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Teachers' Experiences with Reluctant Speakers

An investigation on how EFL teachers approach reluctant speakers in 5th-7th grade

Master's thesis

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Kunnskap for en bedre verden

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Supervisor: Karina Rose Mahan
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Abstract

Feelings and emotions have a large impact on many aspects of our lives and actions. Research has shown that pupils' feelings influence their language acquisition and that many pupils feel reluctant to participate in the EFL class. As communication is an important factor for language learning, pupils who are reluctant to participate in EFL lessons can cause an issue for both their own learning progress and the teachers' planning and achievement of lessons. However, there seems to be a lack of research on this field in Norwegian EFL classrooms. This project aims to investigate how Norwegian EFL teachers understand and teach reluctant speakers. Four teachers in three different elementary schools were interviewed about their reflections and experiences with reluctant speakers. Their organization of oral activities and accommodation of teaching were important aspects during the interviews.

The findings indicate that all four teachers had experiences with pupils who are reluctant to speak English, which may suggest that reluctant speakers have a significant presence in Norwegian EFL classrooms. The teachers had similar perceptions of characteristics for when the pupils seem to be reluctant for participation, for instance, that they show with their body language that they are uncomfortable or procrastinate instead of starting on tasks. All teachers seemed to be aware of reluctant speakers and suggested oral activities that easily can be adapted to fit pupils in all levels, for instance, role play and speaking in unison. Securing a good and positive class environment which encourages individual feelings of security seems to be the main focus for the teachers.

The present project concludes with the importance of awareness that reluctant speakers are present, and suggests that teachers should work for a secure and predictable class environment where pupils feel safe. Additionally, the study provides tips on how to adapt for reluctant speakers in the EFL classroom. Hopefully, this study can contribute to the research on reluctant speakers in a Norwegian context, especially regarding the importance of establishing secure class environment.

Key words: Reluctant speakers, English as a foreign language, primary school, Foreign Language Anxiety, the Affective Filter Hypothesis

Sammendrag

Følelser og emosjoner har en stor påvirkning på handlingene våre og livene våre generelt. Forskning har vist at elevenes følelser påvirker språklæringen deres, og at mange elever kvier seg for å delta i engelskundervisning, spesielt i muntlige aktiviteter. Ettersom kommunikasjon er en viktig del av språklæring vil elever som kvier seg for å delta i engelskundervisningen skape utfordringer for sin egen læringsprosess og lærerens planlegging og gjennomføring av undervisning. Det ser imidlertid ut til å være lite forskning på dette i norske engelskklasserom. Dette prosjektet ønsker å undersøke hvordan norske engelsklærere forstår og underviser elever som kvier seg for å snakke i den norske skolen. Fire lærere fra tre forskjellige barneskoler ble intervjuet om deres refleksjoner og erfaringer med elever som kvier seg for å snakke. Hvordan de organiserer muntlig kommunikasjon og tilrettelegging av undervisningen var viktige aspekter i intervjuene.

Funnene indikerer at alle de fire lærerne hadde erfaringer med elever som kvier seg for å snakke engelsk, noe som indikerer at disse elevene er til stede i norske engelskklasser. Lærerne hadde lignende oppfatninger om karakteristiske trekk for når elevene virker å kvie seg, for eksempel at de viser med kroppsspråk at de er ukomfortable eller prokrastinerer for å starte på oppgaver. Alle lærere ser ut til å være klar over at elever som kvier seg er til stede, og foreslo muntlige aktiviteter som enkelt kan tilrettelegges til elever på alle nivåer. For eksempel, rollespill og korlesing. Å sikre et godt og positivt klassemiljø som støtter den individuelle følelsen av trygghet virker å være hovedfokuset for lærerne.

Denne studien konkluderer med viktigheten av å være klar over at det er elever som kvier seg for å snakke i klasserommet, og foreslår at lærerne skal jobbe for et trygt og forutsigbart klassemiljø der elevene føler seg trygge. I tillegg presenterer studien forslag til hvordan man kan tilrettelegge for elever som kvier seg for å snakke i engelskklasserommet. Forhåpentligvis kan denne studien bidra til forskningen på elever som kvier seg for å snakke engelsk i en norsk kontekst, spesielt med tanke på viktigheten av å etablere et trygt klassemiljø.

Nøkkelord: Elever som kvier seg for å snakke, engelsk som fremmedspråk, barneskole, fremmedspråkangst, the Affective Filter Hypothesis

Acknowledgements

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Abbreviations

EFL	English as a Foreign Language
FL	Foreign Language
L1	First Language
FLA	Foreign Language Anxiety
LK20	Norwegian National Curriculum 2020
YLL	Young language learners
SLA	Second Language Acquisition
FLCAS	Foreign Language Classroom Anxiety Scale

1 Introduction

1.1 Background

For some people, the threshold for speaking a foreign language (FL) seems to be rather high, which can be challenging in the language learning process. When this applies for pupils in the English as a foreign language (EFL) classroom, it may cause challenges for their development in the language learning. In Norway, the English language is essential in our everyday life and education. Many children are familiar with the English language before they start at school, through for instance music and movies. The official learning of English starts already at the first year at primary school, and some pupils may be able to speak simple sentences early in their schooling. For other pupils, speaking English can cause nervousness and anxious feelings, and learning the English language might feel overwhelming. This can lead to a reluctance for speaking English. Speaking is, however, an important aspect of communication, which is a highly important part of language learning (Bjørke & Grønn, 2018, p. 82). A reluctance to speak can therefore be challenging for the pupils' learning progress, as well as for the teachers' planning and achievement of the lessons.

Developing an ability to communicate is one of the main goals in the English subject. The English subject curriculum in LK20 states that "the subject shall give the pupils the foundation for communication with others, both locally and globally, regardless of cultural or linguistic background" (Norwegian Directorate for Education and Training, 2019e). Communication is one of the core elements in the English subject, and is defined by the Norwegian Directorate for Education and Training (2019d) as "creating meaning through language and the ability to use the language in both formal and informal settings". This should be accomplished through developing and utilizing both oral and written language. Hence, verbal use of language is an important ability in the process of language learning, and a reluctance for using the language can potentially weaken the learning process.

As a former reluctant speaker in the English subject at school, my initial motivation for becoming an EFL teacher is founded on the desire to help reluctant speakers in current EFL classrooms. As a pupil, I hardly spoke English in the EFL classroom, nor did I experience any understanding and support from my English teachers to handle the feelings I experienced in the EFL lessons. Further, the challenge with reluctant speakers was not a topic we learned about during my education to become an English teacher. Previous research reveals that the issue of reluctant speakers in FL learning is relevant in today's EFL classrooms (Ahmad, 2021; Savaşçı, 2014; Zondag, 2021). Consequently, this is a topic relevant for further research.

Foreign language anxiety (FLA) is a commonly used term in the research field on reluctance to speak a FL in language learning situations. FLA is a category of anxious feelings that occur exclusively in FL learning situations (Horwitz et al., 1986, p. 125). Speaking seems to be one of the situations that trigger FLA the most during FL learning (Horwitz et al., 1986, p. 126), which is the aspect of focus in this project. Previous research on the topic of reluctant speakers has found that being afraid of being unable to answer immediately (Ahmad, 2021, p. 60) and having a fear of making mistakes (Savaşçı, 2014, p. 2686) are two of the fears reluctant speakers have in EFL learning situations. Additionally, it is found that the teacher influences the pupils' reluctance to

speak in the EFL classroom (Ahmad, 2021; Savaşçı, 2014). This emphasizes the teacher's role in the classroom, and the importance of awareness of these challenges when teaching.

Considering the importance of communication in FL learning, a lack of participation can cause severe consequences for the learning process and outcome for the pupils. Considering the teachers' importance and influence on the learning situations, this project seeks to answer how teachers attempt to help reluctant EFL speakers through interviews of their experience.

1.2 Purpose and Research Question

This project focuses on teachers' experiences with pupils who show reluctance to participate in the EFL lessons, with its main focus on oral activities. As the teacher is an important factors in relation to the pupils' acquisition of English, this project aims to explore the teachers' view, thoughts, and experiences with reluctant speakers in the EFL classroom. The study seeks to better understand how English teachers understand reluctant speakers, how they facilitate their teaching to those pupils, and hopefully develop a greater understanding on how to adapt the teaching for reluctant speakers. Furthermore, this is a topic of which the research seems to be rather limited in a Norwegian context. Therefore, the purpose of this project is to investigate how various teachers approach reluctant pupils in a Norwegian primary school, and hopefully gain useful knowledge that can be further used by myself and other teachers in the future. The main research question for this project is:

How do four Norwegian EFL teachers in 5th-7th grade report their experiences with reluctant speakers?

To help answering this research questions, two sub-questions have been formulated:

1. *How do the interviewed EFL teachers characterize reluctant speakers?*

2. *How do the interviewed EFL teachers perceive how they organize oral activities, especially for reluctant speakers?*

The first sub-research question focuses on the teachers' views on reluctant speakers and how they experience those pupils in the class. The second sub-research question aims to explore their EFL teaching, with respect to organization of oral activities and accommodations for reluctant speakers. To answer these questions, a qualitative approach with semi-structured individual interviews was conducted with the intention to gain in-depth information about the teachers' thoughts on the topic in question. The participants for the study were four English teachers, who all teach or have taught English in 5th to 7th grade. The interviews were transcribed and analysed with thematic analysis as a guide to explore their experiences on a deeper level.

1.3 Explanations and Focus for the Project

This sub-chapter will present some essential explanations where a collective understanding is considered as necessary for the understanding of the thesis. One of the reoccurring aspects in the research questions is the term "reluctant speakers", which some may find ambiguous. Put simply, pupils who show reluctance to participate in oral

activities are characterized as reluctant speakers in this thesis. The understanding of reluctant speakers is in this project anchored in theory on FLA and uses Horwitz' understanding of FLA. Reluctance to speak and FLA will be elaborated in the next section. Thereafter the significance of communicating in a foreign language will be explained, before oral skills in EFL learning will be presented.

1.3.1 Reluctant Speakers

A collective understanding of the term "reluctant speakers" is important for further reading of this thesis, as this is a continuously used and important term for the focus area of the thesis. The cause of reluctance to speak is somehow related to pupils' feelings and emotions, and can therefore be challenging to discuss in terms of personality traits and teacher-student confidentiality. It is therefore essential with a shared understanding of the term. Some pupils experience anxiety and nervousness when participating in EFL lessons, and those subjective feelings may be a barrier for the language learning. In some cases, this may be an anxiety reaction triggered by the FL learning situation, and thus called FLA (Horwitz et al., 1986, p. 125). As these feelings caused by FLA occurs solely in FL learning situations, it is seen as a specific anxiety reaction, and this makes it different from the psychological diagnosis 'anxiety' (Horwitz et al., 1986, p. 125). FLA can cause a variety of difficulties in FL learning; for instance, a mental block against FL learning, difficulty for concentrating and a negative influence on the memory (Horwitz et al., 1986, pp. 125-126). Such reactions can influence the language learning process and lead to a reluctance to participate in language learning activities. Horwitz et al. (1986) write that language anxiety seem to occur mainly in tasks related to listening and speaking (p. 126), and this leads to the term reluctant speakers. Consequently, reluctant speakers are understood as one aspect of FLA. As this thesis explores teachers' experiences and views of reluctant speakers in the EFL classroom, FLA plays a central role in the understanding of how these pupils arise in the classroom, and knowledge of FLA may provide pointers on how to best handle this challenge.

Meanings of the Words "Reluctance" and "Anxiety"
As reluctant speakers are understood through theory on FLA, I find it important to emphasize the difference in meaning between the words "reluctance" and "anxiety". Reluctance is defined as "the feeling of being unwilling to do something and hesitating before you do it, because you do not want to do it or because you are not sure that it is the right thing to do" (Oxford Learner's Dictionaries, n.d.b), whereas anxiety is defined as "the state of feeling nervous or worried that something bad is going to happen" (Oxford Learner's Dictionaries, n.d.a). Being reluctant to speak can therefore be seen as something highly different than anxiety, as can refer to the willingness to speak, rather than the feelings of the person in action. The relationship between reluctance and anxiety has been discussed in the research field on FLA and reluctant speakers (MacIntyre, 2007). MacIntyre (2007) concludes that in meaning, the two words are indeed related, as language anxiety does play a role in language learners' willingness to speak (p. 573). Subsequently, reluctance to speak is not seen as something completely voluntarily, but as something closely connected to feelings such as nervousness and worrying, which again is connected to anxiety. In this project, reluctance to participate is understood as a part of FLA, and therefore also related to the definition of the word anxiety. However, reluctance and anxiety are not seen as mutual depended on each other, and the reasons for being reluctant are many. A pupil can indeed be reluctant without being anxious, and

vice versa. Accordingly, being a reluctant speaker is, herein, not seen as a fixed and constant way of being, but rather as something you can be in one situation, and not in another. Hence, reluctance to speak can vary. As reluctance to speak is not a constant trait, exploring how teachers handle the challenge of having reluctant pupils when organizing activities in EFL teaching is important.

As anxiety and reluctance influence language learning, they should be included and considered in the planning and organizing of lessons and activities. Brandtzæg et al. (2016) claim that how the teachers meet pupils who are reluctant to participate and how they handle and approach the pupils are essential for the students learning (p. 17). The teachers' approach to reluctant pupils in EFL lessons is, therefore, important for the pupils' learning and should therefore be focused more upon. The role of the teacher will be further explained in Chapter 2.

1.3.2 The Learning Environment

A good learning environment facilitates learning for all students. In order to differentiate for pupils who struggle with anxiety and reluctance to speak, working on the learning environment can be helpful. Sustaining a secure environment at school is challenging, yet important for the pupils' well-being at school. A supportive learning environment is noted in the core curriculum as essential for pupils' learning, as the learning can be hindered by the feeling of unsafety (Ministry of Education and Research, 2017c). As FL learning may bring insecurity and anxious feelings, it is particularly important to create a safe learning environment in these lessons (Bjørke & Grønn, 2018, pp. 93-94). Eriksen and Lyng (2018) suggest that the most essential place for learning and social interaction is in the classroom (p. 62), and the environment there is therefore crucial for the learning environment at school in general. The core curriculum emphasizes the development of a good learning environment in addition to differentiated teaching to develop and increase the desire to learn (Ministry of Education and Research, 2017d). Equal possibilities to learning are required to all pupils, and teachers' insight into the pupils' needs is therefore essential (Ministry of Education and Research, 2017f). Support to increase the desire to learn and differentiated teaching founded in insight into pupils' needs is thus highly important aspects in a safe learning environment.

In the language classroom, it should be explicitly mentioned by the teacher that trial and error is a part of the process of learning a new language (Bjørke & Grønn, 2018, p. 94), and the teacher should also acknowledge his or her mistakes and limitations (Newbould, 2019, p. 95). If teachers are to build a classroom where making mistakes is harmless, teachers need to act as role models and thus admit their own mistakes. Creating a supportive and stress-free learning environment is suggested by Newbould (2019) as a precondition for successful learning to happen. Everything that happens in class is, according to Imsen (2016), included in the learning environment, i.e. teaching activities, teaching content, the social relation between teachers and pupils and between pupils (p. 449). It is therefore important to consider the school environment for the pupils' prosperity at school. A safe and supportive classroom environment where confidence in trying out the language is supported and where pupils are helped to overcome difficulties should be created to aid learners in speaking situations (Tishakov, 2020, p. 109). The term "learning environment" is used more or less similarly to psychosocial environment by Imsen (2016, p. 466). The psychosocial environment can be explained as "the interpersonal relationships at school, the social environment and how the pupils and the staff experience this. The psychosocial environment also embraces how pupils experience

the learning situation" (Norwegian Directorate for Education and Training, 2010, part 1, division 3, subdivision Begrepsavklaring, paragraph 2, my translation). The pupils have, indeed, the right «to a good physical and psychosocial environment conductive to health, well-being and learning" (The Education Act, 1998, § A-2). With the importance of a good psychosocial environment emphasized, this thesis will focus on the teachers' influence on this environment, and how this consequently influences the reluctant speakers. To sum up, securing a good learning and psychosocial environment at school is not only important for the pupils' well-being. In addition to a right the pupils have by the law, it is a necessity for learning outcome.

1.3.3 LK20 and Communication

Communication is an important aspect of language learning, which can be seen in the basic skills: oral skills, writing, reading, numeracy and digital skills (Ministry of Education and Research, 2017a). From most of these skills, communication can be said to be one of the core elements in LK20, and it can therefore be a challenge when pupils are reluctant to speak. Through the education, pupils shall learn how to communicate to connect with other people (Ministry of Education and Research, 2017b), communicate to express themselves and cooperate with others, through a variety of communication forms (Ministry of Education and Research, 2017e). Communication is therefore an important aspect throughout the education in general. The significance of development of communication and oral skills when learning a new language has, however, changed throughout the times. Bjørke and Grønn (2018) write that in earlier periods of foreign language learning, knowledge *about* the language were aimed to be learned, prior to learning to use the language (p. 82).

Today, we use the verbal part of the languages in a variety of situations. With the increased use of digital tools, the pupils are familiar with other languages (Bjørke & Grønn, 2018, p. 82), sometimes from an early age. Bjørke and Grønn (2018) states that the ability to communicate in various situations and on different platforms should always be the aim when learning a new language (p. 81). In the English subject curriculum, communication is, indeed, defined as one of the core elements (Norwegian Directorate for Education and Training, 2019d), and through the English subject, the pupils shall develop the ability to communicate within and across the Norwegian borders (Norwegian Directorate for Education and Training, 2019e). Communication is, inevitably, a highly important aspect of the English subject, and also through the education as a whole. With this importance of communication emphasized, a potential reluctance to speak can be seen as a challenge for the learning process.

Communication and Oral Skills in the English Subject
The communicative aspect of language learning is to be found in all the four basic skills in the English subject curriculum. Digital skills include the ability to communicate using digital forms of expressions, reading involves understanding written messages, writing incorporates expressing oneself through a variety of texts, and oral skills embrace speaking and utilizing meanings verbally (Norwegian Directorate for Education and Training, 2019a). Oral skills are defined as "creating meaning through listening, talking and engaging in conversation" (Norwegian Directorate for Education and Training, 2019a), and throughout the schooling, the pupils are expected to gradually develop the language proficiency in order to participate in conversation about a variety of topics and participants (Norwegian Directorate for Education and Training, 2019a). A sufficient

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amount of exposure to the language and practice of using the language is required to develop good oral skills (Tishakov, 2020, p. 101). Hence, pupils should be exposed to and use the English language in an adequate amount in order to gradually develop their language proficiency. Pupils' own participation in EFL lessons is therefore highly important in the language learning process.

As in all learning processes, the language proficiency is expected to develop gradually during the language learning process, and finally develop a high proficiency in the English language. After Year 4, the pupils are expected to "use a number of common small words, polite expressions and simple phrases and sentences to obtain help to understand and be understood" and "participate in conversations on one's own and other's needs, feelings, daily life and interests and use conversation rules" (Norwegian Directorate for Education and Training, 2019b). The pupils should thus be able to use the English language in such a way that they can be understood in simple conversations when entering Year 5. Through the next three years, the pupils are expected to learn to "express oneself in an understandable way with a varied vocabulary and polite expressions adapted to the receiver and situation" and "initiate, maintain and conclude conversations about one's own interests and current topics" (Norwegian Directorate for Education and Training, 2019c). Consequently, when finishing primary school, the curriculum demands that the pupils maintain a proficiency of the English language that can be used in a variety of situations and with participants with different linguistic backgrounds. In essence, the pupils are expected to develop their language proficiency highly during 5th-7th grade, and their language abilities when finishing 7th grade should be at a somewhat high level. In order to accomplish this level of proficiency, sufficient language exposure and use of the language is important. It is therefore important that EFL teachers are aware of pupils who are reluctant to participate in EFL lessons, to help and facilitate for these pupils to participate, and thus hopefully achieve the same level of language proficiency as the rest of the pupils.

Whether the English language is to be called a foreign language or a second language is unclear, as these terms seems to be used interchangeably when speaking about the English language in Norway. This is a topic of which is currently discussed (e.g. Brevik, 2015). In Norway, students seem to be in the middle of being learners of English as a foreign or a second language (Brevik, 2015, p. 4). In this thesis, English as a foreign language is used when referring to learning English in Norway. A foreign language can be defined as "a language learned after early childhood in a community where that language is not spoken, usually in a language classroom" (Krulatz et al., 2018, p. 31). From the same reason, foreign language (FL) will be used when referring to the language of learning. The abbreviation L1 is used when speaking about Norwegian, because it is the mainly used language in the Norwegian school.

1.4 Structure of Thesis

This thesis consists of six chapters. The background of the topic has already been presented and the project has been briefly accounted for. Additionally, essential terms such as reluctant speakers, FLA and class environment have been presented and explained. In the following chapter (Chapter 2), the theoretical framework and a brief previous literature review will be provided. The most significant theory for this project is the Affective Filter Hypothesis, provided by Krashen (1987), and this is supplemented by theory that supports some aspects of the teacher's role in the classroom and FLA. The

previous literature provides an overview of research on reluctant speakers in the English subject in the Norwegian classroom. Chapter 3 presents, clarifies, and justifies the method used for the research presented in this thesis. This chapter also contains an explanation of the design choices, in order to provide trustworthy and ethical research. In Chapter 4 presents the teachers' reflections and presents excerpts from the interviews to illustrate the results. Chapter 5 discusses the findings in light of the theory and previous research. The discussion leads to Chapter 6, which presents the conclusion and implication. This chapter aims to answer the research question, and presents implications for the study and further research.

2   Theory and Previous Research

This chapter addresses the theory that is used to create the lenses and understanding that this project is seen through. Further, previous research on reluctant speakers will be presented. This chapter works as an assistance for the understanding and discussion of the empirical data of this project.

A theory is never the complete truth about a concept. Krashen (1987) summed it up this way: "According to the rules of scientific method, it will always be 'just theory' and never be 'definitely proven'" (p. 2). When using theories in this research, they will be used as a fundament for my understandings of the topics and as a frame to my interpretation of the findings. In this project, I have chosen to use one Second Language Acquisition (SLA) theory: the Affective Filter Hypothesis, provided by Krashen (1987). This theory will be used to shed light on reluctant speakers, as it focuses on how feelings and emotions influence language learning (Krashen, 1987). Additionally, theory on FLA is considered essential to include in this chapter, in order to extend the understanding of the phenomenon, as it is an important for the understanding of reluctant speakers. This part presents the impact FLA might have on language learning, to emphasize the importance of considering this when facilitating EFL teaching to reluctant speakers. Thereafter, the teacher's role will be presented. This is an important concept, as the focus for this thesis is on the teachers' experiences on reluctant speakers. Finally, differentiated teaching and some teaching method will be included, to better understand the importance of and possibilities on how one can adapt for reluctant speakers in the English subject.

The section after theory will initially present international studies on reluctance to speak English in EFL lessons, before international studies on FLA will be explored. Finally, the previous research in a Scandinavian and Norwegian context will be presented. This mainly consists of research conducted on a master level, as peer reviewed publications in a Norwegian context is limited.

I will complete this introduction with Krashen's (1987) words about communication, which is central for this project:

> "I will […] conclude that the best methods might also be the most pleasant, and that, strange as it seems, language acquisition occurs when language is used for what it is designed for, communication" (p. 1)

2.1   Theory

2.1.1 The Affective Filter Hypothesis
Considering the importance feelings and emotions have in this thesis, the Affective Filter Hypothesis (Krashen, 1987) is chosen as the main theory. Feelings and emotions do indeed influence most of our actions and input. Nevertheless, few second language acquisition (SLA) theories sheds light on these factors in the process of learning a new language. Being reluctant to speak English is within this project understood as caused by feelings and personality traits that somehow hinder utilizing language verbally. Trying to understand these barriers is therefore seen as important to help reluctant speakers develop their language proficiency. The importance of understanding how people feel and respond in SLA is emphasized by Brown (2007, p. 154). He mentions, among other aspects, self-esteem, self-efficacy, willingness to communicate, risk taking, anxiety,

extroversion and motivation as important variables to consider in SLA processes (Brown, 2007, pp. 154-168). These aspects affect the language learning process in different ways, and illustrates why feelings and emotions should be considered in language learning situations. The affective factors that influence the SLA are thus many, but most of them can, according to Krashen (1987) be categorized into one of the following three groups: motivation, self-confidence and anxiety (p. 31). Together, these three categories of affective factors compose the affective filter, which, according to the hypothesis, have a strong influence on the learning outcome.

