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Pre-service Teachers' Beliefs Towards Oral Skills in the English as a Foreign Language Classrom

A Qualitative Study

Master's thesis in Primary and Lower Seconday Teacher Education for Years 1-7
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Kunnskap for en bedre verden

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Abstract

The new curriculum in English for Norwegian primary and secondary education introduces a focus on oral skills and specifically the ability to communicate in English. In addition, previous research shows that students rarely practice oral skills in the EFL classroom. Further, several lines of evidence show that the teachers' approach to oral skills in the classroom can impact the students' development. The aim of this study was to investigate pre-service teachers', from the new five-year education program, beliefs towards the development of students' oral skills in the Norwegian EFL classroom. The purpose is to gain insight into the pre-service teachers' views and their expectations as future teachers and their thoughts on how to develop students' oral skills in English. A qualitative method was adopted to gather data which was comprised by seven qualitative semi-structured interviews and a qualitative survey with sixteen respondents. A thematic analysis of the data material was conducted.

The findings showed that all participants encouraged increased focus on oral skills in the EFL classroom and pointed out how important oral skills in English are. In addition, most pre-service teachers preferred authentic and self-made tasks and activities. While most pre-service teachers found drama activities and games being the most effective oral activities, others preferred the more standard oral student presentation at the end of a topic. The participants in the interviews and the survey expressed concern regarding the lack of time and resources and were worried they must use the textbook more than desired as new teachers. All beliefs are individual, and it is therefore important for both pre-service and in-service teachers to be aware of their own beliefs when teaching. Teachers are important in students' learning of a new language; their beliefs can substantially impact students' development in oral skills in both positive and negative regards.

Sammendrag

Den nye læreplanen, LK20, for elever i norsk grunnskole, introduserer et større fokus på muntlige ferdigheter i engelsk, med spesiell vekt på å kunne kommunisere med språket. Tidligere forskning viser at elevene snakker for lite engelsk i klasserommet, og at lærerens tilnærming kan være med på å påvirke dette. Denne studien undersøker lærerstudenters tanker og holdninger til utvikling av elevenes muntlige ferdigheter i det norske engelsk-klasserommet. Hensikten er å få innsikt i lærerstudenters oppfatning om hvordan de som fremtidige lærere kan bidra til elevenes utvikling av muntlige ferdigheter i engelsk. I tillegg diskuteres deres valg av metoder i undervisning for læring av muntlige ferdigheter, både lærebøker og annet læringsmateriale. For å svare på forskningsspørsmålet ble syv lærerstudenter med fordypning i engelsk intervjuet. I tillegg ble en kvalitativ spørreundersøkelse sendt ut til resterende lærerstudenter i engelsk på samme universitet. Til sammen bestod datamaterialet av informasjon fra 23 ulike lærerstudenter. For å analysere datamaterialet ble en tematisk analyseprosess benyttet.

Funnene viste at alle deltakerne oppmuntret til et større fokus på muntlige ferdigheter i engelsk-klasserommet og påpekte hvor viktig muntlige ferdigheter i engelsk er. I tillegg så de fleste lærerstudentene ut til å foretrekke autentiske og selvlagde undervisningsoppgaver og læringsaktiviteter. De fleste lærerstudentene mente dramaaktiviteter og lek er de mest effektive muntlige aktiviteter for læring, men andre deltakere foretrakk standard undervisningsformer med muntlig elev presentasjon på slutten av et tema. Deltakerne i både intervju og spørreundersøkelse uttrykte bekymring for mangel på tid og ressurser, og fryktet at de må bruke læreboken mer enn de ønsker som nyutdannede lærere. Tanker og holdninger er individuelle, og det er derfor viktig for både lærerstudenter og lærere å være bevisst på dette når de underviser. Lærere har en viktig rolle for elevens muntlige språkutvikling og deres tilrettelegging for elevens læring kan påvirke muntlig språkutvikling i både positiv og negativ retning.

Preface

This project is very much motivated by my own experiences as a student, and a pre-service teacher from involvement in the front of the classroom. As a student, I never felt we spoke much English in the classroom outside of presentations, which led to most students being afraid of talking anything other than Norwegian to each other. When I became a pre-service teacher, I could sense the same patterns; only a few students in each class used English when answering the teachers and there was little room for conversation in English. With this in mind, I found it interesting to investigate pre-service teachers' beliefs on oral skills. Future teachers must have an open-minded perspective toward the importance of oral skills in English and use the language more frequently in the classroom to encourage more student talk. The purpose of this study is therefore to find out more about the topic, as well as to inspire both pre-service and in-service teachers to reflect on their practices in the classroom.

Five years as a student in the teacher education program are now ending, which is a bit sad but at the same time exciting. These years have gone incredibly fast and have brought a lot of reflection, knowledge and growth for me. Being a student during a pandemic has been challenging, but with great teachers and fellow students, it has been five years I would not be without.

I would like to thank my supervisors for their guidance, knowledge, and availability throughout the writing process. A special thanks is sent to Libe García Zarranz and Delilah Bermudez Brataas, along with the rest of the Section for English and Foreign Languages, for great support and assistance through the last five years.

To my mom, Anita, thank you for continuous encouragement and support during this process – it was much appreciated even though it might not always have come across that way. Thank you for being my personal supervisor throughout the last five years, your knowledge and ideas were greatly valued. You're really one of a kind!

Last but not least, thank you to my fellow students, especially those who participated in my study. I could not have gone through this without all of you and your support. Even through times of stress and despair, we were all in it together. After five years, we finally did it!

Trondheim, May 2022

Kristine Josefine Iversen

«It is what teachers think, what teachers believe and what teachers do at the level of the classroom that ultimately shapes the kind of learning that young people get»

– Andy Hargreaves and Michael Fullan (Educational theorists)

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List of Abbreviations

EFL   English as a Foreign Language

ESL   English as a Second Language

CLT   Communicative Language Teaching

TBLT   Task-Based Language Teaching

LK20   Læreplanverket for Kunnskapsløftet 2020

1 Introduction

Oral skills are a major area of interest within the field of teaching English as a second language. Still, it has been documented how young learners do not acquire much English vocabulary during their first year in school, even with 1,5-hour of English lessons each week (Dahl & Vulchanova, 2014). In Norway, LK20 emphasizes the school's responsibility to educate all students so that they can master their lives and take part in working life and society (Ministry of Education and Research, 2019a). In the new curriculum in English, the overall aim is that students should be able to adapt the language to the purpose and situation in life; to learn, communicate and connect with others. In addition, they should use the language gradually more accurately meaning that the focus on the correct use of grammar early on might not be as important as practicing using the language orally (Ministry of Education and Research, 2019). Oral participation is defined as speaking in the target language while being engaged in different learning tasks or activities (Richards, 2006). The importance of oral participation is invaluable (Fenner & Skulstad, 2018) as the goal of learning a new language is to be able to communicate with others using that language. The national guidelines state that "oral skills in English refer to creating meaning through listening, talking and engaging in conversation" (Ministry of Education and Research, 2019). This will be the basis of what I refer to as oral skills throughout this thesis. Further, The Ministry of Education and Research (2019b) defines communication as "creating meaning through language and the ability to use the language in both formal and informal settings". Over the last 50 years, language teaching theorists, such as Canale and Swain (1981), Hymes (1972) and Savignon (2018), have argued that communicative competence is the main goal when learning a new language. Students should learn to communicate using various strategies in different situations, including the possibility to interact in authentic and practical situations, from the very beginning of their education (Ministry of Education and Research, 2019b). LK20 further includes specific learning aims regarding oral skills, for example after 7th grade students should be able to "initiate, maintain and conclude conversations about one's own interests and current topics" (Ministry of Education and Research, 2019c, p.7).

My interest in this area developed while I was a pre-service teacher experiencing various interesting phenomena in the classroom during the teacher practicums. Despite the learning aims in LK20 (Ministry of Education and Research, 2019c), truly little English communication was being used by students during English lessons. Some teachers seemed to be afraid of speaking English in the classroom, which can impact the learners' oral activity. According to Birketveit and Rugesæter (2015), many teachers are set out to teach English without having the proper training, as English is still not an obligatory subject in the teacher education programs. The teachers' minimal use of English can further lead to the students not speaking English in the classroom. Interestingly, a study of naturalistic second language acquisition among Norwegian first-grade students showed that students exposed to teachers with extensive use of English during English classes acquired a better vocabulary and understanding of the language than students that followed regular instructions (Dahl & Vulchanova, 2014).

Observations from various classrooms have led me to believe that teachers do not create room for their students to interact with each other. During teacher practicums, the realization that other aspects have played a bigger part has become clear to me, for

example the heavy focus on grammar, vocabulary tests and multiple-choice worksheets. This was confirmed in the research by Birketveit & Rugesæter (2015), which showed that vocabulary tests and textbooks still dominate in many English classrooms, where students are given less opportunities to practice their oral skills. Also, it has been showed that most English-teachers speak Norwegian during lessons or immediately translate each sentence into English (Birketveit & Rugesæter, 2015).

As a teacher you are expected to provide the students with lessons that are meaningful, varied and make sure they end up with higher skills than before. In addition, teachers should make sure that all teaching is adapted to everyone in the classroom, and that students are equipped for the future world that awaits them (Ministry of Education and Research, 2019a). In today's world of digital resources and other materials this should be a manageable task for teachers. Teaching has much to do with the formation of the teachers' beliefs, it is not only about what they should believe but how they should believe it. Amongst other aspects, teaching has to do with the modification and formation of belief systems (Raths & McAninch, 2003). Raths and McAninch (2003) state that pre-service teachers' beliefs strongly affect what and how they learn, and later how they approach teaching in the classroom. Borg (2003) outlines three primary areas that can impact teachers' beliefs: prior language learning experience, teacher education, and their classroom practice. This in many ways also occurs in research on pre-service teachers' beliefs. Richardson (2003) concludes that pre-service teachers often bring beliefs built on their own experiences with them into their teacher education programs. This means they view teaching from the standpoint of one individual – themselves as students. Previous research has established how these beliefs can be quite strong and difficult to change. The beliefs pre-service teachers bring with them can impact their views on development of oral skills (Richardson, 2003). In example, if they have negative experiences with drama activities and omit to use it in their own teaching, their students will miss out on these activities. On the other hand, beliefs can be formed from experiences they disagree with and want to change. If the pre-service teachers have experienced little oral focus in English lessons, they might want to change that for their future students. With today's evolving focus on teachers and their education, beliefs are challenged through classroom readings, dialogue, and teacher practicums in teacher education programs (Richardson, 2003).

Central to the topic in this thesis are the guidelines from LK20, with communication including oral skills as a core element in the new English curriculum (Ministry of Education and Research, 2019c). From the arguments above, teachers' beliefs are central in students learning of oral English. At about the same time as the implementation of the new curriculum, the teacher education program in Norway became five years instead of the previous four years, strengthening the argument for this study. So far, little is known about Norwegian pre-service teachers' beliefs regarding teaching and learning oral skills in EFL classroom. In addition, my teacher practicum observations have led me to believe that many teachers use other resources than the textbook, but they still refer to them as the backbone of their English teaching. If the pre-service teachers intend to use the textbooks, why and how will they use them? Thus, the purpose of this study is to investigate the pre-teachers' beliefs regarding teaching and learning oral skills in the Norwegian EFL classroom including their preferred teaching-methods, -materials, and -activities.

1.1 Research Question

My interest in looking into future teachers and oral skills in the Norwegian EFL classroom has led me to formulate the following research question:

> *What are pre-service teachers' beliefs towards developing students' oral skills in the Norwegian EFL classroom?*

The focus is *pre-service teachers,* not one specific pre-service teacher, but the group in general. This study does, however, not intend to generalize the findings. The aim is to examine the topic by studying the beliefs of a selected group of informants. The term pre-service teachers is used to describe students in their fifth year of university, studying to become primary and lower secondary school teachers, with English as their main subject. When I refer to them in this study, I also use informants, interviewees, or participants.

The research question refers to the term *oral skills*, which has already been defined as talking, listening, and engaging in conversation in English. However, the informants have their own perceptions of what oral skills include, which will be discussed later. Other language skills are important when learning English, this study does not consider any of those and does not intend to establish which language skill is more important.

The students and classrooms in focus in this research include pre-service teachers with experience from 1st through 10th grade. It is important to mention that the amount and knowledge of English for learners are hugely different depending on which grade one is teaching. The informants in this study are not asked to specify what grades their experiences are from. The informants all have relevant experience regardless of which education program they are on, either the 1st-7th grade or 5th-10th grade program.

