.

5.2.1.1 The class' behaviour during English lessons

The pupils challenged each other and tested each other's boundaries during the English lessons, which influenced the learning environment. Moreover, they seemed to challenge the teacher's authority and boundaries. The exception is Gill, who seemed distanced from the rest of the group. The boys were dominating the lessons, taking up space, claiming attention and

---

[3] Martin, Michael, Thor and James are fictional names of the rest of the pupils used in this study

trying to be funny. The behaviour from the pupils can be seen as problem behaviour, meaning violation of the school's rules, norms and expectations (Ogden, 2009, p. 17). Problem behaviour were seen both verbally and physically. Regarding physical disturbances, hustling, walking around and out of the classroom, and throwing erasers and pencils became typical behaviour observed in the classroom. When it comes to verbal behaviour, swear words were used a lot. The boys said demeaning things to each other like "you loser", "you are so gay", "you are so stupid", and "you are so ugly." Eliasson, Isaksson & Laflamme (2007, pp. 587–605) refer to this kind of behaviour as verbal abuse. Name-calling, teasing, insults and ridicule are various forms of demeaning speech acts, which can be referred to as verbal abuse (Infante & Wigley, 1986 cited by Eliasson et al., 2007). It is important to stress that the verbal abuse was meant as humour among the boys, and should not necessarily be taken literally. This became clear as the receivers of such utterances were met with laughter, and the insults were often returned. "Verbal abuse is presented as reciprocal, and the right response is not to take offense, but to laugh and return the insult" (Eliasson, Isaksson & Laflamme, 2007, p. 591). This kind of verbal behaviour can contribute to popularity and status (Eliasson, Isaksson & Laflamme, 2007, pp. 587–605). Nevertheless, such comments do not contribute to a positive learning environment, and they certainly do not increase confidence.

When working independently with tasks, the pupils often stopped working, either at the beginning of a task, or before finishing it. Instead of working, I observed them staring out in the air, yawning, fiddling with something or disturbing fellow pupils verbally or physically. I do not know why the pupils suddenly stopped working. Their behaviour suggested that the pupils might have found the tasks too difficult, too easy or too boring. Whatever reason, they never asked the teacher for help, and just continued doing nothing.

> The pupils are not very active during English lessons. They are afraid of using the language. It is a large group, and there is a clash of personalities. The group is too large because all of the pupils need extra help. Some of the pupils wander off and do not come back. Those are the ones who should be present, but who do not participate at all. It becomes messy. The best lessons are the ones where we do boring things, like grammar and when there is structure. So you have to try and keep that. But sometimes you want to do more fun activities, but it is difficult. - Iris

In the previous statement, Iris says that she wants to be more experimental regarding activities, methods and strategies used in the classroom. However, the pupils needed structure around their work. The most successful lessons were the "boring lessons, where the pupils

work independently with grammar tasks." By 'successful', she meant that the pupils sat quietly working with the tasks, and did not disturb each other. The teacher believes there are too many pupils in the group for the English education to be adequate.

5.2.2 Descriptions of pupil informants

The present section gives a description of the pupil informants, which is based on personal observations, the teacher interviews, and the pupil interviews.

5.2.2.1 Gill

Gill appears shy, quiet and introvert. "She is not the kind of person who demands her space," Linda says. Thus, her personality differs greatly from the boys in her class, who can be more abrupt in their conduct. Gill is the only girl in the class. According to both my own and the teacher's observations she is clearly the least oral during lessons, both in English and in Norwegian. The teachers say that Gill is more reluctant to speak during English lessons than in other subjects where she can speak Norwegian. But she does not speak very much in other subjects either. Iris rapports Gill being obedient. She completes the tasks given by the teacher, whether it is writing, oral or other tasks. When asking her questions, they must be short and concrete in order for her to comprehend. Preferably, Gill gives very short answers in Norwegian. She does not like oral presentations, and prefers presenting only to the teacher. She withdraws herself from the group and prefers working on her own during English lessons. She does not like attention being brought to her, and dislikes activities where she is asked to provide personal opinions, thoughts or feelings. These characteristics of Gill's correspond with what Simunkova (2012) says about shy learners being uncomfortable with speaking activities where they have to tell how they feel or what they think. However, Gill also differs from Simunkova's (2012) claim that shy learners are more likely to participate orally in free speaking activities, as Gill prefers direct questions and dislikes free speaking. Furthermore, Gill does not speak if she does not have to. She is more active in smaller groups than in larger groups.

The teachers do not believe that Gill feels entirely comfortable in the group, which reflects in her behaviour during English lessons as she withdraws from the group. By 'comfortable,' I mean that she undergoes feelings related to anxiety of not belonging or not experiencing fellowship in the group. For example, when the rest of the boys are working with tasks while sitting around the same table, she sits by herself on a single desk in the corner of the classroom. This observation supports the belief of Gill not being comfortable in the group.

According to Gill, she rarely interacts with the boys in her class in other contexts than at school. "I don't usually speak to them," she said. In non-English subject related contexts, she always seeks to friends. When she is not with her friends, she appears even shyer, and seems to withdraw herself from any attention.

Regarding her academic skills in English, Gill has 3 in written English, and between 2 and 3 in oral English. According to the teachers, Gill's oral activity in English does not correlate with her abilities. Iris said: "She is able to speak much more. She *is* capable of making herself understood, yet she does not speak much. I believe she can do more." Gill claims during the interview that she has low oral confidence, and that she does not feel competent enough to speak English.

