

Oda Aasmundstad Sommervold

## **Involvement in the assessment practice**

Students' perceptions of involvement in the assessment practice of oral competence in English

Master's thesis in fag- og yrkesdidaktikk og lærerprofesjon - engelsk og fremmedspråk

Supervisor: Lise Vikan Sandvik

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Faculty of Social and Educational Sciences

Department of Teacher Education



Kunnskap for en bedre verden





## Abstract

This study examines students' perceptions of involvement in the assessment practice of oral competence in English in upper secondary school. Student involvement can be seen as a key factor when it comes to enhancing students' learning outcome and motivation. It is therefore of high value that the students are involved in their own learning process, which assessment is a central part of. Previous research has however shown that the implementation of student involvement in formative assessment has been a challenge. The purpose of this study is therefore to provide further insight into how the students themselves perceive involvement.

This is a mixed-method study which employs a survey and two focus group interviews to examine the phenomenon through the students' perspective. The participants of the study are students in an urban upper secondary school in Norway. The quantitative data material was analysed using descriptive statistics while the qualitative data material was analysed using a hermeneutic phenomenological approach. This provided both an overview of the general tendencies and insight into personal experiences of the phenomenon.

The findings suggest that students have a wish to be more involved in the assessment practice than they are at the present point. Moreover, the students see increased involvement as a way to enhance their learning outcome of oral competence in English. The students report their understanding of the subject as good, but at the same time they express uncertainty as to what they are actually assessed by. This reveals a discrepancy between the focus of the students and the teachers. It is therefore seen as important to develop a shared understanding, and increased student involvement could contribute to this development.

The implications of this study suggest that teachers need to focus on developing a common understanding between themselves and their students due to the variation in perceptions of what oral competence comprises. Increased involvement in developing goals and criteria and more dialogue-based feedback are seen as beneficial measures to strengthen students' learning outcome.

## Sammendrag

Denne studien undersøker elevers opplevelse av medvirkning i vurderingspraksisen av muntlig kompetanse i engelsk i videregående skole. Elevmedvirkning kan sees på som en sentral faktor når det kommer til å styrke elevers læringsutbytte og motivasjon. Det er derfor svært verdifullt at elevene er involvert i sin egen læringsprosess, og vurdering er en viktig del av denne prosessen. Tidligere forskning har imidlertid vist at implementeringen av elevinvolvering i den formative vurderingspraksisen har vært ei utfordring. Hensikten med denne studien er derfor å bidra til videre innsikt i hvordan elevene selv ser på medvirkning.

Dette er en mixed-methods-studie som benytter seg av en spørreundersøkelse og to fokusgruppeintervjuer for å undersøke fenomenet gjennom elevenes perspektiv. Deltakerne i studien er elever ved en urban videregående skole i Norge. Det kvantitative datamaterialet ble analysert ved bruk av deskriptiv statistikk, mens det kvalitative datamaterialet ble analysert gjennom en hermeneutisk-fenomenologisk tilnærming. Dette ga både et overblikk over de generelle tendensene og innsikt i de personlige opplevelsene av fenomenet.

Funnene indikerer at elevene har et ønske om å bli mer inkludert i vurderingspraksisen enn de er på nåværende tidspunkt. Dessuten ser elevene på økt medvirkning som en måte å styrke deres læringsutbytte av muntlig kompetanse i engelsk på. Elevene beskriver deres egen forståelse som god, men samtidig uttrykker de en usikkerhet når det gjelder hva de faktisk blir vurdert på. Dette avslører en uoverensstemmelse i elevenes og lærernes fokus. Det blir derfor sett på som viktig å utvikle en felles forståelse og økt elevmedvirkning kan bidra til denne utviklingen.

Implikasjonene av denne studien antyder at lærere bør fokusere på å utvikle en felles forståelse mellom dem selv og elevene på grunn av variasjoner i forståelsen av hva muntlig kompetanse innebærer. Økt elevinvolvering gjennom å utvikle mål og kriterier og mer dialogbaserte tilbakemeldinger blir sett på som nyttige tiltak for å styrke elevers læringsutbytte.

## Acknowledgements

Deciding on the topic for this thesis stemmed from a wish to strengthen my knowledge and competence as a newly educated teacher. Working with this project has done just that – I feel I have gained greater insight and knowledge on a topic I find highly relevant for my future practice as a teacher and which I will bring with me in the years to come.

At the project's end, there are a number of people I would like to thank. First, I wish to thank the teachers who were open to let me conduct the study in their classes and the students who were willing to participate. That you gave of your time and experiences to shed light on this topic has been invaluable for me.

I would also like to thank my family and friends who have listened to me talking about this thesis for the last year or so – thank you for always listening, your patience and for all your support.

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# Table of contents

<b>FIGURES</b> .....	<b>X</b>
<b>TABLES</b> .....	<b>X</b>
<b>ABBREVIATIONS</b> .....	<b>XI</b>
<b>1 INTRODUCTION</b> .....	<b>12</b>
1.1 GENERAL BACKGROUND .....	12
1.1.1 <i>National assessment policies</i> .....	12
1.1.2 <i>The English subject and student involvement</i> .....	14
1.2 PREVIOUS RESEARCH .....	14
1.3 PURPOSE AND RESEARCH QUESTION .....	16
1.4 THE STRUCTURE OF THE THESIS .....	17
<b>2 THEORETICAL FRAMEWORK</b> .....	<b>18</b>
2.1 ORAL COMPETENCE IN ENGLISH .....	18
2.1.1 <i>Language knowledge</i> .....	20
2.1.2 <i>Topical knowledge</i> .....	22
2.1.3 <i>Strategic competence</i> .....	23
2.2 FORMATIVE ASSESSMENT .....	25
2.2.1 <i>Assessment of oral competence in English</i> .....	26
2.3 STUDENT-INVOLVED ASSESSMENT .....	27
2.3.1 <i>Understanding learning goals and assessment criteria</i> .....	29
2.3.2 <i>Feedback provision</i> .....	30
2.3.3 <i>Self-assessment</i> .....	31
2.4 CHAPTER SUMMARY .....	32
<b>3 METHODS AND MATERIAL</b> .....	<b>33</b>
3.1 RESEARCH DESIGN .....	33
3.2 RESEARCH PARTICIPANTS .....	34
3.2.1 <i>Context</i> .....	34
3.2.2 <i>Selection</i> .....	35
3.3 DATA COLLECTION .....	35
3.3.1 <i>Survey</i> .....	36
3.3.2 <i>Focus group interviews</i> .....	38
3.4 RESEARCH CREDIBILITY .....	39
3.4.1 <i>Validity</i> .....	39
3.4.2 <i>Reliability</i> .....	41
3.4.3 <i>Generalisation</i> .....	43
3.5 ETHICS .....	44
3.5.1 <i>Informed consent</i> .....	44
3.5.2 <i>Confidentiality</i> .....	45
3.5.3 <i>Storage of data</i> .....	45
3.6 CHAPTER SUMMARY .....	45
<b>4 ANALYSIS</b> .....	<b>46</b>
4.1 QUANTITATIVE ANALYSIS OF THE SURVEY .....	46
4.2 QUALITATIVE ANALYSIS OF THE FOCUS GROUP INTERVIEWS .....	48
4.2.1 <i>Preparations</i> .....	48
4.2.2 <i>Transcription</i> .....	48
4.2.3 <i>Hermeneutic phenomenological analysis</i> .....	49
4.3 CHAPTER SUMMARY .....	51

<b>5</b>	<b>FINDINGS.....</b>	<b>52</b>
5.1	STUDENTS' PARTICIPATION AND ATTITUDES TOWARDS INVOLVEMENT.....	53
5.1.1	<i>Views on participation.....</i>	53
5.1.2	<i>Self-assessment.....</i>	55
5.1.3	<i>Understanding of own role in the assessment practice.....</i>	56
5.2	UNDERSTANDING OF ORAL COMPETENCE.....	57
5.2.1	<i>Perceived assessment focus by students.....</i>	57
5.2.2	<i>Understanding of oral competence.....</i>	59
5.2.3	<i>Awareness of language learning.....</i>	61
5.3	UNDERSTANDING OF LEARNING GOALS AND ASSESSMENT CRITERIA.....	62
5.4	VIEW OF LEARNING OUTCOME.....	64
5.4.1	<i>Feedback practice.....</i>	64
5.4.2	<i>Self-assessment.....</i>	67
5.5	CHAPTER SUMMARY.....	68
<b>6</b>	<b>DISCUSSION.....</b>	<b>69</b>
6.1	STUDENT INVOLVEMENT AS A KEY TO UNDERSTANDING.....	69
6.1.1	<i>Understanding the intended learning goals and assessment criteria.....</i>	69
6.1.2	<i>The need for dialogue in the assessment practice.....</i>	71
6.2	PERCEPTIONS OF ORAL COMPETENCE.....	73
6.2.1	<i>Linguistic understanding of oral competence in English.....</i>	73
6.2.2	<i>Strengthening students' awareness.....</i>	76
6.3	CHAPTER SUMMARY.....	78
<b>7</b>	<b>CONCLUSION.....</b>	<b>80</b>
7.1	IMPLICATIONS.....	81
7.2	LIMITATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.....	82
	<b>REFERENCES.....</b>	<b>83</b>
	<b>APPENDICES.....</b>	<b>89</b>

## Figures

Figure 1: Components of language use and language test performance (Bachman & Palmer, 1996, p. 63).....	20
Figure 2: Aspects of formative assessment (Wiliam & Thompson, 2008, pp. 15-16).....	28
Figure 3: Explanatory sequential mixed method design (modified version, Creswell, 2014, p. 220).....	34
Figure 4: Salient features of oral competence as perceived by students.....	58

## Tables

Table 1: Overview of methods and participants.....	35
Table 2: Coding of variables .....	46
Table 3: Example of descriptive analysis.....	47
Table 4: Overview of participants in focus group interviews .....	49
Table 5: Selected examples of significant statements and interpretations.....	50
Table 6: Main findings from survey and interviews .....	52
Table 7: Students' views on participation and dialogue in class .....	54
Table 8: Students' participation in self- and peer assessment .....	55
Table 9: Students' reported understanding of oral competence.....	60
Table 10: Students' reported language awareness .....	61
Table 11: Students' understanding and involvement in developing learning goals and assessment criteria.....	63
Table 12: Students' perceived learning outcome from assessment by the teacher.....	65
Table 13: Students' perceived learning outcome from self-assessment and peer assessment..	67

## Abbreviations

AfL	Assessment for Learning
CEFR	Common European Framework of Reference for Languages
ESL	English as a Second Language
FIVIS	Research on Individual Assessment in Schools
LK06	The Knowledge Promotion Reform of 2006
NESH	The National Committee for Research Ethics in the Social Sciences and Humanities
NSD	Norwegian Centre for Research Data

# 1 Introduction

Being a newly educated English teacher, I strive to develop my understanding and competence of how to best meet the needs of my future students. This also involves being able to understand how the teaching practice works in the classroom. After all, the students' learning is the reason why we are here as educators, and how students come to experience our teaching is therefore of high importance.

This study aims to investigate students' perceptions of involvement in the formative assessment practice of oral competence in English in upper secondary school. Formative assessment is seen as a central aspect of education to enhance students' learning outcome (Black & Wiliam, 1998b) and student involvement is a central principle within this, which has proven to be of importance for the students' motivation and understanding of the subject (Engh, 2007; Norwegian Directorate for Education and Training, 2018). To explore this phenomenon, I have focused solely on the student perspective, as it is my intention to let the student voice be heard. I have collected data material from students in Vg1 general studies in an urban upper secondary school in Norway by using an explanatory mixed-method design, which involved a survey and two focus group interviews.

In the remainder of this chapter, I will first outline the national assessment policies in Norway and present how the English subject in particular is linked to student involvement. Next, I present previous research which has been conducted in this field, both internationally and nationally. Following this, I present the purpose and research question of the thesis. Lastly, I outline the structure of the thesis.

## 1.1 General background

### 1.1.1 National assessment policies

Formative assessment of students is a central aspect of education to enhance students' learning (Black & Wiliam, 1998b) and has been an area of focus in the Norwegian school system throughout the 2000s (Engvik, 2016). The Knowledge Promotion Reform of 2006 (LK06) strengthened the formative qualities of assessment by setting clearer requirements and strengthening the systematic work of assessment (Hodgson et al., 2010). The national project *Better assessment practice*, which sought to examine whether the use of criteria could give a



more subject-related and fair assessment of the students' competence, did however show that there were still difficulties in the assessment practice in Norwegian schools (Thronsen et al., 2009). Following this, the national *Assessment for Learning* initiative (AfL), which lasted from 2010-2018, aimed at developing a more learning-oriented assessment practice and assessment culture in schools across the country (Norwegian Directorate for Education and Training, 2019a).

Nevertheless, despite the efforts of strengthening the assessment culture in Norwegian schools, there are still challenges which need to be met. One of the areas which has been highlighted as challenging to implement is student involvement (Norwegian Directorate for Education and Training, 2019a; Sandvik & Buland, 2013; Thronsen et al., 2009). Student involvement is one of four principles of AfL which are seen as central to promote learning (Norwegian Directorate for Education and Training, 2018). The principle holds that students learn better when they are involved in assessing their own work, competencies and academic development (Norwegian Directorate for Education and Training, 2018). Moreover, student involvement is highlighted in the Quality Framework which states that 'the pupils shall be able to participate in planning, carrying out and assessing their education' (Norwegian Directorate for Education and Training, 2006, p. 4). Further, this is also recognised in the assessment regulations which hold that the purpose of self-assessment is that the student should reflect and become aware of his or her own learning (The Education Act, 2009, § 4-8).

The 2009 status report from NIFU showed that student involvement in assessment was not implemented as intended. There was an overall lack of organisation concerning this, and the schools which participated in the project did not have a common practice (Ottesen, 2009). Similarly, the findings from the project *Research on Individual Assessment in Schools* (FIVIS) revealed that students wished to be more involved but that teachers lacked understanding of how to implement this (Sandvik & Buland, 2013). The study also showed that the lower grades had come the farthest in developing formative assessment practices (Sandvik et al., 2012). These findings were also reflected in the results from the Pupil Survey of 2018 where students reported a decreasing degree of AfL in the higher grades and a significantly lower score in the general studies programmes (Wendelborg et al., 2019). Moreover, there has also been found subject diversities relating to formative assessment and involvement. Havnes, Smith, Dysthe and Ludvigsen (2012) reported less satisfaction with feedback and student involvement in language subjects (in this case, English and Norwegian) compared to vocational subjects.

### 1.1.2 The English subject and student involvement

Oral competence constitutes an important part of being a proficient language user. In order for students to develop their oral competence, it is necessary that they have the right strategies and tools to further improve. To ensure this, formative assessment is launched as a prerequisite (Black & Wiliam, 1998b). The English subject curriculum holds that ‘the ability to evaluate own language usage and learning needs and to select suitable strategies and working methods is useful when learning and using the English language’ (Norwegian Directorate for Education and Training, 2013, p. 3). This constitutes an active role where the student is involved in his or her own learning. However, it has been shown that the learning processes in English are constrained by national tests and exams, which can lead to a backwash effect where the competence aims are downgraded in favour of the national assessment regulations (Sandvik & Buland, 2013).

Increased involvement in English will contribute to students’ understanding of what to learn, how, and what they should focus on in assessment situations (Sandvik & Buland, 2013). The new subject curricula, which will be enforced from the autumn 2020, facilitate deeper learning and strengthen the role of formative assessment in the subjects (Norwegian Directorate for Education and Training, 2019b). The new English curriculum emphasises students who are actively involved in their own learning processes through assessing their own competence and reflecting on their own development (Norwegian Directorate for Education and Training, 2020). For the teacher, this entails facilitating for involvement and the desire to learn by employing various strategies and resources to develop the students’ skills (Norwegian Directorate for Education and Training, 2020). Active students are at the core of the concept deeper learning and necessitates students who are actively involved in their own learning processes, use of learning strategies and ability to assess themselves (Norwegian Directorate for Education and Training, 2019a).

## 1.2 Previous research

The potential benefits of formative assessment are widely recognised and supported by a vast amount of research on the area (Black & Wiliam, 1998a). More specifically, when it comes to student involvement in the assessment practice, previous research has shown that how students feel about involvement is conditioned by how AfL practices are implemented in the classroom

(Leitch et al., 2007). Moreover, the teacher is considered to be the most important factor when students consider their participation and engagement in learning. Further, students who are engaged in setting goals, monitoring and evaluating performance and selecting rewards have proven to have greater positive effects on achievement compared to by being just controlled by the teacher (Hattie, 2009). Student involvement in assessment is a tool that can encourage student confidence, and this is especially beneficial for low-performing students (Stiggins & Chappuis, 2005).

Oral competence is an under-researched area in the Norwegian context (Svenkerud et al., 2012). Bøhn (2016) has provided an important contribution to the field of oral skills and assessment in his examination of rating processes and outcomes in an oral English exam. Bøhn (2015) contributed with a better understanding of teachers' understanding of the constructs to be tested and revealed the problematic side of not having a common rating scale on the national level. Further, Bøhn and Hansen (2017) showed that teachers are oriented towards intelligibility when assessing English pronunciation while disagreeing on the importance of nativeness. Moreover, in his study on assessing content, Bøhn (2018) found that teachers have a general conception of the content dimension, and that they are more concerned with skills and process than with specific subject matter.

Several studies have examined formative assessment practices in general with a focus on students and/or teachers in the English as a second language (ESL) classroom. Havnes et al. (2012) found that feedback practices were to a certain extent subject-related. Moreover, the study showed that students were to a lesser degree involved in their English classes compared to Norwegian classes. Burner (2016) provided insight into how students and teachers perceived formative assessment of writing in English. The study showed that there were contradictions in terms of how they responded to formative assessment and that students experienced limited involvement in the assessment practices. Other studies have shown that students who are aware of the learning goals also perceive feedback as more useful (Vattøy & Smith, 2019). Further, Sandvik and Buland (2014) showed that feedback in English needs to be followed by more formative assessment practices which entails an emphasis on reflection when working with learning goals, assessment criteria, and in the assessment situation. In addition, the study also draws attention to the importance of increased student involvement in the subject.

### 1.3 Purpose and research question

There are, to my knowledge, no studies in Norway that have focused solely on how students are involved in the assessment of oral competence in English in upper secondary. Thus, there is a need to better understand the phenomenon in a broader sense as well as understanding the underlying experiences and attitudes concerning involvement. Student involvement is a key factor when it comes to students' learning outcome and motivation, and it is therefore of high value that students are involved in their own learning. An important part of this is the formative assessment practice. It is therefore of value to delve deeper into this area of research from the students' perspective and explore how the students themselves view this. The purpose of this study is therefore to explore how involvement in the assessment practice of oral competence in upper secondary school is experienced by looking at the phenomenon through the students' perspective. Thus, the thesis question for this study is the following:

How do students in upper secondary school perceive their involvement in the assessment practice of oral competence in English?

In this question lies the notion that students who are involved in the assessment practice are able to learn better (Norwegian Directorate for Education and Training, 2018). In this sense, students who are more involved will have a better foundation to further develop their oral language competence<sup>1</sup>. In order to answer the overarching thesis question, I have limited the scope of the study by addressing the following research questions:

1. How do students participate in the assessment practice and what are their attitudes towards this?
2. What understanding do students have of oral competence in English?
3. How do students understand learning goals and assessment criteria?
4. How do students view their learning outcome of oral competence in English from being involved?

To investigate this, the study employs both quantitative and qualitative methods. As research on assessment of oral competence in English in upper secondary school is limited in the Norwegian context, the quantitative approach seeks to provide a better understanding of the

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<sup>1</sup> The terms *oral competence* and *student involvement* will be defined in chapters 2.2 and 2.4.

general tendencies while the qualitative approach seeks to gain further insight into areas of distinction. This is done by conducting a survey and two focus group interviews among students at the Vg1 general studies programme.

#### 1.4 The structure of the thesis

This thesis is comprised of seven chapters. This introductory chapter is followed by chapter 2 which presents the theoretical framework of the study as well as previous research on the field. The theoretical perspectives revolve around oral competence in English, formative assessment, and student involvement in assessment. Chapter 3 discusses the methodological choices which have been made. The chapter also discusses reliability and validity issues and ethical considerations made in the study. Chapter 4 presents the analytical process of the quantitative and qualitative material. The quantitative data is analysed statistically while the qualitative data is analysed using a hermeneutic phenomenological approach. Chapter 5 presents the quantitative and qualitative findings thematically and is divided into four subcategories: students' participation and attitudes, understanding of the subject, understanding of goals and assessment criteria, and learning outcome. Chapter 6 discusses the findings in light of theory and earlier research. Finally, chapter 7 concludes and looks at the implications of the study and makes suggestions for further research.

## 2 Theoretical framework

This project is grounded in a socio-cultural perspective on learning which highlights social interaction and language in the learning process. Oral communication is intrinsically social in its nature, and Vygotsky's (1978) perspectives on language, social interaction and higher cognitive processes are thus central to the topics which are brought up in this study. In a socio-cultural perspective, language is seen as a tool which mediates the relationship between ourselves and the world, and it is thus central to create understanding and learning (Lantolf et al., 2015).

The purpose of this chapter is to bring together the different aspects which student involvement in the assessment practice of oral competence comprises. In the following, I provide an account of the theory and research on oral competence, formative assessment and student-involved assessment framed in a socio-cultural perspective on language and learning. The chapter is divided into three sections: First, I present what oral competence in English entails and how it can be understood by looking at it through a communicative framework. Second, I present formative assessment and assessment of oral competence. Third, I present how student involvement in particular is valuable to incorporate throughout the assessment practice.