With intention, I have used the term "pre-service teachers' *beliefs…."* This is mainly because I did not observe them in a classroom situation and could therefore not examine their teaching practices. According to Richardson (2003, p.1), the definition of beliefs is "psychologically held understandings, premises, or propositions about the world that are felt to be true". These beliefs do not necessarily assign any truth values to them, and since teacher knowledge is subjective, one can say knowledge is comparable to beliefs (Richardson, 2003). Looking into their beliefs, gives more information on their thoughts and expectations, rather than their actual teaching practice with students. It would have been interesting to include research on their practices, to compare with their beliefs. However, this study does not include that aspect. Since I did not intend to observe the teachers, I rather focus on their thoughts about their practices and methods in the classroom. The research question includes looking at the informants' reflections about learning activities, learning materials and teaching methods.

1.2 Outline

Below, an outline of this thesis will be presented, with a couple of comments on the components in each chapter.

Chapter 2 is concerned with previous research on relevant topics and themes for this thesis. In chapter 3 the theoretical framework of the study is presented; theories,

terminology, and perspectives related to the thesis' research question. The topics presented are *the social learning theory*, *communicative competence, communicative language teaching, task-based language teaching, translanguaging,* and *student and teacher roles.* These are all presented and further explained as to why I have included them in my thesis. Further, chapter 4 presents the methodology including information on participants, data collection, strategies for analysis and reflections on my role as a researcher. In chapter 5, the main findings are presented including discussion of previous research, theory, and my interpretations of the findings. The last chapter, chapter 6, presents an explicit summary of the findings in relation to the proposed research question. Lastly, suggestions for further research, the limitations of my study, and final remarks are presented.

2 Literature Review

To find relevant studies, a systematic literature search was conducted on scholar.google.com. I used multiple different search terms, such as *pre-service teachers* combined with *beliefs* and/or *oral skills.* Another search I tried was combining *pre-service teachers, beliefs, EFL/ESL classrooms,* and *language learning*. These, in addition to other variations and combinations gave hundreds and thousands of results. To narrow it down, I concentrated on newer research from the past five years to shed light on the field today. While a number of studies were carried out in various fields such as musical education, in-service teacher beliefs and special education, few relevant studies among pre-service teachers belies towards *EFL/ESL classrooms* were found. Thus, I decided to search for relevant studies published from 2009 up to date. Studies that investigated in-service teachers, or pre-service teachers' beliefs on topics that were not relevant for my research project, were excluded (e.g pre-service teachers' beliefs about vocabulary teaching or investigating if beliefs are changeable, rather than what the beliefs were). Finally, four studies on pre-service teachers' beliefs were relevant to my research field and included in this study. These will be presented and outlined further in this chapter.

2.1 Previous Studies

In a literature review of research on EFL pre-service teachers' beliefs and practices, Zheng (2009) gives an overview of research since 1990s. She related the included studies to a described categorization (five areas) of pre-service teachers' beliefs as follows: I) EFL pre-service teachers' beliefs about EFL learners and EFL learning, II) EFL pre-service teachers' beliefs about EFL teaching, III) EFL pre-service teachers' beliefs about EFL subject matter, pedagogical knowledge, IV) EFL pre-service teachers' beliefs about self, and V) EFL pre-service teachers' beliefs about professional development (Zheng, 2009). Zheng's (2009) findings suggested three perspectives from which EFL pre-service teacher education can be informed is presented: "relationship between EFL pre-service teacher beliefs and their prior language learning experience", which means their previous experiences strongly influence their beliefs. "Relationship between EFL pre-service teacher beliefs and teacher education program", which suggests that one goal of the teacher education should be to form beliefs. "Relationship between EFL pre-service teacher beliefs and classroom practice", which implicates how beliefs change during the course of classroom practices (Zheng, 2009, p.73). These three themes can all impact pre-service teachers' beliefs; therefore, one can say that their beliefs are formed through multiple individual experiences.

Shinde and Karekatti (2012) investigated teacher talk in ESL classrooms, specifically Indian pre-service teachers' beliefs about teaching English to primary school children. The participants in the study were 100 pre-service students, all with education in English programs. A questionnaire with 48 questions was answered by all 100 informants. The participants were asked to sign their name, because the researchers wanted the opportunity to continue the research when they had become in-service teachers. The results showed how most pre-service teachers shared the same beliefs about the nature of children's English development, English teaching methods, teacher talk features and self-efficacy as English teachers. The study highlighted the role of beliefs through the education programs. The results from Shinde and Karekatti's (2012) research suggests that pre-service teachers' beliefs can be influenced by their education program and the

knowledge and practices they acquire as student on those programs, since they mostly had similar beliefs in the end.

A study by Dincer and Yesilyurt (2013) aimed to explore pre-service English teachers' perceptions of teaching speaking in Turkey and the importance they consider speaking as a language skill. The research design adopted was a case study. To find participants, 59 EFL pre-service teachers' beliefs about speaking instruction and skill in an EFL context were analyzed regarding motivational factors (Dincer & Yesilyurt, 2013). Further, seven of these were chosen to participate in interviews. The group consisted of three intrinsically motivated, two extrinsically motivated, and two unmotivated pre-service teachers. Results showed that all participants in the study thought teaching speaking skills in Turkey is inadequate. Some reasonings were lack of instructional practice activities, traditional teaching methods, and little chance to speak. Dincer and Yesilyurt (2013) presented findings that revealed a variety in pre-service teachers' perceptions of the importance of speaking skills. The informants with lower motivation stated that speaking is the least important language skill. Participants who felt speaking as the number one skill stated that speaking is a sign of knowing the language, and that it is the most important skill when interacting with others (Dincer & Yesilyurt, 2013). These variations in perceptions of the importance of speaking skills show how beliefs can be affected by the individual motivation, and other aspects, of each pre-service teacher. This can further impact their teaching in the classroom because the lower motivated teachers might not implement enough room for oral interaction in their future ESL classrooms.

Othman and Kiely (2016) examined Malaysian ESL pre-service teachers' beliefs on teaching English to young learners and the interplay between their beliefs and practices. To investigate this a survey with quantitative data was collected through a questionnaire with 70 respondents, and four of the pre-service teachers were interviewed to find out what influenced their beliefs and practices. The researchers further examined the interviewees lesson plans implemented during their teacher practicum, and then observed them in the classroom. The findings in Othman and Kiely's study revealed that pre-service teachers' beliefs often did not match their classroom behaviors. There was a strong consensus that English should be taught communicatively, but they still employed structural-based approaches when teaching grammar. They were, on the other hand, restricted by exam-focused instruction and time constraints. One finding highlighted that the pre-service teachers were supportive of their students' learning English, and shared similar beliefs about the importance of fun activities like games, role plays, singing, and group activities. Othman and Kiely (2016) further argue that pre-service teachers should be made aware of their own beliefs during teacher education, as it might lead to critically reflecting on their own classroom behavior.

2.1.1 Summary

In this section I will summarize the findings of the four mentioned studies and explain how they are relevant to my own investigation. First, Zheng (2009) provided an explanation of how pre-service teacher beliefs are formed and what can change them. Zheng (2009) suggested that previous language learning experience, teacher education and classroom practice can impact pre-service teachers' beliefs. Zheng's literature review is relevant for my research project as it can give reason to why my informants might have similar or diverse beliefs on developing students' oral skills in the EFL

classroom. Shinde and Karekatti (2012) provide much of the same information as Zheng and gives further information on the pre-service teachers' beliefs about the lack of focus EFL has received during their education. Shinde and Karekatti's results provided me with an overview of how their informants look at EFL teaching and learning, which I can later compare to my own results. Further, Shinde and Karekatti (2012) introduced how the teacher education program can influence teachers' beliefs. Dincer and Yesilyurt (2013) conducted research directly related to pre-service teachers' beliefs towards speaking skills, which is like what I aim to do. They focused on the variety in motivation in their participants and showed how that had an impact on their beliefs. Dincer and Yesilyurt's research provides me with information I can use when analyzing my findings, as I can compare them directly to what previous pre-service teachers have expressed about the importance of speaking skills. Lastly, Othman and Kiely (2016) presented important findings on what methods pre-service teachers tend to prefer when teaching English. Further, their findings on how beliefs and practices did not align is important to keep in mind since I am only focusing on beliefs in this project. In other words, their research shows poor correlation between lesson planning and own teaching practice in regards of facilitating oral participation. All the above-mentioned studies have given me insight in previous findings on pre-service teachers' beliefs that I can further compare to the findings I will present later in this thesis.

2.2 Relevance and Contribution

As shown above, there is a lack of research on pre-service teachers' beliefs towards teaching oral skills in EFL classrooms. Although there is evolving interest in this field, existing approaches have failed to address the focus on pre-service teachers' beliefs on oral skills specifically. Thus, my research project can contribute with new and important knowledge in the field. None of the previous studies are conducted with Norwegian pre-service teachers, in addition, none of the mentioned studies have gone through a five-year teacher education program. Which means, my study can contribute with added information about the beliefs of pre-service teachers from a completely new education program.

Although Dincer and Yesilyurt (2013) and Othman and Kiely (2016) conducted studies related to oral skills, they focused on aspects such as pre-service teachers' motivation and comparison of their beliefs and practice. My investigation will solely explore pre-service teachers' beliefs towards oral skills, how to develop their students' oral skills, what methods they prefer and whether they believe textbook activities are sufficient. Further, in contrast to most of the previous studies on becoming secondary school or adult education teachers, the participants in my study are studying to become primary school teachers. In addition, all informants in my research project have credits in at least two other subjects than English. The previous studies have focused on EFL learners in higher grades, or adult learners, whereas my project focuses on younger students. I argue that my focus on primary school students is interesting, as developing oral skills in English at an early age is important for their further education.

Lastly, the new national curriculum in Norway (Ministry of Education and Research, 2019c) focuses on the importance of oral skills in English. Thus, my studycan provide knowledge on how future teachers perceive the learning aims and how they plan to develop them in the EFL classroom. The findings from my study can create interest in further research to better understand the outcome of the new curriculum combined with

a new teacher education program on pre-service teachers' beliefs towards oral skills. Further, conducting this research can lead to in-service and pre-service teachers reviewing their own beliefs and practices, which can strengthen their teaching of oral skills in the EFL classroom. On a personal level, my study has been helpful with widening my perspectives and stimulating my reflections on my own knowledge as a pre-service teacher.

3 Theoretical Framework

Oral skills are one of the most important aspects of being able to learn a language fully, and to shed light on this, relevant theories are discussed in the following chapter. I will present theoretical concepts in the order I consider appropriate to achieve a clear connection. I will begin with a presentation of Vygotsky's social learning theory. Further, I present an outline of communicative competence and communicative language learning (CLT) and within CLT the Task-Based Language Teaching approach. In addition, the interaction hypothesis is established, before translanguaging as a method for language learning is presented. Lastly, an outline of student and teacher roles in the classroom is introduced.

3.1 Vygotsky and the Social Learning Theory

Vygotsky's Social Learning Theory is intricately linked to speaking. Vygotsky argues how human mental activity increases due to the internalization of social relationships, culturally organized activity, and symbolic and physical artifacts, meaning language (Vygotsky, 1978). This sociocultural theory claims that speaking and thinking are interwoven and are made to take account of the interaction and how the mental and social process works as a unit (Vygotsky, 1978). When speaking, thinking also arises, which can then lead to internalizing of what others say and what is said in return. To explain this phenomenon Vygotsky presented the so-called zone of proximal development and described it as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined problem-solving under adult guidance, or in collaboration with more capable peers" (Vygotsky, 1978, p.86). Building on Vygotsky's theory, Bruner (1978) introduced the term scaffolding, described as the process where a student is supported by a teacher or an adult in the beginning, to then gradually becoming more independent and not needing the support any longer. The social learning theory describes how the interaction between individual, social, and cultural conditions affect student learning and development (Lillejord, 2013). Vygotsky (1978) emphasized that thinking and problem-solving are related to collaboration because humans learn faster when they think and work with other people. He stated that humans acquire knowledge through communication and cooperation before using it individually. Therefore, he argued that language learning is important for us to be able to communicate with one another (Vygotsky, 1978).

In line with Vygotsky and social learning theory, one can discuss *learning by talking*. To learn a language fluently one must be able to communicate in it. To reach this goal, both written and orally, there are several aspects to master, such as grammar, phonetics, and semantics. With Vygotsky's theory in mind, one could claim that working together to solve a problem one day can lead to doing it independently in the future (Williams & VanPatten, 2015). This further means that the students can perform on a higher level overall due to scaffolding and social interaction (Ligthbown & Spada, 2013). Wells (2009) elaborated on children's abilities to learn a language and established that using the language actively is the most effective method. In other words, teachers should facilitate opportunities for oral interaction in English lessons.