5.2.2.2 Jake

The following description of Jake is mostly the result of data collected from personal observation and the teacher interviews. Jake is introverted, shy and reserved. He rarely speak during English lessons, and prefers speaking Norwegian to English. When he speaks, he speaks with low volume and mumbles a lot, in which it is sometimes difficult to understand what he says. However, when he is reading, he has good pronunciation and manages to make himself understood. When giving presentations, Jake depends too much on manuscripts instead of speaking freely. The teachers believe that his abilities do not correlate with his oral activity in class. They believe that he does not trust his own abilities to do well. Grade wise, he has 3 in both oral and written English. Jake has generally low self-esteem. He finds security in his friends, but the teachers believe that Jake feels unsure on some of the boys in the English class. He is still trying to find 'his place' at the school and in the group, as he is new to the school. When he is supposed to work independently with tasks, he tends to stop working and stares out in the air. Jake said during the interview that he has oral confidence. This does not correlate with the rest of the data material, and will be discussed further in section 5.4.1.

5.2.2.3 Brad

In contrast to the other informants, Brad is more extrovert, though he does not speak much in English during English lessons. However, his reluctance to speak is not the result of shyness. According to Iris, Brad's oral participation is closely related to subject and topic: "If the topic interests him, he can be very active. Especially if he has knowledge about the topic, or has something he wants to convey." In other words, Brad's participation during class depends on

his motivation. Motivation is an important factor when it comes to language learning in general, as motivation determines "the choice of a particular action, the persistence with it, and the effort expended on it" (Dörney, 2014, p. 519). Brad likes to participate with personal opinions and thoughts. However, when he lacks knowledge about the topic, he remains quiet or leaves the classroom.

Brad has ADHD[4], which may explain certain behaviour in the classroom. He gets easily fixated on (small) things, and it can be difficult to distract him from these in order for him to get back to work. He can also be loud and initiate to verbal disturbances in class. In periods, he struggles finding his place in the group. He may seem gaudy in social situations, but he struggles in academic contexts. Difficulty sustaining attention to tasks, making careless mistakes in schoolwork, interrupting others, talking excessively, and not listening to what is being said are some traits common among pupils with ADHD (Lemer, 2003). Moreover, many pupils with ADHD have learning difficulties and behaviour problems. They struggle with school and have low confidence regarding their abilities (ADHD Norge, n.d.). Many of the traits suggested by Lemer and ADHD Norge are seen as part of Brad's behaviour. Thus, ADHD is likely to be a significant factor to Brad's behaviour and (oral) confidence. Brad likes best to work in smaller groups with people he is comfortable with. Iris said "he benefits by socialising with 'neutral' pupils." This means that he benefits from working with pupils that are good role models both academically and socially.

Regarding Brad's oral skills in English, Iris claimed that "he has more skills than what he is expressing. Han rarely speaks English, but he *is* able to, which we can see and hear when he sings and writes." Brad is musical. He plays guitar and writes music in English, which he performs at a variety of arrangements. Brad said he is not comfortable speaking English in class, but says he writes and speaks in English on a regular basis in his spare time. I have had the opportunity of seeing Brad perform his music, where I have observed that his oral skills are good. But his skills do not show during English lessons. Iris says Brad struggles when he is supposed to speak English freely in non-structured activities, and often goes 'blanc.' During TEM, Brad sometimes was unable to speak. Then he became frustrated with himself and explained that he forgot what he was going to say, or that he forgot *how* he was going to say it. This could be a symptom of his diagnosis, but it also indicates test-anxiety.

---

[4] Attention deficit hyperactivity disorder

5.3 Accomplishment of TEM

The idea behind using TEM to increase oral confidence is presented in section 1 and 2. Even though TEM focuses on speaking, it does not follow a recipe of activities. The aim is for the interaction between the participants to be as authentic as possible, as authentic material gives purpose to the activity, and thus increases learners' motivation (Little et al., 1988, cited by Cook, 2009, p. 146). Ideally, the pupils would be in charge of the TEM-sessions. However, I had to make adjustments when using TEM with the informants, because they were reluctant to speak and take charge. Being aware that my presence during TEM may have made the pupils rely on me to take charge, I had to test the impact of my presence. I left the room at the beginning of one of the sessions in order to see if any of the informants took charge of the situation and performed the instructions given by me when I left. They did not. Thus, I had to direct TEM and participate more than initially wanted. The principle of speaking was always in focus.

Because of the pupils' reluctance to speak, I chose to vary the TEM-activities from session to session in order to try to motivate them. I had the pupils write down three interests or topics that they would like to talk about during TEM. These topics were used to motivate the pupils to speak, as it was likely that the pupils had knowledge about the topics from before, and thus were able to contribute orally. Gill wrote reading, sport and music; Brad wrote Rubik's cube, computer installations and music; Jake wrote hiking and running. I used the pupils' contributions to initiate to conversation during the TEM-sessions. Additionally, I used other neutral topics for speaking, in which they would make it easy for the pupils to contribute orally. For example telling what they had done during the weekend, and talking about artists and films that they liked or disliked. Additionally, during one of the sessions, I used nursery rhymes and lyrics to warm up before the pupils were supposed to speak more freely, i.e. spontaneous speaking. The pupils read the texts aloud together, and they were encouraged to vary their tone of voice and volume when reading because they often spoke with low volume. Tone of voice and volume are indicators for the presence of (oral) confidence (Technical Communications Program, n.d.). Low volume suggests low (oral) confidence. During the sessions, the pupils did not speak as much as I had expected, yet they contributed more than what they did during the regular English lessons. I had to encourage them by asking direct and open questions, and encourage them to ask each other questions.