### 2.1 Oral competence in English

In this study I seek to explore students' perceptions of involvement in the assessment practice of oral competence. Therefore, it is necessary to understand what oral competence in English entails. The Common European Framework of Reference for Languages (CEFR) has greatly influenced the curriculum in Norway with its communicative approach and focus on objectives and content rather than specific teaching methods (Simensen, 2011). Its aim being to enhance mutual enrichment and understanding; facilitate communication and interaction; and greater convergence in learning and teaching languages across Europe, it has an overall focus on the communicative competence of the language learner (Council of Europe, 2001).

The term communicative competence can be defined differently depending on how you choose to classify its components. CEFR sees communicative competence to be comprised of three components: linguistic, sociolinguistic and pragmatic competences (Council of Europe, 2001). Similarly, Bachman and Palmer (1996) sees communicative competence to be comprised of five components: language knowledge, topical knowledge, personal characteristics, strategic

competence, and affective factors. While this is a model designed for language testing, it nevertheless offers a valuable perspective on communicative competence. Bøhn (2016) states that this model takes a cognitive perspective on language ability as the construct is something residing in the individual. Nevertheless, a model on communicative competence implies interaction with others. Vygotsky also acknowledges the cognitive functions of the learning process and sees this as happening on two levels: initially social, the functions become internalised and made available as cognitive resources (Lantolf et al., 2015).

For the purpose of this thesis, I have chosen to refer to Bachman and Palmer's model of oral language use as it visualises how these different components interact. I have however chosen to define oral competence to be comprised of language knowledge, topical knowledge and strategic competence as these are key features which are highlighted in the competence aims in the English curriculum (see Norwegian Directorate for Education and Training, 2013). The different components of language use are illustrated in Figure 1 below. Topical knowledge refers to the information base of the individual and it is this knowledge which enables language users to apply the language with a reference to the world (Bachman & Palmer, 1996). Further, language knowledge is comprised of organisational and pragmatic knowledge. Strategic competence is seen as a set of metacognitive strategies identified as goal setting, assessment and planning (Bachman & Palmer, 1996). As illustrated in Figure 1, the different components are mediated by strategic competence which also provides the cognitive link to the outer characteristics. The smaller circle illustrates characteristics of the individual while the larger circle illustrates the task or setting.

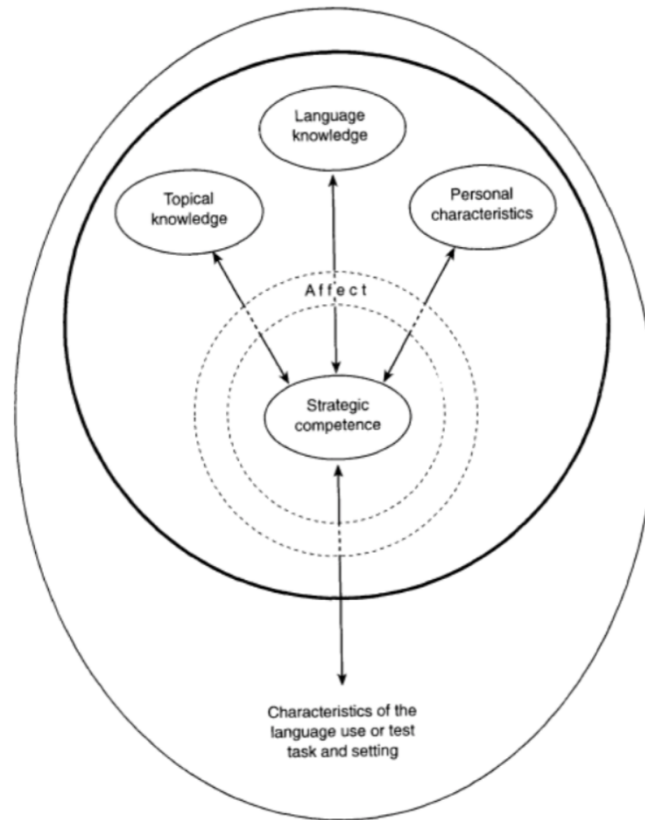


Figure 1: Components of language use and language test performance (Bachman & Palmer, 1996, p. 63)

While especially useful for looking at specific language aspects, the model also has its limitations as it gives a static view of communication and language use as other knowledge types and interactions are given less attention (Luoma, 2004). Consequently, I have chosen to place more emphasis on content and learning strategies in the theoretical framework of my thesis than the model does, as I consider these important factors for the overall oral communicative competence of students.

In the remainder of this chapter I will give an account of the different components comprising oral competence, with a reference to Bachman and Palmer's model, and I will draw on theory and earlier research to shed light on these. In particular, I have chosen to draw attention to features which earlier research (Aalandslid, 2018; Bøhn, 2015) has shown that teachers focus on when assessing students' oral competence in their final exam in Vg1.

### 2.1.1 Language knowledge

Bachman and Palmer (1996) looks at language knowledge as consisting of two main areas: organisational and pragmatic knowledge. Organisational knowledge is comprised of grammatical and textual knowledge. These two aspects include vocabulary, syntax and



phonology, and cohesion and rhetorical or conversational organisation respectively (Bachman & Palmer, 1996). Pragmatic knowledge is concerned with functional knowledge and sociolinguistic knowledge, which includes dialects/varieties, registers, natural/idiomatic expressions, and cultural references and figures of speech (Bachman & Palmer, 1996). Another distinction which is necessary to make, is the distinction between productive and receptive skills. These refer to speaking and listening respectively (Tishakov, 2018). Productive language skills include knowledge of language structures and phonological understanding of pronunciation, intonation, and fluency, while receptive language skills call for phonological awareness and knowledge (Tishakov, 2018).

As mentioned above, I have chosen to focus on features of language which have proven to be the most salient aspects of students' oral competence in. For language knowledge, this mainly concerns grammar, vocabulary, phonology, fluency and listening assessments (Aalandslid, 2018; Bøhn, 2015). These features are within what Bachman and Palmer (1996) refer to as grammatical knowledge. Similarly, CEFR defines grammatical competence as 'knowledge of, and ability to use, the grammatical resources of a language' (Council of Europe, 2001, p. 112). Grammatical knowledge thus involves several features of language which I will now present.

Acquiring vocabulary is a central part of learning English. With the communicative shift in language teaching, there has been an increased focus on vocabulary learning in the last decades (Bjørke, 2018). For students to know a word, they need to have knowledge about the form, semantic possibilities and limitations, use, and syntactic possibilities and limitations (Bjørke, 2018). In relation to oral communication in the English curriculum, vocabulary is referred to as 'understand and use a wide general vocabulary and an academic vocabulary related to his/her own education programme' (Norwegian Directorate for Education and Training, 2013).

Pronunciation is a productive language skill and is an important feature of oral language and includes fluency and accuracy (Torgersen, 2018). According to Torgersen (2018), accuracy is 'the ability to produce "correct" utterances using good grammar, appropriate vocabulary and native-like pronunciation' (p. 217). Tishakov (2018) defines fluency as 'the ability to easily and competently use language at a good rate of speech without serious breakdowns in communication' (p. 60). Fluency has become increasingly more important as communicative competence has gained more ground in language teaching. Furthermore, fluency can be looked at from a number of different perspectives. For the purpose of this thesis, I will focus on the

two major types identified by Simensen (2010): one with features like speed and native-like use of the language and another which understands fluency as not having to be grammatically correct but rather as flow and natural speech. This is reflected in the competence aims of Vg1 general studies which state that students should be able to ‘express oneself fluently and coherently in a detailed and precise manner suited to the purpose and situation’ (Norwegian Directorate for Education and Training, 2013, p. 10).

Listening is a receptive language skill and builds on the language learner’s phonological awareness and knowledge (Tishakov, 2018). Attentive listening is vital in terms of interaction and is a necessary skill for students to develop, as it promotes abilities such as turn-taking (Black & Jones, 2006). Listening skills are recognised in the English curriculum as evaluating and using listening strategies, and listening to and understanding different variations of English (Norwegian Directorate for Education and Training, 2013). Listening to and speaking English thus requires an understanding of how the language works both in terms of how sounds are produced and how these sounds carry meaning (Tishakov, 2018). When learning a language, this means that considerable exposure is needed in both of these skills.

### 2.1.2 Topical knowledge

According to Bachman and Palmer (1996), topical knowledge refers to the information base which an individual inhabits. Cultural or topical knowledge is thus part of the overall communicative competence as it is essential that the individual can use the language with reference to the world (Bachman & Palmer, 1996). However, as was briefly mentioned in 2.1, the framework emphasises *language knowledge* as a salient feature of communicative competence as this is elaborated in detail. This separation of language from topical knowledge has led to a focus on language in performance tests rather than the overall task performance (Byrnes, 2008).

It is however important to acknowledge the importance of the content construct as it makes up a considerable part of the competence aims in English. There are several competence aims in the English curriculum which underlie the content construct which focuses on students’ ability to use their knowledge and skills in relation to a diverse set of topics (Norwegian Directorate for Education and Training, 2013). The competence aims concerning the content construct are wide and open to the individual teacher’s interpretation. This is important to note as it can come to affect how the competence aims are dealt with in the classroom. Bøhn (2015) found that the

teachers tend to emphasise application, analysis and reflection and addressing task or problem statement as the most salient features of the content construct. Moreover, Bøhn (2018) provides evidence which show that this openness is reflected in the teachers' conceptions of content, which is very general. Moreover, the study also shows that teachers are more oriented towards skills and process rather than subject-specific content.

### 2.1.3 Strategic competence

In socio-cultural theory, language is seen as a tool which mediates the relationship between ourselves and the world and which will become internalised through social interaction (Lantolf et al., 2015). Thus, the language is utilised inwardly to mediate our mental activity. In language learning, this connects to self-regulation as higher-order cognitive functions such as planning, categorisation, and interpretive strategies are internalised (Lantolf et al., 2015). Bachman and Palmer (1996) refer to this as *strategic competence*.

Self-regulation is about raising students' awareness of how to learn different strategies which they can use to acquire knowledge (Hopfenbeck, 2014). Thus, self-regulation is an important part of the process of becoming a proficient language user and enables students to evaluate their own learning process. In relation to this, it is necessary to look at metacognition. Haukås (2018) defines metacognition as 'an awareness of and reflections about one's knowledge, experiences, emotions and learning' (p. 13). This is a broad definition which encompasses ways of thinking about language, language learning, and teaching, and is recognised in the English subject curriculum which holds that students need knowledge about the language and insight into their own language learning (Norwegian Directorate for Education and Training, 2013).

Within metacognition, metalinguistic awareness and awareness of language learning strategies are of particular importance in the context of second language learning (Haukås, 2014). The term *metalinguistic awareness* may have a number of different meanings in the research literature. It is used as having a notion of correct language use, having a metalanguage for the language, and as a subcategory of metacognition (Haukås, 2014). In relation to this study, I have chosen to refer to metalinguistic awareness according to the third understanding which means 'having knowledge about and be able to reflect on language, including an awareness of what you are able to and what you are not able to (Haukås, 2014, p. 3, my translation). This entails having explicit knowledge about the language. The term *awareness of language learning strategies* can be defined as 'conscious thoughts and procedures which can be used by the

learner to support his or her learning process' (Gausland & Haukås, 2011, p. 5, my translation). Students who are able to reflect on their own learning and who are aware of learning strategies will, overall, achieve better results than students who are not (Haukås, 2014). Previous research has shown that teachers are positive about teaching language learning strategies, but feel that their knowledge on this is too limited (Haukås, 2012). Haukås (2012) further states that the main obstacle to implementing language learning strategies successfully in the classroom is a lack of student involvement. This affects the students as they are to a lesser degree able to reflect on their own learning process.

As identified in Bachman and Palmer's (1996) model, goal setting, assessment and planning are important areas of metacognitive strategy use. However, I have chosen to refer to Anderson's (2002) model of metacognition to better show how working with metacognitive skills can be enhanced in the classroom. The model is comprised of five components and shows how teachers can work with each of these to enhance students' metacognitive skills:

1. Preparing and planning for learning
2. Selecting and using learning strategies
3. Monitoring strategy use
4. Orchestrating various strategies
5. Evaluating strategy use and learning (Anderson, 2002, p. 2)

The first component highlights how students need to think through what they want to accomplish and how they can accomplish this in relation to a specific learning goal (Anderson, 2002). The teacher's role is also of significance as her or she can make the learning goal(s) explicit and guide the students in setting their own goals, underscoring the importance of student involvement. The second component encompasses that students are explicitly taught different strategies and when to use them. The goal is for the students to be conscious about their choices throughout their learning processes. The third component highlights how monitoring strategy use will lead to increased ability to reach learning goals. The fourth component underlines the importance of being able to use more than one strategy and know when to use them. This ability is what distinguishes strong and weak second language learners. The final component highlights students' ability to evaluate the effectiveness of what they are doing and can be enhanced by the teacher by asking the following questions: '(1) What am I trying to accomplish? (2) What strategies am I using? (3) How well am I using them? (4) What

else could I do?’ (Anderson, 2002, p. 4). These questions correspond with each of the other aspects of metacognition presented in Anderson’s model and aim at making the student reflect throughout the learning process.

As I have shown in this section, oral competence can be seen to be comprised of language knowledge, topical knowledge and strategic competence and these components are linked together. In the present study, grammar, vocabulary, phonology, fluency and listening are emphasised as important features of language knowledge. A greater emphasis is placed on topical knowledge than Bachman and Palmer’s model does, and application, analysis and reflection as well as addressing task or problem statement is seen as key features. Within strategic competence, metacognition is highlighted in relation to language learning.

## 2.2 Formative assessment

The potential benefits of formative assessment are widely recognised and supported by a vast amount of research on the area (Black & Wiliam, 1998a). For the purpose of this thesis, I will refer to Black and Wiliam’s (2009) definition of this term. According to this definition, formative assessment encompasses the following:

Practice in a classroom is formative to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers, to make decisions about the next steps in instruction that are likely to be better, or better founded, than the decisions they would have taken in the absence of the evidence that was elicited (Black & Wiliam, 2009, p. 9).

The definition makes the distinction of what is considered to be formative and not based on how the evidence is used to make improved decisions about instruction. From this perspective, any assessment can be formative as long as it is used to adapt to student needs. Importantly, the definition also includes learners and their peers as agents in the decision-making. While a significant part of responsibility lies with the teacher, this distinction clarifies that the learners also need to be active in the process themselves and make decisions which are beneficial for their learning. Furthermore, formative assessment is concerned with ‘moments of contingency’ (Black & Wiliam, 2009). These are moments when the direction of learning can change based on the information which is gathered from assessment. These moments can be synchronous or asynchronous, meaning that the assessment happens as real-time adjustments or in the aftermath of an activity (Black & Wiliam, 2009).

### 2.2.1 Assessment of oral competence in English

Oral competence has proven hard to assess, which relates both to the reliability of the grades given in the final exam, and the feedback that is given to the students (Bøhn, 2016; Dobson, 2009). Moreover, oral assessment has most often been thought of as summative rather than formative in its form (Dobson, 2009). With the turn to communicative competence in the English classroom, assessment became more focused towards meaning-oriented language in context (Chvala & Graedler, 2010). As I have shown in chapter 2.1, oral competence can be said to be comprised of language knowledge, strategic competence and topical knowledge. These constructs are established in the English subject curriculum which, for oral competence, distinguishes between the three areas *oral communication*, *language learning* and *culture, society and literature* in the competence aims. The competence aims are used to assess students and cover a range of oral features such as listening and speaking strategies, fluency, and pronunciation, and content features concerning culture, literature and history. Langseth (2010) highlights how scaffolding on different levels can help the language student reach these goals. This concerns making the assessment criteria, available resources and assessment methods clear to the students so that they are able to evaluate how to reach the goal. Moreover, this also concerns discourse, expressing themselves, and dialogue. Further, it is important that the purpose of the assessment is made clear to the students as it has implications for the type of skill(s) they use as well as making the assessment more meaningful and realistic (Chvala & Graedler, 2010).

Previous research on assessment in Norway has shown variability in how the competence aims of oral English are assessed, which underscores the importance of working continuously with this in the classroom. In their article about assessing pronunciation in English, Bøhn and Hansen (2017) sought to highlight teachers' orientations toward assessment of pronunciation in Norway. More specifically, the study sought to examine how teachers viewed nativeness and intelligibility as features of spoken language as little is known about the teaching and assessment of pronunciation. The results showed that teachers disagreed on the relevance of nativeness, but strongly agreed on the importance of intelligibility. Furthermore, the research on assessment of content in spoken performance is limited. Bøhn (2015) found differences in how raters perceived the importance of the constructs to be tested. The study showed that raters most often referred to application, analysis and reflection, and addressing task or problem statement as salient criteria in the assessment of content in oral English exams. Moreover, Bøhn

(2018) showed that teachers have very general conceptions of what content entails and that they are more concerned with skills and process rather than specific content aspects related to English.

### 2.3 Student-involved assessment

A central principle in formative assessment is that students are involved in their own learning (Norwegian Directorate for Education and Training, 2018). A socio-cultural learning perspective sees assessment as interactive, dynamic, and collaborative (Gipps, 1999). In this view, assessment is viewed as an integrated part of the learning process and this also entails that the students need to be active participants in the assessment process rather than being mere recipients of an evaluation (Dysthe, 2001). This means that students are active in defining the assessment agenda, and formative strategies of assessment are therefore an essential part of the learning process (Dobson et al., 2009). In this thesis, I have chosen to view the term *student involvement* in light of this socio-cultural perspective and the definition of formative assessment given by Black and Wiliam (2009) above, as students are explicitly referred to as agents in the assessment process. Thus, student involvement is understood as students who take part in shaping educational activities and decisions concerning their own learning.

Research on student involvement has shown positive effects such as professional growth and development; consciousness of goal attainment (metacognitive development); critical thinking; and must also be seen as a basis for adapted teaching (Engh, 2007). Moreover, how students feel about involvement has been shown to be conditioned by how Assessment for Learning is implemented in the classroom and the teacher is in this regard the most important factor when students consider their participation and engagement in learning (Leitch et al., 2007). In his historical review of assessment for learning, Wiliam (2011) showed that there were two features which appeared particularly important in designing assessments which supported learning. First, evidence of learning needs to be ‘instructionally tractable’. This means that the evidence must provide information about a gap and how to improve performance. Second, the learner needs to be engaged in actions to improve learning which may encompass activities provided by the teacher, asking a peer, or reflection (Wiliam, 2011). This activation of the learner is also recognised in Wiliam and Thompson’s (2008) model of formative assessment as the involvement of learners has been explicitly incorporated as one of the three agents (learner, peer, teacher). I have therefore chosen to refer to Wiliam and Thompson’s (2008) framework

of formative assessment as it highlights the learner’s role within the stages of the assessment practice.

Wiliam and Thompson (2008) identify five key strategies conceptualising formative assessment which is illustrated in Figure 2 below. These strategies each adhere to processes of learning and there are different activities that can be used to pursue each of these in the classroom. While the teacher is responsible for clarifying goals and criteria for the students, the learner and its peers are responsible for understanding and sharing these. Similarly, in the next two stages the teacher needs to engineer discussions and learning tasks and provide feedback while the learners need to be active and use each other as resources as well as being owners of their own learning. In other words, both the teacher and the students need to be active throughout the assessment process. Thus, learning happens both as an individual and as a collective process, recognising the socio-cultural perspective.

	Where the learner is going	Where the learner is right now	How to get there
Teacher	<b>1</b> Clarifying learning intentions and criteria for success	<b>2</b> Engineering effective class-room discussions and other learning tasks that elicit evidence of student understanding	<b>3</b> Providing feedback that moves learners forward
Peer	Understanding and sharing learning intentions and criteria for success	<b>4</b> Activating students as instructional resources for one another	
Learner	Understanding learning intentions and criteria for success	<b>5</b> Activating students as the owners of their own learning	

Figure 2: Aspects of formative assessment (Wiliam & Thompson, 2008, pp. 15-16)

The framework can also be seen in light of Hattie and Timperley’s (2007) model of feedback to enhance learning. The model holds that effective feedback should reduce the discrepancy between students’ current understanding and the desired goal. The feedback thus needs to answer three questions: where am I going, how am I going, and where to next (Hattie & Timperley, 2007). Similarly, Sadler (1989) states that students need to ‘(a) possess a concept of the standard (or goal, or reference level) being aimed for, (b) compare the actual (or current) level of performance with the standard, and (c) engage in appropriate action which leads to some closure of the gap’ (p. 121).



When it comes to specific methods, there is a variety of ways in which students can be involved, such as self-assessment, working with feedback, being in dialogue with the teacher, and in the process of developing goals and assessment criteria. This can be achieved in various ways and will be the focus of the remainder of this chapter.

### 2.3.1 Understanding learning goals and assessment criteria

It is important that students have an understanding of the learning intentions and criteria for success in order to understand *where they are going*. Wiliam and Thompson (2008) see this as involving both the teacher and the learner. The teacher's job is to clarify for the students what is expected. The learners then need to understand these learning intentions and criteria and be able share these with their peers. Involvement in this part of the process thus entails arriving at a common ground for what is expected. This relates to what Sadler (1989) states as one of the three conditions which are necessary for students to benefit from assessment: that the student has a concept of the goal which they aim for. It is therefore central that students become aware of the learning goals and how they are assessed as this will make them more conscious of their own development.