3.2 Communicative Competence as a Theoretical Concept

To have communicative competence is the ability to converse with a native or fluent speaker of the language that is being learned (Hymes, 1967). The main idea is that one should make oneself understood in communication, rather than focusing on the accurate grammar in the beginning (Hymes, 1967). The concept of linguistic competence was known way back in the 1940s, however, Hymes was the first to introduce the much broader term communicative competence in the early 1970s. Since then, the term has been discussed and elaborated on by many (Savignon, 2018). Hymes (1967) put communication in a sociolinguistic perspective and argued that language structure and acquisition are not context-free. In other words, the language is used as a means of communication for specific purposes. This aligns with Savignon's definition as communicative competence is not a method, but how to explain what one native speaker needs to know to be able to communicate with another native speaker (Savignon, 1976). She also emphasized that a native speaker not only knows how to speak but also when to speak and what to say. Both Savignon (1976) and Celce-Murcia (2008) agree that in this concept the accuracy of linguistic elements, such as correct grammar, is not essential, and that communication is the main goal. Savignon (1976) also mentioned the focus on the students and that it can be difficult to develop communicative competence for some of them. Students may be shy in participating in different activities such as roleplay, and it is therefore important that the teacher does not criticize their efforts and relate to them as friendly as possible (Savignon 1976). The teacher should not focus on grammar, but help the students make themselves understood. This leads me to the next section of this thesis, communicative language teaching.

3.3 Communicative Language Teaching

One of the main ways for students to use their speaking skills is through communication with their fellow students. The Communicative Language Teaching (henceforth, CLT) approach is based on the idea that language is learned through communicating meaning, where the lessons should be learner-based and involve meaningful communication (Richards, 2006). Similar to Savignon (1976) and Celce-Murcia (2008), this theory argues that the world is changing in a direction where communicative competence is more valuable than grammatical competence when learning a new language (Richards, 2006). In other words, researchers agree that grammatical accuracy is not essential, but rather the focus on being understood. According to Richards (2006), communicative competence includes four aspects of language knowledge; "knowing how to use language for a range of different purposes and functions, knowing how to vary our use of language according to the setting and the participants, knowing how to produce and understand different types of texts, and knowing how to maintain communication despite having limitations in one's language knowledge" (p.3). This theory of teaching is relevant for my study as it shows how teachers can and should implement more of these types of activities in the classroom.

Jeyasala (2014) argues that teachers should always encourage communicative competence. She claims that teachers should not limit their students with traditional teaching methods, but provide them with opportunities to interact with one another, in addition to using speaking activities. In line with this, Abe (2013) maintains that giving authentic communicative contexts is the best option to allow students to use truthful

information. By using authentic situations, the language and phrases will be natural to the given situation. In addition, Abe (2013) claims that group activities, discussions, and presentations are also important when applying the CLT approach. According to McGrath (2013), interaction between students in the target language is important because it provides them with practice in communicating. It is necessary to use English continuously and in effective ways, which means the linguistic input is also important. Students need a great deal of exposure to a language to be able to learn it and to be able to use it naturally (Abe, 2013). For this to happen, there must be meaningful interaction between students, and to accomplish this the appropriate materials must be chosen by the teacher (McGrath, 2013). Materials have the purpose of providing students with the basis of language learning, whether it is textbooks, authentic materials, or materials made by the teacher (McGrath, 2013). Researchers have found that traditional textbooks do not offer sufficient content, as they fail to provide enough communicative input (Peacock, 1997). One way to bring more communicative input to the classroom could be to bring more authentic materials, such as audio-visual material, which can offer a more meaningful contribution, in addition to diverse ways and levels (Peacock, 1997). Furthermore, authentic materials can be motivating for the students because the teacher can adapt them to each student and class (Peacock, 1997).

3.4 Task-Based Language Teaching

Task-Based Language Teaching (TBLT) is an educational framework for the theory and practice of teaching second or foreign languages. TBLT is considered a form of Communicative Language Teaching and has been a popular approach in language education and pedagogy since its formation in the late 1970s (Kessler, Solheim & Zhao, 2021). The aim of TBLT is learning real world, target tasks, such as reading the newspaper or ordering food at a restaurant (Nunan, 2004). In a TBLT approach the learners are given opportunities to engage with and converse using natural language (Kessler, Solheim & Zhao, 2021). To accomplish the use of natural language, the learners must take part in communicative tasks where they can explore the target language. Ellis (2003) presented the following definition of what a task is:

> A task is an activity which requires learners to use language, with the emphasis on meaning, to attain an objective, and which is chosen so that it is most likely to provide information for learners and teachers which will help them in their own learning. (p.9).

Ellis and Shintani (2014) present the following aspects of what is needed for something to be considered a task:(1) It should be meaning-focused, requires learners to use and produce information, (2) learners should be able to express meaning, (3) learners should use their own linguistic resources, and (4) there should be an outcome or goal in performing the task. Nunan (2004) argues that the real-world tasks must be transformed into pedagogical tasks, such as rehearsal and activation tasks. Rehearsal tasks often directly correspond to the real world, for example, rehearsing how to re-book air-plane tickets over the phone. Tasks with an activation rationale, does not necessarily link directly to real-world tasks. These tasks create an opportunity for learners to activate their own language skills and can help them move from a reproductive language to creative language use (Nunan, 2004). Nunan (2004) argues that when learners use the language creatively, they are "maximally engaged in language acquisition because

they are required to draw on their emerging language skills and resources in an integrated way" (p.20).

Ellis and Shintani (2014) argue that when implementing TBLT, the tasks should be authentic, they should resemble real-world tasks and situations the learners might encounter outside the classroom. Willis (2021) presented various forms of tasks that can be used in TBLT, for example role plays. Role plays are a wide range of activities, some of which are problem solving tasks, for example a shopping game, where students play the roles of shopkeepers and their customers. This kind of role play has an outcome of which students might encounter in the real world. When the role plays include assigned dialogues, it does not have the same type of outcome, as the learners are unlikely to mean what they are saying. The real communication might then take place when planning and rehearsing, rather than during the performance (Willis, 2021). Further, Willis (2021) argued that in TBLT, communication tasks open a mental process for the learners where they must compose what to say and express what they think or feel. These tasks remove the teacher domination and creates room for learners to interact naturally in conversations. To be able to communicate efficiently, students need more opportunities for interaction in the classroom. As Willis (2021) said: "If their message is understood, then they have been reasonably successful. If they remain silent, they are less likely to learn. All learners need to experiment and make errors" (p.24). This implicates how important it is to practice oral skills in the EFL classroom.

3.5 Interaction Hypothesis

Another significant aspect of speaking skills is the interaction hypothesis which focuses on input, interaction, feedback, and output. This theory argues that through input and interaction, language learners can notice differences between their formulations and the language of their partners (Gass & Mackey, 2006). The theory considers "exposure to language (input), production of language (output), and feedback on production (through interaction) as constructs that are important for understanding how second language learning takes place" (Gass & Mackey, 2006, p.3). Input refers to the language that is exposed to the learner during communication. Interaction refers to the conversations that the learner takes part in and is the place they can receive corrective feedback on their language use. Gass and Mackey (2006) present explicit and implicit types of feedback, where explicit is the correcting and metalinguistic explanations, and implicit includes negotiation strategies. Lastly, output refers to learners' language production in the target language, where the students can reformulate incorrect use of language and learn the correct usage. This theory is relevant to this research project because it shows how the students learn a language, and how speaking is a significant part of language learning. In addition, teachers are contributors to students learning, through oral interaction. Teachers can facilitate and make room for oral participation when planning the lessons. When planning activities that demand oral interaction in the classroom students will be able to develop their oral skills. With an increased focus on oral activities and oral participation, it will help the students' development of their oral skills, this will be further discussed in chapter 5.

3.6 Translanguaging

When learning a new language, the teachers can support the students by introducing them to various methods, for example code-switching or translanguaging. The term *code-switching,* where individuals switch between the languages they know and use elements of them in interaction, is along with other terms being replaced by *translanguaging* (Li, 2018). According to Vogel and Garcia (2017), translanguaging is a theory showing how rather than seeing possession of multiple languages as autonomous systems, it can be seen as a unitary linguistic repertoire. Globalization today is intensifying, leading to more bilingual students in schools. Translanguaging has been identified as a practice in classrooms around the world. This theory challenges previous modernist language ideologies and declares the diverse language practices in schools today (Vogel & Garcia, 2017). Wei (2018), Conteh (2018), and Vogel and Garcia (2017) all agree that there is much disagreement from educators on this new theory that is evolving. Educators within the language field seem to embrace it, while others are questioning the rich amount of focus on bilingualism. The main aspect of this theory presents how individuals deploy a unitary linguistic repertoire, it holds the speakers' linguistic practices above the named languages, all while it still recognizes the effects of socially structured language categories (Vogel & Garcia, 2017).

Further, translanguaging represents how individuals consider context and purpose when selecting what language features to use in what situation (Li, 2018). Vogel and Garcia (2017) explain it in the following way "the features people deploy cannot be described by any one particular external label – their practices go beyond such language categories and people *translanguage"* (p.6)*.* Individuals use their linguistic repertoire, learned in dynamic social situations, to select and deploy characteristics to make meaning in context (Conteh, 2018). Translanguaging is relevant in this thesis because of the increasing number of bilingual classrooms and is a theory showing how teachers need more education on how to adapt to this.

3.7 Students' and Teachers' Role

There are expectations and requirements for both teachers and students in the Norwegian education system, in this section, an outline of the student's role will be presented. Qamar (2016) claims that learner autonomy can help students get rid of any fear of a new language and help increase the ownership of responsibility for learning English. Similarly, Haukås (2014) argues that students should know about and be able to reflect on their language learning. When students are autonomous learners it can strengthen their motivation, use of the target language, and promote peer communication (Qamar, 2016). In other words, including the students and letting them take more responsibility for their learning, has multiple positive effects on language learning.

When the teacher-student relations are sufficient, meaning mutual trust and respect is developed, the teacher will be able to provide the students with the right materials to help motivate them. In addition, the teacher should let the students take more control, and be there to assist and guide them if needed. In contrast to this, a teacher-centered learning practice, which was more common in earlier times does not let the students explore the language on their own and leads to them often forgetting what they learned

when facing a real-life situation (Qamar, 2016). Lastly, an autonomous classroom will let the students express their points of view and participate in discussions with classmates and teachers (Qamar, 2016).

When looking into students' speaking patterns in a classroom, it is only natural to investigate the teachers' role in how activities are conducted to promote speaking. A teacher must present new material, along with giving room for learning through independent activities such as pair and group work. This research project looks at how pre-service teachers plan to make their students speak during classroom activities in the future, as well as what in-service teachers do and how much time they give the students, and how they use the textbook tasks. Dysthe (1995) argued that three conditions facilitate learning potential: highly engaged students, student participation, and teachers' considerable expectations. This means that teachers believe in their students' contribution, which can be shown through asking authentic questions. Authentic questions are questioning whose answer is not given by the teacher in advance (White, 1993). The questions do not have one correct answer, and all responses must be taken seriously. This leads me to interpret that it all comes down to the teacher. In turn, this then indicates that the teacher has a significant role in the students' speaking skills development.

3.8 Summary

In this chapter, I have presented the following theories: the social learning theory, communicative competence, communicative language teaching, task-based language teaching, input and output, translanguaging, and student and teacher roles in the classroom. Even though the theoretical aspects were separated into different sections they all connect in some way. I have tried to highlight social and communicative concepts and how they are intertwined, with a further explanation of why they are relevant to my research project. To learn a language, one must be able to talk, listen and communicate. To be able to communicate in a new language, researchers find that the most effective way is to practice speaking in the target language. The theory chapter has made clear how important development of oral skills are when learning a new language.

Further, the chapter introduced the important roles of both teachers and students in a classroom. When teaching in an EFL classroom, the students are the learners and should be the focus and participants. To be able to learn a new language, the teacher must help the students understand what is needed of them in order to do so. The theory chapter aimed to gather relevant perspectives on development of oral skills in the EFL classroomto be able to make sense of findings and analysis later in the thesis. Finally, this chapter has contributed to deepening my own knowledge and understanding of this field of research.

4 Methodology

In this following chapter, I will explain and justify the methodical decisions made for this thesis. This is an empirical study that investigates pre-service teachers' beliefs towards oral skills in the EFL classroom, and a qualitative approach design is deemed as the suitable methodology. Further in this chapter, I will present the recruitment of participants, methods used for data collection and analysis, and my role as a researcher. I aim to answer the following research question:

> *What are pre-service teachers' beliefs towards developing students' speaking skills in the Norwegian EFL classroom?*

4.1 Qualitative Research

The qualitative researcher is interested in how people interpret their experiences, how they construct their worlds, and what meaning they attribute to their experiences (Merriam, 2014). It is about understanding someone's experiences with a phenomenon. In addition, Merriam (2014) stated that qualitative researchers are interested in understanding how people make sense of their world and the experiences they have in the world (Merriam, 2014). Qualitative methods focus on the quality and characteristics of the phenomenon being studied (Johannessen, Tufte & Christoffersen, 2010). With all this in mind, it was reasonable to choose a qualitative design for this research project as the purpose is to investigate the phenomenon of attitudes towards speaking skills. This means that the project is leaning towards a phenomenological approach, which is elaborated on in the next section.