5.4 TEM's effect on oral confidence in the classroom

Data from the observations (see illustration 3) and interviews show that there is little English oral activity in the class. The teacher initiates and encourages her pupils to speak English, and reminds them of this frequently each lesson. However, the pupils rarely respond in English, and when they do the answers are fragmented. Often, the pupils' English output consisted of yes- and no-answers, except during presentations.

Illustration 2 below is a table demonstrating the number of utterances during two English lessons. It illustrates the oral activity before and directly after TEM has been used. There are also additional data for the other lessons, yet there was little variation regarding the oral activity from lesson to lesson. The example below is thus not a full display of the findings, yet the findings given are representative for the oral activity in the class. The table consists of three columns. The first column shows each informant. The second column illustrates the number of utterances the informants have made during lessons before TEM was being used. The third column illustrates the number of utterances after TEM has been used. I have used three codes to illustrate the different utterances: N= Norwegian utterances, E= English utterances, U= unclear utterances. Unclear utterances were often the result of me not being able to hear what the participants were saying. The table does not discriminate between long and short utterances. Nor does it distinguish between subject-related and non-subject-related utterances. However, these variables will be discussed later in this section. Single swear words are not illustrated either, as they would increase the oral activity significantly both in English and Norwegian, which would wrongly indicate that the oral activity was higher than it was.

Name	Utterances during a lesson before TEM	Utterances during a lesson after TEM
Brad	3N	4N, 4E, 1U
Jake	4N, 3E, 2U	4N, 3E, 1U
Gill	2N, 2U	2N, 2U

(Illustration 2)

The illustration demonstrates that the oral activity in the classroom is dominated by Norwegian utterances. The oral activity does not change significantly from pre-TEM to post-TEM. Gill and Jake's utterances are approximately the same in both sessions. Brad's utterances have increased a little, but insignificantly as his participation varied slightly from

lesson to lesson already before TEM. When comparing the informants' oral activity to the rest of the class,' it becomes clear that the informants are some of the least active. The other pupils in the class dominated the oral activity, much due to the behaviour displayed in section 5.2. Nevertheless, the given findings suggest that the oral activity has not increased after using TEM, which may indicate that TEM has not had the desired effect on the informants' oral confidence.

However, Brad and Gill indicated during their interviews that they experienced increased oral confidence after using TEM: "A little bit," they both said when asked about TEM's effect on their oral confidence. "But, I have not spoken more during class," Gill said. These statements reflect and confirm the complexity of confidence (Horwitz, Horwitz & Cope, 1986). They strengthen the belief that confidence is not something you have or do not have, but that there are several levels of confidence. This complicates the purpose of using the oral activity as a measurement of pupils' oral confidence, if oral confidence can increase without increasing the oral activity. Thus, it seems that in order to increase the oral activity, the oral confidence needs to increase several levels.

There may be a danger of the pupils only telling what they think the researcher wants to hear (see section 4.6.4). The tables above do not signify any change regarding oral behaviour, which could support this possibility. This gives ambiguity to the data,which makes it difficult to make generalisations regarding the effect of TEM based on the results in this class. It shows that the value of TEM cannot be measured independently from other factors.

5.4.1 The informants' oral confidence

During the interviews, the pupil informants were asked to evaluate their oral confidence on a scale from 1-10, where 10 is the highest. They had to evaluate their oral confidence at school and in their spare time separately. The diagram below illustrates how the informants answered.

Oral confidence in English
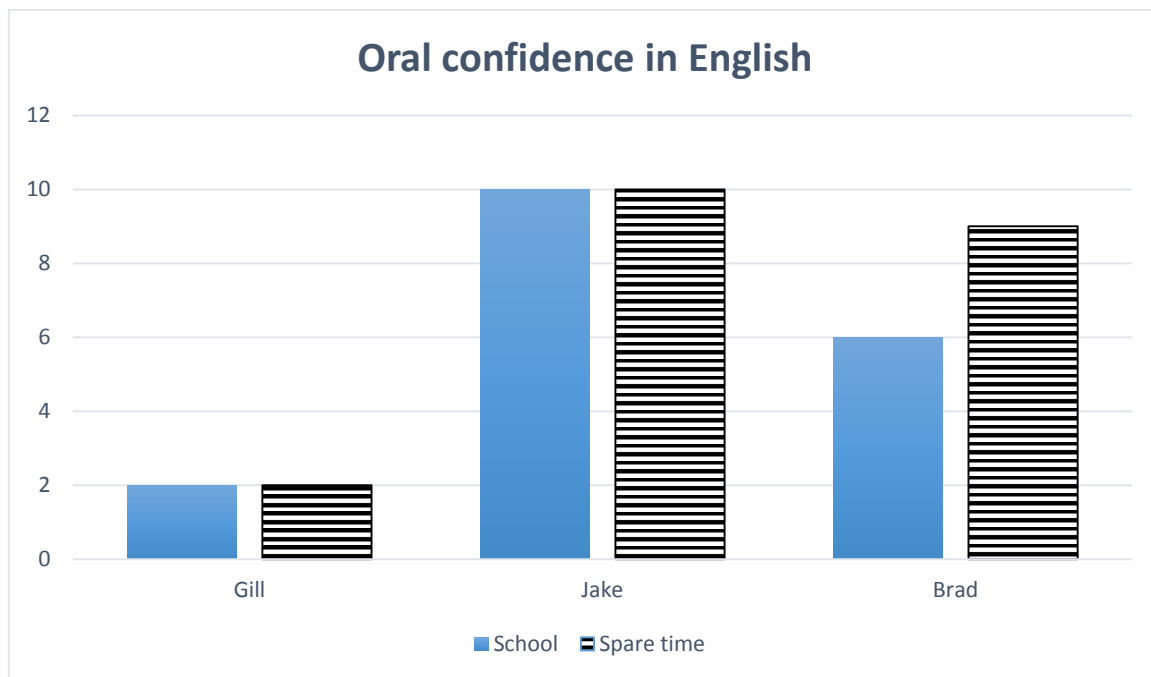
(Illustration 3)