Involving the students in understanding learning intentions and criteria for success have proven to yield positive results. In his synthesis of meta-analyses, Hattie (2009) provides evidence which shows that students who were engaged in setting goals, monitoring and evaluating performance and selecting rewards, had a greater positive effect on achievement compared to just being controlled by the teacher. Students who are more autonomous and who teach others in this way have the same learning outcome as those that they are teaching (Hattie, 2009). However, research has also shown that learning goals and assessment criteria are highlighted to a varying degree in English (Sandvik & Buland, 2013). The teacher can make the students aware of the learning goals through explaining the expectations of the finished product and exemplifying with previous work done (such as a text written for a specific purpose) (Hopfenbeck, 2014). This is beneficial because it will ease the students' understanding of the criteria when they have something to relate it to, and it will also give the teacher the opportunity to check whether or not the students have understood the criteria (Hopfenbeck, 2014). Explicit articulation of assessment criteria is not enough on its own, but need to be followed by socialisation processes, such as those described by Hopfenbeck (2014), in order to transfer tacit knowledge to the students (Rust et al., 2003). This can further affect how well students understand the feedback that is given. It is however important that this way of working is done

continuously throughout the year in order to develop students' competence in working with evaluation criteria and attainment of goals.

### 2.3.2 Feedback provision

Effective feedback should aim at reducing the discrepancy between students' current understanding and the desired goal (Hattie & Timperley, 2007). For this to happen, the feedback needs to answer three questions: where am I going, how am I going, and where to next. This can be said to operate on four levels: task performance, process of understanding how to do a task, the regulatory or metacognitive process, and/or the self or personal level. (Hattie & Timperley, 2007). The efficiency of the feedback is partly dependent on the level at which it operates. Feedback on the self-regulation level aims at developing the students' ability to self-monitor, direct, and regulate actions. The feedback is thus directed towards the self as a learner and aims at guiding him or her on how to select and employ suitable strategies (Hattie et al., 2017). One way of achieving this is through developing the students' ability to self-assess which will be further elaborated on in section 2.3.3.

Research on how students perceive feedback and how they are involved, has found differences across subjects and, importantly, in how students and teachers perceive the feedback. In their study on formative assessment and feedback, Havnes et al. (2012) had a particular focus on vocational training and the subjects English, Norwegian and mathematics. They found significant differences between involvement in Norwegian and English compared to vocational training. Students in vocational training experienced more involvement in assessment and feedback than the students in academic programmes. Havnes et al. (2012) state that these findings indicate that feedback practices are to a certain extent more subject-related than school-related. When seen in light of models of feedback, all the subjects were however weak in student involvement. There were also significant differences in how teachers and students perceived the feedback practice as the teachers reported the feedback they gave to be more useful than the students perceived.

Vattøy and Smith (2019) sought to highlight the relationship between students' and teachers' perceptions and practices with regards to perceptions of feedback. More specifically, the study looked at external goal orientation, self-regulation, self-efficacy, and EFL teaching. The results indicated that students did not find teachers' feedback practice as useful, and that knowledge of the learning goals and self-regulation is necessary for it to be useful. Similarly, Gamlem and

Smith (2013) showed that students found feedback useful, but this was also dependent on the teacher's practice of giving time and opportunity to revise their work. Also, students found it challenging to give feedback to peers as they were often too nice to each other. This made working with feedback skills and criteria important.

These findings are also supported by Van Der Kleij and Adie (2020) who investigated teachers' and students' perceptions of oral feedback in the classroom practice in English (as a first language) and mathematics. The study found that there were diverging perceptions of feedback between the students and the teacher. These were context-dependent, subject-dependent, and individual-dependent. While the teacher indicated that her feedback in English went beyond corrective information, the students mostly saw the feedback as corrective. This can have important implications for the students' learning outcome. When feedback is not perceived as planned by the teacher, it is unlikely that it will have the intended effects of supporting the students' learning (Van Der Kleij & Adie, 2020).

### 2.3.3 Self-assessment

Formative assessment is inevitably linked to self-assessment (Black & Wiliam, 1998b). For formative assessment to be productive, '(...) pupils should be trained in self-assessment so that they can understand the main purposes of their learning and thereby grasp what they need to do to achieve' (Black & Wiliam, 1998b, p. 143). Black and Jones (2006) hold that self-assessment is essential for the student to manage his or her own learning as it requires an understanding of the learning goals, what constitutes good quality, and where the learner stands in relation to the goals. Thus, self-assessment draws on a number of research fields such as metacognition, motivation, attribution theory, interest, and self-regulated learning (Wiliam, 2011), and the overall goal of self-assessment is to achieve metacognition (Black & Jones, 2006).

The importance of self-assessment is recognised by Wiliam and Thompson (2008) who hold that learners should be activated as owners of their own learning as one of the key strategies conceptualising formative assessment. This is also recognised in the national assessment regulations which state that students should assess their own work, competence and progress in the subject (The Education Act, 2009, § 3-12). Previous research on self-assessment has shown that there is a gap between students experiences of self-assessment and the perceived usefulness of it (Burner, 2016). Moreover, Burner (2016) also found that teachers acknowledge self-

assessment as important, but it is used to a lower degree. Sandvik and Buland (2013) found that self-assessment had come further in the lower grades than the higher grades.

#### 2.4 Chapter summary

In this chapter, I have presented the theoretical fields of research which underpin this study in both oral competence and student-involved assessment. I have positioned my study within a socio-cultural perspective on learning and showed how formative assessment, and student involvement specifically, can be used to enhance oral competence. I have placed student involvement within a framework of formative assessment which emphasises the importance of involved students and showed how student involvement is of significance in the learning process.

### 3 Methods and material

In this chapter I present and discuss the methodological choices of the present study. First, I present the research design of this study. This is followed by a presentation of the research participants and the data collection before I turn to discuss the validity and reliability concerns and how I have strengthened this. Lastly, I discuss the ethical considerations I have made.

#### 3.1 Research design

All research seeks to provide knowledge about reality (Postholm & Jacobsen, 2018). In this project, I seek to explore how students in Vg1 perceive their involvement in the assessment practice of oral competence in English and I am grounded in the social constructivist paradigm. A social constructivist approach to research views reality as something that is continually changing in the interaction with others and that you construct a representation of reality – meaning that reality is *our* understanding of it (Postholm & Jacobsen, 2018). This affects both how this topic is viewed and the research process of the study. This understanding of reality might be altered as we gain new insight and knowledge. Knowledge is not constant – it is continually changing as our perceptions and understandings develop through social interaction.

This study employs both quantitative and qualitative methods with an explanatory sequential mixed-method design. This means that it is a two-phased project where the qualitative phase is based on the quantitative (Creswell, 2014). This approach is illustrated in Figure 3. Quantitative methods have the advantage that they let you investigate a large number of entities which in turn makes it possible to get a representative view of how people relate to a specific case (Postholm & Jacobsen, 2018). Qualitative methods are more flexible and open and are thus a valuable addition to the research as they will let you go more in-depth on specific topics. The intention of the explanatory sequential mixed method design is to use the qualitative data to further explain and explore the initial quantitative findings (Creswell, 2014). By using this approach, the data is also triangulated. The purpose of triangulation is to view reality from different angles which in turn may provide a more correct and complex picture (Postholm & Jacobsen, 2018). This will also strengthen the material as the findings are based on more than one source and therefore more representative for the empirical context.

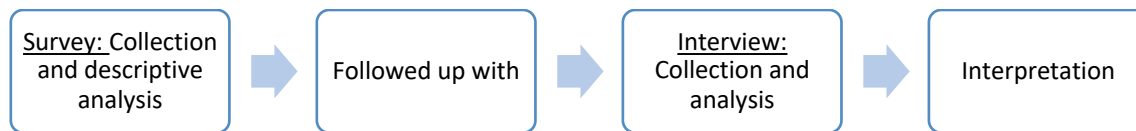


Figure 3: Explanatory sequential mixed method design (modified version, Creswell, 2014, p. 220)

As this study seeks to explore student perceptions, it emphasises personal experiences. Because of this, I will employ a hermeneutic phenomenological approach in this study. Phenomenological studies are in general qualitative, but I have chosen a combined method in order to gain insight into both the overall tendency and the personal experiences.

Phenomenology focuses on describing ‘the common meaning for several individuals of their lived experiences of a concept or a phenomenon’ (Creswell, 2013, p. 76). The hermeneutic aspect of this takes the interpretation of these experiences into account. According to van Manen (2014), much of phenomenology has hermeneutic elements and should usually be taken as hermeneutic or interpretive-descriptive phenomenology. A hermeneutic phenomenological approach thus entails that the researcher *mediates* between the different meanings (van Manen, 1990). This means interpreting the meaning of the experiences. The initial survey forms the basis and is supplemented by focus group interviews which aim to further explore specific phenomena highlighted in the survey. The interpretation of these findings affects the further dialogue between me as a researcher and the data material, mediating between these as meaning is created when new knowledge and experiences are added (i.e. the hermeneutic spiral).

## 3.2 Research participants

### 3.2.1 Context

This study was conducted in an urban upper secondary school situated in a medium-sized city in Norway. The targeted students attended Vg1 general studies. The reason for targeting these students was based on the limited research on assessment of oral competence in English in upper secondary in Norway (Bøhn, 2016; Svenkerud et al., 2012). In addition, Vg1 is the last year where English is a mandatory subject which means that there is both a time pressure in regard to the curriculum and a pressure on performance as the students will receive their final grade in the subject at the end of the year. This is of relevance because final exams might affect the teaching and assessment practice in the subject (Sandvik & Buland, 2013). I came in contact with the school as they were part of an ongoing research project on assessment and were therefore open to participate in my study as well.

### 3.2.2 Selection

The sample for this study consisted of a survey and two focus group interviews. The research participants were all students between the age of 15 to 16. For the initial quantitative survey, all students in Vg1 general studies at the selected school were invited to participate. I informed all the English teachers at Vg1 general studies about the project and its purpose. In order to conduct the survey efficiently, the teachers administered the questionnaire in their classes. This is further explained under data collection in chapter 3.3.

According to Creswell (2013), it is essential that participants have experienced the same phenomenon in the phenomenological interview. Involvement and assessment of oral competence are phenomena that students regularly encounter in their daily life in school. Also, the students are in the same school with teachers who cooperate and plan together. In addition, the participants in the interviews were strategically selected based on two criteria: the students' achievement level and an equal distribution of gender. In order to do this, the teachers selected students who matched these criteria and the students were then asked whether they were interested in participating in the interviews. As I conducted two interviews, one group consisted of students at a medium achievement level while the other consisted of students at a high level. The reason for this choice was twofold: 1) students at different levels might have contrasting experiences and opinions, and 2) students might be more comfortable to speak their opinion when they are in a group of like-minded participants. Both groups consisted of two boys and two girls.

### 3.3 Data collection

As explained in section 3.1, this is a two-phased project where the qualitative data collection is based on the quantitative. Table 1 below provides an overview of these two phases.

*Table 1: Overview of methods and participants*

Phase	Method	Sample	Focus
1	Survey	n = 116	Overview, tendencies
2	Interview	n = 8 (divided on two interviews)	In-depth, personal experiences

The quantitative data collection took place in November and December 2019 and was conducted during the students' English lessons. The students received information about the

study from their teachers, as well as the information which was provided at the beginning of the questionnaire (see Appendix A). The teachers chose when they wished to conduct the survey, but with a deadline set by me for when it needed to be finished. The questionnaire took approximately ten minutes to complete. This formed the basis for the following qualitative data collection which was meant to elaborate on the findings of the initial survey. The survey was analysed and then used to develop the focus areas of the coming interviews which were conducted in January 2020. Both the survey and the interviews were conducted in Norwegian as it was important that the participants understood the questions clearly and felt comfortable to talk without a language barrier. In the following sections, I will discuss how these two phases were prepared and carried out.

### 3.3.1 Survey

The purpose of a survey is to get a statistical description of the population (Ringdal, 2013). As little research has been done on assessment of oral competence and involvement, it is beneficial to take a quantitative approach as it will form the basis of the data collection by providing an overview of the general tendencies in this area of research.

Central to this process is a theoretical conceptualisation of terms (Ringdal, 2013). Based on the research literature on assessment of oral competence in English and student involvement, terms such as self-assessment, learning outcome, and feedback practices are some examples found to be central. The next step was then to create operational definitions of these terms as to make them measurable (Ringdal, 2013). To do this, I created one or more questions related to each of the terms. *Participation in assessment* (items 14-17 and 22-25) focused on aspects related to how students viewed their own participation in the assessment practice. This was specifically linked to how students viewed participation in their own language development, decisions surrounding assessment forms, and communication. *Understanding of oral skills* (items 6 and 26-28) encompassed analysis of a multiple-choice question (item 6) as well as items on the ordinal level. In the multiple-choice question, the students were asked what they thought the teacher emphasised the most when assessing them, and they could mark as many options as they wished. This was further linked to items 26-28 which encompassed students' reported understanding of expected oral skills to know, understanding of the taught material, and understanding of the most difficult parts of oral English. *Understanding of goals and assessment criteria* (items 18-21) encompassed items which were related to students' reported understanding of goals and assessment criteria, how goals and assessment criteria were



communicated by the teacher and their involvement in developing and discussing them. *Language awareness* (items 7-8) encompassed items which were used as an indication of applying learning strategies. This included whether the students knew how to approach a task in order to succeed and about their own awareness of developing oral competence. *Learning outcome* (items 9-13) encompassed items which looked at how students felt they benefitted from various assessment forms. The statements asked students to evaluate to what degree they felt that assessment by the teacher, self-assessment, peer assessment, working with feedback, and grades from the teacher helped them develop their oral skills in a good way. Overall, the questionnaire consisted of 35 questions and statements. The above-mentioned terms were divided into four topics: general, involvement, understanding of the English subject, and oral assessment methods. Each of these topics included one or more of the research-based terms.

Further, the order of the questions and categories can impact how the participants respond (Ringdal, 2013). For that reason, I chose to begin with general questions before moving on to more specific questions about involvement and oral competence. The questions were all closed which means that the participants had to answer within predefined options. Such a method seeks to standardise and categorise the information that is gathered (Postholm & Jacobsen, 2018). Apart from the background variables (gender, class, grade interval, and a list of assessment criteria), all items were at the ordinal level and had a 5-point Likert scale ranging from 1 = totally disagree to 5 = totally agree. An example from the survey is shown below (question 10):

I develop my oral skills well when I assess myself.

1. Completely disagree
2. Partly disagree
3. Both agree and disagree
4. Partly agree
5. Completely agree

As can be seen in this example, the scale provides options in terms of how strongly the students agree or disagree. Option three functions as a neutral category. The answer alternatives differed slightly according to the question asked. This was both to adjust to the specific questions and to avoid repeating the same alternatives extensively as this is not recommended (Ringdal, 2013).

The questionnaire was made available to the students on Google Forms. Before deciding upon this method, I made sure that it was not possible to track the answers back to individual students. As the students use school PCs which are all connected to the same network, it was not possible to track the IP address back to the students. No login or other form of identification was required to answer the questionnaire. The ethical considerations concerning this are further discussed in chapter 3.5.3.

### 3.3.2 Focus group interviews

Following the explanatory mixed method design described by Creswell (2014) in 3.1, the focus group interviews were conducted after I had analysed the material from the quantitative data collection. As explained in 3.2, the interview participants were suggested by their teachers, based on the criteria I had given, and asked if they were willing to participate further in the study. I spoke to each of the students about the study's purpose and their rights before the interviews took place. The students were also informed of the length of the interview as it meant that they would miss either the first or second half of their double lesson in English that day. This was made clear to both the teachers and the students beforehand. The interviews were audio recorded.

The quality of the data collection is dependent on the interviewer's skills and knowledge about the topic (Kvale & Brinkmann, 2015). For this reason, it was important that I had thorough knowledge about the topic both from a theoretical perspective and from the findings of the survey. In addition to this, I needed to have an understanding of how to ask the right type of question (Kvale & Brinkmann, 2015). Focus group interviews emphasise the importance of different viewpoints about a given topic, and as a researcher, my role is therefore to facilitate this discussion by presenting the topics and leading the conversation (Kvale & Brinkmann, 2015). With this in mind, I developed an interview guide based on the findings from the quantitative data analysis which included the following main topics: 1) understanding of oral skills in English, 2) assessment practice, and 3) metacognitive strategies (see Appendix B). These topics sought to further develop on the categories from the survey and were connected to one or more of these categories. Each of the interview topics were divided into subcategories to help structure the interview. In addition to these topics, which constituted the main part of the interview, an introductory and closing section were included.

A focus group interview should concentrate on creating a good dialogue between the participants so that everybody feels free to participate and state their views (Postholm & Jacobsen, 2018). Thus, I began the interviews with opening questions about the students' relationship to the English subject in upper secondary and their motivation for learning English. This was valuable both for creating a comfortable setting for the students as well as providing background information. This was then followed by the three main topics stated above. In the hermeneutic interview, the key is to keep the questions open and to keep both myself and the participants oriented towards the substance of the investigated phenomenon (van Manen, 1990). I wanted the participants to reflect on their experiences about the phenomenon. The questions in the interview guide were therefore used to structure and lead the conversation but were not set as new perspectives might arise during the interviews. I used this to keep the conversation on track and to inform the participants when we were moving on to a new topic. As a phenomenological researcher, I want to be an active listener and in interaction with the informants – not control the conversation (Szklarski, 2019). As the interview progressed, I was conscious to ask follow-up questions to the participants in order to go further in-depth on the different topics. I also used interpretative questions throughout the interviews to clarify what the participants were saying.

### 3.4 Research credibility

As a researcher it is important that I am aware of the potential threats to my study and how they can come to affect it. There are various concerns to the different methods I have employed in this study. As I have employed a mixed method, I will discuss the validity and reliability concerns of each of the methods as well as specific concerns related to the explanatory mixed method design and how I strengthened this design.

#### 3.4.1 Validity

Validity in the social sciences is concerned with whether a certain method is suitable to examine what you wish to study (Kvale & Brinkmann, 2015). Validity concerns all stages of the research process and should be continuously worked with throughout the research process (Kvale & Brinkmann, 2015). For a study to be valid the method needs to reflect the actual phenomenon. I implemented several measures to strengthen the validity in all stages of the research process.

As described in chapter 3.1, the data sources of this study were triangulated by using two different methods: survey and focus group interviews. According to Creswell (2014), triangulation can strengthen the validity of the study if you can establish themes based on converging data from different sources. This has been done by examining the overarching topic of this thesis from different sources of data. Thus, the methods I have employed have been used to build a coherent justification for the themes (Creswell, 2014). The different methods have added to the overall understanding of the topic as they have contributed with different perspectives on the phenomenon.

There are however some concerns with employing such a method. In an explanatory mixed method design, the accuracy of the findings may be affected by how the quantitative data is followed up. How you choose to proceed with the qualitative data collection needs to be carefully thought through as you may risk overlooking important issues which come to affect the overall validity (Creswell, 2014). For example, by focusing too much on a specific finding from the quantitative data, you risk overlooking other issues which might need to be further examined. I worked thoroughly with the quantitative analysis to ensure that all aspects of the material were accounted for. Further, the findings may also be invalidated by using different samples and by the sample size in each phase (Creswell, 2014). As was shown in 3.3, both of the phases built on the same selection of students and was based on voluntary participation.

#### *3.4.1.1 Survey*

Validity in quantitative research refers to ‘whether one can draw meaningful and useful inferences from scores on the instruments’ (Creswell, 2014, p. 160). There are several ways to assess validity in quantitative research. For the purpose of this thesis, I have chosen to refer to Ringdal’s (2013) interpretation of construct validity and content validity.

Construct validity refers to whether you measure the theoretical term you have set out to measure (Ringdal, 2013). This is connected to the term operationalisation, which was explained in 3.3.1, and has to do with the relationship between the indicators and the theoretical term (Ringdal, 2013). In order to strengthen the validity of the survey, the indicators I used were based on theory on the topic. Based on the research literature, I created indicators which sought to cover the most important aspects of the theme. In addition to this, I also employed indicators which were based on indicators used in earlier studies. An example of an indicator which aimed

to measure involvement was *I am actively part of deciding assessment methods which are suitable for me in English*.

Content validity concerns whether the indicators cover the most important aspects of a construct (Ringdal, 2013). This was validated by running factor analyses on the grouped indicators. The factor loadings varied in strength but were all within what is considered acceptable which meant that the question groups were validated.

#### 3.4.1.2 Interviews

My role as a researcher will influence the phenomenon I study. This means that I bring with me certain understandings and perspectives based on my background and is a central validity concern in qualitative research (Creswell, 2014). In a social constructivist perspective, it is impossible to separate the researcher and the participants as they are all affected by interacting with others and their surroundings (Postholm & Jacobsen, 2018). I cannot look at reality without being coloured by my previous knowledge and perceptions, and this subjectivity also comes to affect how I view and interact with both the phenomenon and the data material. I therefore aim at being open about the interpretation of the findings and how this can be affected by my role as a researcher and background in order to create an open and honest narrative (Creswell, 2014). I have also ensured to present negative or discrepant information which contradicts the general perspective (Creswell, 2014). This has been done by discussing findings which go against the rest of the evidence about a certain theme. By doing this, I ensure that the presentation of the findings is balanced and that it accounts for multiple perspectives. To account for this, I have provided a rich, thick description of the research process which has taken place to clarify how my background and interpretation may have shaped the outcome.