4.1.1 Hermeneutical and Phenomenological Approach

There are three main points that phenomenological research deals with; people's perceptions and meanings, people's attitudes and beliefs, feelings, and emotions (Denscombe, 2017). In short, it can help a researcher understand the thinking of pre-service and in-service teachers, which is the aim of this project. The focus in phenomenology is the human experience of a phenomenon, the phenomenon, in this case, being the development of students' speaking skills in the EFL classroom. A phenomenon is something that needs explanation, we know only what it is and how it appears directly to us (Denscombe, 2017). The goal is to get a clear picture of experiences and it does not focus on explaining the causes of things but tries to describe something experienced by those involved (Denscombe, 2017). According to Dalland (2000), the hermeneutic method aims to clarify and give meaning to what is being studied. This might seem unclear, chaotic, incomprehensible, or incoherent at first. However, through interpretation, there might be an underlying meaning, and one must try to interpret what comes across. In this research, it is to understand and enlighten pre-service teachers' beliefs regarding the development of students' oral skills in the EFL classroom.

4.2 Data collection

In qualitative studies there are multiple ways to gather data. I found it necessary to gather information from pre-service teachers, and therefore the choice landed on interviews, in addition to a qualitative survey. The purpose of a qualitative interview is to understand a phenomenon seen through the eyes of the interviewees (Kvale & Brinkmann, 2015). The purpose is to gather information about other people's thoughts and beliefs on specific topics. This kind of information would be difficult to get from for example observation. By conducting interviews, I had the opportunity to ask clarifying questions, and the chance to create meaning conversationally. A qualitative survey was used in this study to heighten the level of trustworthiness.

4.2.1 The Individual Interview

There are several types of interviews. One can differ between the open individual interview, and the open group interview (Jacobsen, 2005). Both were considered for my study. However, the individual interview was chosen to create a safer environment for the individual informant. In addition, it could create more space for individual reflections and opinions without the impact of someone else. The individual interview will be further outlined in the following section.

The open individual interview is where the researcher and informant interact in a normal conversation. The informant is given the opportunity to speak freely about a topic and is given few guidelines to follow. This leaves the researcher with a sizable number of notes and recordings to analyze further (Jacobsen, 2005). The open individual interview is suitable to gather information on pre-service teachers' beliefs on oral skills, as I could ask them explicit questions on the topic as well as let them elaborate on perspectives they considered important, which is the aim of the study.

The purpose of the qualitative research interview is to understand aspects of the informant's daily life from their perspective (Kvale & Brinkmann, 2015). In addition, the social interaction between informant and researcher is deemed important. Kvale and Brinkmann (2015) state that the researcher should have reasonable knowledge of the topic in question, to be able to ask quality follow-up questions. Conducting interviews does not only require knowledge of certain skills, one also must know how to apply them. For example, the ability to adapt the questions to each informant as the conversations are all different and might demand different follow-up questions.

Further, interviews are often differentiated in the level of structure. This research conducted semi-structured interviews. The semi-structured interview is one of the most used qualitative methods and is as mentioned the method chosen for this study. In a semi-structured interview, the interviewer prepares a list of predetermined questions, but the interview unfolds conversationally. The interviewer is focused on letting the participants explore and elaborate on issues they feel are important (Longhurst, 2003). These types of interviews are meant to be informal and conversational. This form of interviewing was chosen because I felt it would give me the chance to adapt follow-up questions to each informant. In addition, the informants were given time and space to elaborate on the perspectives deemed important to them.

4.2.2 Conducting the Interviews

As a researcher, one must be aware of the strategies used to understand the informant's thoughts and how to gather relevant information (Postholm, 2010). The interview guide must be thoroughly reviewed before the interview is conducted. My study includes seven qualitative interviews. They were planned and lasted between 20-45 minutes. The interviews were recorded, with consent from the informants, and all interviews were transcribed and analyzed afterwards. During the interviews I took notes of particularly interesting perspectives, the concept of field notes will be elaborated on in the next section. As all speakers had Norwegian as their first language, the interviews were conducted in Norwegian. The information would be more in-depth using the language both of us were most comfortable with. Due to the ongoing pandemic, all interviews were done digitally with video, except one that was over the phone as per the interviewee's request.

The process of transcribing the interviews was tough and time-consuming. The process is described by Kvale and Brinkmann (2015) as translations from spoken language into written language. The parts of the interviews used in the analysis were also translated from Norwegian to English. Kvale and Brinkmann (2015) highlight that transcribing can be problematic because one cannot express non-verbal reactions, irony, tone of speech, etc. It is important to be aware of this when transcribing interviews. To be able to keep these parts of the interviews, I took notes of the non-verbal actions during the interviews.

4.2.3 Field Notes

As only the spoken words are included when using audio-recording, other aspects such as body language and nodding, personal thoughts, and ideas disappear. Considering this, field notes were gathered during the interviews. Field notes are common in all qualitative studies and are used to gather personal thoughts, ideas, and queries regarding interviews and observations (Phillippi & Lauderdale, 2018). Phillippi and Lauderdale (2018) claim that field notes can be sufficient in enhancing data and providing context for later analysis. Phillippi and Lauderdale (2018) state another reason field notes are important is to provide non-textual information that can be useful when trying to understand participant meaning. Lastly, they add that when the field notes are seen in line with other data material they can offer a further depth to the study context, which leads to the third data gathering method used in this study, which is a survey.

4.2.4 Survey

Traditionally, surveys are commonly used as a part of quantitative and mixed-methods studies (Creswell & Creswell, 2018). However, a qualitative survey was used in this study to heighten the level of trustworthiness. A qualitative survey can consist of a series of open-ended questions centered on a specific topic, which in this case is on pre-service teachers' beliefs on the development of students' oral skills (Braun, Clarke, Boulton, Davey & McEvoy, 2021). Participants in qualitative studies can type their responses in their own words, rather than only choosing between pre-determined answers, and can thus be used to bring valuable information to the study. In addition, Braun et.al (2021) claim that qualitative surveys are compatible with other qualitative

methods, providing richness and depth despite brief responses. The survey in this research project consisted of the same questions discussed in the interviews, along with a few multiple-choice questions to compare with results from the interviews (Appendix 3). The survey consisted of ten questions and received sixteen anonymous responses.

4.3 Participants

As this study includes pre-service teachers, it was natural to look to a university classroom. I, therefore, took the opportunity to ask students at my university, and make sure they were fifth-year students majoring in English. I sent out a request to everyone in my class, where seven students volunteered to participate in the study. Since the participants volunteered to participate, I assumed they could give valuable information as they signaled interest in the topic. The participants are attending the 1st-7th and the 5th-10th grade programs, with different combinations of subjects. They all have English as their major subject, but they have different amounts of experience in various school grades at different schools. All participants were sent an invitation letter which included consent forms, which can be found in appendix 1.

The participants in the survey consisted of the remaining students in the fifth-year English course. As there were not enough recipients, I contacted multiple teachers in the English section of our program, and they offered to send the survey out to English major students in their 1st through 4th year of university. This survey was anonymous and ended up with a total of sixteen recipients.

The group of informants ended up with seven people for the interview, and sixteen for the survey. Age and gender were deemed irrelevant for this project, as the only criteria were to investigate their beliefs on the specific topic. The group still ended up being varied in several aspects, however, it is not considered to impact the study.

4.4 Data Analysis Methods

The process of data analysis began the moment the data collection process started; however, the more structured analysis took place once I had collected all the data. To analyze the data from the interviews and survey, I used the thematic analysis method. Braun and Clarke (2006) state that when participants are expressing their opinions on the same topics, this method is appropriate. Since all informants answered the same questions, the transcriptions were structured much like each other. However, the informants were able to elaborate, as I did not stop them when talking about perspectives deemed important to them. Even with similar structures, all interviews were unique as they took different directions with different follow-up questions. As the aim of my study was to collect information on a specific theme, it was natural to choose this analysis method.

4.4.1 Thematic Analysis

According to Braun and Clarke (2006), thematic analysis provides a flexible and useful research tool, which can lead to a detailed and complex account of the data. Thematic analysis is noted as a method for identifying, analyzing, and reporting themes within the data (Braun & Clarke, 2006). In this context, the theme is something that captures the

important parts of the data in relation to the research question and should represent some sort of meaning. The researcher determines what a specific theme is and should retain an amount of flexibility (Braun & Clarke, 2006). Themes within the data can be identified either in an inductive or a deductive way. The inductive approach means that the themes identified are strongly linked to the data themselves. This is the approach used in my project, as the data was collected specifically for this research through interviews. This also means that the themes are not necessarily linked directly to the questions asked. It is a process of coding the data without trying to fit it into a pre-existing coding frame: the analysis is data-driven (Braun & Clarke, 2006).

Braun and Clarke (2006) suggest the following six phases to this method. The first, Phase 1 *familiarizing yourself with your data* which is where I gathered all the transcribed interviews and answers from the survey, along with my field notes. Thereafter, I read thoroughly through them multiple times to get an overview of what I was working with. In phase 2, *generating initial codes*, I started looking for specific words that were mentioned multiple times. To make sense of the interview data, coding is a method that refers to a set of processes used to organize data, develop structures, identify trends, and build themes that can be connected to conceptual literature (Longhurst, 2003). Coding is not just a step-by-step process, but involves reading and rereading, thinking, and rethinking. It is a process that develops along the way and during ongoing research (Longhurst, 2003). In this study, project coding was used to get to know the data better and assist in finding the patterns and themes. The coding began with making descriptive codes, while the more complex analytic codes were assigned later, although this is also an overlapping process. The descriptive codes are often the ones pointing to simple patterns, containing in vivo codes, such as phrases that actually appear in the text (Longhurst, 2003). When reflecting on these descriptive codes, the analytic codes are developed and should involve a return to the theoretical literature (Longhurst, 2003). To make this process more structured, I used assorted colors to identify each new code I assigned. In Phase 3 *searching for themes*, the codes were reviewed to see what themes were central. According to Braun and Clarke (2019), themes are produced by organizing the codes around a core commonality that the researcher interprets from the data. When looking at the codes, eight different themes emerged from the data material. The next phase is then, Phase 4 *reviewing themes*, was where the eight themes were reviewed and narrowed down to four new and larger themes due to the commonality between them. Finding and establishing these themes led to the next phase, Phase 5 *defining and naming themes*, where the four themes found from within the data were then given names. These are presented in chapter 5, which is also where the last step, Phase 6 *producing the report* is discussed.

4.5 My Role as a Researcher

As mentioned previously, I entered this research project knowing the informants and the field in focus. This pre-existing knowledge led to my interest in the topic. When researching a field so close and known to the researcher, one must be aware and concentrated, as there are not only benefits. Repstad (2007) states that one can risk losing academic distance and gaining personal interest in the research. However, he argues that this should not stop one from conducting research in their field but be aware of any situations that can occur, such as the researcher leading the interviewee too much. Another question is how close one can be with the informants; if one is too close it can affect the results of the study (Repstad, 2007). I, however, did not feel that my

relations with the informants affected the data collection, but was aware of this potentially happening, and can therefore not rule it out. It is not unusual to conduct research in one's own field as it can lead to easier access to informants and knowledge on the topic in focus.

I felt the pre-existing relationship with the informants created a relaxed and safe environment for everyone involved in the study. One example is in multiple interviews we began with talking about how the master thesis project was going for each of us, thus creating a nice setting. Further, I felt the informants expressed engagement and motivation more than if we did not know each other previously. An example is one informant that stated she thought research in this field was important, and interesting, and wanted to know the outcome of the study. Repstad (2007) also mentioned engagement and motivation as benefits of researching in one's own field.

Additionally, it was important to be aware when formulating the questions, making them lead to reflection and open conversation, and to reduce the need for follow-up questions. This was to make sure I would not control the conversation too much, and rather let the informants speak as much as possible, since that would give me the most data to analyze later. On the other hand, I deemed it important to consider it a social interaction and that both of us would participate. Therefore, I acknowledged the value of giving the informants room to talk, but also considering both of us part of a conversation. Creswell and Creswell (2018) state that there are both advantages and disadvantages of a researcher's subjectivity. However, the advantages outweigh the disadvantages, and the choice to conduct research in one's own field can therefore be justified.

4.6 Ethical Aspects

Because interviews were part of this study, ethical principles played a role in the research process. The first thing to do when conducting a study like this in Norway is to apply to the Norwegian Centre for Research Data. Approval from them is necessary before collecting any data that include personal information such as recording someone's voice. The approval letter can be found in the appendices. Primarily, the participants all agreed to participate in the research project, and a written consent form was sent out before the interviews, along with a letter of information about the project (Appendix 4). The letter states that their participation is voluntary, the material will be deleted when the project ends, and they will remain anonymous. In addition, they are ensured they can withdraw their consent to take part in the study at any time. Since the interviews were digital, the consent from each participant was provided orally at the very beginning of each interview.