Gill evaluated her confidence to 2 both at school and in her spare time. When asked for the reasons behind her evaluation and reluctance to speak, she said: "It becomes wrong. Grammatical errors, pronunciation, everything." In other words, she claimed that she is lacking vital skills to speak. In order for her to believe that something is 'wrong,' she has to have an opinion of what is 'correct.' This shows that she has certain beliefs about foreign language learning, which have developed FLA. Instead of practice speaking, Gill does not want to speak in English because she makes mistakes, which impedes her language development (Thornbury, 2005). Her statement above also suggests that her FLA also stems from personal and interpersonal anxieties because she underestimates her own abilities and compares her abilities to something that supposedly is 'correct,' as suggested by Young (1990). The presence of personal and interpersonal anxieties also relate to her being uncomfortable in the group regarding the clash of personalities (see section 5.2.1).

Jake evaluated his oral confidence to 10 both at school and at home. Yet, this does not seem reliable, as it does not correlate with the data conducted from the observation or the interviews. These findings suggest that he is the second least oral active person in the class (apart from Gill). When he speaks, he speaks in Norwegian, or reads aloud from books or manuscripts. Furthermore, Jake's evaluation of his oral skills does not correlate with what he said later during the interview: "I never speak English at home." It is difficult to believe that a person who never speaks English at home, and who rarely participate orally during English

lessons has oral confidence on level 10. When Jake was asked to provide possible factors that could influence the oral activity negatively in the class, he said that there were not any. The ambiguity of some of Jake's answers gives reasons to doubt the validity of them. Nevertheless, by evaluating his oral confidence to 10, he indicates that he knows that oral confidence is something positive.

Brad evaluated his oral confidence to 6 at school, and to 9 in his spare time. He explained the differences by saying: "The contexts are totally different," which is true. At school, the teacher evaluates pupils when they speak, and from 8th grade, they will receive an oral grade in English. The school context is formal, and the speaking activities are often constructed to fit the aims of the lesson. The oral activities rarely have authentic communicative purposes. If the pupils want to communicate, they can use their mother tongue, as it would be more natural to via a common first language. A foreign language can never replace the mother tongue for real communication if the participants share mother tongue. In contrast to the formality of the school context, the pupils' spare time is informal. When the pupils speak English in their spare time, it is for authentic communicative purposes. For example, playing online role-playing games like World of Warcraft have users all over the world. If players want to play with people from other countries, the online game provides a context where it becomes natural to use English for communicative purposes, as English is a world language.

Brad's oral confidence is closely related to the setting where he speaks. He stressed during the interview that he often spoke English with people around the world on the Internet. "I speak and write perfect English when I speak online, but somehow I do not manage to speak at school," Brad said. Regardless of whether his oral skills are perfect or not, his statement says that his oral confidence in English outside the classroom is very good. Moreover, illustration 3 supports this. He tried to prove that his lack of oral participation does not correlate with his practice of English at home. I received a log template from a conversation he recently had had with a person in English on an online game. Even though the log illustrated his writing skills, it gave information about his knowledge of the English language in general, such as syntax, grammar and vocabulary. The log shows that Brad has language skills that exceed what his oral activity and behaviour at school suggest.

From watching the three presentations the informants have given during the period, it becomes clear that the informants are capable of speaking and making themselves understood in English as EFL-users. When it comes to abilities to speak, none of the informants has severe gaps in their English language knowledge, which could have suggested inability to

speak. Thus, the informants' reluctance must stem from other sources, which will be discussed in section 5.4.2.

5.4.2 Factors influencing pupils' oral confidence

The lack of reliable results regarding the pupils' increased oral activity and oral confidence can be the result of a variety of reasons. The following section will discuss factors that are likely to have influenced the accomplishment of TEM and oral confidence in general.

> "Because it often gets… you know that you will get an oral grade. It depends on who you are with, because if people suddenly start laughing or.. start speaking about it afterwards or… I just feel that I do not know it well enough." - Brad answering why he was not comfortable speaking in English in class.

Brad's statement illustrates some of the most significant factors that often influence pupils' oral activity and oral confidence: learning environment and incorrect learner beliefs regarding foreign language learning.