Krashen's Affective Filter Hypothesis aims to explain how affective factors influence the SLA process. As the topic for this thesis is on reluctant speakers, and theory on FLA is being used, the Affective filter is employed with the goal to better understand how anxious feelings can influence the EFL learning process. Krashen (1987) states that the process of real language acquisition is slow, and that oral skills will, even under perfect conditions, develop later than listening skills (p. 7). He writes that "the best methods are therefore those that supply 'comprehensible input' in low anxiety situations, containing messages that students really want to hear" (Krashen, 1987, p. 7). Krashen (1987) presents hypotheses about second language acquisition, which together form the Monitor theory: the *Acquisition-Learning Distinction, the Natural Order hypothesis, the Monitor hypothesis, the Input hypothesis* and *the Affective Filter Hypothesis*. This thesis see reluctance to speak through the lens of the Affective Filter Hypothesis, as the focus for the project is based on pupils' affective factors when learning EFL.

The Affective Filter Hypothesis is a language *acquisition* theory. Krashen (1987) states that "acquisition is a subconscious process; language acquirers are not usually aware of the fact that they are acquiring language, but are only aware of the fact that they are using the language for communication" (p. 10). This is in contrast to *learning*, which refers to a "conscious knowledge of a second language" (Krashen, 1987, p. 10). However, Brown (2007) states that "learning is acquisition" (p. 8). Learning and acquisition are, hence, two closely related words. If they are to be differentiated, acquisition can be understood as the unconscious process in which a learner develops language competence, while learning has to do with the teacher who facilitate for the subconscious process to happen. The Affective Filter Hypothesis refers to acquisition of a FL, as it is the subjective feelings and emotions which influence the process. In relation to pupils' language acquisition, the teacher's role can thus be assumed to be facilitating for acquisition to happen.

As previously mentioned, the Affective filter consists of the three categories motivation, self-confidence and anxiety (Krashen, 1987, p. 31). A high level of motivation and self-confidence and a low level of anxiety seem to be beneficial for second language acquisition (Krashen, 1987, p. 31). Lin et al. (2015) explain the affective filter as an "invisible wall between learners and input, interfering with and limiting the delivery of language input" (p. 729). Through the affective filter, anxiety is seen as an obstacle in the process of language learning. Krashen (1987) writes that

> Those whose attitudes are not optimal for second language acquisition will not only tend to seek less input, but they will also have a high or strong Affective Filter – even if they understand the message, the input will not reach that part of the brain responsible for language acquisition, or the language acquisition device. Those with attitudes more conductive to second language acquisition will not only seek and obtain more input, they will also have a lower or weaker filter. (p. 31)

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A strong affective filter will thus prevent the language input to lead to language acquisition, and the language learning outcome will be reduced. The following figure illustrates the affective filter and how it blocks the language acquisition:
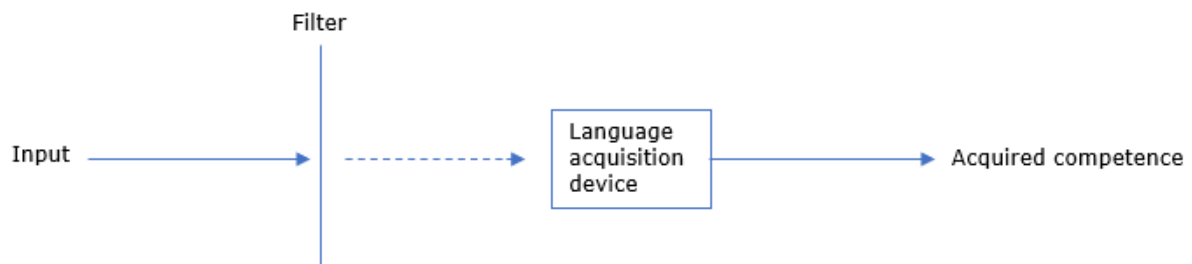
Figure 1: The action of the affective filter.
The filter consists of the factors motivation, self-confidence and anxiety. Adapted from Krashen (1987, p. 32).

The figure illustrates how the filter works as an obstacle for the language input to reach the language acquisition device, the "part of the brain responsible for language acquisition" (Krashen, 1987, p. 31), and thus hinders language acquisition. Krashen (1987) states that "the effective language teacher is someone who can prove input and help make it comprehensive in a low anxiety situation" (p. 32). A satisfactory amount of comprehensive input is thus not enough for language learning, but teachers also need to create a learning environment that promotes a low filter (Krashen, 1987, p. 32). The Affective Filter Hypothesis thus presents a safe and positive learning environment as a prerequisite for language learning to occur. As this project aims to investigate teachers' experiences with reluctant speakers, looking at their reflections and expressed thoughts in light of the Affective Filter Hypothesis, may lead to a greater understanding of how to best approach and facilitate for reluctant pupils' language learning process.

Ages and the Affective Filter Hypothesis
The process of learning a new language seems to differ regarding the age of the language learner. Krashen (1987) writes that it is seems to be a typical understanding that the process is faster among young learners, than older ones (p. 43). Further, he mentions that this can be discussed in relation to the affective filter. However, he does not seem to discuss the effect age has on the filter. This is problematized by Gregg (1984), who writes that "if the Affective Filter is what is responsible for incomplete mastery of a second language, it is necessary to explain why the Filter does not work in children" (p. 92). He problematizes a child's affective factors, for instance, that pupils can too have anxiety feelings and that children "don't have motivation to acquire their first language" (Gregg, 1984, p. 92). If this means that the filter does not work in children, it may seem unessential to discuss in relation to primary school pupils. However, the Affective Filter Hypothesis relate to SLA (Krashen, 1987, p. 30) and the filter could therefore still be relevant in SLA for young children as well.

2.1.2 Foreign Language Anxiety
As previously discussed, there is seen a relationship between anxiety and language learners' willingness to speak (MacIntyre, 2007, p. 573). In addition, anxiety does,

according to Krashen (1987) together with motivation and self-confidence, compose the affective filter in the Affective Filter Hypothesis. In the 1970s, early language learning research concentrated on affective factors, followed by research on FLA in the 1980s (Lin et al., 2015, p. 728). Horwitz has been a big contributor to the research on FLA, and in 1986 she published an article on Foreign Language Classroom Anxiety together with Horwitz and Cope. They discovered that even otherwise good learners can experience FLA as a "mental block against learning a foreign language" (Horwitz et al., 1986, p. 125). They categorize FLA as a specific anxiety, as it is limited to the FL learning situations, which makes it different from the "general anxiety".

It may be instinctive to think that low language proficiency and low language achievement lead to anxiety in the language learning situations, and thus to FLA. Horwitz (2001) discusses this issue, and writes that "it seems especially important to consider that students who do poorly in language classes would naturally (and logically) become anxious (p. 117). In addition to this, she mentions the existence of research that "has strongly questioned the existence of foreign language anxiety independent of language achievement" (Horwitz, 2001, p. 117). This view on FLA implies that it only occurs if the language proficiency is low. However, Horwitz (2001) continues by stating that language learners with a high level of proficiency also can struggle with FLA, and that "anxious language learners feel uncomfortable with their abilities even if their objective abilities are good" (p. 119). Hence, FLA can appear among both successful language learners and language learners with a low proficiency in the target language, indicating that bad language proficiency and low language achievement are not necessities for FLA to appear. This highlights how complex these speakers are, and why it is important to see how teachers conceptualize them. As pupils in all levels of proficiency can experience FLA, exploring how teachers approach to and organize activities for reluctant speakers are important.

2.1.3 The Teacher's role

With the teachers' view as lenses to investigate their experiences with reluctant speakers, some reflections on the teacher's role related to pupils' EFL learning is beneficial to better grasp the complexity of this role. This section, therefore, focuses on the teacher's role in EFL teaching, with a main focus on the facilitation for learning and a learning environment where the pupils' desire to learn is developed and increased. The main responsibility in a classroom lays on the teacher. The teacher is responsible for the quality of the teaching, in addition to engaging all students in the class (Hattie, 2013, p. 70). It is also the teacher's responsibility to accommodate the teaching to the pupils, and that all pupils find meaning in the activities (Imsen, 2014, p. 245; Olsen, 2020, p. 16). Thus, a teacher is not «just a teacher», but a complex role with responsibilities stretched out over the limits of preparing teaching activities and learning input for the pupils.

There is no doubt that the teacher has a significant impact on the pupils' learning. Hattie (2013) writes the teacher's contribution includes, inter alia, the quality of the teaching, the class environment, the teacher's ability to foster effort and engage all students (p. 70). After all, it is the teacher that plans and prepares the lessons, and who has the responsibility for the pupils when they are at school.

Interpersonal Relations and the Psychosocial Environment
Important parts for the psychosocial environment are the interpersonal relations, both

between teacher and pupils and the pupils in between. A positive relation between teacher and pupil is seen as essential for the pupils' well-being and a good environment at school (Eriksen & Lyng, 2018, p. 41; Federici & Skaalvik, 2017, p. 186; Lyngsnes & Rismark, 2020, p. 131). Positive relations can work preventative to avoid conflicts at school (Eriksen & Lyng, 2018, p. 42), thus potentially avoid a bad and negative school environment. Additionally, the pupils' self-esteem, motivation and learning progress can increase by having a good and trusting pupil-teacher relation (Lyngsnes & Rismark, 2020, p. 131). Developing a positive teacher-pupil relation requires effort from the teacher, and the teacher needs to prioritize building a relation to the individual pupil (Eriksen & Lyng, 2018, p. 47). Eriksen and Lyng (2018) highlight the importance of *seeing* the pupils, which includes "being aware of the pupils' need, relations and feelings, and […] to be respectful and do not talk condescendingly toward the students" (p. 48, my translation). Furthermore, Federici and Skaalvik (2017) writes that the best place to develop a positive teacher-pupil relation is in a classroom where the pupils feel respected and cared about by the teachers, and where the pupils receive the assistance they need, both practically and individually (p. 191). Teachers' approach to the pupils are, hence, highly important when developing a good teacher-pupil relation. Federici and Skaalvik (2017) emphasize the influence and potential counterweight teachers can compose to the school's performance orientation (p. 200), and this is important to be aware of as teachers. Teachers are role models for the social interaction in the classroom (Lyngsnes & Rismark, 2020, p. 133). The relation teachers have to individual pupils, and the teachers' attitude towards individuals influence the relation the pupils have in between (Lyngsnes & Rismark, 2020, p. 133). Important parts of the responsibility for giving and trusting interpersonal relations lay in other words with the teacher. These relations are emphasized as highly important for the psychosocial environment at school, and it is therefore important that teachers are aware of this responsibility in order to secure a good and safe learning environment for all pupils.

Differentiated Teaching
Planning and engaging a secure EFL lesson, which provides the pupils with a high level of learning outcome is a challenge, and especially when some potentially do not want to speak English. This part will address the differentiated teaching and some concrete teaching aspects, including examples of some teaching methods that can facilitate for reluctant speakers.

The teaching activities and content of the lessons is primarily up the teacher to plan. The content and activities should be planned with respect to the pupils, and they should all find meaning in these activities (Imsen, 2014, p. 245; Olsen, 2020, p. 16). The core curriculum emphasizes that the "school shall facilitate for learning for all pupils and stimulate each pupil's motivation, willingness to learn and faith in their own mastering" (Ministry of Education and Research, 2017f). Consequently, teachers must differentiate the teaching to all pupils, in such a manner that they all benefit from the lessons. The school shall, additionally, provide challenges that develop the pupils' desire to learn (The Education Act, 1998 § 1-1). It is important to be aware that these aspects relate to both high- and low-achieving and everyone in between. There are thus a variety of aspects teachers are expected to incorporate when planning and preparing lessons, and many considerations to take.

Speaking a new language is challenging, and it is suggested to give pupils time to prepare themselves to speak (Bjørke & Grønn, 2018, p. 64), and thus remove the

surprise factor (Newbould, 2019, p. 95). Newbould (2019) writes that "providing just a bit of thinking, preparation, or rehearsal time can make all difference" (p. 95). Bjørke and Grønn (2018) suggest that the pupils should be provided with time to practice oral communication in pair or groups (p. 94).

2.1.4 Sub-Chapter Summary

The theory section of this chapter has presented the relevant theories for this project. The main theory is the Affective Filter Hypothesis (Krashen, 1987), which aims to explain how affective factors influence SLA. Subsequently, theory on the teacher as a frame factor has been introduced. The teacher is, indeed, one of the most important factors in the classroom, and the teacher's role with respect to teaching, interpersonal relations and the psychosocial environment have been emphasized. Finally, the last section presented some teaching methods that provide the pupils with time to prepare themselves to speak, and thus potentially lower their reluctance and nervousness. The next section will address previous research on the field of FLA and reluctant speakers.

2.2 Previous Research

This section will present an overview of the studies conducted on reluctant EFL speakers, in order to map the terrain of research conducted on the field of reluctance to speak and FLA.

To identify relevant literature, ProQuest/Eric database and Google Scholar was used. The following keywords were used to search for literature: *Foreign Language Anxiety, elementary/primary school, English teaching, reluctant speakers, foreign language learning* and *young learners*. I limited the search to peer reviewed articles, except for some Master's theses. The snowball method was also applied to find applied to find relevant literature, as authors and articles have been discovered in the reference list of other articles. No geographic limit was set to the searchers as the research conducted on the topic is rather limited. This also account for the target group of the research in this review, as most research on FLA seems to focus on adult and adolescent language learners.

Since the words "reluctance" and "anxiety" have different meanings, and there is thus a difference between reluctant speakers and FLA. The words are, however, related, and they may influence each other. Reluctant speakers are in this thesis understood through theory on FLA, and studies on these two topics will therefore separately be presented in the following section.

Initially, some research on the reluctance to speak will be presented, followed by research on FLA, embracing FLA and young learners, before the research on the topic in a Nordic context specifically will be presented.

2.2.1 Reluctance of Using FL in EFL Lessons

Since the research questions for this project sheds light on reluctant speakers, it is essential to look into what previous research says about reluctance of using the FL. When searching for research on reluctant speakers, I found three studies that investigated reasons for reluctance to participate in EFL teaching. Firstly, two international studies will be presented, followed by a national study.

Ahmad (2021) and Savaşçı (2014) investigated the reasons for college and adult students to be reluctant to participate orally on EFL teaching in the Philippines and Turkey, respectively. Ahmad (2021) focused on the participation in classroom discussion, and through a questionnaire answered by 273 college students, she found that

> There are causes which emanate from their personal thoughts or feelings take the form of being tensed and nervous when called by the teacher to answer a question in front of the whole class; embarrassed and feel incompetent when corrected while speaking English; being unable to answer the teacher's question immediately; lack of confidence to recite; and being afraid to express their views in a big class, and being afraid to face a large number of classmates (Ahmad, 2021, p. 60).

She also revealed that the students' reluctance to participation are caused by their perceived proficiency in the English language and poor pronunciation and vocabulary, both of which are necessary for participating in classroom discussion (Ahmad, 2021, p. 60). Several of these causes can somehow be seen in light of self-confidence and self-efficacy. Savaşçı (2014) focused on the reasons for being reluctant to participate in oral

activities in EFL lessons. Similar to Ahmad (2021), Savaşçı (2014) found that lack of self-confidence is related to the reluctance of speaking the FL. Additionally, by observing and conducting semi-structured interviews with 22 adult Turkish EFL learners, she found that the reluctance is a consequence of "fear of making mistakes" and "cultural factors" (p. 2686). She also emphasizes that the issue of reluctance of participating exists among students in all levels of the FL, and that the pupils who are reluctant to speak the FL participates in activities where other language activities are used, e.g. reading, writing (Savaşçı, 2014, p. 2683). Both studies found that the teacher also affects the pupils' reluctance in the EFL lessons (Ahmad, 2021; Savaşçı, 2014). There seems to be many reasons for why some pupils show a reluctant countenance to speak English in the EFL lessons. The research suggest that these reasons can come from the pupils' own feelings and perceptions, but also that the teacher has an influence on this issue.

2.2.2 Foreign Language Anxiety

As this project characterize reluctant speakers through FLA, research on FLA is considered essential to include in this previous research section. FLA is widely researched upon in the FL learning field, and the following section will address FLA in a world-wide context, before the topic in question will be addressed in a Nordic context.

To identify FLA, Horwitz et al. (1986) developed the Foreign Language Classroom Anxiety Scale (FLCAS). This is a questionnaire, where students get statements as "I never feel quite sure when I am speaking in my foreign language" and "it wouldn't bother me at all to take more foreign language classes", and they answer to which degree they agree to the statements (Horwitz et al., 1986, p. 129). The FLCAS has been used in several studies on FLA (e.g., Lin et al., 2015), and researchers have developed the scale further, to make it more understandable for the target group (e.g., Aydin et al., 2017 and Liu & Chen, 2013)

Lin et al. (2015) employed FLCAS to investigate the level of FLA among 100 Japanese college students. Their study included 60 students who were beginner FL learners and 40 who were non-beginners. They found that half of the participating students have FLA, and that there is no significant correlation between the level of FLA and the language proficiency (Lin et al., 2015, p. 743). Additionally, they found that communicative activities seem to be where the students experience FLA. This study implies that FLA can appear in any phase of the SLA, and that speaking activities are the most anxious situations for FL learners.

The research on FLA seems to focus mostly on adult language learners, but some researchers have investigated on the topic among YLL. Aydin et al. (2017) and (Liu & Chen, 2013, 2014) used adjusted versions of the FLCAS (See Aydın et al., 2016 for their child-aimed version of the FLCAS). Aydin et al. (2017) conducted a study where 494 Turkish EFL learners aged 7-12 years participated, 48,2% girls and 51,2% boys. EFL was an obligatory class for all participants. The pupils answered two questionnaires, whereas one was the CFLAS (Children's Foreign Language Anxiety Scale), and the other mapped their background (e.g., ages, birth dates, grades). The study found that younger students suffered more than the older from worrying in "speaking activities, examinations, and teachers' correction" (Aydin et al., 2017, p. 147) . When comparing the pupils' gender, Aydin et al. (2017) found that the girls felt less anxious when speaking than the boys, but they experienced more anxious feelings related "to the fear of failure, teachers' corrections and negative evaluations and unpreparedness" (p. 147).

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Additionally, the study found that being laughed at by peers seem to cause more suffer among the young learners compared to the older ones (Aydin et al., 2017, p. 148). Thus, FLA seems to be quite spread, but occur in a higher level among the young learners in this study.

Liu and Chen conducted two studies in 2013 and 2014, where 216 and 212 elementary school children from Taiwan participated. In the study from 2013, pupils from fifth and six grade in two different schools participated, whereas 55,6% were boys and 44,4 were girls. The second study included 56,1% boys and 43,9% girls. Both studies used a modified version of the FLCAS, adjusted to be more understandable for Taiwanese children. The 2013 study found that the pupils were most afraid of failing the English course and revealing lower achievement than peers were the most anxious triggering aspects (Liu & Chen, 2013, p. 925). The results indicate that low self-perceived ability can lead to FLA and that the learning attitude has an association with FLA (Liu & Chen, 2013, p. 936). They suggest a constant exposure of positive feedback to the pupils with FLA in the language classroom (Liu & Chen, 2013, p. 937). The 2014 study found that the pupils generally "tend to feel a mild level of anxiety about learning a foreign language" (Liu & Chen, 2014, p. 5). The results show that some of the situations where the pupils felt the most anxious was when they felt that they performed in a lower level than their peers, when asked to speak the target language and that they worry "about being left behind in the English class" (Liu & Chen, 2014, p. 9). Similar to the 2013 study, they suggest encouraging strategies to lower the levels of FLA among the pupils in the 2014 study. They write that the pupils should, from early in their schooling, explore learning strategies and find the ones that fits themselves best. Additionally, they emphasize the importance of that teachers create a positive learning environment in the language learning classroom (Liu & Chen, 2014, p. 10). These studies reveal that FLA exist among YLL internationally, and that it is an issue that should be considered by language teachers in all countries.

2.2.3 FLA and Reluctant Speakers in a Nordic Context

The research on FLA and reluctant speakers in a Norwegian context is rather limited. What I have found of research on FLA and reluctant speakers in Norway is limited to Zondag (2021) and Master's theses. The Master's theses are, however, not peer reviewed articles, which originally was a requirement for the articles in this review. Nevertheless, the theses indicate that the interest in researching on the field in a Norwegian context have increased, and they are therefore interesting to include in the review. Due to this limitation, Nilsson's (2019) Swedish study is also presented in this section.

Zondag (2021) explored how improvisation activities worked on reluctant EFL student teachers. In this study, the students wrote reflections on how they experienced the spontaneous speech activities, and six reluctant students were interviewed after sessions. The sessions consisted of a variety of improvisation activities, which increasingly became more challenging. She enlightens that "FL speech practice has both shadow (speaking anxiety or reluctance) and light (speaking confidence) sides" (Zondag, 2021, p. 20). She presents two levels of reluctant speakers: very reluctant speakers and reluctant speakers. The former group found the spontaneous speaking situations stressful and felt a sense of discomfort, whilst the second group had a varied experience where "laughter turned out to express both stress and enjoyment" (Zondag, 2021, p. 18). Further, Zondag (2021) found that "enjoyment through improvisation activities facilitated

non-judgemental spontaneous speech, enabling participants to explore linguistic and creative boundaries, contributing to their speaking confidence" (p. 20). This indicates that improvisation activities can decrease the anxious feelings reluctant speakers have in the English lessons, and increase their belief in own learning.

FLA have been investigated in a Swedish context, by Nilsson (2019). She investigated FLA among young Swedish EFL learners. 225 pupils aged 8-12 years, from six different schools, participated, almost all were learning English as their first foreign language. 51,6% were girls and 48,4% were boys. Nilsson (2019) observed the classroom, and describes the environment and atmosphere as warm and supportive, with informal pupil-teacher relations. From the descriptions, it seems like rather desirable environment that facilitated low levels of anxiety. Similar to the previously mentioned studies, Nilsson (2019) also used an adapted version of the FLCAS that was suited for young learners. Albeit these positive elements considering the environment, she found that just under 20 % of the pupils experienced a high level of anxiety and that every sixth of them reported a higher level of nervousness in the English subject than in other subjects (Nilsson, 2019, p. 15). Nilsson (2019) addresses the teachers' impact on the pupils' anxiety level, as the anxiety level in two classrooms that were taught by the same teacher had similar levels of anxiety (p. 15). This implies that the teacher plays a big role in the anxiety level in the EFL classroom. She suggests that FLA is primarily related to oral classroom performance for the young learners, and that speaking in smaller groups are less anxiety provoking (Nilsson, 2019, p. 15). This study indicated that the teacher is an important factor with respect to the pupils' level of anxiety, and that speaking in smaller groups, rather than in plenary, may reduce the anxiety level in the class.

Moe (2019) conducted a master project which shares focus with the current study. She aimed to explore how one teacher approached reluctant speakers in 10th grade in assessment situations in EFL situations. She used a Mixed Method approach for her research, including observation, interview, and surveys. A well experienced teacher participated in the study, together with 26 pupils in 10th grade. She observed the classroom, interviewed teachers and collected surveys answered from the pupils. The project found that "a student-centered classroom and communicative approach to speaking activities hives a higher level of participation compared to passive activities and traditional teacher-centered lectures" (Moe, 2019, p. 94). This finding implies that a student-centered classroom with a communicative approach to speaking activities can weaken the pupils' reluctance, and this increase the oral activity.