When doing qualitative research, it is always affected by the researcher's background and preunderstanding. Therefore, it is relevant to mention that the pre-service teachers interviewed are people that I have known for a few years, and this could therefore affect the interviews. On the other hand, this can make the setting more comfortable and trusting for both the interviewee and interviewer. This led to the informants being able to talk about details and information they would not trust someone else with, which I was aware of before conducting the interviews. Another ethical aspect that should be mentioned is that all participants were reminded that they are under the duty of confidentiality regarding students they might use as examples during the interview. The

researcher reminded them of this initially to make sure they did not reveal information that could break this confidentiality during the interview.

4.7 Interview Guide

I chose to divide the interview guide (appendix 2) into five sections, to make sure all relevant topics were covered. The questions were closely reviewed to make sure they were relevant to the research question and the topic researched. The first section consisted of questions about the informant, to ease into the setting. I wanted the questions to be formulated to receive mostly open answers, in other words, room for reflection. For example, I asked, "what do *you* think…" and "how would *you* define…," meaning I make sure they know I want their opinion on something, rather than a correct answer. The questions were made to shed light on the topic of the research, but also give room for the informants to express their perspectives.

After conducting the first interview I noticed some questions needed adjustment to make them clearer. For example, during the section about the textbook, the first informant focused too much on the content of each task presented. As I wanted to know more about their opinions on the *types of tasks*, I had to point this out when asking the same questions in the remaining interviews. After conducting the second interview, the adjustments made were proven necessary and gave me the data I was looking for.

As I wanted the informants' honest reflections, opinions, and views I did not provide them with the questions in advance. However, they did know the topic that was to be in focus. Further, I found it important to make sure I understood the informant correctly. I, therefore, made sure we had the same understanding of different topics. For example, one informant kept mentioning authentic tasks, and I asked what they considered when talking about that specifically. It then became known that this informant thought of authentic tasks as something *outside* the classroom. This shows that it is important to ask, to make sure I have the correct information later when analyzing.

4.8 Validity and Reliability

Validity is important in research to see the relevance and credibility of a study. Kvale and Brinkmann (2015) state that this affects the entire process, not just at the end of the project. To strengthen the validity, it is key that the results correspond with the research question. Reliability is also important to question in every research project and is about whether one can trust the accuracy of the dataset, what data is being used, and how the data is collected and analyzed (Kvale & Brinkmann, 2015). In the next paragraph, I will elaborate on how I ensured validity and reliability in this project.

To strengthen the validity all interviews were conducted following the same structure. The interviewees were encouraged to elaborate and comment further on topics they thought of as important. The interviews were also transcribed by me, verbatim, right after the interviews took place to make sure everything was all still fresh in mind. To strengthen the reliability of this study I have chosen to focus on multiple pre-service teachers, with a variety of gender, ages, and experiences in the field. To further strengthen the reliability, I chose to send out a survey to the rest of the English major pre-service teachers to see if the results aligned with what was found in the interviews. Some of the weaknesses of the study might be that the participants were only being

interviewed, not observed. Therefore, their answers must be trusted even though they might not align with their actual teaching practices. Thus, meaning what they say might not be what they actually do in the classroom, and there will not be any evidence to disprove this. In addition, this project only consists of participants from one university in Norway and does not allow me to draw any wider conclusions or provide generalizations. I would have needed many more participants in the study to do so.

4.9 Summary

In the first part of this chapter, I presented qualitative research methods which have formed the direction of this project. The qualitative interview has also been central. Further, I justified my choices of methods, where individual interviews, field notes, and qualitative survey were used for data collection. In addition, I presented the practical parts of the study, conducting the interviews and choosing informants, and the interview guide. My role as a researcher in this project was then presented, which was especially necessary because of conducting research in my own field. Lastly, the ethical aspects, reliability, and validity of the study were presented.

Reflecting on and discussing my own research approach has been invaluable for my understanding of the project as a whole. It has presented me with an understanding of the many choices that must be made when conducting a study like this. In addition, I have been made aware of my own subjective perspective during this process. It has made me realize that one should think about every step of the process. Everything one does have to be carefully thought out, placed, and justified along the way.

5 Findings and Discussion

This chapter aims to present findings that contribute to answering the research question. The headline of each of the four categories aims to reflect what the main finding referred to. These categories are *Pre-service teachers' views on oral skills, Use of mother tongue in the EFL classroom, Methods to increase oral participation,* and *Pre-service teachers' views on EFL textbooks.*

In each section, the findings will be introduced thoroughly followed by a discussion. To make the structure easier to follow, I have chosen to present one finding with the corresponding discussion intertwined.

I have chosen to use several quotes from the qualitative interviews. I will use quotes from all seven interviews; however, I will not give them names or letters. I intend to present quotes by saying "one informant said… another said…." This can strengthen the anonymity as the quotes are not linked to each informant. I do not see this as a disadvantage for the study, as who said what is not relevant to the research question.

5.1 Category 1 – Pre-service Teachers' Views on Oral Skills

The first theme that emerged was the pre-service teachers' perceptions of the importance of active and participating students in the classroom. When asked what an ideal lesson would be like, all teachers mentioned having active students. Examples include "An ideal lesson for me includes a lot of student participation, a lot of talking," "The best thing would be to have active students. Where I can work as a guide, and they are more self-going" and "The perfect English lesson would be to get everyone active." When the teachers mention active students in this scenario, they referred to participation in general, but especially to make students want to participate more orally in English in the classroom, as one teacher mentioned; "I would like students to participate more, and by that, I mean orally because they all do their written tasks individually." Similar attitudes emerged from the survey where half of the respondents mentioned: "active students," "participation" and "English speaking" as parts of an ideal English lesson.

Looking at the above-mentioned quotes, one can interpret how those pre-service teachers aim to encourage oral participation in their classrooms. This can be seen in the light of Vygotsky's social learning theory, where students learn a language better when interacting with one another. In addition, they want their students to become self-going, which can be explained with the term *scaffolding*, where the teacher can help the students at the beginning and less as the students have gained knowledge. Eventually, the students will become self-going, which again can lead to more active and participating students. The teacher being a guide for the students is something that can be achieved when the students have become more advanced in the target language. It does not occur from the beginning, as the students will need a rich amount of support in the beginning stages of learning a new language. However, the pre-service teachers have a positive attitude towards increasing the number of oral activities in the EFL classroom. I will discuss further in chapter 5.3 how this can be done. The similarities in the informants' reflection around an ideal lesson can be explained by the common teacher education they have attended. This was mentioned by Zheng (2009) who argued

that there is a relationship between EFL pre-service teachers' beliefs and their teacher education program.

The pre-teachers noted how important they feel oral skills are, and that not enough time is spent on developing these skills in today's classroom. One teacher said "when the students leave school, they often use English in the oral format. They might not find themselves writing English as much as they will speak it," and another pointed out that "oral activity should be at least 50% of the time during a lesson, that's how important it is". Similarly, the participants in the survey seemed to all agree that oral activity is especially important for the student's language learning. When asked how important they think the oral activity is, every one of them replied with "very important." In addition, some of them gave their reasoning saying; "input and output are according to research especially important to learn a language, therefore communicating and receiving a response is a must in the classroom" and "the students will learn more when using the language actively."

It is certainly a good start that all participants can see the importance of oral skills when learning a new language. Looking at Dincer and Yezilyurt's (2013) research, this indicates that the pre-service teachers have higher motivation. Further, the curriculum states that students should be able to use English in society when leaving school. This is the view these informants share as well. The students should learn to speak the language to be able to communicate with other speakers of English. This is deemed important as English is becoming increasingly used in the everyday life, with the digital world becoming much more based on the English language. As input and output were mentioned, it is natural to draw lines to what Gass and Mackey (2006) discussed in terms of the importance for learners to go through the four stages of input, interaction, feedback, and output. These stages are very much what the pre-service teachers talked about, even though not all of them used those specific terms. When discussing the importance of oral skills, the informants talked about the importance of trying and failing. This is what the four stages in Gass and Mackey's hypothesis evolve around. Giving the students what they need to be able to participate in a conversation, where they can receive feedback from peer students and teachers, and further improve their language skills. The importance of creating a safe space for trying and failing also came through as important when discussing how to implement more oral activities for the students. When discussing the importance of oral skills in the EFL classroom, it became natural to further investigate what the informants thought of when using the specific term *oral skills.* One can interpret that these pre-service teachers aim to develop their students' communicative competence through oral interaction.

The pre-service teachers shared similar interpretations of what oral skills are, but with variety regardless. When asked explicitly how they would define oral skills three of the interviewees answered, "make oneself understood," they pointed out that they do not find the most important aspect to be grammatically correct, but rather that others understand what you are trying to convey in terms of meaning. This emerged when two pre-service teachers answered the following: "make yourself understood, not necessarily correct grammar, but rather that one can understand what you mean" and "being able to communicate with others and understand others, and just make yourself understood." Although some of the participants in the survey misunderstood the question and rated their oral skills instead of defining the term, there were similar definitions to be found. The mention of the sentence "make oneself understood" and "have conversations" were

frequent among the participants, with half of them answering one or both sentences in their replies. Although not mentioned explicitly, they all had some aspects of being able to communicate in their response, such as "being able to communicate in a comprehensive way" or "the ability to express oneself and communicate by listening and speaking," as well as "abilities to communicate with body language or spoken language." Another important definition that multiple participants mentioned, is the listening aspect of oral skills. One interviewee said, "it is talking *and listening*, where you interact with others," and another defined it as "the ability to express oneself and communicate by listening and speaking." Although few others mentioned listening explicitly, one can argue that they all include that when portraying the skill of *communicating*, as one teacher defined oral skills as "where students use their language actively, not necessarily a conversation, but that they respond in sentences in English." A participant in the survey defined it as "the ability to communicate, speak and *understand* English," which is similar to one definition from an interviewee saying, "that students can communicate with others and *understand* them." Overall, the pre-service teachers' interpretations of what oral skills are seemed to be similar, including speaking and listening skills, as well as making oneself understood and conveying a matter or an opinion.

Overall, the informants have a good understanding of what oral skills include when learning a new language. If you look at the curriculum (Ministry of Education and Research, 2019), it includes talking, listening, and engaging in conversation. As the pre-service students have used this curriculum a fair amount throughout the education program, it is natural that their interpretations of oral skills match that. Seeing the informants' interpretations overall they are prepared to execute what is expected of them when they get out working as teachers. In addition, it is positive to see how the informants are on the same page as that means they all want their students to develop the same skills in the future. On a different note, the informants used the words "communicate" and "understand" when defining oral skills, which is intricately linked to the communicative competence theory (Savignon, 2018). This theory highlights that the main goal when learning a language is to be able to use the language for communication. To be able to communicate a language the learners must know what is needed to do so. Therefore, the teachers must focus on all aspects of learning oral skills. If one is to communicate with others, both talking and listening are needed to interact with one another. The pre-service teachers' focus on understanding and communicating with the students is therefore an incredibly positive aspect when discussing the development of oral skills. The communicative competence theory emphasizes that grammar focus is not necessarily the most important aspect in the early phases of learning a language (Savignon, 2018, Richards, 2006). This is what some informants expressed as well: they want their students to talk as much as possible, and not focus too much on using correct grammar. Further, this is strongly linked to what most language learning theorists argue, in the beginning stages of learning a language, accuracy and grammar is not essential. This also aligns with the basis of the communicative language teaching approach, where the main aim is for students to make themselves understood.

5.1.1 Summary Category 1

I perceive *communication* and *participation* to be the key terms in this first category. Communication is the main goal when learning English in school and seem to be encouraged by all informants of this study. Further, to be able to communicate,

participation in the EFL classroom is incredibly important. The teacher must create a safe space for trying and failing to be able to increase participation and then communication. These two terms seem important to most informants. In addition, they are aware of their role in supporting the students, that *scaffolding* will eventually lead to more self-going students, and more room for communication in English.

This is important regarding the research question as one can see what the pre-service teachers' thoughts on oral skills are. As a base for the interviews and findings, it was important to establish what the informants interpreted when talking about oral skills. In addition, I found it interesting to see what they find as the ideal English lesson, which included a rich number of oral activities. These findings created the base for the rest of the interview, and the remaining three categories all build on the informants' views on oral skills.

5.2 Category 2 – Use of Mother Tongue in the EFL Classroom

Early in the process of coding, I noticed the word *Norwegian* was frequently mentioned. To begin with, I did not intend to use it further, as the informants did not elaborate too much on it. However, when looking more closely I could see multiple discussions around the use of other languages to support the communication in the classroom. The informants talked about how much Norwegian was used in the classroom during lessons, but they also included other languages such as Polish and Arabic. Thus, I decided to name this theme "use of mother tongue in the EFL classroom."