Learning environment and influence from friends and other pupils with behaviour problems are some of the factors affecting pupils' learning the most (Hattie cited by Utdanningsforbundet, 2011). Interaction is part of pupils' everyday life at schools. They continuously seek friendship and approval among their peers, in which adolescents are especially vulnerable to negative judgements as they are in constant search for identity (UDIR 2012a, and Harmer, 2007). Sometimes pupils' methods to strengthen their social position among their peers do not correspond with the teacher's expectations regarding their behaviour and effort in class. It becomes a conflict between the pupils' social dimension and the teacher's academic intentions (UDIR, 2012b). Even though behaviour problems are common in schools, they are incompatible with a healthy and stimulating learning environment (Ogden, 2009, p. 16). Thornbury (2005) argues that the classroom culture is the most influential factor regarding developing language skills: "If the participants are being both frank and considerate, independent yet co-operative, and are speaking willingly and comprehensibly to particular listeners about things that matter to them both, then the quality of communication is high" (p. 123). Yet, none of Thornbury's points has been met in the studied class, which, together with the low oral activity in English, suggest how vital it is to have a positive learning environment, which stimulates language learning.

For example, when the majority of pupils in a class only speaks Norwegian during English lessons, and the teacher does not manage to get them to speak in English, a culture where it is

ok to speak Norwegian during English lessons has been created. I asked Brad during the interview if he was comfortable speaking English and responding in English if some of the other pupils spoke to him in Norwegian. "Not really, because it would be silly," he said. This illustrates the influential potential of the learning environment's effect on pupils' oral activity and oral confidence. Speaking Norwegian during English lessons was so integrated in the class culture that it influenced the pupils' oral activity more than TEM did. This does not necessarily mean that TEM does not have any effect on pupils' oral confidence. However, it shows that TEM cannot be measured independently from other factors. If using TEM is going to affect learners' oral confidence positively, one has to reduce the presence of factors that decrease pupils' confidence and inhibit oral participation.

In the present study, many of the boys were trying to strengthen their social position through verbal and physical behaviour (see section 5.2). Learners' self-esteem is influenced by an inner and outer source. The inner source is the subjective feeling of achievement, while the outer source is based on social acknowledgement (Imsen, 2010, p. 429). Most people seek acknowledgement, while trying to avoid defeat. According to Iris, the boys who turned to disruptive behaviour the most were the boys who had learning difficulties, and who rarely experienced a sense of accomplishment at school. Pupils who rarely or never experience accomplishment or receive positive feedback at school, often turn to defence mechanisms, which try to compensate this defeat with other sources where their need for accomplishment is satisfied (Imsen, 2009, p. 403). Many of the pupils in the present study had learning difficulties in English, and rarely experienced accomplishment as result of their English schoolwork. Their disruptive behaviour (verbal abuse and physical behaviour) resulted in social approval among their peers, which makes them continue such behaviour.

When Iris was asked to explain the social interactions between the pupils, she said: "They give comments to other which are not very nice. But many of them are very insecure, especially about their academic skills." This support the possibility that the pupils substitute their academic acknowledgement with social acknowledgement. When boys show that they are able to handle verbal abuse by giving and taking, it contributes to toughness and popularity (Eliasson, Isaksson & Laflamme, 2007, pp. 587–605). As seen with the informants in section 5.2, there seem to be a correlation between disruptive behaviour and learning difficulties. Considering the rest of the class, the teachers reported that the four remaining boys had learning difficulties in English, while two of them had learning difficulties across subjects. Thus, there seems to be a correlation between the rest of the class' behaviour and

learning difficulties as well. These support what Imsen (2009) says regarding behaviour as defence mechanism to gain acknowledgement among others.

The informants have provided information suggesting that FLA that stems from incorrect beliefs about foreign language learning may have influenced the impact of TEM's effect on oral confidence. The informants' beliefs about foreign language learning caused communication apprehension regarding oral participation. Gill and Brad said that 'things became wrong' when they spoke, suggesting that there is something 'correct' as discussed in section 5.4.1. Many foreign language learners share this belief as many learners have perfectionist tendencies (Gregersen & Horwitz 2002 cited by Zheng 2008, Gynan 1989 cited by Young 1991, and Horwitz, 1988). They believe that they should not speak in the targeted language before they are able to speak correctly. Today, the teaching of English as a foreign language is often based on native speaker varieties of English, particularly British and North American (Jenkins, 2009, p. 119). Most EFL textbooks in Norway follow the norms of Received Pronunciation (RP), which is the Standard accent of English, while some follow American English norms. This may cause pupils (and teachers) to believe that native-like proficiency should be the aim of EFL-learning.

The English Subject Curriculum (LK06, 2013) stresses that the purpose of learning English in schools is to be able to communicate internationally. Pupils do not read LK06, which gives information about the purpose of their English education. They read textbooks, which show examples of RP- and American English norms. Thus, pupils' exposure to English in the classroom is often native varieties of English. The informants in this study said that they did not feel that they spoke English correctly, which was one of the reasons to their reluctance. As mentioned in the introduction, the pupils from my practice periods also said that they were reluctant to speak because they were not able to speak 'proper English,' i.e. native varieties. "…by ignoring students' beliefs concerning their confidence and accuracy, we are ignoring a major precursor to their learning." (Hattie, 2013, p. 62). Thus, it is important for teachers to inform pupils that ENL-proficiency is not the aim of EFL-teaching. During the execution of TEM, it did not occur to me until afterwards that learner beliefs could be the source to their reluctance to speak during TEM as well.

5.4.2 Possible reasons for the lack of results

The lack of reliable results regarding the pupils' increased oral activity and oral confidence can be the result of a variety of reasons. The following section will discuss factors that are likely to have influenced the accomplishment of TEM and the lack of desired results.