#### 3.4.2 Reliability

Reliability concerns the consistency and trustworthiness of the research findings and has to do with whether repeated measurements provide the same findings (Kvale & Brinkmann, 2015; Ringdal, 2013). This necessitates a transparent research process which means that the choices I make during this process are clear so that others can reflect on how the research has been done (Postholm & Jacobsen, 2018).

Postholm and Jacobsen (2018) highlight the relationship between the research question and the participants which entails that the participants have the competence to say something about the topic at hand. As the participating classes had worked little with oral competence at the beginning of the school year, both the survey and the interviews were postponed. The potential challenge was that the students would either place too much emphasis on their previous experience from lower secondary or that they would not be able to say much about the topic. Originally scheduled to be in October and November respectively, the survey was completed in early December and the interviews in the middle of January as the participants had worked more with oral competence in class at this point.

#### *3.4.2.1 Survey*

High reliability is a prerequisite for high validity and is affected by how the data collection is conducted, wording of the questions, and controlling the data (Ringdal, 2013). I have made a thorough account of the data collection and analysis where I have explained in detail how each of the steps were conducted. High reliability means that, given similar conditions, the survey would yield similar results. This can be connected to the formulation of questions and answers which is central for a survey's reliability (Postholm & Jacobsen, 2018). The questions need careful consideration as the formulation can have great consequences for what findings you will get and were therefore revised several times (Postholm & Jacobsen, 2018). In addition, Ringdal (2013) advises to avoid multidimensional and leading questions as these might alter the answers of the participants. In order to ensure this, I ran a small pilot survey beforehand among fellow students to check for any unclarities. The feedback they gave was then used to revise the questionnaire.

Further, it is important that the data material is controlled in order to strengthen its reliability. This concerns accuracy in registering the data and searching for errors (Ringdal, 2013). The registration of the data was done automatically as the survey had been conducted digitally. The items on the nominal level needed to be plotted in manually as the answer alternatives did not have a numeric value in the questionnaire.

#### *3.4.2.2 Interviews*

Reliability in qualitative research is concerned with how the study and the researcher have affected the findings (Postholm & Jacobsen, 2018). It is important that I am open about the

steps I have taken so that others can follow these procedures (Creswell, 2014). I took several measures to strengthen the reliability of the qualitative research process.

When conducting the interviews, I had already analysed the survey which meant that I had a good overview of what the students thought about the topic. This also meant that I had to be conscious of how I formulated the questions so that my involvement did not direct students towards answers confirming my conclusions after analysing the quantitative data. Kvale (1997) emphasises leading questions as a central reliability issue. In order to prevent this, I tried to remain neutral to what the participants said throughout the interview. I did this by following up on and clarifying what the participants said to make sure that I understood them correctly and that they gave me all the information they had. This was important because it prevented me from adding further meaning to a statement when doing the analysis so that I remained true to my empirical material.

Further, I checked the transcripts carefully to make sure that there were no obvious mistakes (Creswell, 2014). I did this by going through the recorded interviews several times. In order to ensure a reliable transmission, the interviews were audio recorded and I was also ready to take notes during the session if things such as body language and facial expressions provided important information. In hermeneutic phenomenology, the body is also seen as a source of understanding a phenomenon, and it is therefore important to account for this information that otherwise would have been lost in an audio recording (Postholm & Jacobsen, 2018). I transcribed the interviews shortly after they had taken place. This was valuable because it made the transcription more accurate as I still remembered the dialogue and participants well.

### 3.4.3 Generalisation

Generalisation in qualitative research refers to whether the description is recognisable and can be viewed as parallel experiences which can be transferred to other settings (Postholm & Jacobsen, 2018). Qualitative research cannot reproduce the findings in the same way as quantitative research can, though this is not the objective as the qualitative researcher strives for new insight into a phenomenon (van Manen, 2014). Similarly, quantitative studies of the scope as the present thesis need to provide thick descriptions in order to accommodate for the limited selection of participants (Postholm & Jacobsen, 2018). To accommodate for this, I have provided a thorough account of how this study has been conducted and I have aimed to remain open about my choices throughout the process. Moreover, I have also triangulated the methods

which together resulted in the findings. Thus, the present findings are of value to similar contexts as the experiences can add to the overall understanding of the phenomenon.

### 3.5 Ethics

As a researcher, I need to be conscious of the ethical principles which arise when conducting research. The project has been approved for data collection by the Norwegian Centre for Research Data (NSD) (see Appendix C). In the process of this research project, I have followed the guidelines set by the National Committee for Research Ethics in the Social Sciences and the Humanities (NESH). In the following, I will discuss ethical considerations concerning informed consent, confidentiality, and storage of data.

#### 3.5.1 Informed consent

Informed consent entails that the research participants voluntarily have agreed to participate and that they are informed of what this requires of them (NESH, 2016). It is important that the consent is given freely. This means that the participants should not feel any external pressure or constraints concerning their participation (NESH, 2016). This was ensured in both phases of this project. For the survey, a short paragraph containing information about the project and the participants' rights was included at the beginning of the questionnaire (see Appendix A). The students were also informed by their teachers that it was voluntary to participate. It was further stated that, by completing the survey, the participants agreed to let me use the information that was gathered. All students were above fifteen years of age which is the age limit set by NSD for giving consent in these types of studies. I was therefore not dependent on a signature from their legal guardian and the students could agree to participate themselves.

The students who participated in the focus group interviews were approached by their teachers and asked if they were willing to take part in the study. I then informed the students who had agreed to participate about the project and their rights. More specifically, this included information about the project's purpose and their role in this, what participation would require of them, their rights, such as anonymity and how to withdraw, as well as my contact information. This information was given both directly by me and in writing. The students signed a consent form before the interviews began (see Appendix D).



### 3.5.2 Confidentiality

All the gathered data was processed confidentially in accordance with the requirements set by NESH (2016), which states that the research material must be anonymised. The students who participated were all ensured anonymity both in the survey and the interviews and no identifiable information was gathered. The survey, which was done using Google Forms, could not track responses back to specific students as all students used school computers which were on the same network. The students who participated in the interviews were all given pseudonyms in the transcribed material. Information they gave which could be traced back to individuals was also anonymised. This concerned both other students and teachers who they referred to. For this reason, the teachers will consequently be referred to as *the teacher*.

### 3.5.3 Storage of data

The data material was stored on my computer which remained locked at all times when I was not present. The findings from the questionnaire, which were done on Google Forms, were downloaded to my computer and then deleted from the original source. The interviews were recorded using my own phone (which was set in flight mode, avoiding any chance of hacking or cloud storage) and the audio files were then transferred to my computer using a USB cable before being deleted from the phone. In addition, no identifiable information about the participants was gathered apart from the signed consent forms from the group interviews. These were stored apart from the audio files and the transcribed interviews.

## 3.6 Chapter summary

In this chapter, I have presented and discussed how I have conducted the data collection. I have shown that the data collection follows an explanatory mixed method design and that it has a hermeneutic phenomenological approach. This is reflected in the methodological choices of the project. Further, I have reflected on the reliability and validity concerns which were found to be the most central for this study and given an account of how I have dealt with these issues. Lastly, I have discussed the ethical considerations concerning the relationship between me as a researcher and the research participants.

## 4 Analysis

In this chapter, I present and discuss how the data was organised and analysed. This project has an explanatory sequential mixed method design where the qualitative phase builds on the quantitative phase. The analysis of the data material was therefore done in two steps: First, the quantitative material was analysed statistically and used to develop the qualitative data collection. Next, the qualitative material was analysed using the hermeneutic phenomenological approach by van Manen (1990) outlined in chapter 3.1.

### 4.1 Quantitative analysis of the survey

In the following section, I will describe how I conducted the quantitative analysis. The goal with this part of the analysis was twofold: 1) to map the students' perceptions of involvement in the assessment of oral English competence, and 2) to form the basis to find elements which should be further examined in the in-depth interviews.

I analysed the survey statistically using the programme SPSS Statistics. This was done by conducting univariate analyses. To do this, the data material was first coded in Excel before the file was imported to SPSS. Because I used a digital survey tool, only a few of the items needed to be recoded. Most of the items (the exceptions being gender, class, achievement level and one multiple choice question) were at the ordinal level and had a five-point Likert scale coded as 1-5. The coding of the various items is shown in the table below.

*Table 2: Coding of variables*

Item	Coding
1 (gender)	0 = boy 1 = girl
2 (class)	1-5 (categorical)
3 (achievement level)	1 = three or lower 2 = between three and four 3 = between four and five 4 = five or higher
6 (multiple choice)	Not added to SPSS but done separately in Excel
4-5 and 7-35	1 = totally disagree <sup>2</sup> 2 = partly disagree 3 = neither agree nor disagree 4 = partly agree 5 = totally agree

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<sup>2</sup> The wording of these alternatives differed across the items, but the scale was the same.

First, I performed factor analysis on the theoretically based terms. A factor analysis seeks to explain the correlations between the observed variables with fewer underlying factors (Ulleberg & Nordvik, 2001). The analysis confirmed the predefined categories which were outlined in chapter 3.3.1.

Next, I analysed the data by conducting univariate analysis. Univariate analysis is used to describe a variable and has been used as the primary tool to analyse this survey. This part of the process sought to sort and reduce the data material into a manageable size as it provided information of each item and indicated aspects which in particular would be relevant to explore further in the focus group interviews. As explained above, the majority of the items in the survey were on the ordinal level. However, ordinal variables can be considered continuous if there are more than 4-5 variables and it is theoretically reasonable that the variable is continuous in the population (Ringdal, 2013). This enabled me to interpret measures of central tendency in the distribution which are normally reserved for items on the interval or ratio scale. The interpretation was done by analysing the mean, standard deviation, skewness and kurtosis. The values for skewness and kurtosis were found to be within  $\pm 2$  for all items, which meant that they were within the set limits for reliable statistics and were close to the normal distribution (Christophersen, 2012). In addition to this, the frequency and percentage of each item were analysed. The data material had no missing values. The analysis is exemplified in the table below which shows the measures of distribution along with the percentage.

Table 3: Example of descriptive analysis

Item	Totally disagree	Partly disagree	Both	Partly agree	Totally agree	Mean	SD	Skew.	Kurt.
Q18. I have a clear understanding of the aim of the assessment and what to learn	6.0%	15.5%	34.5%	31.9%	12.1%	3.28	1.062	-.283	-.405
Q19. Learning aims and criteria are clearly communicated by the teacher	1.7%	16.4%	31.0%	34.5%	16.4%	3.47	1.008	-.187	-.664
Q20. I participate in developing learning aims and assessment criteria	15.5%	27.6%	35.3%	16.4%	5.2%	2.68	1.084	.168	-.547
Q21: We discuss assessment criteria in class	11.2%	25.0%	29.3%	26.7%	7.8%	2.95	1.133	-.043	-.813

As this is a two-phase project using both quantitative and qualitative methods, the analysis of the survey formed the basis for the qualitative data collection which I will now turn to present.

## 4.2 Qualitative analysis of the focus group interviews

In this section, I will describe how I conducted the qualitative analysis. The analysis of the survey formed the basis for the qualitative data collection. The aim of this part of the analysis is to go further in-depth on key topics which were highlighted in the first phase.

### 4.2.1 Preparations

The preparations for the analysis of the qualitative data were an ongoing process during the quantitative analysis. The analysis of the quantitative data resulted in three main topics that I saw as important to examine further in the interviews: 1) understanding of oral competence in English, 2) assessment practice, and 3) language awareness. Each of these were concerned with specific areas. Regarding the first topic, I wanted to further investigate what the students considered to be central features of oral competence in English, as the findings showed a variety of answers. This was followed by questions concerning how the class and the individual students worked to improve their oral competence. As for the second topic, the findings showed a low degree of involvement in the assessment practice. This was especially seen in connection to self- and peer assessment but also other areas such as the students' understanding of goals and criteria and their opinions about grades were seen as central to explore further. For this reason, it was important to clarify the practices concerning these points. Lastly, the findings concerning language awareness showed that students were conscious of their language development, so I therefore aimed to better understand how the students actually worked with this.

### 4.2.2 Transcription

The qualitative data material consisted of transcriptions of the recorded student interviews. Transcription is an important part of the analysis process as new thoughts and ideas emerge when working with the material (Nilssen, 2012). Group interviews can be challenging to transcribe in terms of separating voices. By writing the transcriptions shortly after the interviews had taken place, I was able both to familiarise myself with the material and use my memories from the interviews to my advantage. The understanding and interpretation I developed when conducting the interviews were therefore helpful in order to remember who, how and why things were said in a certain manner. I first did a preliminary transcription of the interviews where I wrote down everything that was said but without focusing on discourse markers, as I aimed at getting an overview of the material. This was then followed by a more

accurate transcription where more details were included, before starting the actual analysis of the material. The transcribed interviews were written in *Norwegian Bokmål*. The transmission from oral to written form can come to affect the material, for example by the accuracy of transcriber (Kvale & Brinkmann, 2015). I therefore listened through the material several times and aimed at staying as close as possible to the original statements. Specific dialectal words which would affect the syntax were replaced.

#### 4.2.3 Hermeneutic phenomenological analysis

The qualitative analysis began shortly after the interviews had been transcribed. The participants were all given pseudonyms to protect their identity. Table 4 below provides an overview of the participants and the duration of each interview. The students were divided in two groups based on their level of achievement in English. This division was valuable for two reasons: 1) it could provide a safer environment for the students to talk freely when they were in a more homogenic group, and 2) it formed a basis for comparison between the two groups.

*Table 4: Overview of participants in focus group interviews*

	Participants (pseudonyms)	Time	Level of achievement in English
Group A	Anna, Ask, Bea, Brage	44:06	Medium
Group B	Camilla, Casper, Emma, Erik	40:05	High

The data analysis was conducted in line with the hermeneutic phenomenological approach described by van Manen (1990), which was outlined in chapter 3.1. This entailed doing a thematic analysis. First, I took a holistic approach where the text as a whole was analysed to express the overall meaning. Stating something as the overall meaning can be challenging and is based on my subjective judgement (van Manen, 1990). Nevertheless, as I read the transcribed material, I saw students who to a large degree were in agreement with each other, but who also had different experiences and perceptions of how they were involved, and who did not necessarily see their own role in the assessment practice. This can be formulated as the following holistic sentence: Students request to be more involved in certain areas of assessment but are also in need of a more explicit awareness of how they are involved.

This holistic approach was followed by a selective reading of the transcripts where I aimed to describe the material by trying to uncover statements or phrases that were essential or revealing about the phenomenon. I did this by writing an accompanying description next to the transcripts which helped me get an overview of the material, as shown in Table 5. This extraction was

followed by a detailed reading where I looked at what particular sentences could reveal about the phenomenon (van Manen, 1990). This was done by writing an accompanying theoretical interpretation next to the extracted phrases. The hermeneutic phenomenological approach also involves composing linguistic transformations as phenomenology highlights the importance of writing as a process (van Manen, 1990). The outcome of these analyses is presented in the findings chapter where I present a narration of the essence of these experiences. These two processes (extractions and interpretations) thus comprise the hermeneutical circle.

Table 5: Selected examples of significant statements and interpretations

Significant statement (group A) <sup>3</sup>	Description	Interpretation
<p><b>Brage:</b> I'm thinking at least if you have an oral conversation with your teacher and then you assess together, that maybe you learn more. Yes, of course, the teacher is guaranteed to know more than you, that's obvious. So, if you go through together and then the teacher points out that you have to do this and this and this, then you're much more aware about it than if you get a comment on Canvas. And then you can also argue, but why isn't this the way to do it, and yeah ... It's perhaps more specific feedback.</p> <p><b>Bea:</b> Yes, the teacher doesn't know for sure what you have focused on, so it might be good to say ... talk with the teacher about it.</p> <p><b>I:</b> Yes, so you can make that clear?</p> <p><b>Bea:</b> Yes.</p> <p><b>Ask:</b> I think you get a good outcome from that. Doing that. (A15)</p>	<p>Wants more dialogue with the teacher</p> <p>Clarity of learning goals</p> <p>Wants more dialogue with the teacher</p> <p>Bring forward different points of view</p>	<p>Involvement</p> <p>Assessment practice</p>
<p><b>Brage:</b> What I'm thinking is important is pronunciation. Because that's what I feel should be an assessment when it comes to oral English [...]</p> <p><b>Anna:</b> Yes, and the fluency you have in English I feel is quite important. Because it is a bit silly if you stand there and maybe have the right pronunciation, but you have great pauses between every time you say something, so you have to think hard every time you say that. Then it doesn't turn out good. (A4)</p>	<p>Pronunciation important</p> <p>Feel like the focus is wrong</p> <p>Fluency</p>	<p>Oral competence</p>

A difficult part of phenomenology is to differentiate between essential and incidental themes (van Manen, 1990). This means that I need to find the themes which are unique for the specific phenomenon. This was a continuous process where I sought to determine the essential qualities

<sup>3</sup> The interview extracts that are used are coded as A or B (according to which group they belong to) and followed by a number. The original statements can be found in Appendix E.

of the phenomenon in question. This resulted in the following theoretically grounded topics: learning outcome, oral competence, motivation, learning strategies, involvement, purpose, and assessment practice. The student responses revealed different viewpoints on matters concerning these categories where a pattern could be seen according to the teaching and assessment practice of their teacher.

### 4.3 Chapter summary

In this chapter I have given an account of how I have conducted the quantitative and qualitative analyses. The quantitative data material was analysed using univariate analysis where I interpreted the mean, standard deviation, skewness and kurtosis in addition to the frequency and percentage. The qualitative data material was analysed using the hermeneutic phenomenological approach described by van Manen (1990). This process reduced the data material as it highlighted the most essential elements. I will now turn to present the findings of the quantitative and qualitative analyses.

## 5 Findings

In this chapter I present the findings from the gathered data material. The quantitative and qualitative findings are presented together and are structured according to the research questions which were presented in chapter 1.3. These are as follows: students' participation and attitudes towards involvement, understanding of oral competence, understanding of learning goals and assessment criteria, and view of learning outcome. Table 6 below summarises the main findings from both the quantitative and qualitative data analyses.

*Table 6: Main findings from survey and interviews*

Research question	Survey findings	Interview findings
Participation and attitudes	<ul style="list-style-type: none"> <li>• Low participation in decision-making and discussions</li> <li>• Self- and peer assessment rarely used</li> </ul>	<ul style="list-style-type: none"> <li>• Varying experiences among the students</li> <li>• Self-assessment seen as beneficial but also have a limited understanding of it</li> <li>• Wish for more involvement</li> </ul>
Understanding of oral competence in English	<ul style="list-style-type: none"> <li>• Language features ranked higher than content features</li> <li>• Reported understanding of the subject is high</li> <li>• Reported awareness of own development is high</li> </ul>	<ul style="list-style-type: none"> <li>• Language features highlighted along with communicative competence</li> <li>• Critical to the focus of the subject</li> <li>• Differences between what the students and the teachers regard as important</li> <li>• Active use of learning strategies</li> </ul>
Understanding of learning goals and assessment criteria	<ul style="list-style-type: none"> <li>• Own understanding of goals and assessment criteria perceived as high</li> <li>• Low participation in developing goals and criteria</li> </ul>	<ul style="list-style-type: none"> <li>• Criteria seen as logical to understand</li> <li>• Uncertainty concerning feedback</li> <li>• Wish for more specific feedback and setting goals together with the teacher</li> </ul>
View of learning outcome from being involved	<ul style="list-style-type: none"> <li>• Assessment by the teacher is seen as the most important</li> <li>• Peer assessment has the least value in terms of learning outcome</li> </ul>	<ul style="list-style-type: none"> <li>• Varying experiences with feedback</li> <li>• Self-assessment is seen as both difficult and useful</li> <li>• Wish for more involvement in the feedback practice</li> </ul>

Extracts from the interviews will be used for illustration. In line with the hermeneutic phenomenology, the extracts referred to are chosen based on their representativeness (i.e. statements which are essential or revealing about the phenomenon). The extracts have been



translated by me and are attached in Appendix E with the original statements in Norwegian and my translation. The extracts are sorted by group (A or B) and followed by a number which refers to their location in the appendix. The students in group A were more talkative compared to group B where I had to guide the conversation significantly more. This is reflected in the findings since the majority of the extracts are from group A.

## 5.1 Students' participation and attitudes towards involvement

The data from the survey provided a broad view of how students perceived their own participation in the assessment practice. This was specifically linked to how they viewed participation in deciding assessment forms, communication, and self-assessment. The focus group interviews developed further on these topics by providing insight into the students' experiences and attitudes concerning the assessment practice.

### 5.1.1 Views on participation

Table 7 shows the students' views on participation and dialogue in class. The four items are differentiated in that they separate between active involvement of the individual student (Q14 and Q15) and involvement in the class as a whole (Q16 and Q17). The findings on involvement of the individual student show that close to half of the students report that they are not actively involved in deciding tasks and assessment forms. 48,3% and 45,7% of the students answered *almost never* or *not often* respectively.

This is also reflected in how the class as a whole is involved in discussing oral assessment forms and conversations about developing oral competence. The mean scores show that students are relatively more involved in discussing oral assessment scores as  $M = 2.96$ . Further, the mean scores also show that students are relatively more positive towards how the whole class is involved compared to how the individual student is involved. The standard deviation (SD) shows that the distribution is relatively similar across the items.