In her Master's thesis, Skogseid (2019) investigated if English teachers in lower secondary school are aware of FLA and if, and how, they aim to reduce the pupils' anxiety level. Through interviewing six EFL teachers and a survey answered by 83 teachers, she found that "most teachers are aware of FLA in general but not as much in their own classrooms" (Skogseid, 2019, p. 70). She questions whether the teachers may not be comfortable using the word anxiety, or if they are not aware of the nervous pupils. Anxious feelings brought to the classroom by the pupils does, then, seem to be something teachers are aware of in general, but not so much in their own classroom and teaching practice. Furthermore, this leads to a suggestion that further research should be conducted in the field of FLA and reluctant speakers in the Norwegian classroom, both from the teachers' and the pupils' view.

Gjerde (2020) aimed to investigate both pupils' and teachers' perspectives on language anxiety, by using Mixed Methods in her research project. Three teachers who teach 8th-

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10th grade and 15 of the teachers' pupils were interviewed. The teachers were interviewed individually and the pupils in focus groups. Additionally, a questionnaire was conducted by 49 pupils. She found that a lack of self-confidence and being an introverted person were believed by the teachers to be the cause of FLA (Gjerde, 2020, p. 80). Further, she found that all teachers expressed that they have experiences with pupils' who struggles with FLA, but none of them experienced learning about FLA during the education. It was also found that the teachers connected high-achieving pupils with anxiety (Gjerde, 2020, p. 80). Concerning the pupils' beliefs on FLA, evaluation by others and making mistakes were seen to be the main triggers for FLA (Gjerde, 2020, p. 81). An interesting finding is that "both the teachers and the students believed that some students struggled with language anxiety and that it was an issue in Norwegian EFL classrooms, while social media seemed to benefit language learning" (Gjerde, 2020, p. 81). Additionally, the teachers and pupils agreed that the most FLA triggering activities are presentation and reading aloud (Gjerde, 2020, p. 81). However, the findings revealed that while half of the pupils had experienced being intentionally laughed at when making mistakes, none of the teachers believed so (Gjerde, 2020, p. 82). By comparing teachers' and pupils' beliefs on language anxiety, one may reveal essential aspects regarding how to reduce the anxiety levels.

2.2.4 Summary of Previous Research

Considering the presented studied in this literature review, FLA and reluctant speakers is indeed found in a world-wide context, and in all ages and levels of language learners. Considering reasons for being reluctant to speak, some are found to be a perceived bad proficiency, poor pronunciation, communicative activities and a low self-confidence (Ahmad, 2021; Savaşçı, 2014). The teachers are also believed influence the reluctance to speak (Ahmad, 2021; Savaşçı, 2014). FLCAS is a commonly used tool to investigate FLA among FL learners (Lin et al., 2015). The questionnaire has been developed to better suit YLL as well, and by using such adjusted version of the FLCAS, FLA has been revealed among the pupils (Aydin et al., 2017; Liu & Chen, 2013, 2014).

The research on reluctant speakers and FLA in a Norwegian context seems to be rather limited. The influence spontaneous speech activities have on reluctant speakers is found to potentially be a positive learning activity for reluctant speakers (Zondag, 2021). This is interesting, as communicative activities and a fear of not being able to answer questions immediately is found to be a reason for reluctance to speak in Ahmad's (2021) study. In a Swedish classroom, it was found that 18.2% of the pupils experienced a high level of anxiety (Nilsson, 2019). Similar to Ahmad (2021) and Savaşçı (2014), Nilsson (2019) emphasizes the teacher's influence on the anxious feelings in the classroom. Moe (2019), Skogseid (2019) and Gjerde (2020) investigated pupils' and teachers' view on FLA in their Master's theses. The former thesis suggest that communicative activities in a student-centered classroom facilitates for pupils' participation in EFL lessons. Skogseid (2019) revealed that the teachers participating in the study were rather unaware of FLA in their own classroom, despite being aware of the phenomenon in general. All teachers participating in Gjerde's (2020) Master project expressed experiences with FLA. More work with larger groups of YLL using methods such as FLCAS should be conducted to increase our understanding of FLA in the Norwegian classroom.

The studies presented focuses mainly on the reasons for being reluctant and the degree of FLA in EFL lessons, except from the Master's theses, which focuses on the teacher's view. Similarly, this study focuses on the teachers' view. This study aims to investigate

how four Norwegian EFL teachers experience reluctant speakers, and hopefully, through in-depth interviews, I will gain insight into their reflections and reported experiences with reluctant speakers through. Hopefully, I will contribute to develop teachers' understanding of reluctant speakers, and expand an idea on how to better facilitate for those pupils.

3   Method

The aim for this project is to investigate how teachers approach pupils who are reluctant to participate in English lessons in 5th to 7th grade. The primary focus is oral activities. Since I am gathering information on the teachers' experiences, a qualitative approach with semi-structured interviews were chosen, to gain insight into how the teachers reflect on reluctant pupils and their own practices. The use of semi-structured interviews is a good method when searching for insight into a person's view of a certain topic (Kvale & Brinkmann, 2015, p. 42). Four interviews were conducted with four different teachers. The interviews were carried out in Norwegian, and resulted in approximately 3 hours and 30 minutes of audio recordings. These were transcribed to 56 pages in Word. The transcriptions were analysed using thematic analysis as a guideline.

In this chapter, the decision of a qualitative approach and interviews as a method for data collection will be clarified. The procedure for data collection will be presented, including the selection of participants, tools and the final collection process. Accordingly, the analysis process will be presented. Finally, a reflection of research credibility and ethical considerations is given.

3.1   Qualitative method and qualitative interviews

This project is founded in a qualitative view on research, and qualitative research methods are often used insight into the participants thoughts, views and experiences (Brinkmann & Tanggaard, 2012, p. 12; Johnson & Christensen, 2012, p. 33). It can therefore be seen as preferable when searching for insight into people's thoughts on a chosen topic. In this project, qualitative interviews have been used to get insight into how four teachers reflect upon and approach reluctant speakers in the English classroom.

When interviewing the teachers, I was looking for their thoughts of and experiences with reluctant speakers, and how they accommodate their teaching to facilitate for those pupils. With the aim to gain an in-depth understanding of how some teachers approach reluctant speakers, a small sample size of participants was preferred over a large sample size. Johnson and Christensen (2012) write that qualitative interviews "can be used to obtain in- depth information about a participant's thoughts, beliefs, knowledge, reasoning, motivations, and feelings about a topic" (p. 202). Through the four interviews conducted for this project, the teachers' thoughts on reluctant pupils were explored in depth as they talked about their experiences with and reflected on their thoughts about these pupils. The interviews were individual, which can be advantageous when the aim of the interview is to gain insight in a person's views of situations (Postholm & Jacobsen, 2011, p. 65). It is, however, important to bear in mind that the understanding of the interviewee experience and interpretation of the interview never can be completely neutral, as the content of the interview "always will be constructed by the conversation interaction of the interview" (Tanggaard & Brinkmann, 2012, p. 20, my translation). Consequently, Tanggaard and Brinkmann (2012) write that a best possible understanding of the interviewee's experience should be the goal of such data collection (p. 20). This research project aims to get as close as possible to four teachers' experiences with and experiences on pupils who are reluctant to speak in English lessons.

The interviews for this project were semi-structured with an interview guide approach. Kvale and Brinkmann (2015) write that a semi-structured interview works as "a

conversation between two parties about a topic of common interest" (p. 156, my translation). The interview is prepared with topics and questions, but the order of these is not fixed and can change based on the interview person's answers (Kvale & Brinkmann, 2015, pp. 156-157). These topics and questions were collected in an interview guide, and the development of this guide is presented in sub-chapter 3.3. The interviews for the project were planned to be conversations, where both parties "attempt to understand and experience meaning in what is being said" (Postholm & Jacobsen, 2018, p. 121). Questions were planned beforehand, but the teachers were also welcome to answer across and outside of the questions. This also opened for new and interesting topics that the researcher may not have prepared for. The development of the interview guide, with the prepared topics and questions, will be further explained in sub-chapter 3.3.

3.2 Participants and selection process

3.2.1 Selection of Participants and Recruitment

Four teachers participated in this research. Teachers with experience from teaching English from 5th-7th grade were selected. It was also preferable that the teachers worked in the same city and were able to conduct the interviews physically. This was convenience sampling, in which teachers were contacted personally through the researcher's network. A convenience sample is when a researcher includes "people who are available or volunteer or can be easily recruited and are willing to participate in the research study" (Johnson & Christensen, 2012, p. 230). The period when the data collection for this research took place was strongly affected by the covid-19 pandemic, which led to a difficulty of meeting people physically and many other considerations to bear in mind. In addition to covid-19 outbreak at the schools, teachers experienced work-intensive periods in the period of data collection. I did not have any relation to the teachers before the interviews took place, and all four teachers were contacted through my personal connections. The teachers were first contacted by a mutual acquaintance, and teachers who were interested and willing to participate were then contacted by me. The communication with the teachers were by SMS or e-mail. They were first briefly introduced to the project before they were asked if they could imagine participating. The four teachers who accepted the invitation were given a brief overview of the topics for the interview, but did not have access to the question beforehand.

3.2.2 Participants

The four teachers that participated in this project are all women who have worked as teachers since the 90s and have relevant English education The teachers work in three different schools, whereas two of them are colleagues at the same school. In Table 1, some characteristics of the teacher will be presented due to differences and similarities relevant for this study. To preserve their anonymity, no personal information will be presented, and their names are replaced by pseudonyms.

Table 1: Overview of the interviewed teachers

Pseudonym	Hanne	Åse	Nina	Nora
Years of experience	26 years	23 years	23 years	24 years
Education	Teacher education 30 ECTS English education	Teacher education 60 ECTS English education 60 ECTS Special education	Teacher education 60 ECTS English education	Teacher education 30 ECTS English education
Grade levels	1.-7.	1.-7.	1.-7.	1.-7.
Special needs education	No	Yes	Yes	No
Subjects	Norwegian, mathematics, KRLE, English, social studies and music	English Teaches pupils with special-needs	Music, KRLE, mathematics, English and Norwegian. In addition, teaches two pupils in English	Music Food and Health English
Homeroom teacher	Yes	Not this year	Yes	Yes

As presented in Table 1, all teachers are women who have between 20 and 30 years of teaching experience, and all of them have relevant English education, as a part of or in addition to their teacher education. They all have experience in teaching throughout the whole primary school, and they teach a variation of subjects. Åse and Nina have education related to special needs education. They all have homeroom teacher experience, but Åse is a subject teacher this year. In addition to the information provided in this table, it might be relevant that the size of the classes the teachers have is around the same, between 20 and 25 pupils. This makes the sample for this project quite homogenous. On one side, this gives a deeper insight into how this generation of teachers reflect on the topic. On the other side, the research loses the diverse voices which could have been visible if participants of different ages, years of experiences and sexes were included.

3.3   Development of the Interview Guide

Before the interviews were conducted, and an interview guide was written and tested out in three pilot interviews. The following section will present the implementation of the pilot interview and explain the development of the protocol.

3.3.1 Piloting the Protocol

Before the interviews were conducted, three pilot interviews took place, to test the interview guide and myself as an interviewer. Johnson and Christensen (2012) define a pilot test as a "preliminary test of your questionnaire" (p. 183), in this case it was a test of the interview guide. Piloting the interview before collecting the data is advantageous to

explore how the questions is understood by others (Postholm & Jacobsen, 2018, p. 132). The goal of the pilot interviews was thus to discover questions that needed to be reformulated and to ensure that the teachers would understand the interview guide. The pilot interviews were conducted on students from my study program and were not recorded. Despite the plan of physical interviews for the research, the pilot interviews were conducted digitally due to distances and living situations. Pilot interviews can undoubtedly contribute to develop both the interview itself and the interviewer, as you get to test out the whole interview and the situation before the real interview. When conducting the pilot interviews, I experienced questions that were weirdly formulated, did not make sense or did not focus on the teachers' views of the situations. These questions had to be revised, and Table 2 presents two of these questions, with the draft and the final question.

Table 2: Example from the pilot interviews
This table shows two of the questions from the interview guide before and after piloting the interviews. The questions are here translated from Norwegian to English, see appendix 1 to see the original formulation of the final questions.

Draft question	Final question
How much English does your pupils understand?	How much English do you experience that your pupils understand?
Do you experience that pupils with low proficiency in the English language … … skip classes? … avoid working with English tasks? … works abnormally much with English tasks?	Do you notice/are there any characteristics on how pupils with low mastery in the subject works in the lessons or generally in the English subject?

Table 2 presents two of the questions before and after the pilot interviews. In the first example, the draft question focuses on the pupil, and the problem I experienced here is that the teachers cannot be sure how much pupils of English understand. The final version, however, focuses on the teachers' view on pupils' understanding, and as I interviewed teachers, the focus had to be on their understanding and experiences. The second example shows a question with an inconvenient formulation. Firstly, it is not an open question, which I wanted most of the questions to be. Secondly, I experienced it to be poorly formulated and not suitable for an oral interview. The question changed to an open, more orally formulated question, which gave the teachers an opportunity to give an elaborated answer based on their own experiences.

The pilot interviews provided me with new experiences that developed me as a researcher. Firstly, being neutral to the questions and the answers was a challenge I was not prepared for. During the first pilot interview, I was provided with feedback on myself as biased and too much as an active participant, as I did not keep my thoughts and opinions to myself. This was something I experiences myself as well. Hence, I might have impacted the interviewee's answers. Secondly, I was not prepared for the interviewee to give answers to questions I had not asked yet. This surprised me the first time and made me uncomfortable as I felt a loss of control over the interview. However, this is something I learned that I should be prepared for, as the questions cover the same main topic. Finally, conducting pilot interviews reminded me of the importance of knowing the interview guide well. These were all experiences that I was glad I had before conducting the real interviews for the project.

In addition to piloting the protocol, I got constructive feedback on it from both my supervisor and a fourth student. Hence, this interview protocol has been carefully developed through several steps of testing it and reviewing it, based on feedback and own experiences. This also strengthen the validity of the interviews, and this will be further reflected upon in section 3.6.1.

3.3.2 The Interview Guide

The interview guide for this interview was compiled by the researcher, and developed in light of the research questions for the project. To avoid potential misunderstandings due to language, the interviews were planned to be in Norwegian. All questions in the interview guide were thus formulated in Norwegian. In the process of making the guide, I let myself be inspired by theory on FLA, mostly Horwitz et al. (1986). It is important that the aim of the interviews was not to relate anxiety to pupils, nor to diagnose anyone with anxiety. The aims of the interviews were not to relate anxiety to pupils, nor to diagnose anyone with anxiety. Specific anxiety is when the anxious feelings appear only in specific situations (Horwitz et al., 1986, p. 125), for example in the language learning classroom.

To compile the interview guide I chose to use theory on FLA as a theoretical lens (See Horwitz, 2001; Horwitz, 2010; Horwitz et al., 1986). The focus for this research is pupils who are reluctant in speaking situations in English lessons, and therefore, the questions I constructed primarily focuses on the oral aspects in English lessons. The questions did not address individual health issues. The reason why characteristics of FLA are included in the interview guide is to look for patterns and differences in the views of reluctant speakers, and to potentially experience that we have the same understanding when discussing reluctant speakers. This is also important regarding the reliability of the study, which will be further explained in Section 3.6.1.

The interview guide had four main sections, each with its own topic. This sectioning was made for my own overview of the interview. The sections are presented in Table 3, which is followed by an explanation of each of the categories. See the interview guide in appendix 1 for the original version of the questions.

Table 3: An overview of the four main topics in the interview guide.
This table provides an overview of the main topics in the interview guide, wiith examples of questions to each topic. The questions are here translated to English, whereas they are originally written in Norwegian. For the original formulation, see appendix 1.

Topic	Examples of question	Aim of the topic
1. Teacher's and pupil's use of language	• Which language do the pupils speak in the classroom? Do you have any rules for this in the classroom? • How do you as teacher experience the pupils' understanding of information given in English?	Map the use of the English and the Norwegian language.
2. Reluctant speakers	• Have you experienced/do you experience that the pupils are reluctant to participate in English lessons? • What do you do if a pupil over time does not want to speak /show (strongly) discomfort for speaking English?	Investigate the teachers' experience with pupils who are reluctant to participate in English lessons.
3. Characteristics of foreign language anxiety	• Do you experience pupils who believe they must understand every single word that is being read/said in order to understand the meaning? • What kind of pupils do you experience that are reluctant to participate in the English lessons? (General characteristics; pupils with high/low proficiency, introverted/extroverted pupils, boys/girls, grade level etc.)	Settle a common understanding of reluctant speakers. Look into general characteristic of foreign language anxiety.
4. Differentiation	• Do you adapt your teaching for the pupils who show discomfort when talking English? How? • Do you have any other thoughts on how to adapt the teaching?	Explore the teachers' thoughts on how to adapt the teaching for reluctant speakers.

Table 3 presents the final result of the overview of the interview guide. As this table presents, the interview started by mapping **the use of oral activity**, including the teachers' and pupils' use of language, i.e., to which extent they speak English or Norwegian and the teachers' perceptions of the pupils' understanding of English. This topic worked like a base for the rest of the interview. I aimed to continuously use open questions, and not lead the teachers to answers of my desire.

The next topic, **reluctant speakers**, worked as an extension to the first one. This category investigated the teachers' experience with pupils who are reluctant to participate in English lessons and what they would do if pupils over time refuse to speak English or strongly feel discomfort by speaking English. In this phase of the interview, we carefully talked about experiences they had with pupils who they experience as reluctant speakers and the teachers' thoughts related to this. No personal information about the pupils was mentioned, and their anonymity were preserved the whole time.

The next section was related to characteristics FLA, where I picked out some **characteristics of FLA** that could be relevant to YLL and did not include any health-related issues. In this phase it was especially important to be aware and perceive the student teacher confidentiality. The aim was not to get insight into the pupils' mental or physical health, nor personal information, but general characteristics of pupils who are reluctant to participate. This included the teachers' view on pupils' concentration in the English subject, on pupils' understanding of the English language and how the pupils work in English lessons. Difficulty in concentration and understanding is mentioned by Horwitz et al. (1986) as characteristics of an anxious language learner (p. 126). They also mention some work behaviours that are typical for these learners, such as overstudying or avoidance of studying (Horwitz et al., 1986, pp. 126-127). The questions exemplified in Table 3 facilitate a conversation about reluctant speakers and opened for the teachers' thoughts and experiences around this main topic. During the interview, I avoided using the word "anxiety", as many people connect this word to the psychological diagnosis anxiety. This is further discussed in section 3.7.

The last section of the interviews was related to **if and how the teachers accommodate their teaching.** Differentiated teaching is indeed important and emphasized in the Core curriculum (Ministry of Education and Research, 2017f). The teachers are supposed to facilitate for all pupils to increase their motivation, feeling of mastery and desire to learn (Ministry of Education and Research, 2017f). The teachers were asked how they adapt the teaching for pupils who seem reluctant to speak. This section aimed to investigate their reflections on accommodation for reluctant speakers and gain new ideas on how to do this in the future. An important follow-up question here was if the teachers have thoughts on how it can be done, other than what they are implementing now or have implemented in the past. This question aimed to further discuss and reflect on the topic of differentiated teaching.

Finally, the teachers were asked if they had any new thoughts on the topic, what they now will do to help these pupils and if there were anything they would like to add to the interview. The questions in the interview guide were sorted based on the order of these categories, but this was not a fixed order for the interview. The teachers were welcome to answer across questions and categories.

In addition to the main questions, some follow-up questions and keywords were listed in the interview guide. Follow-up questions are used when the researcher looks for more details and more in-depth answers (Postholm & Jacobsen, 2018, p. 122). Such questions do not have to be written down, but I chose to include some in the interview guide for my own reminder during the interview. I did, however, not strictly use the follow-up questions, as the researcher must "listen carefully to what the participant says, and then ask questions to what is being said" (Postholm & Jacobsen, 2018, p. 122). Thus, the written follow-up questions were only used as a reminder for myself in case I forgot what

I wanted to ask for.

3.4 Collecting data

The data collection for this project consists of four interviews with four teachers. When I received the contact information to the teachers, I personally contacted them on SMS or e-mail, asking for a time and place for the interview. On request from one of the teachers, they were given a brief overview of the topics for the interview, but they were purposely not given the research question or the questions for the interview. All communication with the teachers was in Norwegian.

All interviews were conducted physically at the school where the respective teacher worked, and they were all conducted after school time at times proposed by the teachers. One of the interviews took place in a classroom, one at the teacher's office and the two others in group rooms. I had the interview guide printed out and with me at all interviews. The purpose with the interview guide was for me to have a reminder on the topics and questions, and not to be a strict manuscript for the interviews. The teachers were given the information slip, providing information about the project and the participants rights, digitally on e-mail prior to the interviews. The information slip is presented in appendix 3. I brought the information slip physically to the interviews, for the teachers to sign, which they all did. The interviews were recorded using two audio recorders, one as a main recorder and one as a backup recorder. The main recorder was an external recorder borrowed from NTNU, and the backup was Nettskjema's application "Diktafon". The interviews lasted from 45 minutes to one hour, and together they ended up being 56 pages of transcription in word. The transcription process started shortly after each interview was conducted. I decided to transcribe in Bokmål. Nonverbal communication was not transcribed, except sounds such as "hmm". Long pauses were marked with "(…)".

3.5 Data Analysis

When the interviews are being transcribed, they are also being structured in writing. One can say that the analysis process starts already in this structuring process (Kvale & Brinkmann, 2015, p. 206), but to actively analyse the interviews, thematic analysis (TA) was used as a frame and a guide. The analysis process in this project aimed to find patterns and differences across the interviews and the teachers' opinions and statements. TA was therefore suitable to use, as it is "a method for systematically identifying, organizing and offering insight into patterns of meaning (themes) across a data set" (Braun & Clarke, 2012, p. 57). Braun and Clarke (2012) write that "through focusing on meaning *across* a data set, TA allows the researcher to see and make sense of collective or shared meanings and experiences" (p. 57). Through the analysis of the data in this project, both collective meanings and disagreements between the teachers' statements have been discovered. The interviews were analysed with Braun and Clarke (2012) as a guideline.

Before actively analysing the interviews, I familiarized myself with all four transcribed interviews by reading them all carefully and taking notes. While reading, I discovered some themes, which I later gave different colours. This was the beginning of my first attempt to analysis the interviews. Before going deeply into the transcriptions, I sorted the interviews based on the questions. This way I was able to read all four answers to

the same question from each interview at the same time. This assured that I read all answers with the same glasses. I then colour coded the themes I discovered throughout all 56 pages of interview transcriptions. Subsequently, the colour coded themes were sorted into tables, where each theme got its own table, including all the marked excerpt from the transcriptions. In the following section, the analysis process will be described, with TA as a frame and guideline for the process.

3.5.1 Thematic Analysis and the Analysis Process

Braun and Clarke (2006, 2012) provide a guide consisting of six steps to thematic analysis. After familiarizing myself with the content, which is the first phase, I started generating codes, which is the following step. In this process, the transcriptions were printed out, and I colour marked in the text and wrote codes in the margin. I used coding grounded in the data, which entails the use of keywords that represent the data's specific content (Johannessen et al., 2020, p. 290). When I felt that I had coded each transcription well enough, I wrote all the codes from one transcription randomly placed on a blank sheet of paper.

The third phase, "searching for themes" started by colour-coding the codes. I marked the codes I found relevant to each other with the same colour. When the codes were marked, it was time to sort them together. Each colour got its own textbox in word, and codes with the same colour was placed into the same box, thus the initial themes were made. All themes got preliminary names. Some themes reoccurred in all interviews, and revised versions of these ended up being the final themes. The next step was to review and naming themes. In this process, the themes were discussed and some of them were put together into main themes. The two finished main themes are *focus areas of reluctant speakers* and *adaption of teaching*. Both themes have sub-themes, and examples taken from the analysis process are presented in Table 4. Examples of codes are also provided in this table. Due to the length of this thesis, there is not space to discuss all of the findings, so I had to choose the most important themes to keep, seen in light of the research questions. The findings section (Chapter 4) is structured by the research questions, and the sub-chapters are structured by the themes and sub-themes. The last step was to produce the report. The findings chapter was then compiled based on these.

Table 4: Example from the analysis.
This table presents a brief overview of themes, sub-themes and examples of codes. Examples taken from the process of analysis.