One reason for the lack of expected results may be due to the time spent on the execution of TEM and collection of data. Because of the combination of various factors causing difficulties during the execution, i.e. challenges within the learning environment and regarding the school's schedule, better results would probably require more time to study TEM and its effect. Furthermore, as the pupils were reluctant to speak English, more time would have given them the possibility of becoming familiarised with TEM and its activities. As the pupils had incorrect beliefs about foreign language learning, more time could have given the possibility to enlighten their views. However, as there were many influential factors regarding the pupils' oral activity and oral confidence, working to reduce the negative effect of them would have made it difficult to measure the effect of TEM. This is because the increased oral confidence could then be a result of one of these measures, such as confronting learners' beliefs, instead of being the result of TEM.

5.5 TEM's effect on oral presentations

During the TEM-period, the pupils gave two presentations. One before the teacher and me, and the other in front of the whole class. In the first presentation, the pupils were given a fairy tale, and they had to learn and remember it. They were given two hours for this task. They had to present the fairy tale without manuscript for the teacher and me. Some of the pupils presented the same day, while the rest of the informants presented their fairy tale the next day. For the second presentation, the pupils had to choose a song and present it and the story behind it to the class. During the initial observation sessions, the informants gave individual presentations to the class about a topic of their own choice. This gave me the possibility of comparing this presentation to the informants' presentations after using TEM.

The data material suggest that TEM has had a positive effect on the informants' oral confidence during oral presentations. Observations found that the informants' presentations were better after using TEM. The informants spoke more freely than what they did during the initial presentation. By freely, I mean that they did not use manuscript or notes to support their speaking. They were able to use their own words, and they were capable of making themselves understood concerning pronunciation, grammar and their general performance,

even though there were some language mistakes. According to Iris, she was positively surprised by the informants' presentations and performances, as the pupils spoke more freely and seemed more confident while speaking than they usually did during presentations. However, even though the pupils did good presentations, their body language still revealed nervousness, i.e. fiddling with hair, hands or clothes, and avoiding eye contact. This suggests that the pupils were still nervous. Despite these traits, the pupils used louder volume when they spoke, and they spoke more fluently and were not as hesitant as during previous presentations. The complexity of confidence and FLA makes it naïve to believe that these issues can be fixed entirely by using TEM for a short period of time.

All pupil informants reported TEM to be useful before giving presentations. They all said that the main reason was that they could practice speaking English, which made it easier to speak English during the actual presentation. "I think the activity we did before the fairy tale-presentation was helpful," Gill said. During this particular TEM-session the pupils started by reading a nursery rhyme called "This is the house that Jack built," where they read one line each. All informants stood in separate corners of the school's gym, which demanded that they had to read loudly for the others to hear. After reading, the pupils told each other about the fairy tale they were going to present to the teacher after the TEM-session was over. Shy learners do not like free speaking activities (Simunkova, 2012), thus TEM may appear unusual for them, especially if they are reluctant to speak. Reading the nursery rhyme became a pre-speaking/reading activity before the actual pre-speaking activity which was free speaking of their own choice.

That the informants reacted positively to practicing speaking before giving presentations, correlates with Liu & Littlewood's (1997) study, which says that practice speaking in the targeted language is vital when increasing foreign language confidence (Liu & Littlewood, 1997, p. 376). The results in the present study suggest that working to increase pupils' oral confidence will have positive effects on their oral activity and oral skills. Boonkit's (2010, p. 1308) research supports this view, as students' confidence is an important factor which strengthens speakers' performance in front of an audience. Using TEM can be one way of doing this. The effects of TEM indicate that it is likely that TEM will have similar effects when used in classes with a larger number of pupils.

Interestingly, the results regarding TEM's effect on oral presentations are not ambiguous like the results from TEM's effect on the general English lessons. All data conducted from the the observations, teacher interviews and the pupil interviews suggested TEM's positive effect on

42

the pupils' oral confidence. One reason is likely to be the difference in setting. During presentations, the focus is on one person, while the other pupils pay attention. In contrast, when speaking during the lesson, the focus is not on one of the pupils, but on all of them. The presentation context is not a two-way communication process, which a classroom discussion often is. The pupil has the possibility to control the situation more. Furthermore, the presentation setting is more formal, and the threshold for disturbing the person presenting is higher. Thus, it is less likely for disruptive behaviour, like the behaviour observed in the studied class, to occur and cause anxiety. In contrast, it seemed somewhat more acceptable to interrupt others during regular lessons. Accordingly, the different settings serve two different sets of social codes. Even though the formality of a presentation setting may cause anxiety for some pupils, the anxiety is likely to be reduced, as the presenter does not need to fear disturbances from fellow pupils. Moreover, the difference in setting could explain the different results regarding the effect of TEM.

6.0 Conclusion

The purpose of this section is to summarize the work of the present study. Research suggest confidence to be a vital factor for pupils' oral participation during English lessons and an important factor for developing language skills. The aims of TEM have been twofold: Firstly, to measure TEM's effect on the participants' oral confidence when speaking English in the classroom in general. Secondly, to measure the effect TEM has on the participants' oral confidence when giving oral presentations in English. Considering the first aim, the data is ambiguous. Data collected from observations do not suggest any change on pupils' oral confidence by using TEM. Despite this, two of the pupil interviews suggest that they experienced increased oral confidence. This proves the complexity of confidence, and that oral activity cannot always be an indication for increased oral confidence.

The lack of desired results is much due to other factors in the classroom, which influenced the pupils' oral activity and oral confidence. The factors influencing the most in this study were learning environment and incorrect learner beliefs about foreign language learning. It seems that these factors have overpowered the possible effects of TEM.