Table 7: Students' views on participation and dialogue in class

	Totally disagree	Partly disagree	Both	Partly agree	Totally agree	Mean	SD	Skew.	Kurt.
Q14: I am actively involved in deciding tasks which are suitable for me in oral English.	22.4%	25.9%	30.2%	19.0%	2.6%	2.53	1.115	.123	-.939
Q15: I am actively involved in deciding assessment forms which are suitable for me in oral English.	19.0%	26.7%	37.9%	13.8%	2.6%	2.54	1.033	.099	-.583
Q16: We discuss oral assessment forms (e.g. presentation, group discussions, etc.) together in class.	13.8%	18.1%	35.3%	24.1%	8.6%	2.96	1.153	-.123	-.694
Q17: We often have conversations in class about good ways to develop oral skills in English.	17.2%	31.9%	28.4%	17.2%	5.2%	2.61	1.117	.284	-.667

These findings were further explored in the focus group interviews, which show that students reported on different experiences with this. Some of the students were familiar with participating in making decisions concerning assessment forms as they used anonymous voting in class. By doing this, the whole class was included in deciding what type of assessment form they were going to have. The students stated that they were pleased with this and liked being included in these decisions. Anna pointed out that some students found presentations in class uncomfortable, but by being part of deciding the assessment form, the class often ended up with using videos or group discussions instead:

**Anna:** I like to be part of making the decisions this way because we've never ended up with having presentations in front of the whole class. Most want to have videos or conversations in small groups because you feel the pressure of performing in front of the whole class. It's a bit uncomfortable sometimes. For many at least. (A1)

Other students stated that they wanted to be more involved in deciding assessment forms in their class. Like Anna, they pointed to students who were uncomfortable with the pressure of speaking English in front of the class and that they wished for other types of assessment than whole-class presentations. The students further stated that the teachers would review the most common mistakes in class, but this did not involve any further dialogue.

### 5.1.2 Self-assessment

Table 8 below shows the differences in how students participate in self- and peer assessment. The majority of the students report that they rarely or almost never use self- and peer assessment (50% and 75% respectively). Although the scores for both self-assessment and peer assessment are low, the students are more likely to use self-assessment as the mean scores show that peer assessment score considerably lower with  $M = 1.91$  compared to self-assessment with  $M = 2.53$ . This is also apparent as the skewness for peer assessment is significantly more right-skewed than for self-assessment, meaning that the distribution is clustered to the left side of the scale.

*Table 8: Students' participation in self- and peer assessment*

Item	Almost never	Rarely	Sometimes	Often	Very often	Mean	SD	Skew.	Kurt.
Q22: How often do you assess your own work in oral English?	24.1%	25.9%	27.6%	17.2%	5.2%	2.53	1.183	.269	-.864
Q23: How often do you assess peer's work in oral English?	42.2%	32.8%	18.1%	6.0%	0.9%	1.91	.960	.853	.046

In the interviews the students clearly stated that peer assessment had not been used in English. This could indicate that students who reported on this in the surveys were thinking about past experiences, either from lower secondary or other subjects, when answering this question in the survey. When asked about self-assessment in the interviews, the participants stated that they had not used this in their English classes. However, they were used to this way of working both from lower secondary school and in other subjects and seemed to have a clear understanding of what they perceived this to be. The students described this as taking part in assessing their own work and gave examples of both correcting their text and having a conversation with the teacher. They highlighted the need to argue for their choices as an important feature of self-assessment:

**Casper:** Assessing yourself [...] In a conversation with the teacher, for instance. That you can argue for why you think this and this should affect your grade. (B1)

It did however become apparent that the students' understanding of self-assessment could be seen as limited in some areas, which is illustrated in the following quote:

**Anna:** It happens that we get this, I have corrected your text but now you are going to go through and see what you have done and correct it yourself first, and then you will get the feedback afterwards. It's just like this kinda thing. But they *call* it self-assessment. (A2)

Although this concerns written English, the statement indicates that the students' understanding of self-assessment differs from that of academia and teaching practice, which might have affected the students' responses to this question. Similarly, another student, Bea, stated the following:

**Bea:** [...] when we had this conversation with the teacher when we were going to get to know our grade, [the teacher] asked us what we thought and what we thought about what grade we deserved sort of, but that was it. (A3)

There is in other words a certain limitation to how students think about self-assessment. Section 5.4 will further develop on how the students perceive their learning outcome from being involved in this way.

### 5.1.3 Understanding of own role in the assessment practice

The students' understanding of their own role was a topic which was highlighted throughout the interviews. The students shed light on this from a number of different perspectives and showed that they had both an aware and perhaps a more unaware view of their own role in the learning process and how this affected their learning outcome. When asked about whether they found grades useful and whether they had any discussions about the grade they were given, Casper in group B stated the following:

**Casper:** No, but we should have. It's a lot in English which is two-sided. A lot of things you can say, which is correct, that the teacher corrects. So, I think you should get the opportunity to defend yourself. (B2)

As the extract shows, Casper expresses a wish to be more involved when the grade is set and a chance to defend himself. While the other students in the group also agreed with this, one student, Camilla, pointed out that the teacher had in fact discussed this with her after an assignment. While the students expressed a wish to be more involved in the assessment given by the teacher and clearly saw the benefit of this, they also saw it as the teachers' responsibility

to actually make this contact. Similarly, when the participants in group B were asked about how they prepared before an oral assignment, one participant stated the following:

**Camilla:** No, it is what it is. They are supposed to have taught us what we need to know before the test, kind of.

**Emma:** That's actually true [...] (B3)

What these extracts show is that there is a conflicting view on how students view their own involvement. On one side they express a wish to be more involved, for example in reviewing feedback, while at the same time there is a lack of responsibility concerning their own role in the assessment practice.

## 5.2 Understanding of oral competence

### 5.2.1 Perceived assessment focus by students

The students were asked what they thought the teacher assessed them by when focusing on oral skills in English. This was a multiple-choice question where the students could choose as many options as they wished. As illustrated in Figure 4 below, the quantitative analysis showed that the students ranked *pronunciation/intonation* and *vocabulary* as the most salient features of oral English – followed by ability to *answer the task*, *grammar*, *fluency* and *ability to reflect*. These are mainly language features. Features which concerned content gained less support among the students. *Ability to answer the task*, which can be said to include several features, was seen as the most important feature related to content followed by *ability to reflect*. Interestingly, the findings also show that a relatively high degree (40.5%) of the students ranked effort as an important assessment criterion. This is worth noting as it is not a valid criterion in assessing oral competence. The students placed little emphasis on *listening comprehension*, *ability to analyse*, *strategies to communicate effectively*, and *preparation*.

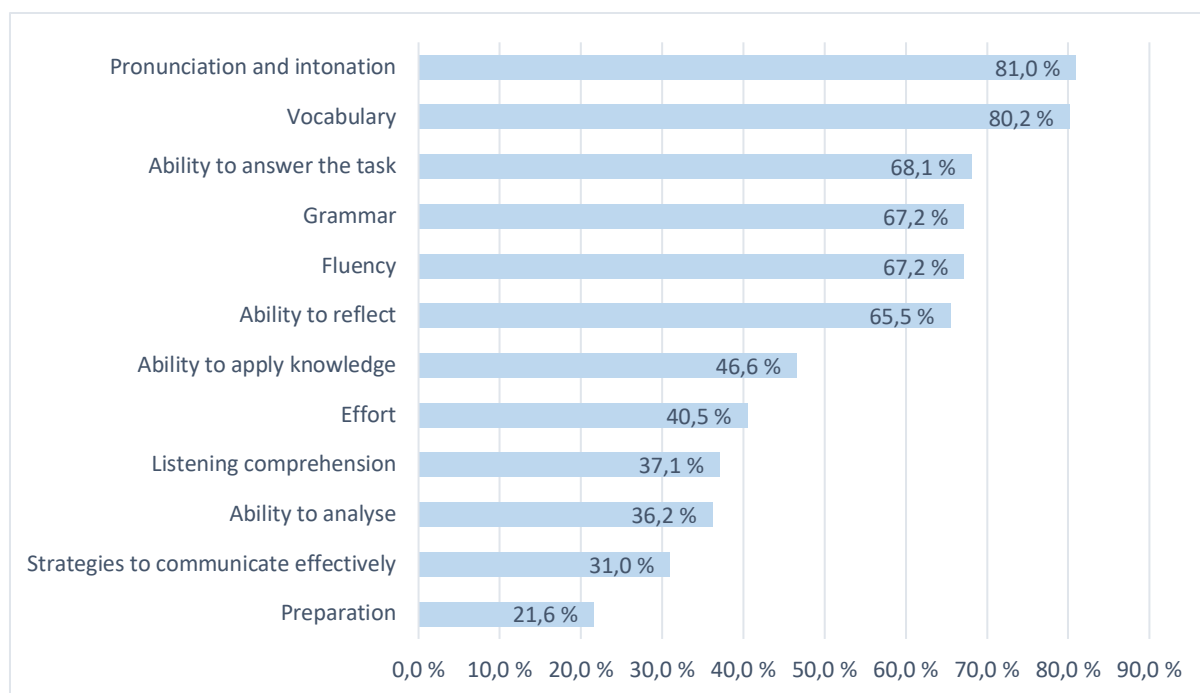


Figure 4: Salient features of oral competence as perceived by students

The main findings from the interviews supported the quantitative findings and showed that students considered pronunciation and fluency the most salient features of oral competence. This was highlighted by several of the students and explained by Anna from group A:

**Anna:** Yes, and the fluency you have in English I feel is quite important. Because it is a bit silly if you stand there and maybe have the right pronunciation, but you have great pauses between every time you say something, so you have to think hard every time you say something. Then it doesn't turn out that good. (A4)

In general, the students in group A were more concerned with features of language such as pronunciation, fluency and grammar, and were more critical to the focus on content in their assessments. In connection with pronunciation, the students spoke about accent and stated that the teacher said they had to have an American or British accent. The students were critical to this focus as they did not see this reflected in the feedback they received later, and they had heard from other students that this was not assessed in the Vg2 programme subject *International English*. The students in group B also highlighted language features, but were more concerned with the overall understanding that this contributed to:

**I:** If you're going to look at more specific things to know, what is important to know?

**Emma:** Pronunciation, that's important.

**Erik:** Terms, use of words, construction of sentences without giving the wrong meaning.  
[...]

**Casper:** Maybe just be understood in general and be able to understand what the opposite person says. That's expected, at least in upper secondary.  
[...]

**Erik:** Be able to speak English. Like, I can't conjugate a verb in English for example, but I know what to say in a certain sentence because I know it sounds right. (B4)

They underscored the importance of being understood while at the same time downplaying the position of correct grammar. One participant, Erik, highlighted being able to use terms and vocabulary correctly while also recognising the significance of correct syntax to avoid misunderstandings. Interestingly, *use of terms* was the only mention of a feature that was directed towards content rather than specific language features. It is however necessary to consider that the students' focus on language features rather than content features may be due to the wording of the question in the interviews and how the students interpreted it. As I asked them what they regarded as important oral skills, this may have been interpreted as features that were specific to oral language. The students' focus on language features both in the survey and the interviews is nevertheless interesting when compared to how they described their teacher's focus in their English classes and assessments:

**Bea:** We have had one oral assessment, at least we did, but then we didn't get feedback on how we spoke, we only got feedback on the content and stuff. It's hard to improve when like we don't know what went well and things like that. (A5)

This shows that there is a discrepancy between the student and the teacher. While the teacher supposedly focuses more on content, Bea wishes for more feedback on language. This next section will further elaborate on these findings as it examines the students' understanding of oral competence.

### 5.2.2 Understanding of oral competence

These findings can be seen in relation to the students' reported understanding of oral competence which was measured using the three items shown in the table below. Approximately half of the students reported that they partly agreed or totally agreed with these statements. The mean scores show that the students' understanding of what is expected of them

is rated the highest ( $M = 3.48$ ) but whether they actually learn and understand this is rated slightly lower ( $M = 3.37$  and  $M = 3.32$  respectively).

Table 9: Students' reported understanding of oral competence

Item	Totally disagree	Partly disagree	Both	Partly agree	Totally agree	Mean	SD	Skew.	Kurt.
Q26: I have a clear understanding of what is expected to know about oral skills.	4.3%	11.2%	31.9%	37.1%	15.5%	3.48	1.026	-.445	-.155
Q27: I am certain that I learn the material that is taught in English.	7.8%	11.2%	31.9%	34.5%	14.7%	3.37	1.108	-.468	-.298
Q28: I am certain that I understand the most difficult parts of what we are learning in English.	8.6%	14.7%	29.3%	31.0%	16.4%	3.32	1.169	-.350	-.626

The interviews provided further insight into this. Several of the participants in group A questioned, and were critical to, the focus of the English subject in Vg1. They experienced that there had been a shift from lower secondary school and did not fully comprehend why, as illustrated in the following quote:

**Brage:** I don't know, I feel like it's ... so, they get off track from the English itself, like the subject. It's more like another subject. That you learn ... yeah, it can be ... more directed towards social sciences, in English. (A6)

This was supported by the other students in the group who also called for a greater focus on explicit teaching of language features in English:

**Anna:** And then there's this analysis of short stories and these kinds of things, instead of grammar and things like that which we had before.

**Brage:** So, it's not this ... We haven't had a lot of oral things either which are based on how you actually speak English. It's more your content [...] but, like I haven't felt that I've become better to write or speak English by learning this than if I had learnt about something that had been more English-based sort of.

**Ask:** I agree with them. A bit more English and a bit less about these other things. (A7)

What this shows, is that there has been an increased focus on content in their English classes and assessments compared to their prior experience from lower secondary school. In addition, there is an uncertainty among the students about what they are learning as they experience some



of it irrelevant for their development of oral competence. This is illustrated in the following quote:

**Bea:** I think we learn how to do it, how a conversation like this takes place, but I don't think we learn that much about the topics and stuff. (A8)

The extract shows that although Bea is aware of the potential for language learning, she does not necessarily recognise the texts (which were part of the preparation material) as sources for learning. This needs to be seen in connection with the findings presented in 5.2.1 as it shows that the students' understanding of salient features in oral English does not necessarily match the focus of their English classes. Features such as knowledge and analytical skills had considerably less support among the students, as shown in Figure 4. At the same time, the students also claim that the teachers mainly assess them by content.

### 5.2.3 Awareness of language learning

As an indication of applying learning strategies, the students were asked whether they knew how to approach a task in order to succeed and about their own awareness of developing oral competence. The analysis showed only small differences, which is expected as the two items are closely related. The majority of the students either partly agreed or totally agreed with the two statements. This can be seen as an indication of also having awareness concerning language learning strategies.

*Table 10: Students' reported language awareness*

Item	Totally disagree	Partly disagree	Both	Partly agree	Totally agree	Mean	SD	Skew.	Kurt.
Q7: I know how to approach a task in order to succeed.	1.7%	11.2%	25.0%	44.0%	18.1%	3.66	.961	-.512	-.161
Q8: I am aware of my own development of oral skills in English.	2.6%	9.5%	30.2%	37.9%	19.8%	3.63	.992	-.448	-.157

The interviews provided further insight to this. The participants in group A talked about specific learning skills when asked about how they worked with the oral language. Anna mentioned that she used the feedback from her teacher consciously. The feedback was valuable for her further development. Another student, Brage, used the assessment criteria to evaluate what level he was at in order to know what he needed to work with. The participants in group B had a more abstract approach to working with oral competence:

**Erik:** [...] Like, I can't conjugate a verb in English for example, but I know what to say in a certain sentence because I know it sounds right.

**Camilla:** Yeah, like there's a difference between getting a verb you're going to conjugate or like getting a sentence you're supposed to say, because then you might be able to conjugate that word because it sounds right because ... How it's supposed to be. (B5)

The students report of a subconscious knowledge about the language where they have a *feeling* of what is correct English. When asked about this more specifically, Casper stated that he *picked it up* from movies, games, and in everyday life without further need to practise the language (B6). The students in both groups did however employ different strategies when they worked specifically with an oral assignment such as presentations or group conversations. Several of the students wrote a script or used keywords – depending on what type of assessment they were having. Practising difficult words or sentences was also mentioned, and the participants also stated that they were able to find synonyms or other ways of expressing themselves if they forgot the words they were going to use.

### 5.3 Understanding of learning goals and assessment criteria

Table 11 shows the students' reported understanding of learning goals and assessment criteria, how goals and criteria are communicated by the teacher and their involvement in developing and discussing these. The students reported their own understanding of learning goals as good with  $M = 3.28$ . 44% of the students partly or totally agreed that they understood the goal of the assessment and what to learn from it. Moreover, students were also positive to the statement that learning aims and assessment criteria were clearly communicated by the teacher with a mean score of 3.47. In contrast, when asked about how they participated themselves in developing and discussing these goals and criteria, the analysis showed  $M = 2.68$  and  $M = 2.95$  respectively, which is lower than their perceived understanding.

Table 11: Students' understanding and involvement in developing learning goals and assessment criteria

Item	Totally disagree	Partly disagree	Both	Partly agree	Totally agree	Mean	SD	Skew.	Kurt.
Q18. I have a clear understanding of the aim of the assessment and what to learn	6.0%	15.5%	34.5%	31.9%	12.1%	3,28	1,062	-.283	-.405
Q19. Learning aims and criteria are clearly communicated by the teacher	1.7%	16.4%	31.0%	34.5%	16.4%	3,47	1,008	-.187	-.664
Q20. I participate in developing learning aims and assessment criteria	15.5%	27.6%	35.3%	16.4%	5.2%	2,68	1,084	.168	-.547
Q21: We discuss assessment criteria in class	11.2%	25.0%	29.3%	26.7%	7.8%	2,95	1,133	-.043	-.813

The focus group interviews provided further insight into this topic. The students commented that they did not discuss learning goals or assessment criteria in class, but that this was provided to them by the teacher. In connection with this, it was also stated that the assessment criteria were made available on the learning platform, but not used actively by the students. The students stated that the criteria were *logical*, so they did not necessarily see the point of going further into detail in class. However, one student in group A, Brage, expressed uncertainty about the assessment criteria when they received the feedback from the teacher:

**Brage:** It doesn't really seem like we almost ... It doesn't really seem like we are assessed by that either. Eh, because, at least when we get our feedback, we get a small text on Canvas<sup>4</sup> as it is called, a comment ... and the criteria form isn't there and it doesn't say where we are, if we are on middle, high or low. We don't get ... So, it doesn't seem like we are assessed by the criteria form either.

**I:** It is perhaps a bit difficult to see that connection?

**Brage and Bea:** Yeah. (A9)

The other students point out that they are satisfied with the feedback they get from the teachers, but they too feel that the feedback could be more specific in terms of highlighting whether they are on high, medium, or low level of achievement:

**Anna:** But I'm sort of lacking that, if I'm on high or ... like on those few things. (A10)

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<sup>4</sup> Learning platform

This shows that although the students see the learning goals and/or assessment criteria as logical and easy to understand when presented by the teacher, it does not necessarily transfer to their understanding of the feedback they receive after the assignment. This can be seen in light of the students' reported understanding of the aim of the assessment and what to learn which showed a mean score of 3.28. Although the students in general feel that they have a good understanding of what is expected, this shows that there is still a level of uncertainty concerning the assessment they are given.

Further, the students expressed that they did not set personal learning goals for developing their oral competence. The students in group A agreed that it was difficult to set learning goals for themselves without the assistance of the teacher. Bea stated the following:

**Bea:** It would have been nice if we had a conversation with the teacher where we sat down and talked and like yeah, what do you think went well, I think perhaps you can work more with this and this [...] (A11)

In connection with this, the students also requested more specific feedback, as they thought it was challenging to know what they needed to work on. This can be seen in connection with how the students are involved as there is an uncertainty concerning the feedback which is given. This is shown by Bea's call for more explicit goals to aim for in her language learning. The students' perceptions of the teacher's feedback practice will be further elaborated on in the following chapter.

## 5.4 View of learning outcome

In the survey, the students were asked to take a stance regarding their learning outcome when faced with different assessment forms. This included assessment by the teacher, self-assessment, peer assessment, working with feedback, and grades. These findings were further explored in the interviews. In particular, the interviews focused on students' perceptions of the feedback practice and self-assessment in relation to their involvement.

### 5.4.1 Feedback practice

As expected, the students felt that they benefitted the most from their teacher's assessment and working with feedback as these items show  $M = 3.29$  and  $M = 3.61$  respectively. Grades were

also rated relatively high with  $M = 3.27$ . These aspects of assessment comprise both a passive and an active role for the student.

