UNIVERSITETET I AGDER

Reacting to the Past in an EFL-classroom

How does RTTP promote oral communication and development of critical thinking in a Norwegian EFL-classroom?

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Abstract

This thesis investigates how RTTP (Reacting to the Past) promotes the development of oral communication and critical thinking in an English as a Foreign Language (EFL) - classroom. RTTP is an active role-play method which is widely used in the USA.

To gather data for this study I collaborated with another MA student writing about RTTP. We conducted a RTTP game, "the Struggle for Civil Rights" in three classes at lower and upper secondary school. I have used both qualitative and quantitative methods to investigate statistical and empirical data in combination with the human perspective. The students answered surveys, and the teachers were interviewed. I have experienced that action classroom research is educational and rewarding, yet challenging and time-consuming.

The goal for this thesis is to explore if RTTP can be used as a method in Norwegian schools to develop the students abilities in two different areas that are important in the subject curriculum.

This study has found that RTTP possesses various characteristics which can enhance the students communication and critical thinking skills. These assets are two folded. Regarding the improvement of oral communication it includes practice in speaking, variation in working methods and learning of vocabulary within a historical context. Beneficial to the development of critical thinking are role-immersion and learning to defend opinions they do not necessarily support. In addition the students learn to be critical towards their peers and to practically use obtained knowledge.

Based on these results I argue that it would be beneficial for further research to investigate the students' acquired learning. In addition it would be useful to conduct a negative control to consider if 'normal' teaching or RTTP would be the most beneficial method.

Acknowledgements

Table of Contents

1 Introduction

1.1 Background

During my time as a student in Norwegian lower and upper secondary I remember most classes as non-entertaining, yet full of learning. This might be because I have always thrived at school. I was an easy student to please. In my opinion, it was not possible to not like school, even though it at times was boring and long-drawn. After I started the advanced teacher training program at the University of Agder, my awareness towards students who do not enjoy school increased. During these last five years I have been exposed to various methods, approaches, learning and internet resources which may engage my students. When Jan Erik Mustad introduced me to Reacting to the Past (RTTP) I saw a real opportunity at making a change in the classroom. According to Barnard College: in RTTP «[s]tudents learn by taking on roles, informed by classic texts, in elaborate games set in the past; they learn skills—speaking, writing, critical thinking, problem solving, leadership, and teamwork—in order to prevail in difficult and complicated situations" (Barnard College, Reacting to the Past, n.d.).

After spending last summer reading *Minds on Fire* by Mark C. Carnes I was fascinated and intrigued, yet critical towards this approach. Would it, like my supervisor proposed, be applicable in Norwegian lower and upper secondary classroom? Furthermore, would the students learn anything? According to former Harvard President, Derek Bok, "(…) teaching methods change very slowly" (Bok, 2006, p. 318). Would this progressive, innovative and untypical Norwegian method be fitting for an English as a Foreign Language (EFL) - classrooms after all? Would an immersion game transform the classroom into a church in Alabama 1963, or Athens 400 BC? What could happen in a classroom if the teacher withdraws and stays quiet?

To be able to investigate this issue further I decided to consider whether RTTP would develop the students' abilities in oral communication and critical thinking. The reason why I choose these skills is because they are two of the most prominent ones mentioned by Carnes. In addition, they are fully compatible with the subject curriculum, which lays the foundation for English teaching in the Norwegian school system. I have collaborated with another MA student writing about RTTP. Together we adjusted and taught a RTTP game, and collected the needed data material.

During this project I have learned that classroom research is challenging, due to both time and communication. The process of gathering informants, adjusting the game, planning and conducting the teaching have been time-consuming. That is why I am happy I applied for approval to Norwegian Centre for Research Data (NSD) (appendix 1), established contact with teachers and started planning the teaching during the fall. I am pleased with the number of respondents (oral communication survey: 56, critical thinking survey: 38). However it has taken a long time and extensive work to obtain those results. In the nature of action classroom research, the work has been challenging and unpredictable. Yet, I experienced it as informative and rewarding.

It is important for me to emphasize that I do not believe RTTP is the ultimate learning experience for all students. However, I would argue the importance for me as a teacher to be original, inventive and eager to create motivation and engagement for learning in the classroom. I believe this can only be done through variation, and RTTP can be one way of creating diversity in the classroom.