In contrast to the first aim giving ambiguous results, all data material suggests that TEM has a positive effect on learner performances when giving presentations in class. One reason for this can be the change of setting and social codes. When pupils give presentations in schools, there seem to be a matter of course to be quiet and pay attention to the performer. When the informants held presentations, the rest of the class did not intervene. However, during general English lessons, the group's behaviour appeared more threatening to the learning environment regarding oral confidence. Nevertheless, the present study has shown that TEM can be used to increase pupils' oral confidence for some purposes, like during oral presentations. TEM's effect on pupils' general oral confidence in class has been difficult to measure. Consequently, TEM needs to be studied further in order to investigate the impact of its influence.

References

ADHD Norge. (n.d.). *Hovedtrekk ved AD/HD*. Viewed 12.05.2015 from
http://www.adhdnorge.no/index.asp?id=26082

Bell, J. (2010). *Doing Your Research Project. A Guide for First-Time Researchers in Education, Health and Social Science* (5th edition). Maidenhead: Open University Press.

Bjørke, C., Dypedahl, M., & Myklevold, G-A. (2014). *Fremmedspråksdidaktikk.* Oslo: Cappelen Damm akademisk.

Bohlke, D. (2014). Fluency-Oriented Second Language Teaching. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Red.), *Teaching English as a Second or Foreign Language* (4th edition), 121-135. Boston: National Geographic Learning.

Boonkit, K. (2010). Enhancing the development of speaking skills for non-native speakers of English. *Procedia Social and Behavioural Sciences, 2*, 1305-1309.

Byrne, D. (1986). *Teaching Oral English* (6th edition). (Longman Handbooks for Language Teachers). Harlow: Longman.

Cambridge Dictionary Online. (n.d.). Confidence [dictionary]. Viewed 12.04. 2015
http://dictionary.cambridge.org/dictionary/essential-british-english/confidence.

Christoffersen, L. & Johannessen, A. (2012). *Forskningsmetode for Lærerutdanningene.* Oslo: Abstrakt forlag.

Cook, V. (2001). *Second Language Learning and Language Teaching* (3rd edition). New York: Oxford University Press.

Denscombe, M. (2003). *The Good Research Guide for small-scale social research projects.* (2nd edition). New York: Open University Press.

Dörnyei, Z. (2014). Motivation in Second Language Learning. In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Red.), *Teaching English as a Second or Foreign Language (4th Edition*), 518-531. Boston: National Geographic Learning.

Eliasson, Isaksson & Laflamme (2007). Verbal Abuse in School. Constructions of Gender among 14- to 15-year-olds. *Gender and Education, 19* (5).

Gillham, B. (2000). *The Research Interview*. London: Continuum.

Goodwin, J. (2014). *Teaching Pronunciation.* In M. Celce-Murcia, D. M. Brinton, & M. A. Snow (Red.), *Teaching English as a Second or Foreign Language (4ᵗʰ Edition)*, 136-152. Boston: National Geographic Learning.

Harmer, J. (2007). *The Practice of English Language Teaching*, 4ᵗʰ edition. Harlow: Longman.

Hattie, J. (2013). Calibration or Confidence: Where to Next? *Learning and Instruction 24*, 62-66.

Horwitz, E. (1988). The Beliefs about Language Learning of Beginning University Foreign Language Students. *The Modern Language Journal, 72*(3), 283-294.

Horwitz, E. K., Horwitz, M. B., & Cope, J. (1986). Foreign language classroom anxiety. *The Modern Language Journal*, *70*(2), 125-132.

Imsen, G. (2010). *Elevens Verden: Innføring i pedagogisk psykologi* (4th edition). Oslo: Universitetsforlaget.

Jenkins, J. (2009). *World Englishes: A Resource Book for Students (*2ⁿᵈ edition). London: Routledge.

Krashen, S. D. (1982). *Principles and Practice in Second Language Acquisition*. Oxford: Pergamon Press.

Krashen, S. D. & Terrell, T. D. (1988). *The Natural Approach: Language Acquisition in the Classroom*. London: Prentice Hall.

Kross, E., Park, J., Burson, A., Dougherty, A., Shablack, H., Bremner, R., … Moser, J. (2014). Self-Talk as a Regulatory Mechanism: How You Do It Matters. *Journal of Personality and Social Psychology, 106* (2), 304-34.

Lemer, P. S. (2003). Attention Deficit Disorder (AD) and Attention Deficit Hyperactivity Disorder (ADHD, AD/HD: A Developmental Approach. Viewed 12.05.2015 from http://www.add-adhd.org/attention_deficits_ADHD.html

Liu, N-F. & Littlewood, W. (1997). Why do many Students Appear Reluctant to Participate in Classroom Learning Discourse? *System, 25*(3)*,* 371-384.

Matsuda, S., & Gobel, P. (2004). Anxiety and Predictors of Performance in the Foreign Language Classroom. *System*, *32*, 21-36.

Ogden, T. (2009). Sosial kompetanse og problematferd i skolen (2nd edition). Oslo: Gyldendal Akademisk.