Main theme	Sub-theme	Examples of code
Focus areas of reluctant speakers	General characteristics	Do not want to speak General insecurity Avoid eye contact High shoulders
	Behaviours	Protective strategies Procrastinating strategies
	Reasons	Fear of making mistakes Lack of belief in oneself Fear of negative comments
Adaption of teaching	Activities	Role play Unison speaking Use songs
	Safety	Safe class environment Pair and group work
	Predictability	Let the pupils prepare themselves Make deals with individuals
	Avoid exposure	Do not force pupils to speak
	Use of language	Common phrases Mostly English Some use of Norwegian

Table 4 presents the themes with their sub-themes. Included in the focus areas of reluctant pupils are general characteristics of such pupils, behaviours that tend to be typical for reluctant pupils and potential reasons for being a reluctant speaker. Adaption of teaching turned out to be a big part of the interviews, and many of the aspects the teachers mentioned in relation to organization of lessons can be seen to involve or be a part of adaptation. The feeling of safety, predictability and to avoid exposure the pupils to uncomfortable situations were important aspects of adaptation. The use of the Norwegian and English language in the English subject were also discussed in the interviews, and seemed to be considered by the teachers to a part of accommodations.

3.6   Research Credibility and Reflexivity

Whether or not a research project gives valid results should be discussed when conducting a research project (Postholm & Jacobsen, 2018, p. 267). This sub-chapter discusses the validity and reliability of this project, in order to reflect on the research credibility. People can never be completely free from bias, and I brought my own background and prior experiences into this project, which can lead to a potential bias. Therefore, I have reflected on my positionality in the end of this chapter, and this is presented as reflexivity for the project. Finally, some limitations of the project will be presented.

3.6.1 Validity and Reliability

Checking for validity and reliability is a way to examine the study's credibility. Gibbs (2007) writes that the results are "*valid* if the explanations are really true or accurate and correctly capture what is actually happening" (p. 91). In the case of this study, this primarily means if the interviews capture what they are meant to capture. Peer debriefing, presentation of the researcher's bias and an attempt to compose a shared understanding of reluctant speakers was taken into account and conducted to strengthen the validity of this research. With respect to reliability, Gibbs (2007) writes that the results are "*reliable* if the results are consistent across repeated investigations in different circumstances with different investigators" (p. 91). Throughout this whole chapter, the process has been described and justified in detail, so a similar project can be conducted in the future.

Reliability

Reliability refers to the possibilities to repeat the study and get the same results (Postholm & Jacobsen, 2018, p. 223). However, retests of qualitative studies can lead to highly different answers, as "asking and answering any question can never be separated by mutual interpretations which are inherently local and non-standardizable" (Silvermann, 2017, p. 397). Postholm and Jacobsen (2018) highlight the importance of the researcher's awareness of his or her influence on the study, and to provide the possibility for other researchers to reflect on the study by presenting a clear and transparent overview of the study (p. 224). They continue by providing five points to include in a reflection on reliability: the relationship between researcher and participants, the relation between the research question and participants, the context on which the research took place, a potential lack of participations, and a question on the most important matters have been captured (Postholm & Jacobsen, 2018, pp. 225-227). The following section will discuss these five points of discussion, in order to reflect on the reliability for this study.

Interpersonal relationships are to be found everywhere, also in the context of an interview. Adapting oneself to different situations is normal in such relations (Postholm & Jacobsen, 2018, p. 225). Transparently presenting the relationship between myself and the participants is therefore suitable. All teachers that participated in this research is contacted through my network. I have no other relation to the participants other than their participation in this study.

This study aims to investigate the teachers' experiences with reluctant speakers, and when investigating on peoples' understanding of a certain phenomenon, it is especially important to reflect on the relationship between the research question and the participants (Postholm & Jacobsen, 2018, p. 226). In this study, two of the participants have special needs education, which potentially can influence their answers, particularly in relation to adaptation of teaching. A more identical education among the teachers could thus have made the study more reliable.

The context in which the research takes place is also a factor that can influence the results of the study (Postholm & Jacobsen, 2018, p. 226). All data for this study were collected within one month of the same schoolyear. A big picture of the teachers' approach to reluctant speakers can therefore be seen as limited, as they might reflect within a rather limited time period during the short time we talked. However, the research question addresses their experiences with reluctant speakers, and they were

during the interviews encouraged to reflect on earlier experiences as well. This focus may strengthen the reliability, as it opens for focus on a larger time period.

The group of participants and the question of the most important information is captured are also important to reflect upon in terms of reliability (Postholm & Jacobsen, 2018, p. 227). Both these aspects include mattes that may have been left out of the research process, and therefore a potential lack of information. Due to the time period for the work of this thesis, the convenient sample was utilized to select participants for the project. Other participants with different thoughts on the aspect of reluctant speakers is therefore not considered in this thesis. As an extension of this, it is important to be aware that one never get more data than one can register (Postholm & Jacobsen, 2018, p. 227), and the collected data is therefore used the best possible way to answer the questions for the project.

Validity

The following section discuss the validity of the current study, i.e., to what extent I can be sure that the study investigates what it aims to investigate. When conducting data through qualitative interviews, you can never be completely sure that the questions are formulated in a way that gives accurate answers, or it such answers even exists. When investigating a person's view of a phenomenon, you never know if the subjective statements correspond with subjective statements from other involved people. In addition, you cannot be sure that an objective observer would have collected data that corresponds with the content from an interview. This possible source of error could have been minimized by adding observation as a method for data collection. The original plan for data collection included observation as method, but due to the covid-19 situation this could not be done. Hence, the focus is on the teachers' voices and their subjective perspective.

To strengthen the validity of the data collection, I used peer debriefing to validate the interview guide prior to the interviews. According to Creswell and Creswell (2018), the process of peer debriefing "involves locating a person (a peer debriefer) who reviews and ask questions about the qualitative study so that the account will resonate with people other than the researcher" (p. 201). In this case, the peer debriefing was done through three pilot interviews with three fellow students. In addition, written, constructive feedback on the interview guide was provided from both the supervisor and a fourth student. During these processes, the interview guide was revised based on feedback and discussion, and this process is described in section 4.3.1. When involving people other than the researcher to evaluate the study, this increases the validity (Creswell & Creswell, 2018).

Clarifying the researchers' bias to the research also strengthens the validity (Creswell & Creswell, 2018, p. 200). Gibbs (2007) writes that researchers "cannot claim to be an objective, authoritative, politically neutral observer standing outside and above the text of their research report" (p. 91). I, like all other researchers have biases prior to the start of a research project. My own experiences as a reluctant speaker in the English lessons at school is an example of an experience that could have influenced the results of this project. The imaginable consequences these experiences could have on the results from this project is something I found crucial to reflect on, and this has therefore been given its own section in this chapter. In section 3.6.2, I have written about reflexivity and

reflected on my own experiences and bias that may influence any process of this project, in order to show transparency to the research.

Finally, reluctant speakers can be difficult to define, and in order to make a collective understanding of reluctant speakers, I included questions about characteristics of them. Due to ethical considerations, it is important to notice that this does not include personal information, and that the pupil teacher confidentiality and to make respectful portrays of everyone included or mentioned in the project. This is further discussed in sub-chapter 3.7. It is still not possible to ascertain that we have a completely shared understanding of reluctant speakers, but by including characteristics in the interview this understanding is at least somehow common for all participates and myself.

3.6.2 Reflexivity
In this section, I will present my personal background and experiences related to the topic in question. Gibbs (2007) explain reflexivity as the awareness that the researcher's background necessarily influence the research product (p. 91). This research project, like other projects, is influenced by the researcher's subjectivity. The choices taken during the process is made by the researcher and may therefore have been different with a different researcher. All decisions have, however, been carefully discussed and reflected upon, and also been clarified and justified in this chapter. Savin-Baden and Major (2013) enlighten that "qualitative researchers acknowledge that all research is inherently subjective" (p. 12). In the following section, I present parts of my subjective background and experiences that I see relevant for this project, and reflect on how this can have influenced parts of the process for this project.

As presented in Chapter 1, the idea for the topic about FLA came after struggles I experienced myself during my English education, all the way since the beginning of primary school. In other words, I have my own, first hand experiences being a reluctant speaker in English lessons. The foundation, in the first place, for my motivation into becoming an English teacher was that I wanted to help pupils like myself, to feel safe and secure in English education. During my teacher education, I did not feel that I gained any knowledge of how to approach these pupils, and this was my motivation into starting on a Master's degree – to investigate how teachers approach reluctant speaker in English lessons, and what I can learn about this in order to become a better teacher for these pupils. The research design and the interview questions are indeed influenced by my own positionality into this field, but I have reflected upon every choice I have taken, and justified this beyond my own thoughts and feelings, in order for this research project to be more than a part of my own development as an English teacher. When having a personal relation to the topic, it is hard, if not impossible, to meet the data and start the analysis process without any bias or predefined thoughts. After the data collection, I tried to uncover findings and assessments I had made due to my own experience of being a reluctant speaker as I was aware of my own bias when starting the analysis process. In this project, I attempted to do to this as fair to the data as possible. I hope, and believe, that I managed to do this fairly.

3.6.3 Limitations to the Study
As most studies, this one has its limitations. As explained earlier in this chapter, the selection of participants was done through a convenience sample, where the teachers who participated were the ones who volunteered or were conveniently contacted and

willing to participate (Johnson & Christensen, 2012, p. 230). This resulted with a group of four teachers who were motivated to discuss the topic in question, which were positive for the study. However, this also resulted in a quite homogenous group of teachers, with female teachers of similar age, years of experience as teacher and education. This homogeneity can make them more relevant to compare to each other, but the research also loses other, diverse voices. Inclusion of, for instance, a male, a non-Norwegian or a recent graduated teacher could have brought other aspects to the reflection.

One of the aspects in the research questions is the teachers' organization of activities for reluctant speakers. However, the interviews cannot affirm that the teachers act the way they say that they do. The research questions emphasizes therefore that it is the teachers' reports of experiences and actions that are investigated, and not what they actually do.

Finally, the lack of pupil perspectives makes up the last limitation that will be discussed here. An investigation of the pupils' views about the topic in question could be highly interesting to further research, especially compared to the teachers' views. However, this particular research focuses on the teachers' views of reluctant speakers, and presents an investigation of their reflections upon the topic.

3.7 Ethical Considerations

A researcher must, invariably, bear in mind the ethical considerations when conducting a research project. It is, in fact, embodied in the Norwegian law that researcher must follow research ethics throughout the whole research process, including preparation and presenting of the research (Forskningsetikkloven, 2017 § 4). The National Committee for Research Ethics in the Social Science and Humanities (NESH, 2021)[1] provides researchers in Norway with guidelines for perceiving research ethics, and researchers are to follow these guidelines from the very beginning of a study. Furthermore, the project needed an approval from the Norwegian Centre for Research Data (NSD), see appendix 2 for the approval. The current study included people for whom the researcher was responsible during the entire process (NESH, 2021, p. 17). In the following section, the responsibility with respect to the participants will be presented. In addition, some reflections regarding the word "anxiety" are being presented.

Researchers should receive a **voluntarily, informed, and unmistakable consent** from participants before starting a research study (NESH, 2021, p. 17). Firstly, participants should be informed that the engagement in the study is entirely voluntarily and that their attendance can be cancelled at any time, on their own request. Secondly, all participants should be aware what their attendance in the study involves, why their attendance has been requested, how their attendance will be used and how the information they give will be used. Finally, the approval of participation should be clear and not show any doubt on the individuals' involvement (NESH, 2021, p. 17-18). This research was approved by NSD, before participants were contacted, and a consent form, approved by NSD, was sent to all teachers before data collection. The form was sent in advance to all participants and signed on the day the interview were conducted. They all signed it when

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[1] The Norwegian version of NESH is being used, as the English one is out of date.

we met, hence, informed consents were given from all participants. Thus, the teachers voluntarily signed the informed and unmistakably consent form.

Maintaining the **anonymity** of all participants is the researchers' responsibility (NESH, 2021, p. 21). The real names of the teachers have all been replaced by pseudonyms during the process and this thesis. No information that individually or collected can identify the teachers have been or will be shared.

As some of the questions in the interview guide included the teacher talking about their pupils, a consistent awareness that the teacher-student **confidentiality** must be kept was important. The teachers were never asked or in any other way encouraged to provide any personal information about the pupils, and they never told any personal information. At a few occasions, the teachers spoke about individual pupils, but no information that could be connected to the pupils was at any point mentioned.

The interviews were recorded using an external recorder and Nettskjema's smart phone application "Diktafon". The audio recordings from the external recorder were added directly into my space on NTNU's server, which it is safe to store personal information. Recordings from the application were sent directly to Nettskjema, and no recordings were at any point saved on the phone or my personal computer.

As theory on FLA is used as a theoretical lens for this project, it might seem natural to mention this to the teachers before or during the interviews. Although, when developing the interview guide and preparing the interviews, I actively decided not to mention the theoretical framework or the word "anxiety" to the teachers. The background for this was that most people connect the word "anxiety" to the mental disorder and the diagnosis. Considering the baggage the world carries, it could possibly be difficult for the teachers to talk about the pupils in such a context. Further, researcher does not tend to diagnose anyone with anxiety, nor to investigate anything that has to do with the diagnosis anxiety. The theory on FLA is used to develop my understanding of reluctant speakers. Consequently, I did not see it as practical, nor suitable, to mention this to the teachers.

4   Findings

Through the four interviews, the teachers reflected on different aspects of their English teaching and their own approach to pupils who are reluctant to speak English. All four teachers reported that they currently have or have had pupils reluctant to participate in English lessons. They all reported that they accommodate the lessons with respect to those pupils. The teachers emphasized the importance of the pupils' feeling of safety and predictable lessons for the reluctant pupils, and this seems to be their main focus when accommodating the teaching. Additionally, the findings suggest that the teachers believe that a positive teacher-student relation and a good class environment supports reluctant pupils.

This chapter will present the findings, organized based on the project's research questions. Hence, the first sub-chapter describes how the teachers characterize reluctant speakers in the English lessons. The second sub-chapter will present how the teachers' report on organization of oral activities when teaching English. All excerpts from the interviews have been translated from Norwegian to English. The original quotes are provided in appendix 4.

4.1   Characteristics of Reluctant Speakers

Being aware of pupils who tent to be reluctant to participate in English lessons is important in order to adapt the lesson for these pupils. Revealing some characteristics of these pupils can therefore be helpful. Some general characteristics were mentioned by the teachers. There were mentioned some general characteristics, for instance that reluctant pupils tend to avoid eye contact, and that self-confidence plays a role in their participation in English lessons. Additionally, some of the teachers suggested that there seems to be some behaviours that are typical for reluctant pupils, for example protective strategies and procrastination. Furthermore, the teachers described reasons they believe cause reluctant pupils, and that they experience a reduction of reluctant speakers nowadays compared to a decade ago.

This section will present the general characteristics of reluctant speakers revealed in the interviews, before some typical behaviours will be exemplified. Thereafter, the teachers' thoughts of the reasons for the pupils to be reluctant will be presented. Then, the experiences with the reduction of reluctant speakers perceived by the teachers will be introduced.

4.1.1 General Characteristics

All four teachers had, as previously mentioned, experiences with pupils who are reluctant to participate in English lessons. They mentioned a variety of characteristics, some the same and some different. Some behaviours that the teachers' mentioned as typical when pupils feeling anxious of reluctant to participate were also interesting, and will be presented in the next section.

Body language seems to be a central indicator for teachers when identifying reluctant speakers, and the teachers reported that they clearly saw the reluctance on the pupils:

> Hanne: You can clearly see it if they are scared not to manage it, or scared
> that they must speak. You can see it on their body language and face
> expression right away if they do not want.

Here, Hanne emphasizes the body language as a pointer to the reluctance pupils may feel in certain situations. Avoidance of eye contact and crying was also mentioned as signs the teachers' experience pupils to show whenever feeling reluctant or anxious in the EFL lesson. Åse mentioned the reluctant pupils' lack of trust in oneself may lead to a time-consuming evaluation of ones' own work, and thus a slow progression. Nina emphasized the motivation as a factor for the desire to learn:

> Nina: If they get a task that they do not … have the preconditions to master
> and that will concern any subject then … they lose the motivation and the
> desire and does not see the point and I can understand that.

When the teachers were asked which situations that trigger the reluctant pupils the most, their answered varied from oral to writing task, as Table 5 presents.

Table 5: An overview of situations that trigger reluctance to speak.
This table presents an overview of situations that trigger reluctance to speak among EFL pupils, reported by four teachers.

Hanne	Nora	Åse	Nina
I think maybe it happens most then. That is, they become as agonized if they **work on a writing task that is too difficult** and you are supposed to read the instructions and then you are going to do something and that does not go well if you cannot read.	Considering big **writing tasks, there are some boys who has troubles with sitting down and concentrate** … **in relation to the orally it is mostly the girls** that try to kind of hide in their hood and down … they look down they kind of you see it on their whole body language that I am not going to join this	He … the girl and the boy that often becomes a clown, it is **mostly in … oral … use of the language when they are most reluctant** … if it is writing tasks where they can sit and work a little by themselves or with their working partner or in the group then … it works okay … work by themselves and it seems like they are relatively secure on their own abilities and … raise their hands and asking for help and … it works normally	For instance, if you are going to **present something** then […] [and] it is not everyone who are as comfortable answering questions in the lessons.

Table 5 presents the teachers' different views on what they experience is most triggering for reluctant pupils. Oral activities were mentioned by all teachers, and presentations and answering questions in plenary were especially emphasized by Nina. Hanne and Nora highlighted writing tasks in addition to oral activities. The table illustrates that there is a variety of situations that can trigger the pupils' anxiety and nervousness in EFL teaching, and these triggers can vary between the pupils. However, the teachers also stated that reluctant speakers are present in other subjects as well. Nina stated that the pupils can be reluctant in different subjects and Hanne finds it easy to get all pupils to participate in

the English class. Nora, however, stated that she experiences more nervousness in the English lessons.

The findings also suggest that there are especially two groups of pupils who are reluctant to speak English. Nina exemplified these two groups:

> Nina: There are two groups … I feel like the first one is the low-achieving and they … simply do not know the words they need … and the second group is the cool kinds who … has … most to lose on … not mastering it.

When it comes to high-achieving pupils who are reluctant to participate, Nora also mentioned the social aspect as a hinder for them to speak English. Pupils with high social status (referred to as "cool kids" in the quote from Nina above), or high-achieving pupils who are afraid of participating, may be afraid of putting themselves in situations where they can make mistakes, and thus weaken their status. This is also interesting in light of the class environment, which will be further presented later in this chapter.

The quotes above present different situations where pupils tend to be reluctant, and illustrate that this can vary. Being reluctant does, then, not seem to be a fixed personality characteristic, and pupils can be reluctant in some situations and not in other.

4.1.2 Behaviours Reported as Typical for Reluctant Pupils

The previous section presented some general characteristics for reluctant pupils, but the interviews also revealed some more specific strategies that the teachers experience as typical for pupils whenever they feel reluctant for participating in EFL lessons. Especially Åse, Nina and Nora mentioned such strategies. Through my analysis, the strategies were categorized as "procrastination" and "protective" strategies.

"Procrastination strategies" are strategies that the pupils use to postpone starting on a task. According to what the teachers reported, such strategies are typically used when the pupils fear not being able to complete the task:

> Nora: they get a task and then it is incredibly many pencils that need to be sharpen instead and that book needs to be fixed instead and they do not get started on the work … so there are many such techniques they use to kind of cover that they do not manage to do it … or to do so that they use as much time as possible on other things going to the toilet is very typical when we are going to do something.

Here, Nora exemplifies several examples of procrastination strategies that pupils potentially use when they do not want to start on a task in the English lesson. However, Nina emphasized that such strategies are not exclusively used in the English subject, but also in other subjects.

The "protective strategies" are strategies the pupils use with the aim to excuse potential mistakes and errors. This can include excuse potential mistakes behind jokes, as Åse explaind: "He jokes it away and uses that strategy that it does not matter if what I say is wrong because I say it with a funny voice anyway" A similar strategy is to speak "Norwenglish"[2] and hide potential mispronunciations by deliberately producing incorrect language or a strong Norwegian accent. Another protective strategy mentioned by Åse, is to rapidly finish tasks, and thus explain potential mistakes with the time used on the

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[2] Norwenglish refers to speaking English with a strong Norwegian accent

task. When using procrastinating and protective strategies, the pupils can avoid the discomfort they may fear to experience, by escaping the unwanted situations.

4.1.3 Reasons for Being Reluctant to Speak

When asked about their thoughts on why the pupils are reluctant to speak English, the teachers reported experiences very similar to one another. The class environment seems to be an important factor as to why pupils are reluctant to participate, as two of the teachers emphasize the social aspect as a reason for the reluctance. The teachers believe the pupils are afraid of making mistakes, getting comments from peers, and that peers will laugh at what they say. Additionally, low self-confidence was mentioned as a reason for being reluctant. When being aware of the reasons for the pupils' reluctance, it may be easier for teachers to reveal situations where pupils feel reluctant and prevent these anxious feelings among the pupils. A variety of these aspects are part of the learning environment, which is mentioned by Nora as a cause for pupils being reluctant:

> Nora: I guess it's on the social […] kids today they have no filter they are used
> to... burst out with everything and very those … those I have now they may
> have been... bad at backing up each other they have been more critical of
> each other and there are a lot of comments a lot of language so we have
> worked a lot on that

Nora reported that such environment leads to the pupils feeling insecure and fear comments or laughter from peers. She emphasized that they are currently working on the learning environment in this class. The social aspect is also highly relevant considering the group of high-achieving pupils mentioned in section 4.1.1. Nina explained that these pupils can be present in almost all class grades at the school:

> Nina: At almost all levels you have these kids who... have high social status
> but are actually very insecure about themselves but they try to seem a bit
> tough and then it can be one of those ... threshold to get them to speak
> English because... some may laugh, this kind of children can't stand it that well

She continued by claiming that this is closely connected to the class environment, which will be further presented in section 4.2.3. Further, Nina reported that she has noticed pupils who try to avoid speaking English and who find speaking English frightening. She reflected on experiences with pupils being afraid of making mistakes or that peers will laugh at them. Hanne reported similar thoughts when she said:

> Hanne: They are simply afraid that they might say it wrong or that they don't
> know the word and some remember badly... So I'm sure it's the combination
> of several things.

When Nora was asked of the reason of the fear, she answered "they are afraid to speak loudly". She elaborated by saying that she supposes that "They are afraid to say something wrong and afraid of getting comments from others". When she was asked why she assumes this, she answered:

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> Nora: Something has to do with the expertise they have and but that I was
> into in the earlier and I think that more pupils can more than what they
> express but I think it's a subject they feel that they have to be very sure they
> don't just throw themselves into it because they're going to speak in another
> language they're afraid to be revealed they are afraid to do it wrong they are...
> yes that is very important... and here there are clever children who sit and as I
> am sure know a lot of English that do not ... wish to participate in any
> conversations.

This excerpt implies that there is a challenge related to the second language aspect, in addition to the general challenges pupils can experience in the various subjects at school. Nina also mentioned this when she said that some pupils are "There may be someone who is active in some lessons, but who struggle with English and therefore does not want to speak in English class". This quote also suggests that the language works as a barrier for the pupils to contribute. However, Nina drew the line between the reluctance to speak and whether the pupils are shy or not. She explained that in general there are the same pupils that refuse to speak in the different subjects, English or not:

> Nina: They are probably afraid to say something wrong, but often they are the
> same students who are ... afraid to take the word in general who are a little
> shy or who […], but normally there are the same students that…. it does not
> matter which subject ... if you are shy and don't want to speak in front of
> many people, it also applies in English class.

The assumption that the linguistic issues work as an extra barrier for pupils to contribute in the English subject may be the reason for some pupils to be reluctant, even though it could be the level of shyness that stops other pupils from speaking in the English classes. Hanne connects these two aspects, and assumed that the linguistics may challenge an already low self-confidence:

> Hanne: If you usually have a little low self-confidence on speaking out loud
> that you don't like your voice being heard then you don't want it more in a
> foreign language, so it's probably a little bit about how good your self-
> confidence is and those who have really good self-confidence they try
> regardless of whether it sounds completely different from what you've said
> then they don't care about what they just shrug their shoulders and think it's
> okay.