Table 12: Students' perceived learning outcome from assessment by the teacher

Item	Totally disagree	Partly disagree	Both	Partly agree	Totally agree	Mean	SD	Skew.	Kurt.
Q9: I develop my oral skills well when the teacher assesses me.	6.0%	14.7%	34.5%	33.6%	11.2%	3.29	1.047	-.337	-.323
Q12: Working with feedback from the teacher in oral English help me improve.	3.4%	6.0%	34.5%	37.9%	18.1%	3.61	.967	-.500	.252
Q13: Grades from the teacher helps me improve my oral English.	6.9%	17.2%	33.6%	26.7%	15.5%	3.27	1.130	-.177	-.635

Although the quantitative analysis shows that students benefitted the most from the teacher's feedback, the interviews revealed varying experiences with the perceived usefulness of the feedback. Anna in group A highlighted the importance of receiving feedback from the teacher, while also underscoring how she worked with it:

**Anna:** I take into account what the teacher tells me after those presentations we've had, so I have always got feedback on what I can do differently or something, so I have tried to take that and think about it until next time. But it is very important that we get that feedback, but I feel our English teacher has been quite good to help us. (A12)

Other students pointed out that the feedback from the teacher could be difficult to understand and saw it as irrelevant for their learning. It is interesting to note that while some participants in group A claimed that there was too much focus on content, other participants in group B stated that the feedback was not helpful when it had a corrective function (such as grammatical correction). This tendency for the medium-performing students to focus more on language features is also apparent to a certain extent in other areas such as the students' understanding of oral competence (5.2) and their understanding of learning goals and assessment criteria (5.3). The uncertainty that some students experience concerning what they are learning is expressed in the following quote:

**Bea:** We have had one oral assessment, at least we did, but then we didn't get feedback on how we spoke, we only got feedback on the content and stuff. It's hard to improve when like we don't know what went well and things like that. (A5)

The student seeks more guidance on her development of oral competence rather than the content. How the feedback is understood also needs to be seen in relation to the students' understanding of oral competence as laid out in chapter 5.2, which showed that students tend to be more oriented towards linguistic features.

Interestingly, the quantitative findings also show that students are positive when asked about the learning outcome from grades. The majority of the students were either neutral or agreed to the statement that grades helped them develop their oral competence. Compared with the other forms of assessment, this is relatively high. It is however necessary to note the possibility that this effect may be partly due to unclarity in the survey as Q9 and Q13 might have been interpreted similarly. This was nevertheless explored further in the interviews. The analysis of the interviews showed some differences between the medium-performing and high-performing groups. While both groups talked about the importance of feedback in addition to grades, the medium-performing students in group A highlighted how grades helped their motivation and their understanding:

**Ask:** It shows you how good you have been really. So, then you can improve if you ... even if you get a bad grade. Try to do it a bit better.

**Brage:** [...] So it's hard to know when it's feedback without a grade where you're at [...]

**Anna:** I also feel that the grade might motivate you to do well in the subject [...] (A13)

These findings also need to be seen in relation to how the students perceive their involvement in the feedback practice. While an important indicator of the students' level, grades are not seen as enough on their own but as a valuable *addition* to feedback. In connection to this, the students also request to be more involved as to reach a common understanding with the teacher:

**I:** I'm wondering whether you think grades help you improve.

**Brage:** Yes, I feel that, but not the way we've been given the assessment, the way we got it. For example, when we got the overall achievement grade<sup>5</sup> now, we were just told the final grade, but we didn't go through each of them. (A14)

From this, it is evident that it is the feedback and the dialogue with the teacher that is considered useful for the student's further development, not the grade itself.

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<sup>5</sup> The half-year grade given at the end of the autumn term.

### 5.4.2 Self-assessment

This is further reflected in the students' perceptions of the learning outcome from self-assessment. The students were positive towards the potential learning outcome of self-assessment but as shown in section 5.1, this was rarely used in English classes. The majority of the students were either neutral or negative when asked about the learning outcome of peer assessment.<sup>6</sup> The findings show that 37% of the students partly or totally agree that they develop their oral skills well when assessing themselves. This is nevertheless relatively lower than the other feedback forms presented in 5.4.1.

*Table 13: Students' perceived learning outcome from self-assessment and peer assessment*

Item	Totally disagree	Partly disagree	Both	Partly agree	Totally agree	Mean	SD	Skew.	Kurt.
Q10: I develop my oral skills well when I assess myself.	3.4%	19.0%	40.5%	31.0%	6.0%	3.17	.926	-.151	-.265
Q11: I develop my oral skills in English well when peers assess me.	12.1%	29.3%	35.3%	18.1%	5.2%	2.75	1.054	.156	-.502

As has been shown in section 5.1.2, the students stated in the interviews that they had not used self-assessment in their English classes. The students did however express a wish to participate more in their own assessment practice through self-assessment and dialogue as they perceived this to enhance their learning outcome:

**Brage:** I'm thinking at least if you have an oral conversation with your teacher and then you assess together, that maybe you learn more. Yes, of course, the teacher is guaranteed to know more than you, that's obvious. So, if you go through it together and then the teacher points out that you have to do this and this and this, then you're much more aware of it than if you get a comment on Canvas. And then you can also argue, but why isn't this the way to do it, and yeah ... It's perhaps more specific feedback.

**Bea:** Yes, the teacher doesn't know for sure what you have focused on, so it might be good to say ... Talk with the teacher about it.

**I:** Yes, so you can make that clear?

**Bea:** Yes.

**Ask:** I think you get a good outcome from that. Doing that. (A15)

The students have a clear understanding of the potential benefits of being more involved this way. At the same time, the findings from section 5.1 need to be kept in mind as the students

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<sup>6</sup> Since the findings indicate that peer assessment had not been used among the students, this will not be discussed further in the discussion chapter. It is however interesting to note this finding.

reported little use of self-assessment and this type of dialogue in their English classes. Self-assessment was also seen as difficult because the students were afraid to assess themselves too highly. This was explained with the risk of seeming selfish and the potential downfall of not achieving the grade they thought they would get. At the same time, the students expressed that they had a good understanding of what level they were at and appreciated the opportunity to argue for why they deserved a particular grade. One student in group B pointed to the importance of the final product when self-assessing:

**Casper:** The process might not have that much to say if the final product perhaps isn't that good. Like, it doesn't really matter how much you worked if you get a 3.<sup>7</sup> You got a 3 for a reason, sort of. So, I don't think we should think about our own assessment in terms of I have worked hard with this, it should ... How good you have been when it counted. Yeah. (B7)

In this case, the process is not seen as that useful if the effort is not reflected in the final product. This is noteworthy, as the student does not necessarily see how the working process is part of the overall learning outcome.

## 5.5 Chapter summary

In this chapter I have presented the findings from the survey and the focus group interviews. The survey findings showed that students are to a low degree involved in decisions concerning involvement, self-assessment, and in developing learning goals and assessment criteria. Further, students reported their own understanding of the subject as high and saw linguistic features as the most salient aspects of oral competence. The interviews showed that there are varying experiences with involvement among the students. Overall, students wish to be more involved while there is also some uncertainty about how they are involved at the present point. Self-assessment is seen as useful but also difficult to do alone. Some students express an uncertainty concerning assessment criteria and what they are learning in English. They clearly see the learning potential from being more involved in the assessment practice.

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<sup>7</sup> The Norwegian grading system goes from 1-6 where 1 is a fail and 6 is the highest achievable grade.



## 6 Discussion

The purpose of this study is to examine how students in upper secondary school perceive their involvement in the assessment practice of oral competence in English. In this chapter, I discuss the findings from the survey and the focus group interviews in light of previous research and the theoretical models which were outlined in chapter 2. First, I discuss how student involvement is a key component in developing the students' understanding of learning goals and assessment criteria and feedback practices in light of Wiliam and Thompson's (2008) model of formative assessment. Second, I discuss how this has implications for the students' perceptions of oral competence and their language learning, as seen in relation to Bachman and Palmer's (1996) model of language use.

### 6.1 Student involvement as a key to understanding

How students perceive their involvement, both individually and in the class as a whole, need to be seen in relation to how they are involved more specifically in the different aspects of the assessment practice. This concerns how the students are involved in the development and understanding of the learning goals and assessment criteria and how they are involved in the feedback practice. As I will show, both of these aspects of the assessment practice have potential implications for the students' learning outcome and their understanding of oral competence and the subject as a whole.

#### 6.1.1 Understanding the intended learning goals and assessment criteria

Understanding the learning goals and assessment criteria are central for students to know *where they are going* in the learning process and the students themselves are key agents in this (Wiliam & Thompson, 2008). The survey findings show that, in general, the students reported that they have a good understanding of the learning goals in oral English and that these are communicated well by the teacher. This was confirmed in the interview findings. At the same time, the findings also show that students are to a little degree involved in developing and discussing these goals and criteria. This may in turn affect their understanding of the feedback, as explicit articulation of assessment criteria is not enough on its own to develop a shared understanding between the teacher and the students (Rust et al., 2003).

Although the students report their understanding of learning goals and assessment criteria as good, the lack of involvement concerning this is reflected in the interview findings. Students

state that the assessment criteria are made available on the learning platform, but that these are not actively used by the students themselves. Similarly, Sandvik and Buland (2013) found that goals and criteria are to a varying degree highlighted in the classroom dialogue in the English subject. This classroom dialogue has implications for creating a shared understanding between the students and the teacher. Moreover, the present study shows that some students were under the impression that they were not really judged by the assessment criteria, while others felt that they would benefit from knowing more about what level they were at and requested more specific feedback. This is seen in relation to the students' understanding of the goals and criteria and, importantly, to their understanding of the subject, which will be further discussed in chapter 6.2.

In order for students to develop their understanding of learning goals and assessment criteria, they need to be active in this part of the process (William & Thompson, 2008). According to Sadler (1989), there are three necessary conditions which need to be met in order for students to benefit from assessment. One of these conditions is that the students need to possess a concept of the standard being aimed for (i.e. the goal). The fact that students report their understanding of goals and criteria as good, while also expressing uncertainty concerning this, suggests that there is a discrepancy between what the students *believe* to be the goal, and what the teacher actually assesses them by. The discrepancy found in the present study does not mean that students do not know what criteria they are assessed by, but it might signify that they, to some degree, are unaware of *how* the criteria are assessed and which criteria are emphasised. Furthermore, it was evident from the findings of the present study that students experienced an uncertainty regarding what they are actually assessed by when they received their feedback from the teacher, and this came to affect their perceived usefulness of it. This is in line with previous research on the field, which has shown varying experiences with the perceived usefulness of feedback (Burner, 2016; Havnes et al., 2012; Vattøy & Smith, 2019), and will be further elaborated on in section 6.1.2. Based on the findings of the present study, it is not possible to state whether the students' uncertainty concerning the assessment criteria and the feedback is due to the students' understanding of these or if it is due to unclarity in the teachers' communication. However, as has been shown, developing a shared understanding between students and teachers about the goals and criteria is central.

Previous research has shown that explicit articulation of assessment criteria is not enough on its own to develop a shared understanding between students and teachers. Rust et al. (2003)

found that socialisation processes were a necessary condition for transferring tacit knowledge to students. Use of examples, marking practice and dialogue between students and teachers complimented the explicit knowledge of the assessment criteria (Rust et al., 2003). Although Rust et al.'s (2003) study was conducted in higher education, it offers a valuable perspective as it shows how a combination of explicit knowledge and socialisation processes may enhance student performance. The present findings show that students were to a little degree involved in developing learning goals and assessment criteria – neither in class nor individually. Thus, there is a potential of increasing students' involvement through practices, such as marking practice and dialogue, which consequently could lead to enhancing students' tacit knowledge of goals and criteria (Rust et al., 2003).

Furthermore, the students saw it as difficult to set personal learning goals for developing their oral competence without the assistance of the teacher. Again, this underscores the necessity of socialisation processes in assessment. Hopfenbeck (2014) highlights that the teacher can ease the students' understanding by explaining the expectations and modelling the finished product. Wiliam and Thompson (2008) also support this perspective, as they hold that the teacher's objective is to clarify the learning goals and criteria for success as one of five key strategies conceptualising formative assessment. At the same time, the students need to be involved in understanding and sharing these goals and criteria (Wiliam & Thompson, 2008). As the students of the present study score relatively low on student involvement, and involvement in developing learning goals and assessment criteria specifically, there is a possibility that the students' understanding could be higher if they were more involved in constructing these goals and criteria. This argument becomes more apparent when reviewing the feedback practices and the students' perceptions of involvement in this aspect of assessment.

#### 6.1.2 The need for dialogue in the assessment practice

Effective feedback needs to reduce the discrepancy between the students' current understanding and the desired goal (Hattie & Timperley, 2007). Feedback constitutes the third strategy in Wiliam and Thompson's (2008) model of formative assessment and is central for students to understand *how to get there*. The survey findings showed that the students benefitted the most from their teacher's feedback. At the same time, the interviews revealed varying experiences with the perceived usefulness of the feedback and an uncertainty among the students concerning what they were learning in their English classes. Similar differences were found in the study of Havnes et al. (2012), who found significant variations between how teachers and students

perceived feedback. While the teachers perceived their own feedback as useful, the students complained about the usefulness of the feedback. This is interesting as the students in the present study also expressed this view to some extent. While several students pointed to the usefulness of the feedback, it was also apparent among others that they considered the feedback irrelevant for their further work.

The perceived usefulness of the feedback also needs to be seen in relation to the students' wish for more personal communication with the teacher regarding the focus of the feedback. As has been made clear, the students did not always understand the purpose of the feedback given by their teachers, and this has been seen in connection with the students' involvement of goals and criteria. In particular, the students highlighted that the feedback they received regarding oral competence focused more on content than oral language features, which made it hard to understand how to improve their language. How the students experienced feedback was also seen in relation to their achievement level in English. While the medium-performing students found that there was too much focus on content, the high-performing students stated that they had little use of corrective feedback concerning language. In relation to this, Burner (2016) also found that students complained about features of feedback, such as correction of local text errors. Burner (2016) further suggest that this gap of perceived usefulness of feedback can be traced back to conservative assessment practices and lack of time to practice AfL.

Similarly, the need for more dialogue with the teacher was expressed in relation to grades. The findings show that students perceived grades as useful for their learning, but they underscored the importance of accompanying feedback and dialogue with the teacher. It is however important to note that the items which measured grades and assessment by the teacher (Q9 and Q13) may have been interpreted similarly by the students, which may have resulted in the positive attitudes towards grades. As the interview findings show, the students highlighted how personal communication with the teacher could help them understand both the grades and the feedback better, as well as be able to defend their choices. Thus, grades were not seen as enough on their own but as part of the overall feedback. Similarly, Havnes et al. (2012) found that students appreciated personal communication with the teacher about their own learning. Importantly, the authors point out that written feedback is not enough on its own as this presupposes that the students understand the feedback and are able to use it in their own learning. This point of view is interesting in the light of the present study as the students stated

that they did not always understand the purpose of the feedback and requested more communication to enhance their understanding.

The wish for more personal communication with the teacher was also seen in relation to self-assessment. Wiliam and Thompson (2008) hold that self-assessment is an important part of the formative assessment practice as learners should be activated as owners of their own learning. Though rarely used, the students were positive to the potential learning outcome of self-assessment but highlighted the need to be in dialogue with the teacher. Self-assessment was seen as challenging to do on their own as the students found it difficult to know what they needed to work more with. They therefore saw it as beneficial to be in dialogue with the teacher after an oral assessment to discuss what they needed to improve further. These findings can be seen in connection to Black and Jones (2006) who state that self-assessment requires an understanding of the learning goals and quality, and the learner needs to see where he or she is in relation to this. As discussed earlier, the students did not always see the connection between the focus of the feedback and goals and criteria, which can be seen as a possible explanation for why they find it hard to assess themselves. The students' understanding of self-assessment is further discussed in section 6.2.2.

The students have a clear perception of involvement as an important factor in their learning processes and see this as central to enhance their learning. I will now turn to discuss how this can be seen in relation to the students' perceptions of oral competence.

## 6.2 Perceptions of oral competence

The findings from the survey and focus group interview showed that students highlighted linguistic features in connection with oral competence. This indicates that other components of oral competence need to be more explicitly highlighted in the English classroom. I will now turn to discuss how the students' perceived understanding and competence in oral English relate to how the students are involved in the assessment practice.

### 6.2.1 Linguistic understanding of oral competence in English

The findings of the survey show that students rate their own understanding of the subject as good and they know what is expected of them in the subject. This understanding does however stand in contrast to other findings which reveal how oral competence is assessed by the teacher

and how this is perceived by the students. The survey findings show that linguistic features, such as vocabulary and pronunciation/intonation, were ranked the highest when students were asked what they believed their *teachers* assessed them by. Not surprisingly, the interview findings revealed that these language features were also highlighted by the students themselves when asked what they considered to be important features of oral competence.

In relation to Bachman and Palmer's (1996) model, it is evident that the students tended to focus more on language knowledge compared to the other components. Both groups of students referred to features of language which were within what is considered *organisational* and *pragmatic knowledge*, such as fluency, vocabulary and communicative aspects. The findings did however show slight differences in what the two groups perceived of as salient features of oral competence. While group A (medium-performing students) highlighted linguistic features such as pronunciation and fluency, group B (high-performing students) underscored the communicative aspect of language learning. This can be seen in light of Simensen's (2010) classification of fluency. While group B highlighted not having to be grammatically correct, group A were more concerned with grammar. Thus, group B's understanding of fluency emphasised flow and natural speech. These are important differences to note because, as I argued in 6.1.1, it is essential that students and teachers have a shared understanding of goals and criteria. The present findings reveal that there are differences in what students themselves regard as important features of oral competence and is consequently rooted in their understanding of what oral competence entails. As fluency is expressed in the competence aims of English in Vg1, it is central that both students and teachers have a shared perception of this concept so that they can work consciously towards this goal.

In addition to this, the students in group A were critical to how they were expected to have a British or American accent. This criticism derived from an understanding that accent was not assessed in Vg 2 (i.e. in the programme subject *International English*) which suggests that this feature is assessed differently among teachers. Moreover, the students stated that they did not see that this criterion was reflected in the feedback they got after an assessment. Hence, the students felt that this was not assessed despite what they had been told in advance, which suggests a discrepancy between the criteria and the feedback given. These findings are important for two reasons. First, they reflect an ongoing disagreement among teachers concerning the relevance of nativeness in assessment (Bøhn & Hansen, 2017). Second, they indicate that the reason for assessing accent is not communicated clearly enough by the teacher

to the students, which can be seen in connection to their involvement in developing learning goals and assessment criteria and their understanding of feedback.

Overall, the tendency for students to define oral competence as language knowledge is apparent in the present findings. This understanding of what the students regard as salient also comes to affect their perceptions of the usefulness of feedback and their overall learning outcome in the subject. The interview findings revealed that the students thought that there was too much focus on content both in the feedback they received from the teacher and in the overall focus of their English classes. Several students pointed out that they did not necessarily see the point of reading literary texts and text analysis, as this did not contribute to their development in English. These findings are interesting because they point to a discrepancy between the students and the teachers, and can be seen in connection to Bøhn (2015) who found that teachers in general studies tend to juxtapose the two oral competence constructs *communication* and *content*. Although the present study cannot state whether this is actually the case here, the students' descriptions suggest that this tendency is also present among their teachers. This is an interesting connection to make because it is evident that the students believe that there is too much focus on content both in their English classes and in their assessments. Moreover, the findings also indicate that the students are not necessarily aware of how working with content contributes to their overall oral competence. This can be seen in light of Bachman and Palmer (1996), who see topical knowledge as essential for the overall communicative competence as the language learner needs to be able to use the language with a reference to the world.

This is not to say that the students failed to recognise content features as important for their overall oral competence. The survey findings showed that approximately 2/3 students ranked *ability to answer the task* and *ability to reflect* as features which they thought the teacher assessed them by. In the interviews, *use of terms* was the only mention of a feature related to topical knowledge. Bøhn (2015) also found variability in how these constructs were understood and what was seen as salient among teachers. Interestingly, teachers regard *application*, *analysis*, *reflection* and *addressing task or problem statement* as the most salient content criteria (Bøhn, 2015) which is similar the students' perceptions in the present study. This suggests that the students' understanding is in line with that of teachers. It is however important to consider how much emphasis the students actually give these features of content and this needs to be seen in relation to their overall understanding of the English subject.

As has been shown, the students rate their understanding of oral competence as good, while there is also a level of uncertainty concerning what they are assessed by. This indicates, as discussed in section 6.1, that there is an inconsistency between what the students *believe* their teacher assesses and what they are actually assessed by, which comes to affect the students' perceived learning outcome.

### 6.2.2 Strengthening students' awareness

Student involvement is a significant factor for successfully implementing language learning strategies (Haukås, 2012). Following Bachman and Palmer's (1996) framework of oral language use, strategic competence is seen as a key component for the language learner's overall communicative competence as it mediates language knowledge and topical knowledge. The findings of the present study show an overall high awareness among the students, but also reveal variations within this. The majority of the students reported that they were aware of their own language development and knew how to approach a given task in English. This is also reflected in the interview findings where the students reported on employing different cognitive and metacognitive language learning strategies in various oral assessment situations. In light of Anderson's (2002) model of metacognition, these skills relate to *selecting and using learning strategies* and *orchestrating strategy use*. According to Anderson (2002), students need to be taught learning strategies explicitly in order for them to be effective. The students in the present study reported on making conscious choices in the learning process of oral competence, such as writing scripts, practising, and finding alternative ways of expressing themselves, which signifies that they are aware of how they employ these strategies. Moreover, the ability to orchestrate various strategies is a distinctive factor between strong and weak second language learners (Anderson, 2002). The present findings did not find any such distinction between the students, but it nevertheless underlines the importance of developing this ability.

These findings can be seen in connection with how the students are involved in the assessment practice. Previous research has found that the learning processes in English are still controlled by the teacher and that student autonomy and self-organised learning remain a challenge (Sandvik & Buland, 2013). The findings of the present study show that students appreciate being involved and that they have a wish of being more involved in the assessment practice in English than they are at the present point. The present study does not investigate what the teacher *actually* does in the classroom to involve students, but the findings nevertheless indicate



that there is a potential for including the students more in various aspects of the assessment practice.