Opdenakker, R. (2006). *Advantages and Disadvantages of Four Interview Techniques in Qualitative Research. Forum: Qualitative Social Research, 7(4).* Viewed 28.04.2015 from http://www.qualitative-research.net/index.php/fqs/article/view/175/391

Rezaei, S. M. (2013). Teaching Speaking to L2 Learners: From Theory to Practice. Viewed 14.05.2015

http://webcache.googleusercontent.com/search?q=cache:uWCXgSlIem0J:www.epernicus.com/shared_documents/5472/Teaching%2520Speaking.docx?ba4e5780acc1+&cd=1&hl=no&ct=clnk&gl=no

Saricoban, A. (n.d.). *Attitudes of Teachers and Speakers toward Pre-Speaking Activities*, viewed 16.04.15 from http://dergiler.ankara.edu.tr/dergiler/27/750/9585.pdf

Simunkova, R. (2012). *The Shy Speaker*, viewed 28.04.15 from https://www.etprofessional.com/uploadedFiles/Redbox/Pavilion_Content/Our_Content/elt/ETP/ETP2000s/2004/35/etp35p13.pdf

Strube, S. (2010). Conveying Meaning: Oral Skills of L2 Literacy Students. *TESOL Quarterly*, *44*(3), 628-637.

Technical Communications Program. (n.d.). Engineering 103: Public Speaking & Presentations Skills [lecture]. Viewed 13.05.2015 http://www.cs.berkeley.edu/~pabbeel/cs287-fa09/TCPDelivery.pdf)

Thornbury, S. (2005). *How to Teach Speaking.* Harlow: Longman.

Worde, R. (1998). *An Investigation of Students' Perspectives on Foreign Language Anxiety* (unpublished doctoral dissertation). George Mason University: Fairfax, Virginia.

UDIR. (2012a). Tilhørighet og vennskap. Viewed 01.05.2015 http://www.udir.no/Laringsmiljo/Bedre-laringsmiljo/Elevrelasjoner/Tilhorighet-og-vennskap/

UDIR. (2012b). Læreren og det sosiale samspillet. Viewed 01.05.2015

http://www.udir.no/Laringsmiljo/Bedre-laringsmiljo/Elevrelasjoner/Lareren-og-det-sosiale-samspillet/

UDIR. (2013a) Læreplan i Engelsk. Viewed 20.04.2015 http://www.udir.no/kl06/ENG1-03/Hele/Grunnleggende_ferdigheter/

UDIR. (2013b). Framework for Basic Skills. Viewed 20.04.2015

http://www.udir.no/Stottemeny/English/Curriculum-in-English/_english/Framework-for-Basic-Skills/

Utdanningsforbundet. (2011). Klassestørrelse og læringsutbytte – Hva viser forskningen? Temanotat 3. Viewed 12.05.2015

https://www.utdanningsforbundet.no/upload/Publikasjoner/Temanotat/Temanotat%202011/Temanotat_2011_03.pdf

Yalçın, Ö., & İnceçay, V. (2014). Foreign Language Speaking Anxiety: The Case of Spontaneous Speaking Activities. *Procedia Social and Behavioural Sciences*, *116*, 2620-2624.

Young, D. J. (1990). An Investigation of Students' Perspectives on Anxiety and Speaking. *Foreign Language Annals, 23*(4), 439-445.

Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? *The Modern Language Journal, 75,* 426-439.

Zheng, Y. (2008). Anxiety and Second/Foreign Language Learning Revisited. *Canadian Journal for New Scholars in Education, 1*(1), 1-11.

APPENDIX A

Interview questions for Gill, Jake and Brad

1. Hvordan vil du beskrive den muntlige aktiviteten i engelskklassen din?
2. Hvor muntlig aktiv er du selv i engelsktimene?
3. Hvor komfortabel er du med å snakke engelsk? (Hvorfor/hvorfor ikke)
4. Hvordan vil du beskrive din muntlige selvtillit engelsk?
   (Skala fra 1-10)
5. Hvilke faktorer kan du se som påvirker elevenes muntlige aktivitet i engelsktimene?
6. Hva er dine grunner til å snakke/ikke snakke engelsk i engelsktimene?
7. Hvordan påvirker de andre elevene i klassen din muntlige selvtillit?

8. Hvordan har du opplevd øktene vi har hatt sammen med to av dine medelever?
9. Hvordan opplever du at øktene våre har påvirket din muntlighet i engelsktimene?
10. Hvordan opplever du at øktene våre har hatt en effekt på din muntlige selvtillit?
11. Hvordan har disse øktene hjulpet deg før du har hatt en presentasjon?

Appendix B

Interview questions for Iris

Generelt

1. Hvor lenge har du drevet engelskundervisning med klassen?
2. Kan du beskrive muntligheten i klassen?
3. Hvordan vil du beskrive ferdighetsnivået til elevene når det kommer til muntlig engelsk?
4. Kan du fortelle litt om gruppedynamikken i gruppa, både faglig og sosialt?
5. Hvilke faktorer ser du påvirker muntligheten i klassen?

Spørsmål rettet mot Gill, Jake og Brad

1. Hvordan opplever du X (elev) muntlig i timene?
   a. I Engelsk
   b. I andre fag
2. Hvilken karakter har X i engelsk? (muntlig + skriftlig)
3. Hvordan opplever du X' muntlige selvtillit i engelsk?
4. Hva påvirker X' muntlige selvtillit i engelsk?
   a. (Kun spurt mht. Gill:) Hvordan påvirker det X at hun er eneste jente i klassen?
5. Hvordan opplever du at X' grad av muntlighet samsvarer med ferdighetene X sitter inne med i engelsk?
6. Er det noe annet ved X som er viktig for å forstå X' muntlige selvtillit eller muntlige aktivitet i timene?