1.2   What is *Reacting to the Past*?

RTTP has been described as "innovative" (Olwell & Stevens, 2015, p. 561), "revolutionary" (Proctor, 2011, p. 3), and been said to "[revitalize] the classroom experience at hundreds of colleges and universities" (Carnes, 2014b, p. 15-16). RTTP is an active learning method. It is widely used at colleges and universities across the United States of America. In 2013 over 350 colleges and universities had experienced the advantages RTTP offer (Carnes, 2014b, p. 35). The concept was created by Mark C. Carnes in the mid 1990s, at Barnard College in New York (Barnard College, Reacting to the Past, n.d.). Since then, the games have grown in size, complexity and number. The method demands the students to actively engage in the course material and play a convincing role in the execution and completion of the game. Carnes describes RTTP as "month-long classes where college students play complex games set in the past, their roles informed by classic texts" (Carnes, 2014a, p. 384).

Julie C. Tatlock and Paula Reiter (2018) further explain: RTTP "(…) [work] to engage students on a deeper level by having them work with primary materials actively through role playing" (p. 17), the games are "[g]enerally set in historical moments of extreme conflict and debate, (…) [and] are meant to be a catalyst for student learning and engagement" (p. 17). There are a myriad of games covering a wide range of historical contexts, such as the

development of Democracy in Athens, the French and American Revolution and the Struggle for Civil Rights in America (Carnes, 2014b, p. 306-307).

The core of every RTTP game is the element of persuasion. A game consists of one or more groups supporting an idea or issue, and one or more groups against that idea or issue. The goal for these groups is to persuade the last group(s). This last group(s) is referred to by different names in various games. Before the game there are several preparatory sessions introducing the historical context and original texts. The students are assigned characters with individual victory objectives by the gamemaster (the professor). RTTP does not have a fixed script. The outcome of the game in class may differ from history. However, this is not necessarily a disadvantage; "[h]istorical understanding does not come from pretending to be a historical figure; it comes, if at all, through the rigorous study of the historian's craft" Carnes argues (Carnes, 2014b, p. 249).

According to Hagood, Watson and Williams (2018) one of the reasons behind RTTP's success and increased knowledge in students is high-impact education practices which are embedded in the games (p. 5). High-impact educational practices are "(…) strategies that have a disproportionately positive impact on student learning and other students' success metrics" (Hagood, Watson & Williams, 2018, p. 4). Hagood et al. mention several of these eleven practices as an integrated part of RTTP. A selection of these common elements are social learning, duration, broad structure and active learning (Hagood et al., 2018, p. 5), as well as critical thinking and decision making. The fact that these empirically proven, high-impact practices are evident in game-playing, in addition to showing a theoretical basis whilst increasing learning, all strengthens the grounds for using RTTP in educational settings.

The many favorable assets of RTTP range from a wide specter of different games which differ in areas, themes, cultures, time period and literature influenced by famous thinkers, philosophers, authors and statesmen. RTTP also includes a diversity of working methods: teamwork, individual work, the interdisciplinary element of language and context, discussions, written work, presentations; both practiced and impromptu speeches, development of critical and reflective thinking and increased understanding of other cultures and epochs. These factors make RTTP applicable to students with various working and learning preferences.

1.3 From American College to Norwegian upper and lower secondary

To gather the necessary data for this thesis, I have collaborated with another MA student, Elisabeth Selseng Soltveit, who is also writing about game-playing and RTTP. We conducted a RTTP game in three different classes. RTTP games are originally designed for American college students. Therefore we needed to adapt a game of our choice to the appropriate level. We choose the game "the Struggle for Civil Rights" set in Alabama in 1963, created by Dr. Jim Highland and Dr. Harold McDougall (Highland & McDougall, 2009a; Highland & McDougall 2009b). We adjusted the game in four ways: timespan, cases, workload for the students and level of difficulty. The game was played in a 10th grade, a VG1 and VG3 class. This section of the thesis does belong to the methodology chapter. However, I have decided to include a description of the game and how we adjusted it in the introduction. This is to provide the reader with the needed knowledge when reading the theoretical framework.