The self-confidence and self-esteem were also mentioned by Åse as a possible hinder for speaking English:

> Åse: I think it has a lot to do with... with the self-esteem to do then so simply
> how you ... inner belief in your own skills... yes... I think that's the factor that
> matters most.

This section has revealed a variety of reasons for pupils to feel reluctant to participate in certain situations in the English lessons. To sum up, the social aspect is emphasized by the teachers as important for pupils' participation. The findings suggest that fear of making mistakes, being laughed at and getting comments from peers seems to be common reasons for reluctance to participate in EFL lessons. Finally, the connection between the reluctance of participation and self-confidence has been exemplified by two of the teachers.

4.1.4 A Reduction of Reluctant Speakers?

A surprising and especially interesting finding is that the teachers reported that pupils seem to have a higher level of proficiency and that they find it less frightening to speak English now compared to some years ago. The teachers repeated that pupils nowadays have an inner motivation to learn and use the English language.

The teachers reported that with the increased usage of digital tools, such as computers, phones and tablets, children are more exposed to English than ever before, possibly also from an early age. Hanne illustrated this when she said "the pupils who games are used to speak English, they speak perfect when you speak to them, they are used to speak English in their leisure time". Åse reported similar experiences: "I perceive that they understand very much … they hear so much English today both in film and music and games not least gaming so they know very much". The usage of such tools has inevitably influenced the pupils' relation to the English language and their proficiency on a general level. Nora and Nina mentioned this change, and Nora reported that the pupils "use the English language a lot more than what they did just ten years back… so they understand a lot more today than they did before". Nina reported similar experiences: "the approach to the English has changed a little over the years because now the children are much safer than fifteen years ago". Thus, it is possible to believe that the increased use of digital tools is positive for the proficiency in the English language on a general basis. Hanne emphasized what how this influence the motivation for learning the language:

> Hanne: It's quite clear what the motivation does and I think the motivation to learn English .. it's pretty strong because there's so much going on like true secret things when they don't understand it then they want to know... would like to learn English for that reason then.

Similar experiences were reported by Åse, who highlighted boys who spend a lot of their spare time on gaming as especially skilled in English. Consequently, the pupils' leisure activities and interests seem to have an impact on their level of English. Thus, with their continuously increasing use of digital platforms, it may seem reasonable that their level of English increases correspondingly. This finding implies that English is "less foreign" than it was before, and maybe FLA therefore is decreasing in its relevance.

4.2   Organization of Oral Activities

The second research question sought to understand how teachers organize oral activities. This is important because verbal communication is an important part of language learning, and it is therefore interesting to investigate how the teachers organize such activities with respect to reluctant speakers. All teachers seem to agree that there is a focus on oral skills, but that written skills have place as well. They reported that the majority of the time in EFL lessons are spent on oral activities in elementary school, but that the time spent on writing increases as the pupils get older:

> Hanne: I've been working mostly up the fourth grade in the recent years and there's certainly the most focus on... on the oral, but I think it's important to support it with writing.

The teachers illustrated some activities that easily can be adapted to pupils in all levels of proficiency, as well as reluctant pupils. During the organization of activities, accommodation seems to be an important consideration for all teachers. Facilitating the

lessons so the pupils' feeling of safety is preserved, was emphasized during the interviews. To do this, it is suggested in the findings to prepare the pupils to the lesson and avoid exposing them for uncomfortable situations, for instance being asked to speak without being prepared to do so. Additionally, the teachers reflected on their use of L1 and FL when teaching English, and this seemed to be something they consider with respect to differentiated teaching. This is further presented in section 4.2.6.

Initially, sub-chapter 4.2 presents some concrete oral activities the teachers suggested, before some aspects of accommodation will be explained. Consequently, the pupils' feeling of safety, possibilities for the pupils to prepare themselves, avoiding exposure of the pupils, and the use of languages will be presented. They are the aspects related to the organization and preparation of lessons that was mostly highlighted during the interviews.

4.2.1 Activities

With the main focus on speaking, reluctant speakers make planning and organizing activities more complicated for teachers. All four teachers seemed to be aware that pupils can find oral activities uncomfortable. Therefore, they plan the activities with this in mind. They provided examples of some activities they use in their EFL teaching, that facilitate for the pupils' need for predictable lessons and feeling of safety. They also explained how the activities can be facilitated to reluctant speakers' participation. When attempting to get the pupils to speak, Hanne suggested using activities the pupils find funny, and thus forget that they are speaking English.

This section presents some findings related to specific activities. Initially, a warm-up exercise explained by Nora is presented. Then, activities such as the use of role play and theatre, use of physical activities and speaking in unison and singing will be presented.

Nora reported on the use of warm-up exercises to include and activate all pupils, including the reluctant speakers:

> Nora: It may be that I write the alphabet on the board to make them come up with a word on a b c d and if I have two boards then I run two teams against each other right... so yes and then that one were they can get two and two working together and one sits with their back to the board and I write five words it can be umberella, car, painting, different things and they must then play alias in a way so that whoever sees the word should explain... "I use it when it rains" yes and they should try to guess which words as quickly as possible and once they have managed all the words they change and then five new words come up on the board and then they also chat and they don't have to speak loudly one by one

In addition to explaining the warm-up exercise, this quote from Nora illustrates that she is aware of the discomfort that pupils can feel when speaking in plenary. Another exercise she explained where the pupils are not exposed to speak in plenary, is "speed talking":

> Nora: They [the pupils] are in an inner ring first and there are some in an outer ring and then they stand face to face, then I say now you have one minute to tell what you've done this weekend... and then they tell each other and then they switch and the rings go on and then they practice saying the same thing many times... and then they are not alone when all talk at the same time.

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In this activity, the topics of discussion can vary. For example, include the pupils' own interests. This way, the pupils get to use the language by talking about topic of their own interest or experiences. When half of the class is speaking at the same time, there is only one pupil who will listen to each of them, and the exposure of each pupil is strongly decreased.

Role Play and Theatre
The use of theatre and role play is mentioned by Nora several times. She explains that she uses "readers theatre" in extension of her talking about using the language in a safe environment without feeling pressure to present anything. The roles in this theatre are differentiated, so that the number of lines for each role is varied. She explained that they first read through the manuscript in plenary or in groups, before the pupils can look at the roles and decide which they want. In the following excerpt, she explained how the roles are differentiated and that the activity facilitates for pupils at all levels of proficiency:

> Nora: Some big parts and some small parts and then they can be allowed to choose based on what they feel is right for them… perhaps it is a role that is divided between two so that the very weakest can get the one who has shorter and few lines while those who are very strong tend to want in the biggest roles.

Further, Nora said that the pupils read or act the play out at school, but whether they would like to go for a theatre-like presentation, or they sit down and read through the manuscript is up to the groups to decide. A potential presentation of the play to the class is voluntary. They can read the manuscript and prepare themselves at home, and the pupils who are reluctant are allowed to bring the manuscript and read from it when playing. This activity provides the pupils with a lot of both input and output, as they get to listen to all other pupils in their group while also presenting their own roles. When using such activities, the pupils might not be pressured to do something outside of their comfort zone.

Nora also explained that in some grade levels, she usually uses one of the weeks lessons only to oral activities. This can be different kinds of role play, for example that the pupils are experts on different topics, and that they interview each other. Another example is that each pupil gets a laminated card with a character on, and that they are going around and introducing themselves to each other. She emphasized the differentiation of teaching using such activities:

> Nora: Then I get to differentiate it then they also don't have to come up with anything and they can switch cards after a while then they are a different character and then they get a little more into a role instead of taking it personally then they think it is easier.

When the pupils get roles with manuscripts or cards with information about their role, they can focus only on the language without other boundaries than their own potential barrier for speaking English. In such lessons, the pupils focus only on the oral parts of the language in accommodated situations. Additionally, as the quote from Nora suggest, the pupils might find speaking less frightening when they are pretending to be someone else.

Using Songs in EFL teaching

Using song to learn the English language was mentioned by both Nina and Nora. Nora currently teaches both the music and English subject, and uses the opportunity to mix the two subjects:

> Nora: Yes I have both music and English and then I often combine the two subjects so that they can then use when we sing English songs then I stop and try to find out what are we really singing? Because then they get to use [English] and the children sing English often it's not a problem because they do hear music and they sing English all the time so much can go in that way too.

With the increased use of digital tools, as mentioned in section 4.1.4, the pupils are getting exposed to more English through, for instance, music than before. Mixing music and the English subject can contribute to their EFL learning. Nina also mentioned using songs to teach English outside of the EFL classroom:

> Nina: The song of the week then is often in English it is just about getting to practice singing English and reading English and ... manage to ... formulate things get it out so just singing it is much easier than talking.

Trough encouraging the pupils to listen to and sing songs in English, they will also have an increased input and output of the English language, and thus acquire more language.

The activities mentioned in this section can all easily be adapted to pupils with all levels of proficiency, in addition to facilitate for reluctant speakers. Further, they enable differentiated teaching, and they provide for predictable lessons where the pupils' feeling of safety is preserved. This section has so far exemplified some activities to use for oral activities mentioned by the teachers. When organizing and planning EFL lessons, however, the teachers also reported awareness of differentiating of teaching. The next sections will address more general aspects of accommodation for reluctant speakers in the EFL classroom.

4.2.2 Adaption of Teaching

The previous section presented some activities where the teachers specifically have reluctant speakers in mind. This section will present specific strategies the teachers' reported using when accommodating for reluctant pupils. Åse emphasized differentiating the aims on a general basis:

> Åse: There are very different goals that the pupils work for depending on level but also where they are in relation to how safe they feel.

Differentiated teaching aids the pupils on their way to learning, which, after all, is the most important:

> Hanne: The aim is, of course, to learn something from it, but some work very slowly so it must be managable for everyone so you can't give the same to everyone... I think that there is a need to increase learning more than anything else that they get something that is adapted.

She continued and said that too hard tasks will result in termination of the work, which again will not lead to any learning outcome. Hanne provides an example of how she concretely adapts the teaching to the different levels of proficiency:

Hanne: I have ordered student access to the book for all those who are struggling to read. And it is so that they can work at home and listen to it several times and that they have the opportunity to also sit with a chromebook at school and those who have dyslexia get ... or very much unease get good headphones so that they can sit and listen to audiobooks themselves and not and read everything or ... sit and listen to it again and get text read out to them and that it can create a little more peace and that then you get to sit and work more concentrated yourself.

The excerpt from Hanne illustrates specific ways to accommodate in the EFL classroom, with use of computers and headset to facilitate for pupils who can benefit from that. Åse mentions how she differentiates the level on the homework to the language level of the pupils, and emphasizes the feeling of mastery:

Åse: They get reading homework that I think will give a sense of mastery and at the same time a little bit of a challenge. It is simply differentiated teaching.

Having differentiated levels on tasks and homework can make the pupils gain more from the work, as they can focus on the amount of work that are suitable for themselves.

There are a variety of aspects to consider when adapting the teaching that not necessarily relates to specific activities. All teachers emphasized the importance of the pupils' feeling of safety in the EFL lessons. Preparing the pupils for the lessons and avoiding exposing the pupils in uncomfortable situations are two aspects that were highlighted in the interviews. Both these aspects facilitate for safe and predictable lessons. The next sections will address the feeling of safety in the classroom, preparing the pupils and avoid exposing the pupils in the lesson. Finally, the teachers' report on how they use L1 and the FL in EFL teaching will be presented.

4.2.3 Safety
The analysis revealed that all the teachers reported that the feeling of safety and predictability are important for pupils who are reluctant in the EFL lessons. They emphasized that the pupils must feel confident that they are not asked to speak if they feel insecure, and that no one is forced to speak. Nina exemplified this in the following excerpt:

Nina: I want them to be sure they don't are forced to say something without being... because if they're tense if they're stressed that I'm suddenly going to ask them questions that they can't answer then they're sitting stressed the whole English lesson and then they're learning nothing either because they're so afraid that there suddenly will come something so it... I avoid that.

Safety, predictability and a low level of stress are thus seen as important for the pupils' learning outcome. The English subject differs from the other subjects in primary school, as it is indeed a foreign language. Group work can provide the pupils with a greater feeling of safety when being reluctant to speak:

Åse: It is simply to make them feel safe, because one thing is to sit and speak Norwegian ... and something else is when you are going to use a completely different language that you... it requires something extra in addition to ... The way you might not even be confident in the group if you are going to speak Norwegian with them, then you are certainly not if you are going to speak another language if you are unsafe in the language so I see that the feeling of safety around these regular groups important I have a lot of faith in that.

Here, Åse reflects on the linguistic challenges pupils can feel, which was mentioned earlier in this chapter. Being aware and acknowledge this issue is essential when accommodating for the pupils who are reluctant to participate.

Teacher-Student Relation and Class Environment
Several teachers emphasized the importance of creating an environment where making mistakes is allowed, and that no one will laugh if they do so. This requires a classroom with a collective and established understanding of specific attitudes that impact the class environment. Hanne and Nina emphasized the importance of making mistakes: "Make it absolutely safe to ... to miss completely. That it is allowed to ... allowed to say something wrong or you don't learn" (Hanne) and "Create space for it to be tough to try, that we actually learn from the mistakes we make" (Nina). Creating such environments, however, is challenging. Nora highlighted the teacher-student relation, and reflected on the class environment and on the difference between the relation she had with the class that she taught throughout the entire primary school and the relation she has with the class that she took over in fifth grade:

> Nora: The class that I had through seven years, they were more secure, they
> had been crawling on the floor with me in seven years, and we had done
> everything, we had been dancing and singing and they had trust in me and
> trust in each other, and then they dared to do more.

In this quote, Nora illustrates how she throughout the whole primary school built a strong and learning friendly environment in the class, where it was safe to try and safe to make mistakes. In a such environment, it may be instinctive that the teacher-student relations within the class provide a strong foundation, and can thus more easily handle potential obstacles that the pupils meet during their schooling. This is one of many aspects of a good learning environment. Hanne mentioned a different aspect of this relation, where she focused on the continuousness of the teachers:

> Hanne: If you get followed up properly and it's... Stability in ... the teaching
> staff, it will be much easier for a child to make a steady progression, which is
> what matters. There will not be progression if you get something that is much
> more difficult suddenly than what you are used to. Or that you'll never get it
> adapted to your level you'll never get on.

This excerpt presents an issue related to the pupils' process of learning in relation to continuity of the teachers. Hanne raised the problem that the pupils' progress will be strongly influenced by changes of teachers. It seems natural that a continuous change of teachers or a high use of substitute teachers can challenge the pupils' safety in the classroom, and that this can affect the reluctant pupils. Furthermore, the teacher must be aware of the pupil's need in order to accommodate the lessons to their specific demands. Hanne explained this in the following quote:

> Hanne: It's about about knowing the kids […] what they think is okay, one
> should you have to challenge them but gently challenge them within their
> limits and then it is a great advantage to know them well then.

In order to challenge the pupils inside of their own boundaries, it thus is important to know them well. If the teacher is unfamiliar with the pupils' proficiency or knowledge, it is hard to adapt the teaching to the individual level of the pupils.

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4.2.4 Preparing the Pupils

It was repeated throughout the interviews that the teachers reported that they try to let the pupils prepare themselves before the English lessons:

> Åse: We have agreements […] that is going to make it predictable for him so
> that he is not going to spend very much of his capacity to sit and be anxious
> so that he simply is going to spend his capacity on learning so that he knows
> that I am never going to ... I'm never going to ask you anything in class unless
> we've planned it in advance for example... then I can talk to him the day
> before maybe that tomorrow we have English and then we will then I can
> explain to him what to do.

Åse claimed that by preparing the pupils consistently, the pupils are allowed to prepare and also feel safe that they will not suddenly have to speak during English lessons. Preparing the pupils and collaborating with them was also mentioned by Nina, when she explained that she aims to make predictable situations and makes agreements with pupils she know may be reluctant. Consequently, this can result in a larger learning outcome. However, Åse identified an obstacle related to the use of time. After explaining how she can speak with this pupil before the lesson, she said that "I don't do that every week, because I can't quite [make time to do it]". She continued by saying that she can prepare the pupil by asking him/her the day before if he/she can contribute by answering a certain question.

The teacher can also prepare the whole group to the English lesson. Nora exemplified and stated that she sometimes prepares the pupils when they are expected to speak, she sometimes tell the pupils that "I'm going to ask aloud at the end of the lesson and then the goal of what you're doing now is for you to answer me the following things in English if you need to write it down then you do that". When preparing the pupils that they are going to be asked a certain question at the end of the lesson, they can for example use reading strategies or other techniques to gain the information they need to answer the question. This can contribute to the feeling of safety to pupils, but Nora said that she still experiences pupils who do not want to speak.

4.2.5 Avoid Exposing the Pupils

The interviews revealed beliefs that to increase the reluctant pupils' feeling of safety in the classroom, they should not be put in uncomfortable situations. A way to do this is to avoid uncomfortable exposure of the pupils, for example situations where they are afraid of speaking English incorrectly. The teachers mentioned three ways of organizing activities where the pupils are not exposed for the whole class if making mistakes: speaking in unison, use of pair/group work and use of technical tools.

Speaking in Unison
Making the class speak in unison was mentioned by several of the teachers. When speaking in unison, the exposure factor is gone, as no one can hear it if someone pronounce wrong or make mistakes. Speaking in unison was mentioned by Nina as something more harmless for the pupils than speaking alone in plenary:

> Nina: They must feel safe, they must know that there are no unpleasant
> situations where I have to perform something I cannot ... no one that are
> forced to read in plenary or answer questions... then we often have such
> unison reading and copy-reading and things like that where they have to speak
> English but we do it at the same time because then it won't be so frightening.

When speaking together, potential mistakes is not as visible as they are when speaking individually. Åse also reported that speaking in unison is frequently used in her class, for instance when going through homework. Hanne mentioned speaking in unison as a technique to make the reluctant pupils speak more:

> Hanne: When you see that someone is terrified you see their anxiety... they
> get completely stiff and shake their heads then you let them be they take part
> again when they get to join in when we talk in unison then maybe it is easier
> to get started but someone just need have a little more time.

These quotes may imply that speaking in unison can facilitate for pupils who are reluctant to speak English, as they can practice the language without being visible to the whole class if they say something wrong. However, the quote from Hanne also implies that some pupils may even be too reluctant to participate in such activities as well.

Use of Pair/Group Work
The teachers reflected on different ways to avoid the uncomfortable situations for the pupils, and the use of group work or working in pairs was mentioned by several teachers. Åse explained:

> Åse: It's both the four five groups as well, then there are two and two pairs
> working together and that's so that a group of four is divided into two pairs ...
> that's how they work together there. And the fact that there is security around
> it I see helps those who are reluctant, who are unsafe in the subject.

When working in pair or small groups, reluctant pupils can get confirmation on their contribution, and maybe they dare to say it in a larger group in a later occasion. Nora says that she sometimes gives the pupils a topic or question that they are going to discuss with a peer. When they have discussed in pairs, they share ideas and discuss with another pair. She continued explaining:

> Nora: [Then] there are some who can contribute first individually, then in
> group, then in plenary .To make them feel more confident about what they are
> going to say and sometimes I say that "now we are going to prepare that I am
> going to ask in plenary at the end of the lesson and then the goal of what you
> are doing now is for you to answer me the following in English. If you need to
> write it down you do that".

When discussing a topic or question this way, the pupils are provided with time to test their thoughts or answers first in pair and then in a small group. This can give some pupils the verification they need to speak in plenary. Hanne contributed with a slightly different perspective, when she talks about using pairs to protect the potential reluctant pupil. She elaborated on a specific activity:

> Hanne: [The pupils] read out one sentence each too... or sit with it two and
> two then to shield the one who is unable to read it. Then they can read it
> together and agree on where it wasdifferent types of tasks that provide both a
> sense of mastery and and learning. It becomes an adaptation that the one who
> is struggling a little gets to sit with a slightly safer learning partner.

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This sort of group work also facilitates the opportunity to give a reluctant pupil the validation he or she needs to speak aloud, maybe even in plenary. When working with a friend or a classmate with whom they feel secure, it is also possible that their enjoyment in the English lessons will increase.

Nora elaborated on experiences with pairing two pupils with different language proficiency:

> Nora: The one with high proficiency can shine a little and then the one who is weaker may then ... feel a mastery that the two manage the task [...]but if the two pupils are to talk about a topic, and speak in plenary afterwards, then the two of them can have a conversation, but that the one who is stronger is the one who answers aloud... but you feel like you've been involved in... to prepare the answer then.

With the use of pair work explained in this quote, the pupil with high expertise in the language must use his or her knowledge, and the pupil with low proficiency can feel that he or she contributes to the answer. The work activity can gain both pupils, and contribute with a feeling of mastery and consequently increase the motivation, and in turn the learning outcome. These examples of pair and group work can encourage the pupils speak in safe environments, which Nora mentions as important for reluctant pupils.

Digital Tools
Digital tools can also contribute to the issue of not putting the pupils into uncomfortable situations. Both Nina and Nora claimed that they occasionally let the pupils use voice recorder when they are supposed to present something. Nina experienced that the pupils can be reluctant when having oral presentations, and presented a suggestion to solve this problem:

> Nina: A presentation where you will speak English is probably what they dread... but then it can be easily solved by them writing their script and reading it into an audio file for example.

Nora also reported on using voice recordings to get the reluctant pupils to speak English. While reading aloud was more normal some years ago, Nina reported using voice recordings now:

> Nora: Now I get them to read their reading homework on audio file and they hand it in and then I can listen to it afterwards. And when they are in the seventh grade, they can get ... "what do you think about or something".. then they shall speak and record it on audio file... then I could listen to it like that.

When using voice recordings, the pupils can try and fail as they can delete the recordings and do it over again whenever they are not happy with the result. This can facilitate for reluctant speakers to show their proficiency in the language if they do not dare to speak in plenary or with the teacher.

4.2.6 The Use of L1 and FL in EFL Teaching
When the teachers were asked about which language they mainly use when teaching EFL, all teachers stated that they speak as much English as possible, but that they also use Norwegian translation when talking to the pupils. The use of L1 and FL seems to be

something the teachers consider when accommodating for reluctant and/or low achieving pupils:

> Hanne: I speak as much English as possible. and... and know that there are pupils who do not understand what I am saying, therefore I translate the key words all the time to make sure that everyone understands what they ... those words mean. So I'm talking... I say everything in English, but I speak also Norwegian to emphasize it then.

This is supported by Nora, who stated that her aim is to speak as much English as possible, but that her use of English depends on the proficiency level of the class. Hanne and Nora explained how they use as much English as possible, but that they consider it necessary to use a certain degree of Norwegian, in order to make all pupils understand and concentrate. Based on the teachers' explanation, this seems to be a method they use to adapt their teaching to embrace all pupils. Åse mentioned the use of common phrases[3]:

> Åse: This thing about having common phrases... for... things that are often done... then... I find that they... can understand it... whereas if there are other things I said so... so... it could be that I say some things. I can observe a little, scan the class a little to see... or look at some students that I know maybe... might not have caught it... Sometimes I say it in Norwegian afterwards if I find that it is not understood. So it... it really varies.

She also emphasized the importance of understanding in relation to the feeling of safety, and that an all-English approach may not be suitable in a group where the pupils' level of English differs:

> Åse: In that class, I speak both Norwegian and English. I get as a tip from teachers who recently have taken further education in English that we should speak as much English as possible, and I try that but at the same time so…it is a class with a gap in in the language skills, so that in order for it to be safe and good and learning for everyone then I can not only speak English. [...] because if it is if there are kids sitting there not understanding what I'm saying then it gets unsafe and then they don't learn anything then then... so that's the reason I use both languages. Although I think there are some who disagree with me there but... yes I think that's the best.

The use of phrases was also mentioned by Hanne, when she explained how use of common phrases can facilitate for all pupils to use the amount of language each one hold:

> Hanne: It allows those who know a lot to use their entire language. And it doesn't matter if those around don't understand everything. After all, they automatically fill up with what they can from those who know more. So it's not that kind of conversation, per se, but you're talking about trying to make it into a kind of a dialogue about what you're trying to rehearse then.