Multiple respondents stated that they have experienced excessive use of mother tongue, in this case, Norwegian, during their English lessons. All seven interviewees expressed their concern about the use of Norwegian rather than English during lessons, with one of them saying; "There seems to be a lot of Norwegian oral activity, and that the teachers accept it. I do feel that there is too much Norwegian talking in the English classroom." Further, two other participants expressed their beliefs on the reason behind this saying, "There is a lot of Norwegian speaking in the classroom. Probably because it feels safer" and "In my experience, the lessons are mostly in Norwegian, and the students seem to be scared to participate orally in English, often mostly the girls, a lot of them just answer in Norwegian." Overall, the pre-service teachers usually let students use Norwegian when they try in English first and do not know every word they are looking for.

This finding reflects the background of why I wanted to do this research and confirms what I have noticed in EFL classrooms. There seems to be a common perception that students do not *want* to use English in the classroom. As I have interpreted it, the informants are left in a form of despair and frustration, as they do not agree with the amount of Norwegian that is being used in the classroom today. The reasoning for the lack of English oral participation seems to be the lack of confidence and fear of failing. This is what the pre-service teachers have interpreted from their experiences and might not reflect the actual thoughts of the students, which would be another research project. If the informants perceive students' fear of speaking English as a reason, they must find methods that create safe spaces for the students. This includes creating good relations between teacher and students and students with each other. As teachers, this is a basic skill needed and is a continuous process. This again reflects the teacher's role in the classroom, as they are responsible for the students learning and development. Further, the teachers can help students become autonomous learners, and thus, the students are

able to explore and develop oral skills further. As mentioned in the theory chapter, it is the teachers' task to ensure sufficient teacher-student relations, which can lead to motivation and confidence. Further, the pre-service teachers express positive attitudes towards increasing the use of English in the EFL classroom.

In chapter 3, translanguaging was presented as a language theory. It seems the participants in this research project are worried and do not have the methods as to how one can adapt the language learning classroom to multilingual students. Translanguaging refers to "a belief that students' diverse linguistic practices are valuable resources to be built upon and leveraged in their education" (Vogel & Garcia, 2017, p.8). The pedagogic design of translanguaging includes planning according to students' language practices and ways of knowing, in addition, it should provide students with the language features that are required for different academic tasks. This is something I sense the pre-service teachers wish to do when they become teachers, as they express their willingness to allow students to explore English by using the languages they already know. To facilitate translanguaging, teachers must be able to make changes based on student feedback (Vogel & Garcia, 2017). Since I did not observe the pre-service teachers, no knowledge leads me to think they can or cannot facilitate translanguaging in the classroom.

The pre-service teachers elaborated on how they think the teachers could be partly to blame for the lack of oral participation, stating "I have seen many teachers that only speak Norwegian during their lessons, they explain everything in Norwegian." On the contrary, one participant mentioned classrooms where teachers and students are more open to English; "Even though many of them use Norwegian, they try in English first. I have seen many classes where they use English throughout the day when saying good morning and stuff." This implies that the teacher does not only speak Norwegian and encourages the students to use the English language more frequently. In addition, the participants had ideas as to how they could contribute to more use of English. Some said that they had tried to stick to only English themselves, but it did not seem to help, they only received answers like "do I *have* to speak English?" Another participant mentioned it could be helpful to make students talk in pairs, to begin with, "Talking to their learning partner could also be good, but I know it is easy for the students to just switch over to Norwegian again, if they do not understand or know the words, they just speak Norwegian." Another stated something similar; "If I make the students talk in pairs, I always had to walk around and remind them "in English please" as they are very quick to slip back to Norwegian. But this is something we even see in our university classes; it just feels more natural to speak Norwegian with each other."

The survey participants did not have the opportunity to express their opinion on what language is used in the classroom. However, they were asked what they do to create more oral activity, thus promoting English speaking, in the classroom. These answers indicated similar perspectives as those found in the interviews. Such as "speaking English with students," "encouraging English speaking," "not putting weight on grammar or sounding British or American," and "creating a safe space for talking, but also that it is ok to say something wrong." In addition, they pointed out that they, like the interviewees, encourage students to speak English and let them use other languages to support them if they do not know the correct words. As one mentioned "helping students and letting them use their language repertoire to help them find the right words" is a method to encourage more oral activity in the classroom.

The two sections above reflect the informants' observations of other teachers, which have led them to reflect on what they do not intend to do in the future themselves. This can be seen considering previous research that argue student experiences can impact pre-service teachers' beliefs towards oral skills. Even if the informants wish to only speak English in the classroom, it might not work out that way. In the study by Othman and Kiely (2016), pre-service teachers wanted the same thing, however, in practice, they all went back to speaking their first language. The reasoning was that they were afraid that all students would not understand the directions given in English. This finding of the amount of Norwegian spoken by the teachers and the quick return to the mother tongue as soon as the teacher leaves, reflect the teacher and student roles in the classroom. The teacher should assist the students and let them take control, which according to Qamar (2016) will eventually lead to more participation between the students. This again, is what the communicative language teaching approach aims for, with developing autonomous students. Similarly, one can see this considering Vygotsky's zone of proximal development, where teachers can adapt activities based on how much they intend to assist the students. My interpretation of the finding is that the pre-service teachers are aware of their future role in the classroom. They know how important it is that they select activities and tasks that promote speaking. In the quotes mentioned in the section above one can see that they encourage students to do pair and group work, along with authentic tasks. What type of methods and activities the informants preferred will be elaborated on in category 3: *methods to increase oral participation.*

5.2.1 Summary Category 2

What I perceive as the teachers' beliefs in this category is that they have experienced too much use of the mother tongue in the EFL classroom. There are, however, some contrasts showing some informants are encouraged by the amount of English they have observed in other EFL classrooms. This leads me to believe that EFL teaching is evolving and is going in the right direction. However, it is a concern that many teachers still use Norwegian most of the time during English lessons. In contrast, the pre-service teachers in this study seem to be positive about using various methods to increase the amount of English participation.

This category is relevant to the research question as it highlighted pre-service teachers' beliefs on the use of languages in EFL classrooms. This is an important discussion as teachers previously have used little English, mostly focusing on grammar and vocabulary. It is therefore interesting to see what their beliefs are compared to what they have observed in teacher practicums. This category showed similarities to other pre-service teachers' beliefs found in previous studies. It is therefore interesting to draw lines between them, however, there is no way of knowing if the informants in this study would show the same behaviors in classroom practice.

5.3 Category 3 – Methods to Increase Oral Participation

When first reading the data material, I could see that different methods, tasks and activities were mentioned frequently. I, therefore, decided early on to dedicate one category to discussing these perspectives. The third theme that emerged from the analysis was the type of activities the participants believe are best suited to promote students' speaking skills. When coding, the same words seemed to appear in most interviews, such as "authentic tasks," "roleplay" and "games." The word *games* in this

situation are perceived as learning-based games in the classroom, where the students must use the English language to take part in the activity.

When asked what activities the pre-service teachers aim to use to encourage oral participation in the classroom, the most frequent answer seemed to be roleplay or drama activities. As one participant mentioned "I really like making the classroom active and am a huge supporter of drama activities, which I want to bring to my classes," and another said, "to make the students talk more, there must be discussions or maybe roleplay where they must speak English. Roleplay, their lines are rehearsed but they still must speak English." Another participant gave more insight as to why they think roleplay would work to heighten the oral participation, stating the following:

> I like roleplay and drama activities. Where the students must use their oral skills to participate in the activity. It is not just "talking in front of a group of people or presenting." In roleplays, they can be characters, work with others, and might help with their fear of talking English.

Roleplay and drama activities can be much more than rehearsing lines and performing. Swale (2009) described drama activities as an extension of imaginary games. As one of the informants hinted at, roleplay includes so many positive aspects, it can lead to teamwork and help those who fear speaking English. This is affirmed by Swale (2009) who said that drama activities can be positive for those who lack confidence in English, as there are no wrong answers in drama. Swale (2009) share the same view as the informants, where they think drama activities can create room for students to build positive relations with each other and overcome their fears of speaking a new language. Further, I think the pre-service teachers' beliefs on developing oral skills using drama activities are incredibly positive. The task-based language teaching approach aims for students to learn real-world tasks, something they feel is needed outside the classroom. If the teachers adapt the role plays to real-life situations, these activities can be very meaningful and sufficient in development of oral skills. It is interesting to see how united they all were when speaking about drama, and how they only presented the positive aspects of it. Seeing that they are so united, it could very well be that they are influenced by their teacher education program. However, that would be another research project, and will not be looked further into in this study.

In addition to roleplay and drama activities, learning-based games seemed to be one of the participants' go-to methods to increase students' oral participation. One pre-service teacher mentioned the following: "I like creative tasks where they must produce language. I want there to be playing, as much play as possible," where the word *play* is translated from the Norwegian word *lek*, which I have interpreted as learning-based games in the classroom. Another interviewee went as far as to say learning-based games are the perfect way to promote speaking, stating "I think the perfect activity to promote oral skills must include play/games. Some game where they must talk to participate." Two interviewees also mentioned why they like using these types of activities saying that "I like that type of task, as it seems more like a game rather than academic. That can be fun and motivating for the students," and another saying "I like using games, as the students often forget that they are learning at the same time. It becomes more natural for the students, and they feel more motivation." Students' motivation was an important reason for most of the participants in this study.

As many of the participants are primary school teachers, games are an important method to create oral participation. According to Swale (2009), games can lead to opportunities for exploration and discovery. In addition, "games can promote teamwork, spontaneity, confidence, trust, and creativity" (Swale, 2009, p.13). Seeing these benefits, it is certainly positive that the pre-service teachers are aware of them and plan to use games frequently in their teaching. I find it interesting that the informants talk about the students "forgetting" that they are learning. Teachers often say that "we cannot just play; we have to learn something as well." However, when playing games, the children do learn other prominent features, as well as English. Many games can also lead to natural discussions between students, similar to real-world situations where one must negotiate and come to agreement, thus in line with TBLT. When games can, as Swale (2009) mentioned lead to confidence boosts and trust, it can certainly lead to more oral participation in English lessons.

As participants were asked about their methods in the classroom all of them mentioned the word "authentic" at least once. When talking about authentic tasks the interviewees specifically said they want all tasks and activities to be authentic and stated that the themes must be relevant for the students, for example "I always try to give the students texts that are relevant, for example having them plan a trip to London, this type of task where they have to produce language, and just more authentic tasks". On the other hand, one interviewee stated that they wish to create authentic situations, but find it difficult and time-consuming, saying "I think it is quite difficult to create authentic situations in the classroom if you do not have some native speakers to help you out. However, one could try to make it authentic by going out to different experiences outside the school." With this, the participants have different conceptions of what authentic means to them. A few stated it must be something outside the classroom, and others state that textbook activities can also be authentic. One of them had a simpler understanding of authentic tasks saying "authentic means it should be as natural as possible. Which is hard when you tell the students to talk to their learning partner." This interviewee shared perspectives with the previously mentioned participants when it comes to the difficulty of creating authentic situations in the classroom. In addition, they also put weight on the time-consuming part of it saying "I like working theme-based, for example, shopping, where they can go to a store, one can make situations where someone is the cashier and others shop from them. It is realistic, but it demands more preparation from the teacher."

Multiple participants have the same perception of what kind of activities they think of when wanting to create authentic situations. A couple of them mentioned keeping it in the classroom, making it into a grocery store where the students must interact with each other. For example, one interviewee said, "There are so many authentic tasks one can do today. For example, pretending the classroom is a grocery store, where they can shop food and ask for prices, a bit of everyday knowledge." Another said something remarkably similar stating that she had not seen many authentic situations in classrooms but that "I like the idea of activities the students can use later in life. Like pretending to buy movie tickets, plan a trip somewhere. It makes it more real and more fun for the students." This is much like what other interviewees mentioned regarding creating natural situations, like planning a trip or going to a grocery store. Overall, the participants in the interviews feel authentic tasks create motivation for the students to participate orally because they see how they might be able to use what they are learning in real life.

The definition of authentic tasks is varying among the informants. Guariento and Morley (2001) define authentic *texts* as something created to fulfill a purpose in the language community it was created for, for example, newspapers. The pre-service teachers' perception of what exactly an authentic task is, might not be too important. The importance is that they are aware of what materials they bring into the classroom and how they use them. Like the curriculum, Guariento and Morley (2001) state that authentic tasks can help bridge the gap between classroom knowledge and real-world events. This can be done by creating real-life situations in the classroom which many of the informants mentioned. To specifically introduce authentic oral situations, the teachers need to include listening material that includes authentic language use. This can increase the students' motivation for learning to speak English, as they feel the language can be used in real life. This aligns with the statements from the interviews, where the informants were very aware of student motivation. The pre-service teachers' beliefs on authentic tasks in the classroom is in line with what multiple theorists argue as effective language learning, Abe (2013) stated that authentic communicative tasks are the best way to learn to speak a language. The aim of TBLT is similar to what the informants express, the importance of students learning real-world tasks. In other words, let the learners participate in authentic communicative activities in the EFL classroom.