The games are designed to last several weeks, some even months. However, this would not be practical in a Norwegian classroom at this point. Therefore, we adjusted the game to last 6–8 teaching hours, over a span of five days during two weeks. In addition, the teachers had spent 2-5 hours introducing the historical context before the game started. The first lesson in the classroom was the introduction day. We informed the students about the game, outlined the next four days, answered questions and the students made posters (appendix 2). The last day consisted of a summary of the game, comparing the game's outcome to what actually happened in Alabama in 1963, and completion of the surveys. The three days in between were the game days. On Game Day 1 the characters presented themselves to their group and discussed the faction's views and aims. During Game Day 2 the students introduced themselves to the whole class, learned about the different factions, and started to prepare arguments for the last game day. On Game Day 3 the final debate was held. The students discussed, debated, persuaded and finally voted, deciding the outcome of the game.

When adjusting the game from several weeks to five days I had to focus on one event in the game. The question for debate was which preferred form of protest would be most beneficial for the Civil Rights Movement to conduct in Alabama to further promote the cause. By choosing one goal for the students to focus on, the game was automatically shortened in terms of time, workload and level of difficulty. The students were divided into four groups, three factions which had a preferred form of protest (NAACP, SCLC and SNCC). The fourth group consisted of wildcards which were supposed to make independent choices based on

which faction appealed to their characters' views, was the most cooperative and had the most persuading arguments (character descriptions for a faction member and a wildcard can be seen in appendix 3). The character descriptions were divided into three levels of difficulty. There were four characters with additional responsibility who needed to be given to students who are mature and capable of leadership, in addition to having satisfactory English skills. The rest of the characters were handed out in collaboration with the teacher who knew her students. Due to the division into factions the classroom was reorganized during the game. The students sat in smaller groups during the first two game days. On Game Day 3 the desks were placed into a U-form. The factions were sitting together, and everybody could see everybody. The students were also given nametags with their character's name and group.

In the RTTP games played in American colleges there are hundreds of pages with required reading concerning the historical context, characters and original texts, demanding the students to meet outside of class, read, hold speeches and hand in papers. However, we realized we needed to adjust the workload to the different classes, due to the age gap. The number of characters were adjusted to each class. We made a leaflet consisting of the most important information required to play the game (appendix 4). The 10th-grade had the smallest amount of reading, preparatory lessons, and the most simplified leaflet. The VG1 class wrote two paragraphs reflecting upon the experience. The VG3 class read directly from the Student Handbook intended for college students.

The level of difficulty was adapted to the different classes. Due to the student's limited English proficiency we included translations in the simplified texts. The 10th-grade and VG1 class were given translations in the leaflet and character descriptions. The number of translated words were fewer for the VG1 class. In addition, the leaflet and character descriptions were highly simplified for the 10th-grade class. On the other hand, the Student Handbook was deprived of simplifications, the character descriptions were without translations. The level for the VG1 class was put somewhere in between, which can be seen in appendix 3 and 4. As presented above it was simplified for the 10th grade and made more challenging for the VG3 class. All three classes were given the same word bank consisting of words related to the historical period. These changes in relation to timespan, cases, workload and level of difficulty were beneficial for the students' understanding, engagement and effort.

1.4 Research Question

RTTP was originally created for history curricula at American colleges. While its popularity rose RTTP expanded to cover several disciplines, among others philosophy, education and foreign language learning (Kent State University, n.d.). There are numerous examples of use with foreign languages, at Queens College in New York, RTTP has been played with non-native English speakers (Davison & Goldhaber, 2007, p. 143). After years of using RTTP in combined native and non-native classes the outcome "(…) has been fabulous" (Davison & Goldhaber, 2007, p. 150). As a result of the successful employment at American colleges and universities and its expanding use in different faculties it is interesting to discuss whether RTTP, in a modified form, could be used in a Norwegian EFL- classroom. Hence, my research question for the thesis is:

> *How does RTTP promote oral communication and development of critical thinking in a Norwegian EFL- classroom?*

The objective of this study will be to investigate whether RTTP can be used as a pedagogical and inspiring method for English teachers to achieve desired goals expressed through the English subject curriculum. However, I will not be exploring whether the student's English proficiency has improved, but rather investigate if RTTP is one way of increasing their knowledge and skills in communication and critical thinking.

On this basis, my dissertation will investigate if RTTP is applicable to a Norwegian EFL- classroom with the intention of improving oral communication skills and developing critical thinking.