Hanne reported that when the pupils are provided with common phrases, it opens for a variety of language use. The pupils with a low level of English can make use of the common phrases, while pupils with a high proficiency can use more of their language. A similar technique was explained by Nina:

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[3]«Common phrases» is translated from the Norwegian term «faste fraser».

> Nina: They can learn some questions. It can be "when it is your birthday"
> when we are working on months or "what your favorite colour is" or something
> that they are going to ask each other about.

Nina elaborated that she mostly uses this activity in the lower grades, but it seems that such activities can be adjusted to suit higher grades as well. As mentioned in the quote from Hanne above, such activities can facilitate adaption of teaching, as the pupils with a higher proficiency can use a more complicated language.

Body language and mixing the languages were also methods the teachers reported using when teaching English. Åse exemplified that "you use a lot of body language and mimicry and show with your body what you mean". She also highlighted that any answer from the pupil is better than no answer: "Mostly, I encourage pupils to answer in English and speak in English. But… it is better that that they respond at all than that they … have to say everything in English I think". Mixing of language is also mentioned by Nina:

> Nina: It is English increasingly as they get older, but in the fourth grade it is
> mostly in English. You may also need to consider the pupils, and you may need
> to use Norwegian as a support language. Further up the grades, some
> translations of new words, for example, are enough along the way. But
> essentially English... But it varies. We have a rule that it is allowed with
> "Norelsk[4]" as they call it, if you cannot say all the words in English, you can
> use the Norwegian ones, but you must try to use the English to the greatest
> extent possible. So some pupils speak very good English and some pupils find
> it frightening and then they can, for example, use the words they look at as
> well they can fill in with Norwegian.

Allowing the pupils to answer in Norwegian could make the lesson less frightening for pupils who are reluctant to speak English and can facilitate for their participation. This can be seen in relation to adaption of the teaching, and that a teacher should evaluate the pupil and decide if he or she is expected to answer mainly in English.

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[4] «Norelsk» refers to mixing the Norwegian and the English language.

5 Discussion

The overarching aim of this project is to gain insight into how four EFL teachers report their experiences with reluctant speakers in the EFL classroom. The overarching research question is supported by two sub-research questions: 1) How do the interviewed EFL teachers characterize reluctant speakers? and 2) How do the interviewed EFL teachers perceive how they organize oral activities, especially for reluctant speakers?

As presented in the findings, the interviewed teachers suggested some characteristics and typical behaviours for pupils who are reluctant to participate in EFL lessons. The teachers reported that they experience reluctant pupils to express with their body language and avoid eye contact. They mentioned protective and procrastination strategies reluctant pupils use to cover for potential mistakes. Additionally, some thoughts on reasons for why pupils are being reluctant were proposed by the teachers. Low self-confidence, low achievement, and fear of making mistakes were mentioned as reasons to be reluctant. The social environment was also reported as a factor that may influence reluctance. Furthermore, the teachers suggested that the number of reluctant speakers in the EFL classroom have been reduced over the past years. The findings present how the four teachers reported on how they organize oral activities when reluctant pupils are present in the classroom, including use of roleplay and theatre. The teachers reported that they accommodate for the reluctant pupils, and that safety and predictability were important factors. Other mentioned aspects of consideration were not to expose the pupils in uncomfortable situations, and the use of Norwegian in English lessons.

In this chapter, the findings will be discussed in light of the theoretical framework and previous literature. The discussion is divided into two parts, where the first section addresses the characteristics of reluctant speakers, and whether the reported characteristics correspond to the characteristics found in the theory. In light of the importance of differentiated teaching (Ministry of Education and Research, 2017f), and the importance this seems to have in the interviewed teachers' preparation for EFL lessons, the second section will consider the role of adaption in EFL teaching and planning of lessons.

5.1 Similar Characteristics of 'Reluctant Speakers'

As the aim of this study is to investigate Norwegian EFL teachers' experiences with reluctant speakers, it was considered essential to explore their concepts and characteristics of reluctant speakers. In line with this, the first sub-question addresses how the teachers characterize reluctant speakers. This section will thus discuss the characteristics mentioned by the teachers in light of the theory and previous literature. Additionally, this section will discuss beliefs on why reluctance is present among the pupils in EFL lessons. The purpose of this is to gain a clearer understanding of reluctant speakers, in order to better facilitate and help the pupils. One striking result is that despite that these are different teachers in different situations, all of them have similar concepts of what a reluctant speaker is. Furthermore, their descriptions of speakers correlate with descriptions from the previous literature on reluctant speakers and FLA (Ahmad, 2021; Lin et al., 2015; Liu & Chen, 2014; Savaşçı, 2014).

As stated in the findings, all four interviewed teachers have experiences with reluctant speakers when teaching English, either in their current class or in earlier classes. The findings display that that the pupils' body language and facial expressions can reveal potential reluctance to speak. This is also suggested in the previous research, where "freezing" in the class is mentioned as a characteristic for FLA (Horwitz et al., 1986). It was repeated in the interviews that the reluctant pupils seem to fear speaking aloud and making mistakes in EFL lessons. This is revealed in previous research as well, as seen in Horwitz et al. (1986), Ahmad (2021) and Savaşçı (2014). Additionally, the pupils' process when working was also emphasized when discussing reluctant pupils. Åse mentioned that they typically can have a slow progress and Nina noted a potential feeling of hopelessness. This implies an absence of motivation and may lead to lack of work and effort. Ahmad (2021) revealed that reluctance to speak are caused by perceived proficiency and a poor proficiency and vocabulary, which may be the overarching reason for the fear of having to speak aloud and making mistakes. I question if these characteristics can cause the feeling of hopelessness and the slow progress, and therefore a lack of effort to complete tasks. All teachers reported perceptions of reluctant speakers. As being reluctant to speak is not seen as a fixed personality trait, I wonder if a clear conceptualization of reluctant speakers can function against its purpose, reluctant speakers with atypical traits may not be discovered.

5.1.1 Reluctant Speakers in EFL Learning Situations

Reluctance to speak seems to occur mostly among pupils with a low language proficiency, but the analysis revealed that also high achieving pupils can be reluctant to speak. High achieving reluctant speakers are also shown in the theory (Horwitz, 2001). Perceived abilities and objective performances do not necessarily correlate, and this can cause relucta|nce for participation. Nevertheless, high achieving reluctant speakers are in the findings seen in relation to the social learning environment in the class. Reluctant pupils were by the teachers interviewed in this project grouped into two groups: pupils with a low level of achievement and high achieving pupils with a high social status, who fear weakening the status if they reveal weaknesses. The project thus indicate that low proficiency is not a precondition to be reluctant to participate in EFL lessons.

The reluctant pupils seem to be afraid of revealing mistakes or a low proficiency. The analysis revealed two strategies used by reluctant speakers: a protective strategy and a procrastination strategy, both of which affecting the pupils' work. Both strategies can be used by both low and high achieving pupils. As the latter group of pupils are afraid of weakening their status, they may excuse potential mistakes by speaking Norwenglish or making jokes. The group of reluctant pupils who have a low level of English may use the strategies trying not to reveal mistakes. As the same was revealed in the findings to apply for pupils with a low proficiency, this seems to be something that should be seen in relation to the learning environment. The teachers expressed a desire for a learning environment where making mistakes are allowed and natural, and considered as a part of the learning process in the EFL classroom. This may lead to two overarching categories that seems to influence the reluctance to speak: the social environment and a personal aspect. The social aspect was indeed reoccurring in the interviews, and a positive and safe environment was emphasized as important for a good learning environment. The classroom is after all the most important area for learning and social interaction (Eriksen & Lyng, 2018, p. 62). The importance of sustaining a safe and predictable learning

environment will be further discussed in section 5.2.1. The personal aspect will be discussed in light of the Affective Filter and FLA in 5.1.2 and 5.2.3.

Despite the potential reduction of pupils who are reluctant to speak English, the existence of reluctant speakers in today's classroom is still evident, and it seems to occur in all age, all levels of language proficiency and in multiple parts of the world. As all interviewed teachers reported experiences with such pupils, and the previous literature review also enlightens the issue among YLL (Aydin et al., 2017; Liu & Chen, 2013; Nilsson, 2019), it is an important consideration when teaching young learners a new language. The theory and previous research address anxiety and reluctance to speak in relation to a language learning context. However, the findings indicate that reluctance to speak is not exclusively related to FL learning, but occur in several subjects. However, the English subject differs from other subjects as it is indeed a different language and therefore brings different challenges. Focusing on reluctance to speak in EFL lessons is therefore highly important.

The results of this project indicate that reluctance to speak in EFL lessons is not a phenomenon exclusively occurring for low achieving pupils, but also for pupils with a high level of English. The reasons for the reluctance do, however, seem to differ. The social aspect seems mostly to relate to high achieving reluctant pupils, while the reasons for pupils with low proficiency seems to be more complex. The following sections will discuss low self-confidence in relation to reluctance to speak and the role of emotions in EFL learning situations, these aspects seem to be relevant considering both pupils with high and low level of proficiency.

5.1.2 Low Self-Confidence and Reluctance to Speak

The findings suggest that self-confidence has an impact on the reluctance for participation in EFL lessons. Low self-confidence is also suggested as a potential factor for reluctant speakers in the reviewed studies (Ahmad, 2021; Liu & Chen, 2013; Savaşçı, 2014). Self-confidence is one of the three main factors in the Affective Filter Hypothesis (Krashen, 1987), and is believed to influence the language acquisition. The correlation implies that low self-confidence does somehow influence the reluctance to speak negatively. This may point towards to that the Affective Filter Hypothesis to some degree is adequate to reflect upon when working with reluctant speakers.

The findings indicate a weakening of an already low self-confidence may occur due to the linguistic challenge. The Affective Filter Hypothesis states that a low self-confidence leads to a strong filter, and thus a low learning outcome (Krashen, 1987). From this standpoint, it can be considered possible that a low self-confidence only would hinder reluctant pupils to speak, but that the input would be sufficient. However, according to the Affective Filter Hypothesis, a strong filter also hinders the input to reach the language acquisition devise, as illustrated in Figure 1Figure 1: The action of the affective filter., and a great amount of input will therefore not lead to acquisition if the filter is too strong. A low self-confidence can thus lead to a low language achievement, and whether or not it is a cause for FLA and/or reluctance to speak could be further investigated and discussed. The Affective Filter Hypothesis sees anxiety and self-confidence as two elements influencing the filter, but the complexity of human personalities is not easily understood, and multiple factors might influence each other. Low self-confidence could therefore lead to anxiety, and vice versa. The understanding of reluctant speakers presented in Chapter 1 could then be expanded to a more complex and comprehensive

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perception, including more and different aspect of the personalities. Reflecting upon the Affective Filter Hypothesis when working with reluctant pupils can, in other words, be helpful when approaching reluctant pupils.

The findings suggest that there has been a reduction of FLA among Norwegian EFL pupils. The increased use of digital tools and platforms intensify the pupils' input and exposure for the language, and the pupils also experience the value of knowing more languages, and maybe especially English. The findings suggested that this leads to fewer pupils being reluctant and nervous in the EFL lessons. There is a possibility that the increased use of digital platforms and tools consequently increase the self-confidence as well as the motivation, and thus lead to a weaker filter (Figure 1).

5.1.3 Emotions in EFL Learning Situations

As this study investigates how the four interviewed teachers report their experiences with reluctant speakers in EFL teaching, I find it important to discuss how feelings influence the process of learning a FL. Hopefully, this can contribute to a better understanding on the role of feelings, and with that better understand how to adapt and facilitate for reluctant speakers in EFL learning situations.

As previously stated, a person's complexity of feelings and experiences can influence the language learning outcome. There are a variety of affective factors that can influence the SLA process, for instance, self-esteem, self-efficacy, willingness to communicate, risk taking, and extroversion (Brown, 2007). Awareness of these affective factors are important in order to adapt and facilitate for learning outcome. As explained in section 2.1.1, most of the affective factors can be categorized into motivation, self-confidence, and anxiety, and together they compound the Affective filter (Krashen, 1987). In section 5.1.2, self-confidence was discussed in relation to reluctance to speak, and the other aspects in the hypothesis are also highly interesting to discuss. The interviews revealed that anxious feelings are stated to influence the language learning, as Nina stated that if a pupil is continuously nervous in the EFL lessons, then they will not learn anything at all. By use of the FLCAS, the previous research revealed that FLA is present in all ages (Aydin et al., 2017; Lin et al., 2015; Liu & Chen, 2014; Nilsson, 2019). A high level of anxiety will strengthen the Affective Filter and restrain the language learning outcome (Krashen, 1987). All teachers have a goal that their pupils will learn as much as possible, and knowledge about the Affective Filter Hypothesis can contribute to their adaptation practice. The motivation aspect of the hypothesis could be focus for further research, as this study does not consider this aspect.

An effective teacher is one who provides input in a low anxiety situation (Krashen, 1987) and the feeling of safety in learning situations was emphasized throughout all interviews. It can be seen as especially important in FL learning situations, as this precedes mainly in a foreign language and thus includes a linguistic challenge in addition to the already present challenges. Seen in light of the Affective Filter Hypothesis, the teachers should work for weakening the filter and thus increase the learning outcome. The following sub-chapter will present the role of adaption, and the sections hereunder will discuss some ideas on how to adapt EFL teaching in order to facilitate for the pupils' feeling of safety and learning outcome.

5.2   The Role of Adaption

The interviewed teachers reported several aspects of adaptation of teaching. Differentiated teaching is, additionally, an important aspect in the core curriculum (Ministry of Education and Research, 2017f). It is therefore seen as an essential part of teachers' organisation of activities. Consequently, the main discussion point with regards to organization, is the role of adaption. The findings revealed that all four teachers reported that they adapt the teaching to reluctant pupils. Facilitation for learning with respect to all pupils, regardless of levels and grades, is indeed something the school is expected to do (Ministry of Education and Research, 2017f), and some adaption is therefore a necessity. The pupils should all find the teaching activities meaningful (Imsen, 2014, p. 246; Olsen, 2020, p. 16), and it is the teacher's responsibility to plan these activities. The following sections will therefore present considerations related to adaption of and facilitation for teaching English in a Norwegian classroom. Central aspects for this sub-chapter are the importance of a safe class environment, the importance of considering emotional aspects when planning lessons, and some actions for adaption.

One of the overarching aims in the English subject is to provide the pupils with a basis for the ability to communicate both inside and across borders (Norwegian Directorate for Education and Training, 2019e). Communication is one of the core elements in the English subject, and teachers must facilitate for each pupil to learn and work for their belief in the learning progress (Directorate for Primary and Secondary Education, 2017, p. 17). The teachers should, therefore, consider each pupil's needs when planning lessons, and form the teaching activities thereafter. All teachers reported that they consider reluctant speakers when facilitating the teaching. The following sections will address different aspects of adaption of and facilitation for learning.

5.2.1 The Importance of a Safe Learning Environment

The teachers' answers unveiled that securing the pupils' feeling of safety is one of the most important aspects when considering reluctant pupils. To attain this, working to secure a good and supportive learning environment may be one of the keys. As previously mentioned in this chapter, high achieving pupils may also be reluctant to participate, and the findings suggest that the social aspect is the reason.

As Hanne emphasized in her interview, an already low self-confidence can become even lower when challenged by the linguistic difficulty, and I believe a safe class environment is especially important in the EFL class owing to this challenge. Additionally, if the reason for high achieving pupils is a bad learning environment, this is particularly important to consider. The findings suggest working for the learning environment, in order for the pupils to speak aloud without being afraid, being laughed at or getting comments. Two of the interviewed teachers emphasized the importance of creating a room where making mistakes is accepted and with a shared understanding that we learn from doing so. This can be seen in relation to the learning environment, which consist of everything that occurs in the classroom (Imsen, 2016). The learning environment is seen as equivalent to the psychosocial environment (Imsen, 2016) which includes the interpersonal relations (Norwegian Directorate for Education and Training, 2010, part 1, division 3, subdivision Begrepsavklaring, paragraph 2). Thus, the teacher-student and student-student relations become crucial for the learning environment. Nora emphasized the interpersonal relations when comparing a class that she followed throughout the whole primary school

and the class she took over in fifth grade. Her reflections highlight the importance of working for the interpersonal relations. Hanne noted the importance of knowing the pupils in order to facilitate for their learning. A good and trusting teacher-student relation can, indeed, increase the pupils' self-esteem, motivation and learning progress (Lyngsnes & Rismark, 2020). This relation has several aspects, and the theory points to the importance of *seeing* the pupils (Eriksen & Lyng, 2018). This includes for instance awareness of the pupils' needs and feelings (Eriksen & Lyng, 2018), which was also emphasized by Hanne when she mentioned the importance of knowing the pupils. Developing a positive teacher-student relation and a secure learning environment require effort from teachers, as they are responsible for what happens in the classroom. To summarize, securing a learning environment where the pupils feel safe, and where it is okay to do mistakes, can contribute to decrease the nervousness that reluctant speakers experience, and thus lead to less reluctance. In addition, the social status should not matter when it comes to participating in the EFL lessons, and a safe learning environment can contribute to this.

Securing a supportive class environment is, however, not necessarily enough to secure that no pupils are reluctant to participate. As seen in Nilsson (2019), reluctant speakers occur even if the environment is good and teacher-student relation are supportive. As both the teacher and the educational setting has been found to influence the levels of FLA in Swedish classroom (Nilsson, 2019), one can assume that this is relevant in the Norwegian classroom as well. When a supportive learning environment is not enough, the teachers are then suggested to go further into the adaptation of the lessons, in order to facilitate for the reluctant pupils. In the following, specific actions the teachers reported on using to adapt for reluctant speakers will be addressed.

5.2.2 Actions for Adapting

The teachers suggested several ways of adapting the teaching to reluctant pupils. Preparing the pupils was mentioned by several of the teachers as a technique that they use to facilitate for the whole class or for specific pupils. Both making agreements with individual pupils and preparing the whole class for specific questions were mentioned. If reluctance to speak can lead to anxious feelings such as a mental block, difficulty of concentrating (Horwitz et al., 1986) and nervousness and worry (Oxford Learner's Dictionaries, 2022a), I question whether this preparation time can increase these feelings and thus strengthen the affective filter further. On one side, the pupils are not being put in situations where they are consistently afraid and worried that they may be asked something. On the other side, there is a possibility that the Affective Filter may indeed be strengthen as the pupils may worry for a longer time, and thus intensify the reluctance to speak. The previous literature presents that being unprepared for the teachers asking questions triggers FLA (Liu & Chen, 2013). The importance of creating a supportive and stress-free environment in the language class (Newbould, 2019) is noted in section 1.3.2. Newbould (2019) suggests providing the pupils time to think, prepare and rehearse before speaking in plenary, and that this can make the difference on the learning environment. However, everyday conversations are spontaneous and does normally not provide time to prepare and rehearse. A potential problem that can arise when always being prepared for speaking is that this preparation- and thinking-time is that this is not realistic. On one side, as communication is one of the core elements in the English subject curriculum (Norwegian Directorate for Education and Training, 2019d), pupils should be prepared for this spontaneously communication as well. On the

other side, some learning outcome is better than no learning outcome, and there could thus be a balance on the prepared speaking and the spontaneous communication. Unpreparedness for answering questions is, nevertheless, previously presented as FLA triggering (Liu & Chen, 2013). As Weakening the anxiety levels is, in light of the Affective Filter Hypothesis (Krashen, 1987) highly important in order for language acquisition to occur, this may be the most important aspect to focus upon. Adapting the lessons for all pupils is indeed a challenge, as pupils may react differently to actions that teachers apply. I believe the teacher-student relation is an important factor here, and that the teacher need to know the pupils to be aware of how to best facilitate for each individual.

Letting the pupils work in pair or in groups was mentioned by several teachers. This was a method the teachers reported on using to avoid exposing the pupils for uncomfortable situations, for instance having to speak alone in front of the class. The analysis revealed that the teachers reported on making use of pair and group work, and that this contributes to the feeling of safety among the reluctant pupils. Activities such as think-pair-share (TPS), is suggested by Newbould (2019) as a teaching technique that can provide pupils with preparation time, rehearsal time and thus lead to lower anxiety levels. Similar activities were mentioned by the interviewed teachers as well. For instance, let the pupils talk in pairs first, followed by group discussion and finally, discussion in plenary. This way, the pupils are provided with possibilities to test their thoughts with peers, before contributing in plenary. The use of a variant of TPS was tested in a group of elementary pupils, and the project showed that such activity was beneficial for the pupils' satisfaction (Choi & Mantik, 2017). Subsequently, the use of group or pair work to test thoughts, practice and rehearse speaking the FL may contribute to a less stressful learning situation, and thus potentially lower the anxiety level.

Another remedy the teachers reported using is technical tools like voice recordings for individual oral activities. The findings suggest that the situations that trigger the reluctance the most among the pupils are when having presentations. When recording the presentation at home or at school, the pupils can try and fail without being exposed for peers, and they may experience the presentation as safer and more predictable. However, I question what a consistent use of such work does to perfectionist pupils. They may record repeatedly and never be happy with the results, and thus maybe this can lead to nervousness for those pupils. Furthermore, in light of the research conducted by Zondag (2021), spontaneous speech and improvisation activities may actually be joyful for reluctant pupils. It must be noted that she distinguished between two groups of reluctant speakers: very reluctant and reluctant (Zondag, 2021). Her findings suggested that the spontaneous speech was joyful for the reluctant speakers, but led to a sense of discomfort for the very reluctant speakers (Zondag, 2021). Subsequently, it is here suggested a variation of activities, to facilitate for all pupils' learning process.

A surprising finding is that all teachers reported using Norwegian in EFL teaching, and reported this as a remedy to accommodate. Several studies have investigated the use of L1 in FL lessons (Brevik & Rindal, 2020; Crichton, 2009; Lee & Macaro, 2013; Littlewood & Yu, 2011), and it is found that it is indeed normal to use the language of schooling in FL lessons (Littlewood & Yu, 2011). The teachers presented a goal to speak as much English as possible, but that they feel like they must use Norwegian to facilitate for all pupils. Some use of L1 when learning a new language is supported by a variety of studies (Brevik & Rindal, 2020; Crichton, 2009; Lee & Macaro, 2013). The teachers' function as a role model is, however, emphasized, as the teachers must use the target language in

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order for the pupils to feel tempted to speak the language in question (Crichton, 2009). Other languages than the target language may be used as a pedagogical tool (Brevik & Rindal, 2020), and YLL may even benefit of the use of L1 in the process of learning a new language (Lee & Macaro, 2013).

Another aspect of the language use is the feeling of safety in the classroom. The use of Norwegian in EFL lessons were mentioned in the interviews to make the learning situation safe and secure for all the pupils. If pupils are afraid because of lack of understanding, they will not learn anything at all. A decrease of FLA with a high amount of FL input is presented in previous research literature, but also a decrease of FLA if the pupils do not strongly feel like they need to speak the target language (Boun, 2017). Allowing the pupils to mix the languages and speak "Norelsk" was mentioned in the interviews, and such use of L1 may indeed decrease the level of language anxiety Boun (2017). To sum up, teachers should bear in mind their function as role models for the pupils' use of the target language and provide the pupils with a significant input of the language in question. However, some use of L1 may contribute to the language learning process, and can decrease their levels of language anxiety.

6   Conclusion and Implications

The aim of this project was to investigate how Norwegian EFL teachers in 5th-7th grade report their experiences with reluctant speakers. Two sub-research questions were developed to answer the aim: 1) How do the interviewed EFL teachers characterize reluctant speakers? and 2) How do the interviewed EFL teachers perceive how they organize oral activities? By conducting four in-depth interviews, insight into how the teachers experience reluctant pupils in the English subject, and how they aim to adapt their teaching to those pupils were gained.

6.1   Conclusion

It seems apparent that reluctant speakers exist in today's classroom, as this is found in both the findings and the previous research. As presented in the discussion, several of the teachers' descriptions of reluctant speakers correlate with the descriptions from the theory on FLA and the previous research on FLA and reluctant speakers. This may imply that there is indeed a somehow collective understanding of reluctant speakers. Reluctant speakers are, however, to be found in different subject as well, but the linguistic challenge in EFL lessons may trigger the nervousness feelings greater, and thus may reluctance to speak be especially relevant to consider in EFL lessons.