Although the students reported their awareness as good, the findings also show that many students did not recognise the position higher-order thinking skills have in English. Only a third of the students reported that they thought communication strategies were assessed by the teacher. This could indicate that students are unaware that the ability to evaluate their own learning process and use of learning strategies are part of the competence aims in English (see Norwegian Directorate for Education and Training, 2013). In contrast, previous research has shown that teachers are more concerned with skills and processes than subject-specific matters when assessing, and higher-order thinking skills have a central position here (Bøhn, 2018). In addition, research has also shown that teachers' knowledge about language learning strategies affects how this is taught in the classroom (Haukås, 2012). This raises the question of how students understand strategic competence as such, and how this is part of their learning processes in English.

Furthermore, metacognition is closely related to self-assessment (Wiliam, 2011). Students who use self-assessment develop their metacognitive strategies, which in turn is central for becoming self-regulated. This is also recognised by Wiliam and Thompson (2008), who underscore the importance of activating students as owners of their own learning as the fifth strategy conceptualising formative assessment. As discussed in chapter 6.1.2, self-assessment was rarely used in the students' English classes. Interestingly, the findings in the survey and the interviews differed slightly on this point. The survey showed that approximately half of the students used self-assessment *sometimes* or more often while the interview findings indicated that there was a misconception among some of the students about what self-assessment actually entailed and how they were involved in this. Being able to evaluate strategy use and learning is a key component in Anderson's (2002) model of metacognition and underscores the importance of reflection throughout the learning process. According to Haukås (2012), the lack of student involvement is considered to be the greatest obstacle for teaching strategies like this successfully. The students need to be involved in trying out different strategies and evaluate their own language learning as this is beneficial for their learning outcome (Haukås, 2012).

This discrepancy between the students and teachers also needs to be seen in relation to the students' perceived understanding of oral competence, which revealed that students tend to

focus on linguistic features of language. This focus can be seen in connection with Vattøy and Smith (2019) who showed that students need to know the learning goals and be able to self-regulate in order for them to perceive the teachers' feedback as useful. These findings are interesting in comparison with the findings of the present study because, as was shown in section 6.1.1, there is a possible discrepancy between the students' and teachers' understanding of learning goals and assessment criteria. As several of the students do not fully recognise the significance of the content construct in their work, this also has an effect on their perceived usefulness of the feedback. Moreover, Van Der Kleij and Adie (2020) suggest that talking about the purpose of the feedback could contribute to students recognising and engaging with it. This is also confirmed by the students in the present study, who stated a wish to be more involved in the assessment practice – especially regarding feedback and self-assessment. The usefulness of the feedback can therefore be traced back to the students' understanding of the subject, in addition to their understanding of the learning goals and ability to self-regulate, as stated by Vattøy and Smith (2019). This clearly shows how the different components of oral competence are connected and dependent on each other, as illustrated in the model by Bachman and Palmer (1996).

Moreover, the findings suggest that some students had a conflicting view of their own role in the assessment practice. While the students spoke of the need to be more involved in making decisions concerning assessment and to communicate more with the teacher, they also saw it as the teacher's responsibility to make this move. Similarly, Burner (2016) revealed a rather simplistic understanding of what student involvement meant to lower secondary students and claimed that this highlighted the importance of talking about the *whys* and *hows* of assessment with the students. It is noteworthy that the same tendency is present among the Vg1 students in the present study and could suggest that students need to be made more explicitly aware of their own role and develop a more comprehensive understanding of what self-assessment and involvement entail.

### 6.3 Chapter summary

In this chapter, I have discussed how students perceive their involvement in the assessment practice in relation to goals and assessment criteria and how they are involved in the feedback practice. These aspects of involvement have potential consequences for how students perceive their understanding of oral competence and their perceived learning outcome. As has been

shown, the students' focus on language knowledge stands in contrast to their teachers' assessments which reportedly focus on content. These findings underscore the importance of developing a shared understanding of what is assessed and why in oral English, which can be enhanced by increased student involvement.

## 7 Conclusion

This thesis has sought to answer the research question *How do students in upper secondary school perceive their involvement in the assessment practice of oral competence in English?* through a mixed-method design. The two research methods have complemented each other and provided valuable insight into both the overall tendencies and the students' thoughts and understanding of the phenomenon. In this chapter, I bring together the different components and form a conclusion. Furthermore, I discuss the implications the study has for the assessment practice of oral competence in English. Lastly, I make suggestions for further research.

This thesis found that, overall, the students experienced their involvement in the assessment practice as low, but this was also subject to variation. This confirms what previous research has shown concerning involvement in assessment (Burner, 2016; Havnes et al., 2012; Sandvik & Buland, 2013). Students expressed a wish to be more involved in the feedback practice and in decisions concerning assessments, as they saw this as beneficial for their learning outcome of oral competence. The students' understanding of oral competence proved to be oriented towards language knowledge. This stood in contrast to the feedback given by the teacher, which was oriented towards content, and is connected to how the students perceived the assessment criteria and their learning outcome. The students' understanding of oral competence was further linked to a level of uncertainty and was seen in connection with their degree of involvement, as the students called to be more involved to better understand what they were assessed by. Thus, the present thesis highlights the need for developing a shared understanding of oral competence between students and teachers about what oral competence comprises through increased involvement in the assessment practice.

Students perceived their own involvement in the assessment practice as low and expressed a wish to be more involved in various assessment practices. The importance of being involved was highlighted as students explained that they wanted the opportunity to be more in dialogue with the teacher so that they would have a chance to defend themselves and understand the feedback from the teacher better. At the same time, it was also found that the students did not necessarily recognise how they were involved at the present point and saw it as the teacher's responsibility to make this contact.

The students viewed their own understanding of the subject as good and were aware of their own development in English. In contrast to this, the study also found that there was a disparity between how students and the teachers regard oral competence. While students highlighted language knowledge as a salient feature of oral competence, this was not reflected in their English classes nor in the feedback they received from the teachers, which reportedly focused mainly on content. This indicates that there is a need to create a common understanding between students and teachers. Moreover, the findings also indicate that students need to be more aware of how working with various topics is part of their learning processes in English.

Furthermore, the students' understanding of oral competence needs to be seen in relation to how they are involved and their understanding of learning goals and assessment criteria. While students reported that learning goals and assessment criteria were clear to them, there was at the same time an inconsistency with how they viewed the feedback they received after an assessment. This indicates that there is a potential for creating a better understanding of what the students are assessed by. This inconsistency could therefore be reduced if the students are more involved in developing these goals and criteria, and in applying these more consciously, for example by using self-assessment.

The students clearly saw the benefits of being more involved in various ways in the assessment practice. They show that they are conscious of how this can benefit their learning processes in oral English and expressed a wish to be more involved. More involvement was thus seen as an opportunity to enhance their learning, clarify feedback given by the teacher, and to defend their choices.

## 7.1 Implications

The findings from this thesis support the need for more student involvement in the assessment practice and in oral English specifically, as highlighted by Sandvik and Buland (2013), in order to develop students' understanding of the subject and enhance their learning outcome. While the students in the present study perceived their own understanding of the subject as good and showed that they were aware of their own development, there were still variations within this and, importantly, a lack of certainty concerning what they were assessed by and the perceived usefulness of the feedback.

Thus, a challenge which needs to be addressed is the gap between students' and teachers' understanding of what is being assessed and why. While the students' perceptions of oral competence proved to focus on language knowledge, the teachers reportedly focused more on content. This gap underscores the importance of developing a common understanding between students and teachers concerning what oral competence comprises and how it is assessed. Developing a common understanding is necessary for students to fully benefit from the feedback given by the teacher and has further implications for their understanding of the subject and learning outcome. Involving the students more in the assessment practice is a measure which can contribute to enhancing this.

## 7.2 Limitations and suggestions for further research

It has been my intention to let the student voice be heard in this study. This is a strength of the study, but also a weakness. The research methods which have been employed in this study have complemented each other by shedding light on both the overall tendencies and personal experiences of the phenomenon. However, taking solely the student perspective does come with its limitations, as it means that the teachers' side of the story is not heard – nor is there a neutral perspective of what *actually* happens in the classroom. It has however let me explore the student perspective in detail, which has provided valuable insight into how students themselves perceive their involvement. It is my belief, that regardless of what happens in the classroom and the good intentions of the teacher, how the students actually experience the assessment practice is essential.

Further research could therefore be focused towards exploring the phenomenon from an objective point of view, as this will provide a fuller understanding of how students are involved in upper secondary school. It would thus be beneficial to explore these practices further, for instance by using a method such as observation. Moreover, more quantitative research on this field could also help to better understand the causal links between the different elements of student involvement.

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## Appendices

**Appendix A:** Questionnaire

**Appendix B:** Interview guide

**Appendix C:** Approval from the Norwegian Centre for Research Data

**Appendix D:** Consent form

**Appendix E:** Original interview extracts with translation

## Appendix A: Questionnaire

### ELEVMEDEVIRKNING I MUNTlige VURDERINGSFORMER I ENGELSK

Mitt navn er Oda Aa. Sommervold og jeg er masterstudent ved studieprogrammet fag- og yrkesdidaktikk med studieretning engelsk. I den forbindelse skal jeg gjennomføre et prosjekt som handler om hvordan elever involveres i vurderinga av muntlige ferdigheter i engelsk.

I dette spørreskjemaet ønsker jeg å få svar på dine meninger og opplevelser rundt medvirkning i muntlige vurderingsformer i engelsk. Når du svarer på spørsmålene er det viktig å huske på at dette gjelder kun muntlig engelsk dersom ikke noe annet er spesifisert.

Ved å delta i denne undersøkelsen samtykker du til at opplysningene du oppgir behandles frem til prosjektet er avsluttet i juni 2020.

Takk for at du tar deg tida til å svare på denne undersøkelsen!

#### GENERELT

1. Kjønn: Gutt  Jente
2. Parallellklasse: 1ST1  1ST2  1ST3  1ST4  1ST5
3. Velg et intervall som karakterene dine i engelsk ligger innenfor: 3 eller lavere   
Mellom 3 og 4  Mellom 4 og 5  Omkring 5 eller høyere
4. Jeg føler meg motivert for arbeidet på skolen generelt.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
5. Jeg føler meg motivert for arbeidet i engelsk.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
6. Hva tror du læreren legger vekt på når han/hun vurderer dine muntlige ferdigheter i engelsk? (flere kryss mulig)
  - Grammatikk
  - Ordforråd
  - Uttale og intonasjon
  - Flyt
  - Strategier for å kommunisere tilstrekkelig (ved for eksempel manglende ordforråd)
  - Lytteforståelse
  - Evne til å anvende kunnskap
  - Evne til å analysere
  - Evne til refleksjon
  - Evne til å svare på oppgaven
  - Hvordan du har forberedt deg
  - Innsats
7. Når jeg jobber med en oppgave, vet jeg hvordan jeg skal gå frem for å lykkes.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig

8. Jeg er bevisst på min egen utvikling av muntlige ferdigheter i engelsk.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
9. Jeg utvikler mine muntlige ferdigheter i engelsk godt når læreren vurderer meg.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
10. Jeg utvikler mine muntlige ferdigheter i engelsk godt når jeg vurderer meg selv.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
11. Jeg utvikler mine muntlige ferdigheter i engelsk godt når medelever vurderer meg.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
12. Å jobbe med tilbakemeldinger jeg får fra læreren i muntlig engelsk hjelper meg til å bli bedre i engelsk.  
I svært liten grad  I liten grad  I noen grad  I stor grad  I svært stor grad
13. Karakterer fra læreren hjelper meg til å bli bedre i muntlig engelsk.  
I svært liten grad  I liten grad  I noen grad  I stor grad  I svært stor grad

#### **MEDVIRKNING I VURDERINGSPRAKSISEN**

*De følgende påstandene ber deg vurdere din egen medvirkning i vurdering av muntlige ferdigheter i engelsk.*

14. Jeg er aktivt med på å bestemme arbeidsoppgaver som passer for meg engelsk muntlig.  
Stemmer nesten aldri  Stemmer oftest ikke  Stemmer en del ganger  Stemmer ganske ofte  Stemmer veldig ofte
15. Jeg er aktivt med på å bestemme vurderingsformer som passer for meg engelsk muntlig.  
Stemmer nesten aldri  Stemmer oftest ikke  Stemmer en del ganger  Stemmer ganske ofte  Stemmer veldig ofte
16. Vi diskuterer muntlige vurderingsformer (for eksempel presentasjon, fagsamtale osv.) felles i klassen.  
Nesten aldri  Ganske sjelden  En del ganger  Ganske ofte  Veldig ofte
17. Vi har ofte samtaler i undervisningen om gode måter å utvikle muntlige engelske ferdigheter på.  
Nesten aldri  Ganske sjelden  En del ganger  Ganske ofte  Veldig ofte
18. Jeg har en klar forståelse av hva som er målet for vurderinga og hva jeg skal lære.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
19. Læringsmål og kriterier blir tydelig kommunisert fra læreren til meg.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
20. Jeg er med på å utarbeide læringsmål og vurderingskriterier som er best for meg i engelsk.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig

21. Vi diskuterer vurderingskriterier felles i klassen.  
Nesten aldri  Ganske sjelden  En del ganger  Ganske ofte  Veldig ofte
22. Hvor ofte er du med på å vurdere ditt eget faglige arbeid i muntlig engelsk?  
Nesten aldri  Ganske sjelden  En del ganger  Ganske ofte  Veldig ofte
23. Hvor ofte er du med på å vurdere medelever sitt faglige arbeid i muntlig engelsk?  
Nesten aldri  Ganske sjelden  En del ganger  Ganske ofte  Veldig ofte
24. Hvor ofte mener du at læreren følger opp egenvurdering i muntlig engelsk?  
Nesten aldri  Ganske sjelden  En del ganger  Ganske ofte  Veldig ofte
25. Hvor ofte mener du at læreren følger opp medelevvurdering i muntlig engelsk?  
Nesten aldri  Ganske sjelden  En del ganger  Ganske ofte  Veldig ofte

## MUNTlighET

**Forståelse av faget.** De følgende påstandene ber deg vurdere egen forståelse av muntlige ferdigheter i engelsk.

26. Jeg har en klar forståelse av hva som er forventet å kunne av muntlige ferdigheter.  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
27. Jeg er sikker på at jeg lærer det lærestoffet som blir undervist i engelsk  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig
28. Jeg er sikker på at jeg forstår de vanskeligste delene av det vi skal lære i engelsk  
Helt uenig  Delvis uenig  Både enig og uenig  Delvis enig  Helt enig

**Muntlige vurderingsformer.** Her skal du vurdere hvorvidt du mener de følgende vurderingspraksisene passer for deg som elev.

29. Muntlig presentasjon for hel klasse  
Passer svært dårlig  Passer ganske dårlig  Passer i noen grad  Passer ganske godt  Passer svært godt
30. Muntlig presentasjon for gruppe  
Passer svært dårlig  Passer ganske dårlig  Passer i noen grad  Passer ganske godt  Passer svært godt
31. Muntlig presentasjon for lærer  
Passer svært dårlig  Passer ganske dårlig  Passer i noen grad  Passer ganske godt  Passer svært godt
32. Fagsamtale som vurderingssituasjon mellom deg og lærer  
Passer svært dårlig  Passer ganske dårlig  Passer i noen grad  Passer ganske godt  Passer svært godt
33. Fagsamtale i gruppe som vurderingssituasjon med lærer til stede  
Passer svært dårlig  Passer ganske dårlig  Passer i noen grad  Passer ganske godt  Passer svært godt



34. Innspilling av presentasjon/fagsamtale med hjelp av digitale verktøy

Passer svært dårlig  Passer ganske dårlig  Passer i noen grad  Passer ganske godt  Passer svært godt

35. Spontane samtaler i faget med lærer i timen (i form av spørsmål fra lærer)

Passer svært dårlig  Passer ganske dårlig  Passer i noen grad  Passer ganske godt  Passer svært godt

## Appendix B: Interview guide

### INTERVJUGUIDE FOKUSGRUPPE ELEVER

#### 1. Innledende spørsmål

Om prosjektet	<ul style="list-style-type: none"><li>• Formål/tema</li><li>• Taushetsplikt</li><li>• Anonymisering</li><li>• Frivillig deltakelse</li><li>• Form på intervjuet: Samtale, diskusjon</li></ul>
Bakgrunn	<ul style="list-style-type: none"><li>• Generelt om engelskfaget og opplevelsen av dette på Vg1</li><li>• Hvordan vil du beskrive din egen motivasjon for å jobbe med engelsk?</li><li>• Hva vil dere si gir dere lyst til å utvikle muntlige ferdigheter? (personlig mål, interesse for faget, arbeidsmetoder, vurdering)</li></ul>

#### HOVEDDEL

#### 2. Forståelse av muntlighet i engelsk

Forståelse	<ul style="list-style-type: none"><li>• Føler dere at dere vet hva som er forventet av dere når det gjelder muntlige ferdigheter? Er det noe som er lett/vanskelig å forstå?</li><li>• Hva tenker dere er de viktigste områdene innenfor muntlig engelsk? → Følges opp</li></ul>
Arbeid med muntlige ferdigheter	<ul style="list-style-type: none"><li>• Diskuterer dere i klassen hvordan dere kan jobbe med å utvikle muntlige ferdigheter?</li><li>• Hvordan arbeider dere med muntlige ferdigheter i timen? Både rent praktisk, men også rundt bevissthet</li><li>• Hvordan arbeider du selv med å bli flinkere muntlig? Språk, innhold, grammatikk</li><li>• Blir dere testet på dette i etterkant og i så fall hvordan?</li></ul>

#### 3. Vurdering

Hensikten med vurderinga	<ul style="list-style-type: none"><li>• Forstår dere hensikten bak en vurdering? Hvorfor holder dere på med de ulike temaene? Samsvar med arbeid i timene?</li><li>• Hva føler dere at dere lærer i en vurderingssituasjon (som f.eks. presentasjon)?</li><li>• Har dere mulighet til å være med å bestemme hvordan dere skal arbeide og hva slags vurderingsform dere skal ha? (presentasjon, fagsamtale, osv.)</li><li>• Er dette noe dere kunne tenke dere å ha mer/mindre av?</li></ul>
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Arbeid med mål og vurderingskriterier	<ul style="list-style-type: none"> <li>• Får dere vite hva dere skal lære før dere begynner på et muntlig arbeid? Vet dere hva målene er? <ul style="list-style-type: none"> <li>○ Hvordan får dere denne informasjonen?</li> </ul> </li> <li>• Kan dere fortelle litt om hvordan dere jobber med mål og kriterier i klassen? Er dere selv med på å utvikle mål og diskutere vurderingskriterier?</li> <li>• Har dere mulighet til å påvirke hvordan eller hva dere jobber med innenfor dette? I så fall, hvordan?</li> </ul>
Egenvurdering/ medelevvurdering	<p>Egenvurdering</p> <ul style="list-style-type: none"> <li>• Hva tenker dere når dere hører ordet egenvurdering?</li> <li>• Er dere med på å vurdere deres eget arbeid i engelsk muntlig? I så fall, hvordan? Ulike former for egenvurdering? <ul style="list-style-type: none"> <li>○ Hvilke føringer legges av læreren?</li> <li>○ Hvordan jobber dere med dette i timen? Noe form for «opplæring» i egenvurdering?</li> </ul> </li> <li>• Hvordan tenker du når du vurderer deg selv? Hva legger du vekt på? (språk, innhold, arbeidsprosess, framtidig arbeid)</li> <li>• Hva synes dere om dette? Hva er lett/vanskelig?</li> <li>• Føler dere at dere vet hva dere er gode i og hva dere må jobbe mer med? Vet dere om dere har nådd målene for arbeidet?</li> <li>• Når dere har hatt egenvurdering i engelsk, hvordan blir dette fulgt opp av lærer? → Videre arbeid</li> </ul> <p>Medelevvurdering</p> <ul style="list-style-type: none"> <li>• Er dere med på å vurdere hverandres arbeid i engelsk? I så fall, hvordan?</li> <li>• Hva synes dere om dette? Hva er lett/vanskelig?</li> <li>• Føler dere at dere vet hva de andre elevene bør jobbe videre med?</li> <li>• Hva føler dere at dere får ut av denne måten å jobbe på?</li> </ul>
Karakterer	<ul style="list-style-type: none"> <li>• Føler dere at karakterer hjelper dere i å bli bedre i engelsk? I så fall, hvorfor?</li> <li>• Når dere får karakter, får dere også en begrunnelse/tilbakemelding? Muntlig/skriftlig?</li> <li>• Diskuterer dere karakterer dere får med læreren?</li> <li>• Vet dere i forkant hva som er grunnlaget for karakterene? Hva som vektlegges?</li> </ul>

#### 4. Metakognitive strategier

Planlegging	<ul style="list-style-type: none"><li>• Er dere med på å sette personlige mål for deres egen utvikling? Hvordan?</li></ul>
Valg og bruk av strategier	<ul style="list-style-type: none"><li>• Kan dere si noe om hvordan dere går fram når dere jobber med et muntlig arbeid i engelsk? Forberedelse? Bruk av ressurser?</li><li>• Hvordan jobber dere med språket i forkant? På egenhånd/med hjelp av lærer?</li><li>• Hvilke strategier har dere/bruker dere når dere f.eks. ikke husker et ord, ikke helt vet hvordan dere skal formulere dere?</li><li>• Hvor eller hos hvem oppsøker dere hjelp dersom dere trenger det?</li><li>• Hvordan vet dere at dere er «på riktig vei»?</li></ul>

#### 5. Avslutning

Oppsummering	<ul style="list-style-type: none"><li>• Oppsummering → Noe mer dere ønsker å legge til? Er ting forstått riktig?</li></ul>
Takk for intervjuet	

## Appendix C: Approval from the Norwegian Centre for Research Data

Meldeskjema for behandling av personopplysninger

28.11.2019, 15:07



### NSD sin vurdering

#### Prosjektittel

Student involvement in the assessment of oral skills

#### Referansenummer

874688

#### Registrert

26.06.2019 av Oda Aasmundstad Sommervold - odaaso@stud.ntnu.no

#### Behandlingsansvarlig institusjon

Norges teknisk-naturvitenskapelige universitet NTNU / Fakultet for samfunns- og utdanningsvitenskap (SU) / Institutt for lærerutdanning

#### Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Lise Vikan Sandvik, lise.sandvik@ntnu.no, tlf: 91785002

#### Type prosjekt

Studentprosjekt, masterstudium

#### Kontaktinformasjon, student

Oda Aasmundstad Sommervold, oda.aasommervold@gmail.com, tlf: 95769198

#### Prosjektperiode

12.08.2019 - 01.06.2020

#### Status

27.11.2019 - Vurdert

#### Vurdering (2)

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##### 27.11.2019 - Vurdert

NSD har vurdert endringen registrert 26.11.2019.