As for the survey, the respondents were not to elaborate anything about what type of activities they prefer to create oral activity in the classroom. however, they answered the following question: "The teaching shall allow the pupils to express themselves and interact in authentic and practical situations. To what degree do you facilitate this in your lessons?" The results can be seen in Figure 1 below. The possible answers were: 1-Never, 2- Rarely, 3- Regularly, 4- Often, and 5- Always. As one can see from Figure 1, 50% of the respondents replied they regularly facilitate authentic and practical situations in their lessons. In comparison with the interviews, where they stated they always try to make authentic tasks, they are on the same page. As all but one person responded they regularly or often create situations like that, they have the same mindset as the interviewees.

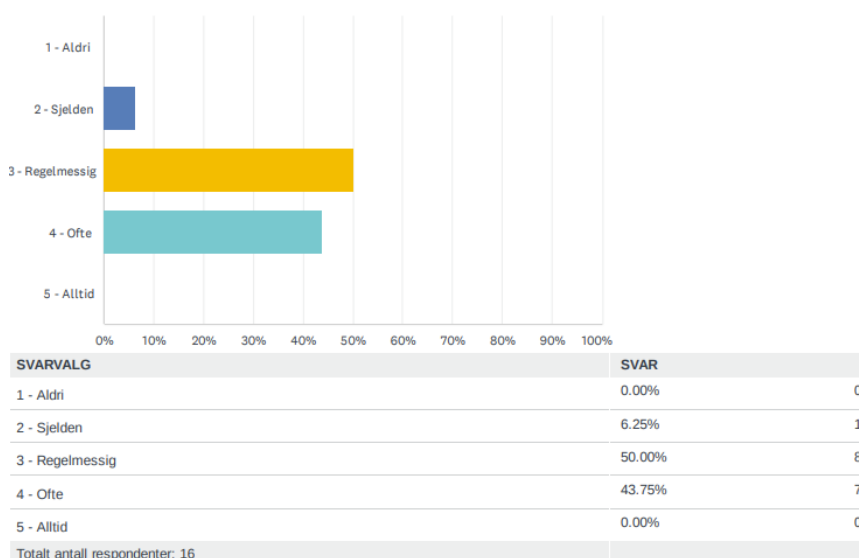| SVARVALG	SVAR	
1 - Aldri	0.00%	0
2 - Sjelden	6.25%	1
3 - Regelmessig	50.00%	8
4 - Ofte	43.75%	7
5 - Alltid	0.00%	0
Totalt antall respondenter: 16		

Figure 1: Results from survey question number seven (Appendix 3).

Guariento and Morley (2001) state that there is no longer a question *if* one should bring authentic tasks to the classroom, but when and how. When seeing that in the combination of the statement from the curriculum, it is encouraging to see that so many of the participants in this study intend to do this. All participants in the survey and the interviews at least express that they use authentic material, however, I have not observed them and cannot rely on this information being true. The purpose of investigating this was to see what the informants believe is the best way to implement oral activity.

5.3.1 Summary Category 3

The pre-service teachers' have a mutual understanding of which activities lead to more oral participation in EFL classrooms. The participants further explained how important the students' motivation for learning is to be able to develop their language skills. Although they have different views as to what authentic means, they are all aware of how important it is to be thoughtful of what materials they bring into the classroom, and to create real-world like situations the students can use outside of school. Further, the participants elaborated on their enthusiasm for drama activities and learning-based games as methods for developing students' oral skills. These findings are remarkably similar to Othman and Kiely's (2016) findings, as their participants also expressed fondness of role play, games, and fun activities.

This theme is relevant to the research question as it presents the participants' views of what methods are most appropriate when teaching oral skills. It also sheds light on how the pre-service teachers have perceived the national curriculum guidelines, and that they seem to all be on the same page regarding oral skills methods in the classroom.

5.4 Category 4 – Pre-service Teachers' Views on EFL Textbooks

In the beginning stages of this project, I wanted to investigate the use of EFL textbooks, how much they are used, and for what purpose. The fifth part of the interview guide included some questions about textbook activities and the potential they might have to develop oral skills. The final theme presented is therefore pre-service teachers' views on EFL textbooks; how much they use them, what they use them for and why they use them.

When asking the pre-service teachers about textbooks, they all struggled to pick what textbook I would give them examples from. They stated that they rarely used textbooks in practice and had used different ones in all years of university. One reasoning was that the teachers often asked the pre-service teachers to think outside the textbooks, and use other material as one said, "during teacher practicums, I have had teachers that use the textbooks themselves but encourage us, pre-service teachers, to use roleplay and think outside the box." However, when asked if they would use textbook activities in the future the majority said they would, not due to desire but rather because it is time-consuming to make everything from scratch. One participant stated that

> The ideal is for me to use my material, either find it online or make it myself. But the reality, particularly in the beginning, is that life as a new teacher might be very time-consuming and stressful. One might be unsure of the new role as a

teacher, and I might use the textbook more than I want to, in the beginning, hoping to go away from it as time goes on.

A previous Norwegian survey showed that more than 80% of 5th-10th grade teachers had used a textbook in a previous lesson, in addition to 70% of them claiming they use a textbook as the primary learning material (Gilje, Ingulfsen, Dolonen, Furberg, Rasmussen, Kluge, Knian, Mørch, Naalsund & Skarpaas, 2016). This shows how relevant the textbook still is for language learning, and how much impact it can have on students' development of speaking skills. On the contrary, the participants in my study said that they did not use the textbooks much. This research project has shed light on the *reason* they do not want to use the textbooks, as they feel the activities and texts are not sufficient for developing oral skills in English. They seem to want to use more of their own material, which I discussed in the previous category. Although Peacock (1997) findings are outdated, even 25 years ago, findings showed that traditional EFL textbooks did not provide sufficient oral tasks. The textbooks may have changed over time, but the insufficient oral tasks still seem to be a problem.

There seemed to be an overall concern that time and pressure as a new teacher would affect what type of activities they would use in the classroom. Many others said something like the one pre-service above, saying "I feel like I as a new teacher will rely on a textbook in the beginning," while another stated that "my first thoughts were to plan all lessons myself. After five teachers' practicum periods I have realized that it might not be realistic. It takes too much time." On the other hand, some of the pre-service teachers shed light on the positive sides of having a textbook, with one saying, "I would try to supplement with other materials, but for new teachers, I think the textbooks can work as a good guidance" and similarly "I really do think I will have to use these types of activities from the textbook in the future. It seems nice to have it as a start when becoming a teacher." Others also mentioned the word "inspiration" when talking about textbooks and stated that they usually look through them to find relevant topics to teach. Lastly, they all seemed eager to use materials outside the textbooks and pointed out how their education has helped them explore other opportunities when it comes to creative oral activities in the classroom, as a participant stated "however, I feel our education has shown us many ways to think outside the box and has put us in a positive mindset regarding using other materials than the textbook".

In the survey, the respondents were asked the following question "what do you use the English EFL textbook for?" The respondents were able to choose multiple answers as seen in Figure 2 below, where the choices were, as inspiration (green), use the tasks (blue), use the texts (yellow), never use it, do not have access to one (orange), and use it for all teaching. As one can see in Figure 2 below, the majority fourteen out of sixteen answered they use it for inspiration. Over half of them answered that they use the tasks from the textbooks, and 43 % use the texts found in the textbooks. No one answered they never use it or that they always use it, which means it is not either-or for any of them. Only two respondents said they do not have access to one, where it is unknown if they mean during all teacher practicums, their current workplace, or if they do not own one themselves. Overall, the majority of using the textbook as inspiration seems to be in line with what the participants in the interviews also pointed out.

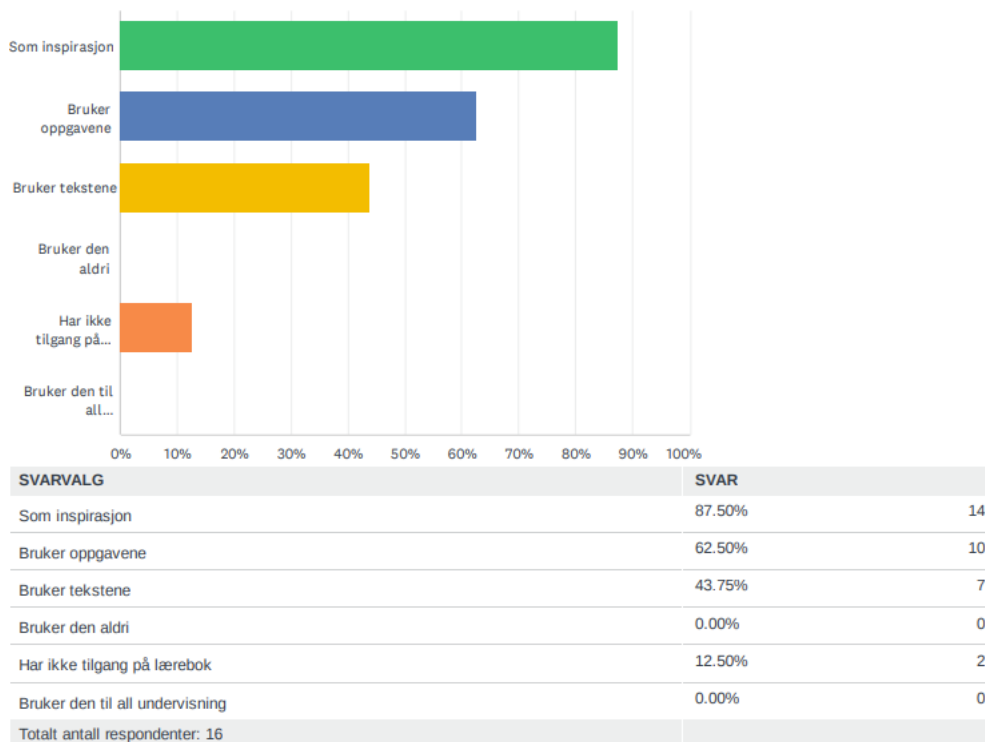| SVARVALG	SVAR	
Som inspirasjon	87.50%	14
Bruker oppgavene	62.50%	10
Bruker tekstene	43.75%	7
Bruker den aldri	0.00%	0
Har ikke tilgang på lærebok	12.50%	2
Bruker den til all undervisning	0.00%	0
Totalt antall respondenter: 16		

Figure 2: Results of survey question eight (Appendix 3)

Richards (2001) argues that there are both advantages and limitations of using textbooks in the classroom. On one side it can provide structure, maintain quality, and save teachers' use of time. On the other hand, they contain inauthentic language, distort content, and may not reflect students' needs (Richards, 2001). Similarly, to this, Hietala (2013) found in her master thesis that using textbooks when teaching speaking skills can be an issue as the textbooks often separate the different language skills – they are either listening, writing, grammar, or speaking activities. This is vastly different from the real world, where language skills are not used separately from each other. To speak a language, one will need grammatical knowledge and vocabulary (Littlewood, 1992). Another relevant issue as there is a new national curriculum in Norway is that textbooks are renewed and marked as the latest edition and "revised to the latest curriculum," however, there is no control mechanism in place to ensure that those textbooks actually follow the curriculum. Thus, there is no guarantee that when using the textbook one is simply following the curriculum. When looking at the statistics from the survey along with the quotes from the interviews, one can interpret that these future teachers intend to use the textbooks for structure and to save their time as new teachers. Further down the line as more experienced teachers, they intend to have built their own collection of self-made authentic material.

5.4.1 Summary Category 4

This category shed light on the informants' thoughts on EFL textbooks and showed their concern for the future. The importance of developing oral skills using sufficient tasks was brought up. The informants expressed concern regarding time-use as new teachers and fear they must lean on the textbook activities more than they want. They are very much aware that relying completely on textbooks is not sufficient and it will not develop students' oral skills as desired. Further, the informants found that all textbook activities

had to be modified if they were to use them. In addition, they expressed how all classrooms and student groups are different, and that the activities must be adapted to the individual oral skills levels as well.

This category is relevant for the research question as it has shed light on pre-service teachers' beliefs on what contributions the EFL textbook can give. Further, it sheds light on the amount the pre-service teachers tend to use insufficient tasks due to lack of time. They agreed when they talked about what they saw as sufficient tasks and expressed excitement when activities including roleplay and dialogues were presented by me. This further affirms their beliefs from category three as well.

6 Conclusion

The purpose of this closing chapter of my thesis is to answer the research question presented at the very beginning explicitly. I will also present the limitations of the study. Finally, some suggestions for further research on this topic are discussed.

6.1 Research Question Revisited

With this study, I wanted to investigate pre-service teachers' beliefs on oral skills. This was formulated in the research question presented in the introduction:

> *What are pre-service teachers' beliefs on developing students' oral skills in the Norwegian EFL classroom?*

The analysis, findings, and discussion were presented in chapter 5. I will now present a summary of what the main findings were.