A fear of speaking in plenary and making mistakes in EFL lessons seems to be general reasons for why pupils are reluctance to participate, as shown in previous research on the topic and in the findings of the thesis. Previous research has shown that perceived proficiency and a poor pronunciation may be reasons for reluctance to speak (Ahmad, 2021), which can be seen in relation to the fear of making mistakes. Consequently, this implies that a low (perceived) proficiency is the main reason for reluctance. A surprising finding was, however, that there seems to be two potential groups of reluctant speakers: pupils with a high social status, potentially also a high level of proficiency, and pupils with a low proficiency in the English language. The discussion suggests to two overarching categories that seems to influence the reluctance to speak: the social environment and a personal aspect. The former addresses the social learning environment, which is emphasized as important to work on. Seen in light of the pupils with a high social status and a high language proficiency, the social environment seems to be the main issue. Developing a shared understanding that making mistakes is an important part of language learning is one of the aspects that is mentioned in the discussion in relation to the social environment. The personal aspect might be more complex, as it includes e.g., the affective factors (self-confidence, anxiety, and motivation). The discussion points towards that an already low self-confidence may become even lower with the challenge of the linguistic challenge with a new language.

FLA is also found to be present in EFL lessons according to previous research, and anxious feelings were mentioned by the interviewed teachers too. The teachers did, nevertheless, report a reduction of reluctant speakers in EFL lessons today, compared to some years ago, due to the increased use of internet and digital tools. However, they all reported experiences with pupils feeling anxious and nervous in EFL lessons. Seen in light of the Affective Filter Hypothesis (Krashen, 1987), a high level of anxiety and a low self-confidence will lead to a strong filter against the new language, and thus a lack of learning outcome. It is therefore important to facilitate for reluctant and anxious pupils in

EFL lessons. However, reluctance to speak can occur even in supportive and positive learning environments, as seen in Nilsson (2019). Additionally, reluctant speakers are reported to be among pupils with a high level proficiency in both the interviews and the theory, in addition to pupils with a low language proficiency. Differentiating of lessons is therefore seen as an important factor when organizing oral activities in EFL lessons. The interviewed teachers reported usage of pair- and group-work, technical tools, and preparing the pupils for speaking as matters they do to facilitate for reluctant speakers, in order to create a secure and predictable classroom. The goal should be that all pupils find the teaching activities meaningful (Imsen, 2014, p. 246; Olsen, 2020, p. 16). Thus, an approach to the challenge of reluctant speakers seems to be complex and demanding and requires work and effort from the teachers, but yet highly important.

Reluctant speakers is a challenge in today's EFL classrooms. The interviewed teachers had a similar understanding of reluctant speakers as the theory and the previous research on the topic presented. This seems to be a challenge that teachers are aware of, and therefore consider when planning oral activities. The main focus seems to be on the pupils' feeling of safety in the classroom, as nervousness and anxiety is reported to interfere with the learning outcome. As verbal communication is an important aspect in EFL, this issue is especially important to be aware of in these lessons.

6.2 Implications

The increased use of digital platforms, and consequently an increased exposure to English seems to reduce the number of reluctant speakers in Norwegian EFL classrooms. Nevertheless, this study reveals that reluctant pupils are still present in some Norwegian EFL classrooms, and thus still important to consider when preparing teaching activities. This study does, however, include a homogenous group and a very small number of informants, and is it therefore not possible to make a generalization of teachers' approach to reluctant speakers from this. This project revealed some actions the interviewed teachers do to facilitate for reluctant speakers in EFL lessons:

- *Preparing the pupils*: The findings revealed that some of the interviewed teachers try to prepare the pupils to speak in plenary. This can be done individually or in plenary. For instance, by making agreements with a pupil prior to the lesson that he or she can answer a certain question or read a certain sentence, or by preparing the class that specific questions will be asked in the end of the lesson. When doing this, the "surprise factor" is avoided, and the pupils may be more relaxed as they know when they will be asked questions and have had time to prepare answers.
- *Use of pair- and group-work*: Pair- and group-work seem to be commonly used in EFL lessons to reduce the nervousness and anxiety felt by reluctant speakers. This can be implemented in different ways and with different aims. The pupils can be provided with time to think individually, before discussing with a peer, followed by sharing ideas with a bigger group. This may be followed by presenting the ideas with the whole class. Working in pair or groups may also provide reluctant pupils with a safe learning environment, as potential mistakes are not revealed for the whole class.
- *Use of technical tools:* The use of voice recorders was presented in the interviews as an alternative to presentations. Pupils who are reluctant to speak in plenary may find the use of voice recorders safer and more predictable, than to speak in

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front of others. Instead of presenting for the class, they can record their presentation alone, and are thus provided with time to adjust mistakes and record several times if they are unhappy with the result.

The final concluding mark is to emphasize the importance of awareness that reluctant speakers still seem to be present in many Norwegian EFL classrooms, and therefore, it should be focused on securing a safe and predictable learning environment for all pupils.

6.3 Further Research

This project has focused on four teachers' views and experiences on reluctant speakers in a Norwegian context. In light of the Affective Filter Hypothesis, self-confidence and anxiety are mostly focused upon, and further research on the motivational factor would therefore be interesting. As a reported reduction of reluctant speakers in the Norwegian EFL classroom is presented, further research upon this topic, and how the increased exposure to foreign language does to today's EFL pupils learning outcome should be conducted. Further research on the pupils' view would also be interesting to study further and investigate how they experience potential reluctance and negative feelings in EFL lessons. This may also contribute to how the teachers approach these pupils.

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Appendix 1: Interview guide

Intervjuguide

How do Norwegian EFL-teachers approach reluctant speakers?

Om læreren:

- Kjønn og alder
- Utdannelse, hvor mye i engelsk?
- Språklig bakgrunn
- Erfaring fra læreryrket
- Fag og klassetrinn
- Størrelse på klasse

Sub question 1: How do English teachers approach speaking in EFL-teaching?

1.0   Hvilke språk snakker du i klasserommet? *Norsk/engelsk/begge to/noe annet*
    1.1   Hvorfor bruker du bare engelsk? Hvordan erfarer du at dette fungerer?
    1.2   Hvorfor bruker du mye norsk? Hvordan påvirker dette elevene?

2.0   Hvilke språk snakker elevene i klasserommet? Har dere noen regler for dette i klasserommet?
    2.1   I plenum?
    2.2   Alene med lærer?
    2.3   I gruppearbeid?

3.0   Hvilke undervisningsmetoder bruker du mest tid på i engelskundervisningen?
    3.1   Brukes det mye tid på å holde ro/fokusere på konsentrasjon? Er dette typisk for engelskundervisningen?
    3.2   Fokuserer du mest på skriving eller snakking i engelskundervisningen? Hvorfor?

4.0   Omtrent hvor mye tid blir brukt på muntlig aktivitet i klasserommet?
    4.1   Hva slags muntlige aktiviteter blir brukt? Lesing fra bok/samtale/diskusjon/rollespill/spill
    4.2   Hva med i hjemmelekser?

5.0   Forventer du å få svar fra elevene dine på engelsk, eller er det greit om de svarer på norsk?
    5.1   Varierer denne forventingen?
        5.1.1 Hvorfor?
        5.1.2 Forskjellig fra elev til elev?
        5.1.3 Situasjon?
    5.2   Hvordan oppfordrer du elevene til å svare på engelsk?

6.0   Hvordan opplever du som lærer at elevene får med seg det du sier til dem dersom du gir informasjon på engelsk?

Reluctant speakers:

7.0   Har du noen gang opplevd/opplever du at elevene kvier seg for å delta i engelskundervisningen?
    7.1   Hvordan merker du dette? Kan du utdype?
    7.2   I hvilke situasjoner skjer dette? Hva opplever du at de er redde for?
    7.3   Har du noen eksempler fra praksis?
    7.4   Hva tror/opplever du at er årsaken til at elevene opplever ubehag når de må snakke engelsk?
    Stikkord:
- Mental block
- «Fryser» elevene
- Muntlig aktivitet

8.0   Opplever du at elever ikke vil delta fordi de er usikre i engelsktimene?
    8.1   Er dette særegent engelskundervisning, eller opplever du det likt i andre fag?
    8.2   På hvilke måter vil de ikke delta?
    8.3   Hva tenker du kan være noen grunner til dette?
    Stikkord:
- Vil ikke delta før de vet at det de gjør er korrekt
- Redde for å gjøre feil
- Alene med lærer

9.0   Hva gjør du dersom en elev over tid ikke vil snakke engelsk i engelskundervisningen/viser (sterkt) ubehag ved å snakke engelsk/viser sterk uvilje (?) mot å snakke engelsk?
    Stikkord:
- Hva slags tiltak innføres?
- Tilrettelegggelse?
- Individuelle møter
- Snakkes dette om i plenum
- Snakke om problemet
- Helhet eller individnivå

Kjennetegn på FLA

10.0   Hvordan opplever du at konsentrasjonen til elevene er i engelsktimene i forhold til andre fag?

11.0   Hvor mye engelsk oppfatter du at elevene dine forstår?
    11.1   Hvordan gjør du deg forstått på engelsk?
    11.2   Opplever du elever som tror de må forstå hvert eneste ord for at de skal skjønne hva de leser/hva som blir sagt?
    11.3   Har du noen eksempler på dette fra praksis?

12.0 Legger du merke til/er det noen kjennetegn på hvordan de elevene med mindre mestring i faget arbeider i timen eller generelt i engelskfaget?
Stikkord:
- Skulker engelsktimer
- Unngår å arbeide i engelskfaget
- Overkompenserer ved å arbeide ekstra mye i engelskfaget

13.0 Har du opplevd elever som blir anspente, begynner å skjelve eller viser andre tegn til nervøsitet når de skal delta i engelskundervisningen?
13.1 I hvilke situasjoner?
13.2 Kan du utdype?

14.0 **Hva slags elever opplever du at kvier seg for å delta i engelskundervisningen?** Obs: Ikke navn, men hva kjennetegner disse elevene (faglig sterke/svake, utadvendte/innadvendte, gutter/jenter, klassetrinn etc.)

Tilrettelegging:

Nå nærmer vi oss slutten på intervjuet, jeg har bare tre spørsmål igjen.

15.0 Tilrettelegger du for elevene som viser ubehag ved å snakke engelsk?
15.1 Hvordan?
15.2 Har du andre tanker om hvordan man kan tilrettelegge?
15.3 Er dette et tema som diskuteres når dere har kollegiale samtaler om fag?

16.0 Opplever du at lærerutdanningen/din utdanning har forberedt deg på å møte elever som ikke vil delta i undervisningen?
16.1 *Hvis ja:* Hvordan?
16.2 Har skolen(e) du jobber/har jobbet på bidratt noe på dette feltet?

17.0 Nå som du har fått reflektert litt over disse elevene som kvier seg for å snakke, hva tenker du nå at du vil gjøre videre for hjelpe disse elevene i engelskundervisningen? Noen nye ideer eller tanker?

Er det noe du ønsker å tilføre eller noe du tenker at du ikke har fått sagt?

Husk å takke for intervjuet!

Appendix 2: NSD-confirmation

Vurdering

Referansenummer
928306

Prosjekttittel
An investigation of how Norwegian EFL-teachers approach elementary students with Foreign Language Anxiety

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

Prosjektansvarlig
Karina Rose

Student
Ingrid Heesbråten

Prosjektperiode
18.08.2021 - 31.10.2022

Meldeskjema 🗗

Dato	**Type**
01.11.2021	Standard

Kommentar
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 01.11.2021 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 31.10.2022.

LOVLIG GRUNNLAG – UTVALG 1
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.

LOVLIG GRUNNLAG – UTVALG 2
Prosjektet vil innhente samtykke fra foresatte til behandlingen av personopplysninger om barna. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte/foresatte kan trekke tilbake.

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

TAUSHETSPLIKT
Informantene i utvalg 1 er lærere, og har taushetsplikt. Det er viktig at intervjuene gjennomføres slik at det ikke registreres taushetsbelagte opplysninger. Vi anbefaler at dere minner informantene om dette i forbindelse med intervjuene.

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

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

DE REGISTRERTES RETTIGHETER

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

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

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

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

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

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

Kontaktperson hos NSD: Tore Andre Kjetland Fjeldsbø
Lykke til med prosjektet!

◼ NTNU

Til lærere

Institutt for lærerutdanning
Campus Kalvskinnet
Telefon: 94 83 33 80
Mail: ingrhst@ntnu.no

Vil du delta i forskningsprosjektet

«En undersøkelse av hvordan norske engelsklærere tilnærmer seg elever som kvier seg for deltakelse i engelskspråkundervisning»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å få innsikt i hvordan lærere tilnærmer seg elever som er motvillige til deltakelse, spesielt muntlig deltakelse, i engelskundervisning. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Dette prosjektet er i forbindelse med min masteroppgave, som skal etter planen skal ferdigstilles våren 2022. Temaet for prosjektet er de følelsesmessige utfordringene som kan oppstå i undervisning av engelsk på barneskolen. Fokuset er elever som kvier seg for å delta i engelskundervisningen. Formålet med prosjektet er å studere engelsklæreres holdning til muntlig aktivitet i undervisningen og deres håndtering av elever som er motvillige til å delta i engelskundervisningen.

Hvem er ansvarlig for forskningsprosjektet?
Norges Teknisk-Naturvitenskaplige Universitet (NTNU) er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?
Du har blitt spurt om å delta på denne undersøkelsen fordi
… du underviser i engelsk på barneskolen, eller
… du har erfaring med engelskundervisning på barneskolen, eller
… du har en annen bakgrunn som kan være relevant for dette forskningsprosjektet.

Hva innebærer det for deg å delta?
Hvis du velger å delta i prosjektet, innebærer det at du deltar i ett intervju med meg, med mulighet for oppfølgingsspørsmål i ettertid. I tillegg til et intervju er det mulighet for observasjon av undervisningssituasjon i forkant av intervju. Intervjuet vil omfavne spørsmål som innebærer dine tanker om språkbruk i klasserommet og din erfaring med elever som er usikre i engelskundervisningen. Det er viktig å påpeke at dine svar kun vil bli brukt til dette masterprosjektet, og alt av informasjon som kan knyttes til deg vil bli anonymisert.

Intervjuet vil bli tatt opp med lydopptaker, før det transkriberes av studenten. Lydfilene skal oppbevares på NTNUs server. Ved ønske kan du få tilgang til det transkriberte resultatet.

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 masterstudenten og veilederen som vil ha tilgang til disse opplysningene. For å unngå at andre skal få tilgang, vil de bli oppbevart som nevnt ovenfor.
- Deltakerne i dette prosjektet vil ikke kunne gjenkjennes i publikasjonen. Alle navn vil bli byttet ut med pseudonymer, dette gjelder også navn på skole/arbeidsplass. Opplysninger som kan være relevant å ha med i publikasjonen er kjønn, utdanning relevant til engelskundervisning, erfaring som lærer, språklig bakgrunn eller annen informasjon som kan være relevant for oppgavens formål og problemstilling, og som *ikke* kan brukes til å gjenkjenne de aktuelle personene.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er forsommeren 2022 (mai/juni). Etter dette vil alle personopplysninger og lydopptak bli slettet.

Dine rettigheter
Så lenge du kan identifiseres i datamaterialet, har du rett til:
- å få innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?
Hvis du har spørsmål til studien, eller ønsker å benytte deg av dine rettigheter, ta kontakt med:
- *Norges Teknisk-Naturvitenskapelige Universitet* ved *Karina Rose Mahan (veileder/prosjektansvarlig) e-post: karina.r.mahan@ntnu.no, telefon: 93 23 13 28*
- *Ingrid Heesbråten Steinarsson (student), e-post: ingrhst@ntnu.no, telefon: 94 83 33 80*
- Vårt personvernombud: *Thomas Helgesen, e-post: thomas.helgesen@ntnu.no, telefon: 93 07 90 38*

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:
- NSD – Norsk senter for forskningsdata AS på epost (personverntjenester@nsd.no) eller på telefon: 55 58 21 17.

Med vennlig hilsen

Ingrid Heesbråten Steinarsson
Student i Master i Engelsk- og fremmedspråkdidaktikk
Ved Norges Teknisk-Naturvitenskapelige Universitet

Karina Rose Mahan
(veileder)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «En undersøkelse av hvordan norske engelsklærere tilnærmer seg elever som kviser seg for deltakelse i engelskspråkundervisning», og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i intervju
☐ at jeg barn kan observeres i forbindelse med dette masterprosjektet

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

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(Signert av prosjektdeltaker, dato)

Appendix 4: Quotes from findings, Norwegian and English

Original quotes transcribed in Norwegian	English translation
Du ser det jo veldig godt hvis de er redd for å ikke få det til, eller redd for at de må snakke. Du ser det jo på kroppsspråket og ansiktsuttrykket med en gang hvis de ikke vil. (Hanne)	You can clearly see it if they are scared not to manage it, or scared that they must speak. You can see it on their body language and face expression right away if they do not want. (Hanne)
Får de en oppgave som de ikke … har forutsetninger for å klare og det vil jo gjelde hvilke som helst fag så … mister de jo motivasjonen og lysten og ser ikke helt poenget da og det skjønner jeg jo. (Nina)	If they get a task that they do not … have the preconditions to master and that will concern any subject then … they lose the motivation and the desire and does not see the point and I can understand that. (Nina)
Jeg tror kanskje det er mest da. Altså de blir jo like fortvilt hvis de sitter med en skriveoppgave som er for vanskelig og du skal liksom lese instruksjonen også du skal gjøre noe og det det går jo ikke bra når du ikke kan lese. (Hanne)	I think maybe it happens most then. That is, they become as agonized if they work on a writing task that is too difficult and you are supposed to read the instructions and then you are going to do something and that does not go well if you cannot read. (Hanne)
I forhold til store skriftlige oppgaver så er det jo en del gutter som har vanskeligheter med å sitte ned og konsentrere seg om det … i forhold til muntlig så er det de jentene da som prøver å gjemme seg på en måte nesten nedi hetta og nedi … de ser ned de på en måte du ser på hele kroppsspråket deres at det her har jeg ikke tenkt å være med på. (Nora)	Considering big writing tasks, there are some boys who has troubles with sitting down and concentrate … in relation to the orally it is mostly the girls that try to kind of hide in their hood and down … they look down they kind of you see it on their whole body language that I am not going to join this. (Nora)
For han … hun jenta og han gutten som ofte blir klovn så er det helt klart i … muntlig … bruk av språket altså det er da de kvier seg mest … hvis det er skriftlige oppgaver der de kan sitte å jobbe litt selv eller med læringspartneren sin eller også innenfor gruppa så … så går det greit … går av seg selv det virker som de er relativt trygge på egne ferdigheter og … rekker opp hånda og spør om hjelp og … det er helt det foregår helt normalt. (Åse)	He … the girl and the boy that often becomes a clown, it is mostly in … oral … use of the language when they are most reluctant … if it is writing tasks where they can sit and work a little by themselves or with their working partner or in the group then … it works okay … work by themselves and it seems like they are relatively secure on their own abilities and … raise their hands and asking for help and … it works normally. (Åse)
For eksempel hvis du skal presentere noen ting da […] [og] det er jo ikke alle som er like komfortable med å svare på spørsmål i timen. (Nina)	For instance, if you are going to present something then […] [and] it is not everyone who are as comfortable answering questions in the lessons. (Nina)
Det er to grupper … føler jeg det ene er de som er faglig svake og ikke … kan det rett og slett ikke har de ordene de trenger … og den andre er den de her kule kidsa som … har … mest å tape på å … ikke mestre det. (Nina)	There are two groups … I feel like the first one is the low-achieving and they … simply do not know the words they need … and the second group is the cool kinds who … has … most to lose on … not mastering it. (Nina)
De får en oppgave også er det utrolig mange blyanter som skal spisses i stedet og den boka skal fikses og ordnes i stedet og de kommer ikke i gang med arbeidet … så det er mye sånne teknikker de bruker for å på en måte dekke over at de ikke får det til … eller for å gjøre at de bruker mest mulig tid på andre ting gå på do er veldig typisk når vi skal gjøre en ting. (Nora)	They get a task and then it is incredibly many pencils that need to be sharpen instead and that book needs to be fixed instead and they do not get started on the work … so there are many such techniques they use to kind of cover that they do not manage to do it … or to do so that they use as much time as possible on other things going to the toilet is very

	typical when we are going to do something. (Nora)
Han tuller det bort og bruker den strategien at det har ikke så veldig mye å si om det jeg sier er feil for jeg sier det jo med tullestemme uansett. (Åse)	He jokes it away and uses that strategy that it does not matter if what I say is wrong because I say it with a funny voice anyway (Åse)
Det går vel på det sosiale […] barna i dag de har ikke noe filter de er vant til å … buse ut med alt og veldig de her…. her de jeg har nå de er kanskje har vært … dårlige på å backe opp hverandre de har vært mer kritiske til hverandre og det er mye kommentarer mye språkbruk så vi har jobba mye med det (Nora)	I guess it's on the social […] kids today they have no filter they are used to... burst out with everything and very those … those I have now they may have been... bad at backing up each other they have been more critical of each other and there are a lot of comments a lot of language so we have worked a lot on that (Nora)
På nesten alle trinn så har du de her barna som … har høy sosial status men som egentlig er veldig usikre på seg selv men de er litt sånn tøffe i trynet og da kan det være en sånn … terskel å få dem til å snakke engelsk fordi … kan jo hende noen ler eller ja og det tåler jo ikke den type barn tåler jo ikke det så godt. (Nina)	At almost all levels you have these kids who... have high social status but are actually very insecure about themselves but they try to seem a bit tough and then it can be one of those ... threshold to get them to speak English because... some may laugh, this kind of children can't stand it that well. (Nina)
De er rett og slett redd for at de kanskje sier det feil eller at de ikke kan ordet og noen husker jo dårlig … så det er jo sikkert den kombinasjonen av flere ting. (Hanne)	They are simply afraid that they might say it wrong or that they don't know the word and some remember badly... So I'm sure it's the combination of several things. (Hanne)
When Nora was asked what she believes the pupils are afraid of, she answered "De er redde for å må si noe høyt". She elaborated by saying that she supposes that "de er redde for å si noe feil og redde for å få kommentarer fra andre». When she was asked why she assumes this, she answered:	When Nora was asked what she believes the pupils are afraid of, she answered "They are afraid to speak loudly". She elaborated by saying that she supposes that "They are afraid to say something wrong and afraid of getting comments from others». When she was asked why she assumes this, she answered:
Noe har vel med den kompetansen de har den kunnskapen de har og men som jeg var inne på tidligere og jeg tror nok at flere kan mer enn det de gir uttrykk for men jeg tror nok at det er et fag de føler at de må være veldig sikker på de tør ikke bare kaste seg ut i det for de skal snakke på et annet språk de er redde for å bli avslørt de er redd for å gjøre det feil de er … ja det går veldig på det … og her er det flinke barn som sitter og altså som jeg vet kan masse engelsk som ikke … ønsker å delta i noe samtaler. (Nora)	Something has to do with the expertise they have and but that I was into in the earlier and I think that more pupils can more than what they express but I think it's a subject they feel that they have to be very sure they don't just throw themselves into it because they're going to speak in another language they're afraid to be revealed they are afraid to do it wrong they are... yes that is very important... and here there are clever children who sit and as I am sure know a lot of English that do not ... wish to participate in any conversations. (Nora)
Det kan jo være noen som er aktiv i noen timer, men som sliter med engelsk og derfor ikke vil snakke i engelsktimen. (Nina)	There may be someone who is active in some lessons, but who struggle with English and therefore does not want to speak in English class. (Nina)
De er mest sannsynlig redd for å si noe feil men ofte er jo det de samme elevene som er … redde for å ta ordet generelt som er litt sjenert eller som […]men sånn jevnt over så er det de samme elevene …. det spiller ingen rolle hvilket fag … er du sjenert og ikke vil ta ordet	They are probably afraid to say something wrong, but often they are the same students who are ... afraid to take the word in general who are a little shy or who […], but normally there are the same students that…. it does not matter which subject ... if you are shy and