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 27.11.2019. Behandlingen kan fortsette.

#### OPPFØLGING AV PROSJEKTET

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

Lykke til videre med prosjektet!

Kontaktperson hos NSD: Karin Lillevold  
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

#### 05.07.2019 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 05.07.2019, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

#### MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:

[https://nsd.no/personvernombud/meld\\_prosjekt/meld\\_endringer.html](https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html)

Du må vente på svar fra NSD før endringen gjennomføres.

#### TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 01.06.2020.

#### LOVLIG GRUNNLAG

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

#### PERSONVERNPRINSIPPER

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

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

#### DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20).

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

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

#### FØLG DIN INSTITUSJONS RETNINGSLINJER

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

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

#### OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Kontaktperson hos NSD: Karin Lillevold  
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

## Appendix D: Consent form

### Vil du delta i forskningsprosjektet

#### *«Elevmedvirkning i vurdering av muntlige ferdigheter i engelsk»?*

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan elever oppfatter sin egen medvirkning i vurdering av muntlige ferdigheter i engelsk. I dette skrivet gir jeg deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

#### **Formål**

Mitt navn er Oda Aa. Sommervold og jeg er masterstudent ved studieprogrammet fag- og yrkesdidaktikk med studieretning engelsk. I den forbindelse skal jeg gjennomføre et masterprosjekt som har som formål å undersøke hvordan elever på Vg1 studiespesialiserende involveres i vurdering av muntlige ferdigheter i engelsk. Problemstillingen er følgende: «How do students in upper secondary school perceive their degree of involvement in the assessment process of oral skills in English?»

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

Lise Vikan Sandvik ved NTNU.

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

Du får spørsmål om å delta på bakgrunn av at du er elev ved studiespesialiserende på Charlottenlund Vg1 der du har engelsk som et obligatorisk fag.

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

Hvis du velger å delta, vil du være med i et gruppeintervju med tre andre elever som omhandler medvirkning i vurdering av muntlige ferdigheter i engelsk. Intervjuene vil foregå på norsk og det vil bli gjort opptak under intervjuene.

Foresatt/verge kan få se spørreskjema/intervjuguide på forhånd ved å ta kontakt med ansvarlig for prosjektet.

#### **Det er frivillig å delta**

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

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

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

- Kun jeg og min veileder på prosjektet vil ha tilgang til personopplysningene.
- Navn og kontaktopplysningene dine vil bli erstattet med en kode som lagres på egen navneliste adskilt fra øvrige data. Datamaterialet vil bli passordbeskyttet og lagret på ekstern harddisk.

Eleven vil ikke kunne gjenkjennes i publikasjoner.



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

Prosjektet skal etter planen avsluttes mai 2020. Personopplysninger og opptak vil slettes etter prosjektslutt.

**Dine rettigheter**

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

- innsyn i hvilke personopplysninger som er registrert om deg,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg,
- å få utlevert en kopi av dine personopplysninger (dataportabilitet), og
- å sende klage til personvernombudet eller Datatilsynet om behandlingen av dine personopplysninger.

**Hva gir oss rett til å behandle personopplysninger om deg?**

Vi behandler opplysninger om deg basert på ditt samtykke.

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

**Hvor kan jeg finne ut mer?**

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

- Lise Vikan Sandvik ved NTNU på epost [lise.sandvik@ntnu.no](mailto:lise.sandvik@ntnu.no) eller telefon 917 85 002
- Vårt personvernombud ved NTNU: Thomas Helgesen på epost [thomas.helgesen@ntnu.no](mailto:thomas.helgesen@ntnu.no) eller telefon 930 79 038
- NSD – Norsk senter for forskningsdata AS på epost ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller telefon: 555 82 117.

Med vennlig hilsen

Lise Vikan Sandvik  
*Prosjektansvarlig*  
*(Forsker/veileder)*

Oda Aa. Sommervold  
*Student*

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## Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *elevmedvirkning i vurdering av muntlige ferdigheter i engelsk* og har fått anledning til å stille spørsmål. Jeg samtykker til:

- å delta i *gruppeintervju*
- at lærer kan gi opplysninger om meg til prosjektet – hvis aktuelt*

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. juni 2020

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(Signert av prosjektdeltaker/foresatt, dato)

## Appendix E: Original interview extracts with translation

Group A		
Code	Original statement	Translation
A1	<b>Anna:</b> Jeg liker hvert fall å få være med å bestemme på den måten for vi har aldri endt opp med å ha presentasjoner foran klassen. De fleste vil ha videoer eller samtaler i små grupper da, fordi man kjenner liksom på det presset med å framføre foran hele klassen da. Det blir liksom litt ekkelt noen ganger. For veldig mange hvert fall.	<b>Anna:</b> I like to be part of making the decisions this way because we've never ended up with having presentations in front of the whole class. Most want to have videos or conversations in small groups because you feel the pressure of performing in front of the whole class. It's a bit uncomfortable sometimes. For many at least.
A2	<b>Anna:</b> Det hender seg liksom at vi får sånn, jeg har retta teksten din, men nå skal dere få gå igjennom og se hva dere har gjort selv å rette selv først og så skal dere få tilbakemelding etterpå. Det er liksom bare sånn type greie da. Men de <i>kaller</i> det egenvurdering.	<b>Anna:</b> It happens that we get this, I have corrected your text but now you are going to go through and see what you have done and correct it yourself first, and then you will get the feedback afterwards. It's just like this kinda thing. But they <i>call</i> it self-assessment.
A3	<b>Bea:</b> Ja, i andre fag så har vi hatt egentlig ganske mye av det, men da vi hadde sånn samtale med læreren da da vi skulle få vite karakteren vår, så spurte [læreren] om hva vi selv syntes og hva vi selv tenkte om hva slags karakter liksom vi fortjener på en måte, men det var bare det.	<b>Bea:</b> Yes, in other subjects we've had quite a lot of it, but when we had this conversation with the teacher when we were going to get to know our grade, [the teacher] asked us what we thought and what we thought about what grade we deserved sort of, but that was it.
A4	<b>I:</b> Men hva tenker dere er det viktigste da? Hvis dere skal trekke fram et par ting er det viktigste? <b>Brage:</b> Det jeg tenker hvert fall stiller sterkt det er hvert fall uttale. Fordi det er jo det som på en måte jeg føler skulle vært en vurdering når kommer til muntlig engelsk [...] <b>Anna:</b> Ja, også flyten du har i engelsken da, føler jeg også er ganske viktig. For det er litt dumt hvis du står der da, og har kanskje riktig uttale, men du har liksom store pauser mellom hver gang du sier noe, så du må tenke deg ordentlig om hver gang du sier det. Da blir det ikke så bra.	<b>I:</b> But what do you think is the most important? If you are going to point out a couple of things. <b>Brage:</b> What I'm thinking is important is pronunciation. Because that's what I feel should be an assessment when it comes to oral English. <b>Anna:</b> Yes, and the fluency you have in English I feel is quite important. Because it is a bit silly if you stand there and maybe have the right pronunciation, but you have great pauses between every time you say something, so you have to think hard every time you say something. Then it doesn't turn out that good.

A5	<p><b>Bea:</b> Vi har hatt én muntlig vurdering, hvert fall vi da, men da fikk vi jo ikke tilbakemelding på hvordan vi snakka, vi fikk bare tilbakemelding på innholdet og sånt. Det er vanskelig å forbedre seg når vi liksom ikke vet hva som gikk bra og sånn.</p>	<p><b>Bea:</b> We have had one oral assessment, at least we did, but then we didn't get feedback on how we spoke, we only got feedback on the content and stuff. It's hard to improve when like we don't know what went well and things like that.</p>
A6	<p><b>Brage:</b> Jeg vet ikke, jeg føler det blir sånn ... så, de sporer litt ut fra selve engelskfaget, sånn faglig. Det blir mer at du kommer inn på et annet fag mer. At du lærer ... ja det kan jo være ... mer samfunnsfaglig retta da, i engelsken.</p>	<p><b>Brage:</b> I don't know, I feel like it's ... so, they get off track from the English itself, like the subject. It's more like another subject. That you learn ... yeah, it can be ... more directed towards social sciences, in English.</p>
A7	<p><b>Anna:</b> Også er det sånn analysering av noveller og sånne ting, i stedet for å ha sånn grammatikk og sånn der da som vi hadde før.</p> <p><b>Brage:</b> Så det er ikke sånn ... Vi har ikke hatt så mye sånne muntlige ting heller som er basert på hvordan du virkelig snakker engelsk. Det er mer på innholdet ditt [...] men, altså jeg har ikke følt at jeg har blitt noe flinkere til å skrive eller snakke engelsk med å lære det her da enn om jeg hadde lært noe som hadde vært mer engelsk-basert på en måte.</p> <p>[...]</p> <p><b>Ask:</b> Jeg er enig med dem jeg. Litt mer engelsk og litt mindre sånn her greier om andre ting.</p>	<p><b>Anna:</b> And then there's this analysis of short stories and these kinds of things, instead of grammar and things like that which we had before.</p> <p><b>Brage:</b> So, it's not this ... We haven't had a lot of oral things either which are based on how you actually speak English. It's more your content [...] but, like I haven't felt that I've become better to write or speak English by learning this than if I had learnt about something that had been more English-based sort of.</p> <p>[...]</p> <p><b>Ask:</b> I agree with them. A bit more English and a bit less about these other things.</p>
A8	<p><b>Bea:</b> Jeg tror vi lærer hvordan vi gjør det, hvordan en sånn samtale foregår, men jeg tror ikke vi lærer så mye om temaene og sånt.</p>	<p><b>Bea:</b> I think we learn how to do it, how a conversation like this takes place, but I don't think we learn that much about the topics and stuff.</p>
A9	<p><b>Brage:</b> Det virker ikke helt som vi blir nesten ... Det virker ikke helt som vi blir vurdert ut ifra det heller. Eh fordi, hvert fall når vi får tilbake tilbakemeldingene våre, så får vi jo en liten tekst innpå Canvas, som det heter da, en kommentar ... og kriterieskjemaet ligger ikke inne der og står hvor vi er, om vi er</p>	<p><b>Brage:</b> It doesn't really seem like we almost ... It doesn't really seem like we are assessed by that either. Eh, because, at least when we get our feedback, we get a small text on Canvas as it is called, a comment ... and the criteria form isn't there and it doesn't say where we are, if we are on middle, high</p>

	<p>på middels, høy eller lav. Vi får ikke ... Så det virker ikke helt som vi blir vurdert etter kriterieskjemaet heller.</p> <p><b>I:</b> Det er kanskje litt vanskelig å se den sammenhengen?</p> <p><b>Brage og Bea:</b> Ja.</p>	<p>or low. We don't get ... So, it doesn't seem like we are assessed by the criteria form either.</p> <p><b>I:</b> It is perhaps a bit difficult to see that connection?</p> <p><b>Brage and Bea:</b> Yeah.</p>
A10	<p><b>Anna:</b> Men jeg mangler liksom den der, om jeg er på høy eller ... på de få tinga liksom.</p>	<p><b>Anna:</b> But I'm sort of lacking that, if I'm on high or ... like on those few things.</p>
A11	<p><b>Bea:</b> Det hadde vært bra hvis vi hadde hatt en samtale med læreren der vi hadde sittet ned og prata og liksom, ja hva synes du har gått bra, jeg synes du kanskje du kan jobbe videre med det og det til neste liksom vurdering og masse sånn der. Sette mål sammen med læreren din så du vet konkret hva du skal jobbe med på hver innlevering. For det gjør det mye lettere for oss i hvert fall.</p>	<p><b>Bea:</b> It would have been nice if we had a conversation with the teacher where we sat down and talked and like yeah, what do you think went well, I think perhaps you can work more with this and this for next assessment and things like that. Set goals together with your teacher so you know specifically what you need to work with for every assignment. Because it makes it much easier for us at least.</p>
A12	<p><b>Anna:</b> Jeg tar hvert fall til meg det læreren min sier etter de der presentasjonene vi har hatt, så har jeg alltid fått tilbakemelding på hva jeg kan gjøre annerledes eller sånn så har jeg prøvd å ta til meg det og tenke på det til neste gang. Men det er veldig viktig at vi får den tilbakemeldingen da, men jeg føler vår engelsklærer i hvert fall har vært ganske flink til å hjelpe oss da.</p>	<p><b>Anna:</b> I take into account what the teacher tells me after those presentations we've had, so I have always got feedback on what I can do differently or something, so I have tried to take that and think about it until next time. But it is very important that we get that feedback, but I feel our English teacher has been quite good to help us.</p>
A13	<p><b>Ask:</b> Den viser jo hvor god du har vært egentlig da. Så da kan man jo forbedre seg hvis man ... selv om man har fått en dårlig karakter. Prøv å gjøre det litt bedre.</p> <p><b>Brage:</b> Så det er vanskelig å vite når det er karakterdempende hvor du ligger hen da, så du blir på en måte [...]</p> <p><b>Anna:</b> Jeg føler og at karakteren kanskje kan være med på å motivere deg til å gjøre det bra i det faget da [...]</p>	<p><b>Ask:</b> It shows you how good you have been really. So, then you can improve if you ... even if you get a bad grade. Try to do it a bit better.</p> <p><b>Brage:</b> [...] So it's hard to know when it's feedback without a grade where you're at [...]</p> <p><b>Anna:</b> I also feel that the grade might motivate you to do well in the subject [...]</p>
A14	<p><b>I:</b> Da lurer jeg på om dere synes karakterer hjelper dere å bli bedre.</p>	<p><b>I:</b> I'm wondering whether you think grades help you improve.</p>

	<p><b>Brage:</b> Ja, det føler jeg, men ikke på måten vi har fått tilbake på en måte vurderinga, på måten vi har fått det på. Som for eksempel, når vi fikk standpunkt nå, så fikk vi bare beskjed om hva den slutt-totalen ble, men vi gikk ikke gjennom hver enkelt.</p>	<p><b>Brage:</b> Yes, I feel that, but not the way we've been given the assessment, the way we got it. For example, when we got the overall achievement grade now, we were just told the final grade, but we didn't go through each of them.</p>
A15	<p><b>Brage:</b> Jeg tenker hvert fall hvis du har en muntlig samtale med læreren din og så vurderer dere sammen, så kanskje man lærer mer. Ja, så klart, læreren vet jo garantert mer enn deg, det er jo ganske klart. Så hvis dere sammen går igjennom og så læreren poengterer at her må du gjøre det og det og det, da er du mye mer klar over det enn om du får en kommentar på Canvas da. Så kan du også være med å argumentere, jammen er ikke det her sånn det skal gjøres, også ja ... Det blir kanskje mye mer konkrete tilbakemeldinger da.</p> <p><b>Bea:</b> Ja, læreren vet jo sikkert ikke helt hva man har lagt mest vekt på, så det er kanskje godt å liksom si ... Snakke med læreren om det.</p> <p><b>I:</b> Ja, så du kan få fram det?</p> <p><b>Bea:</b> Ja.</p> <p><b>Ask:</b> Jeg tror man får sånn bra utbytte av det. Holde på sånn.</p>	<p><b>Brage:</b> I'm thinking at least if you have an oral conversation with your teacher and then you assess together, that maybe you learn more. Yes, of course, the teacher is guaranteed to know more than you, that's obvious. So, if you go through it together and then the teacher points out that you have to do this and this and this, then you're much more aware of it than if you get a comment on Canvas. And then you can also argue, but why isn't this the way to do it, and yeah ... It's perhaps more specific feedback.</p> <p><b>Bea:</b> Yes, the teacher doesn't know for sure what you have focused on, so it might be good to say ... Talk with the teacher about it.</p> <p><b>I:</b> Yes, so you can make that clear?</p> <p><b>Bea:</b> Yes.</p> <p><b>Ask:</b> I think you get a good outcome from that. Doing that.</p>

Group B		
Code	Original statement	Translation
B1	<b>Casper:</b> Være med å vurdere seg selv [...] I form av en samtale med læreren for eksempel. At du kan liksom argumentere for hvorfor du synes det og det bør trekke opp eller trekke ned.	<b>Casper:</b> Assessing yourself [...] In a conversation with the teacher, for instance. That you can argue for why you think this and this should affect your grade.
B2	<b>Casper:</b> Nei, men det skulle vi hatt. Det er mye i engelsk som er tosidig. Mange ting du kan si, som er riktig, som læreren tar deg på. Så jeg synes man burde fått muligheten til å forsvare seg.	<b>Casper:</b> No, but we should have. It's a lot in English which is two-sided. A lot of things you can say, which is correct, that the teacher corrects. So, I think you should get the opportunity to defend yourself.
B3	<b>Camilla:</b> Nei, det går som det går. De skal jo egentlig ha lært oss det vi trenger å vite til prøven på en måte. <b>Emma:</b> Det er faktisk sant [...]	<b>Camilla:</b> No, it is what it is. They are supposed to have taught us what we need to know before the test, kind of. <b>Emma:</b> That's actually true [...]
B4	<b>I:</b> Hvis man skal se på mer sånn spesifikke ting å kunne, hva er viktig å kunne? <b>Emma:</b> Uttale, det er viktig. <b>Erik:</b> Begrep, ordbruk, sammensetninger av setninger uten at det blir feil betydning. [...] <b>Casper:</b> Kanskje generelt bare det å bli forstått da og at du kan forstå det motparten sier. Blir forventet da, hvert fall på videregående. [...] <b>Erik:</b> Få til å snakke engelsk da. Altså jeg kan ikke bøye et verb på engelsk for eksempel, men jeg vet hva jeg skal si i en viss setning for jeg vet at det høres riktig ut.	<b>I:</b> If you're going to look at more specific things to know, what is important to know? <b>Emma:</b> Pronunciation, that's important. <b>Erik:</b> Terms, use of words, construction of sentences without giving the wrong meaning. [...] <b>Casper:</b> Maybe just be understood in general and be able to understand what the opposite person says. That's expected, at least in upper secondary. [...] <b>Erik:</b> Be able to speak English. Like, I can't conjugate a verb in English for example, but I know what to say in a certain sentence because I know it sounds right.
B5	<b>Erik:</b> [...]Altså jeg kan ikke bøye et verb på engelsk for eksempel, men jeg vet hva jeg skal si i en viss setning for jeg vet at det høres riktig ut. <b>Camilla:</b> Ja, det er liksom forskjell på å sitte å få et verb også skal man bøye det eller liksom få en setning man skal	<b>Erik:</b> [...] Like, I can't conjugate a verb in English for example, but I know what to say in a certain sentence because I know it sounds right. <b>Camilla:</b> Yeah, like there's a difference between getting a verb you're going to conjugate or like getting a sentence you're supposed to say, because then

	si, for da får du kanskje til å bøye det verbet fordi det høres rett ut fordi ... Hvordan det skal være da.	you might be able to conjugate that word because it sounds right because ... How it's supposed to be.
B6	<b>Casper:</b> Jobber ikke så mye med det, men du plukker det jo opp en del da. Alle ser jo filmer, alle spiller spill på telefonen for eksempel. Plukker opp veldig mye der da for eksempel. Og så er det generelt bare sånn, du hører jo mye engelsk i hverdagen uansett, sånn, spesielt jeg da ... Så jeg øver egentlig ingenting til engelsk. Det bare kommer på en måte.	<b>Casper:</b> Don't work that much with it, but you pick up a bit. Everybody watches films, everybody plays games on the phone for example. Pick up a lot there for example. And then it's just like that in general, you listen to a lot of English daily anyway, like at least I do ... So, I don't really practice English. It just comes sort of.
B7	<b>Casper:</b> Prosessen har kanskje ikke så mye å si hvis sluttproduktet kanskje ikke blir så bra. Sånn det har ikke så mye å si hvor mye du jobba hvis du fikk en treer. Du fikk jo en treer for en grunn på en måte. Så jeg synes ikke vi bør altså tenke på vår egen vurdering i form av at det her har jeg jobba hardt med, det bør jo ... Hvor flink har jeg vært når det gjelder. Ja.	<b>Casper:</b> The process might not have that much to say if the final product perhaps isn't that good. Like, it doesn't really matter how much you worked if you get a 3. You got a 3 for a reason, sort of. So, I don't think we should think about our own assessment in terms of I have worked hard with this, it should ... How good you have been when it counted. Yeah.