The pre-service teachers' beliefs on developing students' oral skills in the Norwegian EFL classroom are presented in four categories below:

1. Pre-service teachers believe in creating autonomous students who are active and participate. They believe that learning oral skills is a combination of listening, talking, and interacting.

2. Lack of confidence is what they believe to be the reason for little oral participation among students. However, they are aware of their role as a teacher in the classroom and expressed understanding of how they can create a safe space for students trying and failing when learning to speak English.

3. Pre-service teachers believe authentic tasks, roleplay and games create the best opportunities for oral activities and increases the level of oral participation.

4. Pre-service teachers convey that they rarely use EFL textbooks to teach oral skills, and if they do they use them for inspiration for certain topics and texts. They believe that creating their own materials adapted to the student group will facilitate better opportunities to use the language orally.

6.2 Limitations

The purpose of this study was to investigate pre-service teachers' beliefs. When researching beliefs, one must interpret the thoughts of informants. However, I have not observed the informants in a classroom situation, and there is no guarantee that what they believe correspond with their practices in the classroom. Therefore, I find it a limitation of my study that I had to interpret beliefs that might not be an image of what goes on in the classroom.

Further, when asking questions on textbooks in the interviews I only provided examples from four different textbooks, *Quest 5, Engelsk 5, Link 5,* and *Explore 5.* This meant that not all interviewees had used one of these textbooks before. In addition, there are other textbooks available that were not included. Finally, all textbooks have teacher guides

and/or digital sources which were not a part of the interview. The results of one survey question implicated a misunderstanding in interpretation by the participants. Survey question four was "how would you define oral skills?" (Appendix 3), which some participants answered with ratings of their own oral skills. This can impact the validity of the study, however, most participants answered with the intended information.

The number of participants was not sufficient to be able to generalize the findings. Since only seven pre-service teachers took part in interviews, I chose to conduct a qualitative survey in addition. This was to make sure I had enough data to compare and draw lines between their beliefs. The survey turned out to be sufficient and strengthened the findings from the interviews. There were some limitations in the data gathering. If I had included informants from different universities in Norway, I could have had additional data, which could have strengthened the reliability of the study.

Finally, my role as an interviewer could have impacted the information the informants chose to share. As a researcher, it is important to avoid biased interviews. When the informants and researcher have a personal relationship, it can lead to informants giving answers they know the researcher wants. My role as a researcher was elaborated on in chapter 4.

6.3 Further Research

This research project has now come to an end, but I am already thinking about further research possibilities. When studying a phenomenon, it is easy to discover other phenomena that draw your attention, which has been the case for me. My first thought is the possibility to expand the research to investigating pre-service teachers' beliefs *and* their practices. It really would be interesting to see how beliefs and practices align, or perhaps *if* they align at all.

Further, one could investigate pre-service teachers from various universities in Norway to compare the educational programs. The teacher education program in Norway recently changed from four years to five years. The possibilities to further investigate the changes in teachers from the different programs are therefore many. Another possibility could be to investigate what beliefs pre-service teachers acquire during the five years in the program. Do they change throughout the study? Is it anything like in-service teachers' beliefs?

After discussing the use of textbooks in the EFL classroom, I found it interesting to see such similar responses from the informants. It would be interesting to further investigate the use of English textbooks, looking at how sufficient or insufficient they are when learning to speak English. Should teachers be able to rely on textbooks, or are they expected to provide self-made material for their students? Further, student involvement in research would be interesting. One could investigate what the students themselves experience in regards of development of oral skills in the English classroom. Students have different needs, and getting a better understanding of their needs and preferences for development of theiroral skills through their education would be interesting. All these are questions to be further researched.

6.4 Final Remarks

The data collection provided me with a rich amount of material to work through. Finding the themes and deciding what to include in the thesis has been a complex and challenging process, but at the same time remarkably interesting. I am grateful for all informants that chose to share their time and knowledge with me in this study. Researching within my field has been exciting and demanding at the same time. I believe my role in this research made it easier to contact informants, which then led to the rich amount of data material gathered.

I consider studies on oral skills in English incredibly important, as the world is becoming more influenced by multicultural societies. In addition, students are more aware of the oral language as they spend a great amount of time on social media listening and watching authentic English material. I, therefore, consider it important for future teachers to acquire knowledge on how to develop oral skills in English for the students to be able to use it in society. This is in line with the guidelines from LK20, students should be able to communicate in English in various situations, they should be exposed to authentic and practical situations, and they should learn to use the language gradually more accurate (Ministry of Education and Research, 2019).

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List of Appendices

Appendix 1   Letter of Information

Appendix 2   Interview Guide

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Appendix 1:

Vil du delta i forskningsprosjektet
«Muntlige ferdigheter i Engelsk på mellomtrinnet»

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å finne lærerstudenters holdninger til muntlige ferdigheter, og oppgaver i klasserommet som vil fremme dette. I dette skrivet gir jeg deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

I dette prosjektet vil jeg finne oppgaver i nye reviderte lærebøker, som omhandler muntlige ferdigheter i Engelskklasserommet. I hovedsak ønsker jeg å finne ut hvordan lærerstudenter stiller seg til disse oppgavene, og finne hva de mener er gode oppgaver som fremmer muntlig ferdighet i klasserommet. Prosjektet er en masteroppgave i Engelsk på Grunnskolelærerutdanningen.

Hvem er ansvarlig for forskningsprosjektet?

Norges Teknisk-Naturvitenskapelige Universitet [NTNU] er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta i dette prosjektet fordi du er student på lærerutdanningen med fordypning i Engelsk. Dersom du er student, har du blitt valgt ut på bakgrunn av at du studerer Engelsk på lærerstudiet.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du stiller opp til et intervju. Det vil ta deg ca. 45 minutter. Intervjuet vil i hovedsak dreie seg om dine meninger og erfaringer om muntlige ferdigheter i Engelsk klasserommet på mellomtrinnet. Det vil bli gjort lydopptak av intervjuet.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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. Det er kun jeg og min veileder som vil ha tilgang til dine opplysninger. Navn og andre personlig gjenkjennbare faktorer vil bli anonymisert umiddelbart. Du som deltaker vil ikke kunne gjenkjennes i publikasjonen, deltakerne vil bli omtalt som studenter og lærere, og vil dermed ikke kunne spores.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 25.mai 2022. Ved prosjektslutt vil alt materialet etter planen slettes.

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.

Dine rettigheter

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

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

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
- NTNU ved Kristine Josefine Iversen (kristiji@stud.ntnu.no) eller Georgios Neokleous (georgios.neokleous@ntnu.no)

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Kristine Josefine Iversen

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *Muntlige ferdigheter i Engelsk på mellomtrinnet* og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i ett intervju
- ☐ at intervjuet brukes i analyser og tolkes

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

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(Signert av prosjektdeltaker, dato)

Appendix 2:

Intervjuguide Studenter

- Starte med uformell samtale
- Informasjon om prosjektet
  - o Bakgrunn og formål for samtalen
  - o Forklar hva intervjuet skal brukes til
  - o Avklar spørsmål rundt anonymitet og taushetsplikt
  - o Spør om respondenten har spørsmål eller om noe er uklart

Start lydopptak

Del I Bakgrunn

1. Hvilken studie går du og hvor langt har du kommet i studieløpet?
2. Hvilke fagkombinasjoner har du tatt i løpet av studiet?
3. Har du erfaring fra skolen utenom praksis?

Del II Generelt

1. Hvordan ser en ideell engelsktime ut for deg?
2. hva er vanligvis fordelingen mellom muntlig, skriftlig og lesing i dine økter?
3. Hvordan vil du definere muntlige ferdigheter?

Del III Muntlige Ferdigheter

1. Hvor viktig er elevenes muntlige aktivitet med tanke på språklæring?
2. Hva tenker du generelt om elevenes muntlige aktivitet i engelsktimene?
3. Hvordan arbeider du for å skape økt aktivitet i engelsktimene?
   a. Er det noe du som lærer kan gjøre annerledes? Noe elevene kan gjøre?
4. Hva mener du er den perfekte måten å fremme muntlig aktivitet i klasserommet på er?

Del IIII Muntlige Ferdigheter og LK20

Dine tanker rundt følgende sitater fra LK20:

Faget skal forberede elevene på en utdanning og et samfunns- og arbeidsliv som stiller krav om engelskspråklig kompetanse i lesing, skriving og muntlig kommunikasjon.

Kommunikasjon innebærer å skape mening med språk og å kunne bruke språket i formelle og uformelle sammenhenger. Elevene skal ta i bruk egnede strategier for å kommunisere muntlig og skriftlig i forskjellige situasjoner og ved å bruke ulike medier og kilder. Elevene skal få oppleve, bruke og utforske språket fra første stund. Opplæringen skal legge til rette for at elevene får utfolde seg og samhandle i autentiske og praktiske situasjoner.

Muntlige ferdigheter i engelsk er å skape mening gjennom å lytte, tale og samtale. Det handler om å videreformidle informasjon, tilpasse språket til formål, mottaker og situasjon og å velge egnede strategier. Utviklingen av muntlige ferdigheter i engelsk handler om å bruke det muntlige språket gradvis mer presist og nyansert til å kommunisere om forskjellige emner, i formelle og uformelle situasjoner til ulike mottakere med ulik språklig bakgrunn.

Etter 7.trinn skal elevene kunne:

- uttrykke seg forståelig med et variert ordforråd og høflighetsuttrykk tilpasset mottaker og situasjon

- innlede, holde i gang og avslutte samtaler om egne interesser og aktuelle emner

Hva mener du skal til for å oppnå disse målene?

Del V Muntlig aktivitet og Lærebøker

1. Hvor ofte vil du si du bruker læreboka aktivt i undervisningen?
2. Hva tenker du om følgende oppgaver (5-10 ulike oppgaver fra lærebøker)?
   a. Ville du brukt disse i din klasse?

> **b.** Mener du at denne oppgaven fremmer muntlige ferdigheter?
>
> **c.** Hvordan kunne den eventuelt vært bedre?
>
> **3.** Hvor mye har lærebok-oppgavene og si for utfallet av muntlige ferdigheter?
>
> **4.** Bruker du andre/egendefinerte oppgaver som er bedre for å fremme muntlige ferdigheter?
>
> **5.** Hva er etter din mening, den perfekte oppgaven dersom du ønsker muntlig aktivitet?
>
> **6.** Er det noe mer du ønsker å legge til angående muntlighet i engelskfaget?

Stopp lydopptak

Appendix 3:

Online Survey:

1. Hvilken studie går du?
2. Har du erfaring fra skolen utenom praksis?
    a. Ja
    b. Nei
3. I korte trekk, hvordan ser du for deg en ideell engelsk økt?
4. Hvordan vil du definere muntlige ferdigheter?
5. Hvor viktig er elevenes muntlige aktivitet med tanke på språklæring?
6. Hva gjør du for å skape økt muntlig aktivitet i Engelsk?
7. «Opplæringen skal legge til rette for at elevene får utfolde seg og samhandle i autentiske og praktiske situasjoner». I hvor stor grad legger du til rette for dette i undervisningen?
    a. Aldri
    b. Sjelden
    c. Regelmessig
    d. Ofte
    e. Alltid
8. Hva bruker du læreboka i Engelsk til?
    a. Som inspirasjon
    b. Bruker oppgavene
    c. Bruker tekstene
    d. Bruker den aldri
    e. Har ikke tilgang på lærebok
    f. Bruker den til all undervisning
9. Hva er en perfekt oppgave for å fremme muntlige ferdigheter i Engelsk?
10. Tror du læreboka og dens oppgaver har stort utfall på elevenes muntlige ferdigheter?

Appendix 4:

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Speaking skills in the Norwegian EFL classroom

Referansenummer

111901

Registrert

27.10.2021 av Kristine Josefine Iversen - kristiji@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)

Georgios Neokleous, georgios.neokleous@ntnu.no, tlf: 73412622

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Kristine Josefine Iversen, kristiji@stud.ntnu.no, tlf: 98658445

Prosjektperiode

01.11.2021 - 25.05.2022

Status

15.11.2021 - Vurdert

Vurdering (1)

15.11.2021 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 15.11.2021 samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

DEL PROSJEKTET MED PROSJEKTANSVARLIG
For studenter er det obligatorisk å dele prosjektet med prosjektansvarlig (veileder). Del ved å trykke på knappen «Del prosjekt» i menylinjen øverst i meldeskjemaet. Prosjektansvarlig bes akseptere invitasjonen

innen en uke. Om invitasjonen utløper, må han/hun inviteres på nytt.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 25.05.2022.

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

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

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

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon 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: innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), og dataportabilitet (art. 20).

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

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

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

Ved bruk av databehandler (spørreskjemaleverandør, skylagring eller videosamtale) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

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

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

Du må vente på svar fra NSD før endringen gjennomføres.

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

Lykke til med prosjektet!