foran mange så gjelder det også I engelsktimen. (Nina)	don't want to speak in front of many people, it also applies in English class. (Nina)
Hvis du har litt dårlig selvtillit på å snakke høyt til vanlig at du ikke liker at stemmen din høres så har du ikke noe mer lyst til det på et fremmedspråk liksom så det handler nok litt om hvor god selvtillit du har og de som har skikkelig god selvtillit de prøver jo uansett om det høres helt annerledes ut enn det du har sagt så så bryr de seg ikke om det de bare trekker på skuldrene og synes det er greit. (Hanne)	If you usually have a little low self-confidence on speaking out loud that you don't like your voice being heard then you don't want it more in a foreign language, so it's probably a little bit about how good your self-confidence is and those who have really good self-confidence they try regardless of whether it sounds completely different from what you've said then they don't care about what they just shrug their shoulders and think it's okay. (Hanne)
Jeg tror jo det har veldig mye med … med selvfølelsen å gjøre da så rett og slett hvordan du … indre tro på egne ferdigheter … ja … jeg tror det er den faktoren som betyr mest rett og slett. (Åse)	I think it has a lot to do with... with the self-esteem to do then so simply how you ... inner belief in your own skills... yes... I think that's the factor that matters most. (Åse)
Bruker jo engelsksspråket mye mer enn hva de gjorde bare for ti år tilbake … så de forstår mye mer i dag enn hva de gjorde tidligere. (Nora)	Use the English language a lot more than what they did just ten years back... so they understand a lot more today than they did before. (Nora)
Det her med engelsken det har endret seg litt med årene for nå er nå er barna mye tryggere enn for femten år siden (Nina)	The approach to the English has changed a little over the years because now the children are much safer than fifteen years ago (Nina)
Det er jo helt tydelig hva motivasjonen gjør og jeg tror at det med motivasjon til å lære engelsk den er ganske sterk fordi det er så mye som det er så mye som foregår sant hemmelige ting når de ikke forstår det så vil de vite … vil gjerne lære engelsk av den grunn da. (Hanne)	It's quite clear what the motivation does and I think the motivation to learn English .. it's pretty strong because there's so much going on like true secret things when they don't understand it then they want to know... would like to learn English for that reason then. (Hanne)
Jeg oppfatter egentlig at de forstår veldig mye … ja … det er … de har … hører så mye engelsk i dag både på film og musikk og spill ikke minst gaming rett og slett så de kan veldig mye. (Åse)	I perceive that they understand very much ... they hear so much English today both in film and music and games not least gaming so they know very much. (Åse)
De som spiller mye de er vant til å snakke engelsk de snakker jo flytende når du snakker til dem da de er jo vant til å snakke engelsk på fritiden (Hanne)	the pupils who games are used to speak English, they speak perfect when you speak to them, they are used to speak English in their leisure time.
Jeg har jo jobba til og med fjerde i de siste årene og det er absolutt mest fokus på … på det muntlige, men jeg synes jo det er viktig å støtte det opp med skriving. (Hanne)	I've been working mostly up the fourth grade in the recent years and there's certainly the most focus on... on the oral, but I think it's important to support it with writing. (Hanne)
Det kan være at jeg skriver på tavla alfabetet opp også skal de finne på et ord på a b c d også hvis jeg har to tavler så kjører jeg to lag mot hverandre sant … så ja også er det den der med at de kan få at to og to jobber sammen og den ene sitter med ryggen til tavla også skriver jeg opp fem ord det kan være umberella car painting forskjellige ting også skal de altså da spille alias da på en måte så	It may be that I write the alphabet on the board to make them come up with a word on a b c d and if I have two boards then I run two teams against each other right... so yes and then that one were they can get two and two working together and one sits with their back to the board and I write five words it can be umberella, car, painting, different things and they must then play alias in a way so that

den som ser ordet skal forklare … i use it when it rains ja også skal de prøve å gjette hvilke ord da fortest mulig og når de har klart alle ordene så bytter de så kommer det fem nye ord opp på tavla og da får de også prata og de slipper å prate høyt en og en. (Nora)	whoever sees the word should explain... "I use it when it rains" yes and they should try to guess which words as quickly as possible and once they have managed all the words they change and then five new words come up on the board and then they also chat and they don't have to speak loudly one by one. (Nora)
De [the pupils] står i en innerste ring først også står det noen i en ring utenfor og da står de ansikt til ansikt så sier jeg nå har du ett minutt til å fortelle hva du har gjort i helgen … også forteller de hverandre også bytter de så går ringene videre sant og da får de trent på å si det samme mange ganger … og da er det ikke alene da er det alle sammen prater samtidig. (Nora)	They [the pupils] are in an inner ring first and there are some in an outer ring and then they stand face to face, then I say now you have one minute to tell what you've done this weekend... and then they tell each other and then they switch and the rings go on and then they practice saying the same thing many times... and then they are not alone when all talk at the same time. (Nora)
Noen store roller og noen små roller og da kan de få lov å velge ut ifra det de kjenner er riktig for dem … kanskje er det en rolle som deles mellom to sånn at den aller svakeste kan få den som har kortere replikker og få av mens de som er veldig sterke gjerne hiver seg på de største rollene (Nora).	Some big parts and some small parts and then they can be allowed to choose based on what they feel is right for them... perhaps it is a role that is divided between two so that the very weakest can get the one who has shorter and few lines while those who are very strong tend to want in the biggest roles (Nora).
Da får jeg differensiert det da også har de de slipper å finne på noen ting også kan de bytte kort etter en stund så er de en annen figur og da får de levd seg litt mer inn i en rolle enn å ta det personlig så da synes de det er lettere (Nora).	Then I get to differentiate it then they also don't have to come up with anything and they can switch cards after a while then they are a different character and then they get a little more into a role instead of taking it personally then they think it is easier (Nora).
De må føle seg trygge de må vite at her kommer det ingen sånne ubehagelige situasjoner der jeg blir nødt til å prestere noe jeg ikke kan … ingen som tvinges til å lese høyt eller svare på spørsmål … så har vi gjerne sånn korlesing og hermelesing og sånne ting der de må snakke engelsk men vi gjør det samtidig for da blir ikke så farlig (Nina).	must feel safe, they must know that there are no unpleasant situations where I have to perform something I cannot ... no one that are forced to read in plenary or answer questions... then we often have such unison reading and copy-reading and things like that where they have to speak English but we do it at the same time because then it won't be so frightening (Nina).
Altså når du ser at det er noen som blir livredd du ser jo angsten … de blir helt stive og rister på hodet så lar du de jo være også kommer det etter hvert de får jo være med når vi snakker i kor så er det kanskje lettere å komme i gang men noen må bare ha litt mer tid på seg (Hanne).	When you see that someone is terrified you see their anxiety... they get completely stiff and shake their heads then you let them be they take part again when they get to join in when we talk in unison then maybe it is easier to get started but someone just need have a little more time. (Hanne).
Ja jeg har jo både musikk og engelsk og da er det ofte at jeg drar de to fagene inn i hverandre at de da kan bruke når vi synger engelske sanger så stopper jeg opp også prøver vi å finne ut hva er det vi egentlig synger? For da får de brukt [engelsk] og barna synger engelsk gjerne det er ikke noe problem for det gjør de jo de hører musikk og de synger jo engelsk hele tiden så mye kan jo inn den veien og (Nora).	Yes I have both music and English and then I often combine the two subjects so that they can then use when we sing English songs then I stop and try to find out what are we really singing? Because then they get to use [English] and the children sing English often it's not a problem because they do hear music and they sing English all the time so much can go in that way too (Nora).

Gjerne ukas sang da er jo ofte på engelsk det handler nå bare om å få øve på å synge engelsk og lese engelsk og … greie å … formulere ting få få det ut altså bare det å synge det er jo mye lettere enn å snakke (Nina).	The song of the week then is often in English it is just about getting to practice singing English and reading English and ... manage to ... formulate things get it out so just singing it is much easier than talking (Nina).
jeg har bestilt sånne elevtilganger til leseboka for eksempel til alle de som strever med å lese. Og det er sånn at de kan jobbe med det hjemme og høre på det flere ganger og at de kan at de har muligheten til også også sitte med en chromebook på skolen og de som har dysleksi får jo … eller veldig mye uro får til sånne gode hodetelefoner sånn at de kan få sitte å høre på lydbøker selv og ikke sitte å lese alt eller … sitte å høre på det på nytt og og få lest opp tekster og det det det kan jo skape litt mer ro og at da får du sitte å jobbe mer konsentrert selv (Hanne).	I have ordered student access to the book for all those who are struggling to read. And it is so that they can work at home and listen to it several times and that they have the opportunity to also sit with a chromebook at school and those who have dyslexia get ... or very much unease get good headphones so that they can sit and listen to audiobooks themselves and not and read everything or ... sit and listen to it again and get text read out to them and that it can create a little more peace and that then you get to sit and work more concentrated yourself (Hanne).
De får nå leselekser som jeg tenker vil gi en mestringsfølelse samtidig som litt det skal jo være litt utfordring også så det er jo tilpassa opplæring rett og slett. (Åse)	They get reading homework that I think will give a sense of mastery and at the same time a little bit of a challenge. It is simply differentiated teaching. (Åse)
Det er veldig forskjellige mål unge jobber etter da alt etter som hvor de er faglig men også hvor de er i forhold til hvor trygge de føler seg (Åse).	There are very different goals that the pupils work for depending on level but also where they are in relation to how safe they feel (Åse).
Målet er jo selvfølgelig å lære noe av det og men noen jobber veldig veldig sakte så det må de ja det må være overkommelig for alle sammen så man kan ikke gi det samme til alle … det tenker jeg at det det er i hvert fall med på å øke læringa mer enn noe annet at de får noe som er tilpassa (Hanne).	The aim is, of course, to learn something from it, but some work very slowly so it must be managable for everyone so you can't give the same to everyone... I think that there is a need to increase learning more than anything else that they get something that is adapted (Hanne).
De får nå leselekser som jeg tenker vil gi en mestringsfølelse samtidig som litt det skal jo være litt utfordring også så det er jo tilpassa opplæring rett og slett (Hanne).	They now get homework that I think will give a sense of mastery at the same time as a bit of a challenge as well, so it is simply adapted training (Hanne).
De skal være trygge på at de ikke blir tvunget til å si noe uten at de får … for hvis de er anspente hvis de er stressa for at jeg plutselig skal spørre dem om noen ting som de ikke kan svare på så sitter de jo og er stressa hele engelsktimen og da lærer de jo ingenting heller for de er så redde for at det plutselig skal komme noen ting så det … unngår jeg da (Nina).	I want them to be sure they don't are forced to say something without being... because if they're tense if they're stressed that I'm suddenly going to ask them questions that they can't answer then they're sitting stressed the whole English lesson and then they're learning nothing either because they're so afraid that there suddenly will come something so it... I avoid that (Nina).
Det er rett og slett for at de skal føle trygghet i for det er en ting er det å sitte å prate norsk … og noe annet er når du skal bruke et helt annet språk som du … det krever noe ekstra i tillegg til … sånn det er jo ikke sikkert du er trygg på dem i gruppa en gang hvis du skal sitte å prate norsk med dem og da er du i hvert fall ikke det hvis du skal sitte å snakke et annet språk hvis du er utrygg i språket så at	It is simply to make them feel safe, because one thing is to sit and speak Norwegian ... and something else is when you are going to use a completely different language that you... it requires something extra in addition to ... The way you might not even be confident in the group if you are going to speak Norwegian with them, then you are certainly not if you are going to speak another language if you are

den tryggheten rundt disse her faste gruppene ser jeg er viktig det har jeg veldig trua på (Åse).	unsafe in the language so I see that the feeling of safety around these regular groups important I have a lot of faith in that (Åse).
Få det helt trygt å … å bomme helt. At det er lov å … lov å si noe feil eller så lærer man jo ikke (Hanne).	Make it absolutely safe to ... to miss completely. That it is allowed to ... allowed to say something wrong or you don't learn (Hanne).
Skape rom for at det er tøft å prøve, at vi faktisk lærer av feilene vi gjør (Nina).	Create space for it to be tough to try, that we actually learn from the mistakes we make (Nina).
Det trinnet jeg hadde gjennom syv år de var tryggere de hadde jo jeg krøpet på gulvet sammen med rundt omkring i syv år liksom sant og vi hadde gjort alt mulig vi hadde dansa og sunget og de var trygge på meg og de var det trinnet var tryggere på hverandre og dermed så turte de mer. (Nora)	The class that I had through seven years, they were more secure, they had been crawling on the floor with me in seven years, and we had done everything, we had been dancing and singing and they had trust in me and trust in each other, and then they dared to do more.
Hvis du blir fulgt opp skikkelig og det er … stabilitet i … lærerstaben så vil de det jo være mye lettere for en unge å få en jevn progresjon det er jo det det går ut over det blir jo ikke progresjon hvis du hvis du får noe som er mye vanskeligere plutselig enn det du er vant til. Eller at du aldri får det tilpassa på ditt nivå du kommer deg jo aldri videre (Hanne).	If you get followed up properly and it's... Stability in ... the teaching staff, it will be much easier for a child to make a steady progression, which is what matters. There will not be progression if you get something that is much more difficult suddenly than what you are used to. Or that you'll never get it adapted to your level you'll never get on (Hanne).
Det handler handler sånn om kjennskap til ungene […] hva de synes er greit også skal man jo du skal jo utfordre dem men forsiktig utfordre dem innenfor grensene deres og da er det en stor fordel å kjenne de godt da (Hanne).	It's about about knowing the kids […] what they think is okay, one should you have to challenge them but gently challenge them within their limits and then it is a great advantage to know them well then (Hanne)
Vi har jo avtaler sånn at […] som skal gjøre det forutsigbart for han sånn at han ikke skal bruke veldig mye av kapasiteten sin på å sitte å være engstelig sånn at han skal bruke kapasiteten sin på læring rett og slett sånn at han vet at jeg kommer aldri til … jeg kommer aldri til å spørre deg om noe i timen uten at vi har planlagt det på forhånd for eksempel … så kan jeg snakke med han dagen før kanskje at i morgen har vi engelsk og da skal vi da kan jeg forklare han hva vi skal gjøre (Åse).	We have agreements […] that is going to make it predictable for him so that he is not going to spend very much of his capacity to sit and be anxious so that he simply is going to spend his capacity on learning so that he knows that I am never going to ... I'm never going to ask you anything in class unless we've planned it in advance for example... then I can talk to him the day before maybe that tomorrow we have English and then we will then I can explain to him what to do (Åse).
After explaining how she can speak with this pupil before the lesson, she said that «det gjør jeg ikke hver uke altså, for det får jeg ikke til rett og slett [time to do]».	Explaining how she can speak to this pupil before the lesson, she said that "I don't do that every week, because I can't quite [make time to do it]."
Nå kommer jeg til å spørre høyt i slutten av timen og da er målet med det du gjør nå at du skal svare meg på følgende ting på engelsk har du behov for å skrive det ned så gjør du det (Nora).	I'm going to ask aloud at the end of the lesson and then the goal of what you're doing now is for you to answer me the following things in English if you need to write it down then you do that (Nora).
Det er jo både de her fire fem gruppene også er det to og to par som jobber og det er […] da sånn at en firergruppe er også delt opp i to da	It's both the four five groups as well, then there are two and two pairs working together and that's so that a group of four is divided

… sånn så da samarbeider de der. Og det at det er trygghet rundt det ser jeg hjelper de som som vegrer seg, som er utrygge i faget (Åse).	into two pairs ... that's how they work together there. And the fact that there is security around it I see helps those who are reluctant, who are unsafe in the subject (Åse).
[Then] er det noen som kan bidra først individuelt også i gruppe også høyt da for å få dem til å bli tryggere på det de skal si og noen ganger så sier jeg at nå forbereder vi oss på at nå kommer jeg til å spørre høyt i slutten av timen og da er målet med det du gjør nå at du skal svare meg på følgende ting på engelsk har du behov for å skrive det ned så gjør du det. (Nora)	[Then] there are some who can contribute first individually, then in group, then in plenary .To make them feel more confident about what they are going to say and sometimes I say that "now we are going to prepare that I am going to ask in plenary at the end of the lesson and then the goal of what you are doing now is for you to answer me the following in English. If you need to write it down you do that". (Nora)
[The pupils] leser opp en setning hver også … eller sitter med det to og to da for å skjerme den som ikke klarer å lese det. Så kan de lese det sammen og bli enige om hvor det var forskjellige typer oppgaver som både gir mestringsfølelse og og læring da. Som da blir det blir jo en tilpasning da at den som strever litt får sitte med en litt tryggere læringspartner. (Hanne)	[The pupils] read out one sentence each too... or sit with it two and two then to shield the one who is unable to read it. Then they can read it together and agree on where it wasdifferent types of tasks that provide both a sense of mastery and and learning. It becomes an adaptation that the one who is struggling a little gets to sit with a slightly safer learning partner. (Hanne)
For det første så får den den som kan kan få skinne litt få lov også kan den som er svakere da … føle en mestring med at de to klarer oppgaven […]men sant hvis at de to stykker skal snakke om et tema så skal de fortelle høyt etterpå så kan de ha en samtale de to imellom men at den som er sterkere er den som svarer høyt … men du føler at du har fått en del av det du har vært med på … å utarbeide svaret da.	The one with high proficiency can shine a little and then the one who is weaker may then ... feel a mastery that the two manage the task [...]but if the two pupils are to talk about a topic, and speak in plenary afterwards, then the two of them can have a conversation, but that the one who is stronger is the one who answers aloud... but you feel like you've been involved in... to prepare the answer then.
En presentasjon der du skal stå å snakke engelsk det er vel gjerne det de gruer seg til … men da det kan jo enkelt løses ved at de skriver manuset sitt og leser det inn på en lydfil for eksempel (Nina).	A presentation where you will speak English is probably what they dread... but then it can be easily solved by them writing their script and reading it into an audio file for example (Nina).
Nå får jeg dem til å lese inn leseleksa si på lydfil så leverer de inn det så kan jeg få høre på det etterpå. Og sånn som når de kommer opp i syvende så kan de få på en måte … hva synes du om eller ett eller annet også skal de lese inn det eller snakke inn det på lydfil … så kunne jeg høre på det sånn (Nora).	Now I get them to read their reading homework on audio file and they hand it in and then I can listen to it afterwards. And when they are in the seventh grade, they can get ... "what do you think about or something".. then they shall speak and record it on audio file... then I could listen to it like that (Nora).
Jeg snakker mest mulig engelsk. og … og og vet at det sitter elever der som ikke forstår hva jeg sier så derfor så oversetter jeg de sentrale ordene hele tiden da for å være helt sikker på at alle skjønner hva de … de ordene betyr da. Så jeg snakker … jeg sier alt på engelsk, men jeg snakker og norsk for å understreke det da. (Hanne)	I speak as much English as possible. and... and know that there are pupils who do not understand what I am saying, therefore I translate the key words all the time to make sure that everyone understands what they ... those words mean. So I'm talking... I say everything in English, but I speak also Norwegian to emphasize it then. (Hanne)
Det her med å ha faste fraser da … for … ting som gjøres ofte … da … opplever jeg jo at de … kan og skjønner det … mens hvis det er andre ting som som sagt så … så … kan det jo være	This thing about having common phrases... for... things that are often done... then... I find that they... can understand it... whereas if there are other things I said so... so... it could

at jeg sier noen ting også kan jeg følge med litt, scanne klassen litt for å se … eller se på enkeltelever som jeg vet kanskje … muligens ikke ville fått det med seg … også hender det jo seg at jeg sier det sier det på norsk etterpå hvis jeg opplever at det at det ikke er forstått. Så det … ja det varierer egentlig. (Åse)	be that I say some things. I can observe a little, scan the class a little to see... or look at some students that I know maybe... might not have caught it... Sometimes I say it in Norwegian afterwards if I find that it is not understood. So it... it really varies. (Åse)
I den klassen så snakker jeg både norsk og engelsk. Jeg får jo som tips fra lærere som har tatt videreutdanning i engelsk nylig at vi bør snakke mest mulig engelsk og det prøver jeg på men samtidig så … er det en klasse med veldig sprik i i språkferdighetene i kompetansen rett og slett, sånn at for at det skal være trygt og godt og læring for alle så kan jeg ikke bare snakke engelsk. […] for hvis det hvis det er hvis det er unger som sitter der å ikke skjønner hva jeg sier så blir det utrygt og da lærer de heller ikke noe så da … så det er begrunnelsen for at jeg bruker begge språk. Selv om jeg tror det er en del som er uenig med meg der men … ja det tror jeg er det beste. (Åse)	In that class, I speak both Norwegian and English. I get as a tip from teachers who recently have taken further education in English that we should speak as much English as possible, and I try that but at the same time so...it is a class with a gap in in the language skills, so that in order for it to be safe and good and learning for everyone then I can not only speak English. [...] because if it is if there are kids sitting there not understanding what I'm saying then it gets unsafe and then they don't learn anything then then... so that's the reason I use both languages. Although I think there are some who disagree with me there but... yes I think that's the best. (Åse)
Det åpner igjen for at de som kan mye mer bruker hele språket sitt. Og det har jo ikke noe å si om de rundt ikke forstår det det er jo det gjør dem jo automatisk de fyller på automatisk med det de kan til de som kan mer. Så det er jo ikke noe sånn direkte samtale men man snakker jo om prøver å lage det til en slags en en dialog om det som du prøver å øve inn da. (Hanne)	It allows those who know a lot to use their entire language. And it doesn't matter if those around don't understand everything. After all, they automatically fill up with what they can from those who know more. So it's not that kind of conversation, per se, but you're talking about trying to make it into a kind of a dialogue about what you're trying to rehearse then. (Hanne)
De kan lære noen spørsmål det kan jo være «when is your birthday» hvis vi jobber med måneder eller what is your favourite colour eller altså ett eller annet som de skal spørre hverandre om. (Nina)	They can learn some questions. It can be "when it is your birthday" when we are working on months or "what your favorite colour is" or something that they are going to ask each other about. (Nina)
Body language and mixing the languages were also methods the teachers reported using when teaching English. Åse exemplified that "man bruker jo mye kroppsspråk og mimikk og viser med kroppen hva en mener». She also highlighted that any answer from the pupil is better than no answer: "de fleste oppfordrer jeg jo til å svare på engelsk og snakke på engelsk. Men … det er bedre at at de svarer i det hele tatt enn at de … må si alt på engelsk tenker jeg».	Body language and mixing the languages were also methods the teachers reported using when teaching English. Åse exemplified that "you use a lot of body language and mimicry and show with your body what you mean." She also highlighted that any answer from the pupil is better than no answer: "Mostly, I encourage pupils to answer in English and speak in English. But... it is better that that they respond at all than that they ... have to say everything in English I think."
Det er jo engelsk i økende grad da jo eldre de blir men på fjerde trinn så blir det gjerne på engelsk også må du se elevene litt an også må du kanskje bruke norsk som støttespråk. Lengre opp så holder det kanskje med enkelte oversettelser av nye ord for eksempel underveis. Men i hovedsak engelsk … Men elevene det det varierer jo litt vi har en sånn regel om at det er lov med norelsk som de kaller det, hvis du ikke kan si alle ordene på	It is English increasingly as they get older, but in the fourth grade it is mostly in English . You may also need to consider the pupils, and you may need to use Norwegian as a support language. Further up the grades, some translations of new words, for example, are enough along the way. But essentially English... But it varies. We have a rule that it is allowed with "Norelsk" as they call it, if you cannot say all the words in English, you can

engelsk så kan du bruke de norske, men du må prøve å bruke de engelske i størst mulig grad. Så noen snakker jo veldig godt engelsk og noen synes det er skummelt og da kan de for eksempel bruke de ordene de kikker på også kan de fylle ut med norsk. (Nina)

use the Norwegian ones, but you must try to use the English to the greatest extent possible. So some pupils speak very good English and some pupils find it frightening and then they can, for example, use the words they look at as well they can fill in with Norwegian. (Nina)