1.5 Thesis outline

The thesis consists of eight chapters including the introduction which presents and describes the outline of the text. Chapter 2 is the theoretical framework which provides background material. It focuses on the English subject curriculum, the development of oral communication, critical thinking and active learning. The next chapter is the methodology which presents the two different methods used to collect data, as well as data analysis and research credibility. Chapter 4 contains the findings, which are discussed in the subsequent chapter with the use of the theoretical framework as a backdrop. Chapter 6, the conclusion summarizes and concludes on the research question and makes suggestions for further research. Chapter 7 includes the references used in this thesis, and chapter 8 contains the appendices.

2 Theoretical framework

2.1 Introduction

This thesis focus on RTTP in EFL- classrooms and possible ways to develop oral communication and critical thinking. This chapter will present the most central theories connected to RTTP, with focus on oral communication and critical thinking. Even though there are a myriad of theories and approaches I would like to include, due to the scope and limitations of this thesis I had to be selective. That is why I have chosen to focus on the most significant and widely known theories. To begin with this chapter offers an introduction to the subject curriculum with an emphasis on oral communication and critical thinking. I will further describe various theories and approaches while concentrating on common denominators to RTTP. The chapter will also introduce critical thinking as explained by Facione (2018), and the importance of it in RTTP and the 21st century society. Moreover, this part will provide an outline of active learning and a short history of educational games.

2.2 The argument for using RTTP

The current English subject curriculum was established as a regulation of the education reform from 2006. The adjustment on *The National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training (LK06)* came in 2013. The curriculum outlines the basic foundation for English teaching in Norway. In 2020 a new curriculum will be presented. The core part of this curriculum has been released and it indicates a strong focus on critical thinking (Utdanningsdirektoratet, 2018). This section aims to review the subject curriculum from 2013 in relation to oral communication and critical thinking. I have chosen to include theory on the subject curriculum to provide an understanding for that RTTP is possible and beneficial to use in Norwegian classrooms. The focus will be on main subject areas, basic skills and competence aims.

2.2.1 Main subject areas

The curriculum for the 10th grade and VG1 class have four main subject areas with accompanying competence goals. These main areas are language learning, oral communication, written communication and culture, society & literature. The VG3 was a

social studies English class. This subject includes three main subject areas: language & language learning, communication and culture, society & literature. Five of the total seven main subject areas in both subjects are focused on learning of vocabulary and oral communication. The remaining main subject areas are the same in both subjects: culture, society and literature. The concept of critical thinking applies to the learning of culture and society in a broad sense.

The main focuses of oral communication are to "(…) [understand] and [use] the English language by listening, speaking, conversing and applying suitable communication strategies" (Norwegian Directorate for Education and Training, 2013, p. 2). The curriculum also target listening and assessing different situations to be able to adjust the language to social norms and consider various recipients (Norwegian Directorate for Education and Training, 2013, p. 2). For the VG3 students the degree of difficulty increases. They are expected to "(…) [build] a well-developed, nuanced vocabulary so that one can communicate about social issues" (Norwegian Directorate for Education and Training, 2006, p. 3). With focus on critical thinking students are to eventually "(…) develop knowledge about, understanding of and respect for the lives and cultures of other people" (Norwegian Directorate for Education and Training, 2013, p. 2).

2.2.2 Basic skills

There are five basic skills in the subject curriculum. The different abilities are: oral skills, being able to express oneself in writing, being able to read, numeracy and digital skills (Norwegian Directorate for Education and Training, 2013, p. 4). All of these skills are used in RTTP. Oral skills, being able to express oneself in writing and being able to read are important for the development of oral communication and language proficiency. While playing a RTTP game students will have to orally discuss, debate, persuade their peers, write texts and read the syllabus to be able to actively participate in the game. While using ICT and working with numeracy the previous mentioned basic skills will be put to use together with critical thinking. In the same manner students will use ICT to research historical context. Critical thinking is important in relation to individually and analytically consider the reliability of sources. The use of numeracy could easily be incorporated in a RTTP game through statistics.

2.2.3 Competence aims

The main subject areas have accompanying competence aims. The competence aims become more challenging and demanding as the students get older. After year 10, students are to "understand and use a general vocabulary related to different topics" and "express oneself fluently and coherently, suited to the purpose and situation" (Norwegian Directorate for Education and Training, 2013, p. 9). However after VG3, there is a significant increase in level of difficulty concerning communication. The students are to "use a nuanced, well-developed vocabulary to communicate on social and political issues" (Norwegian Directorate for Education and Training, 2006, p. 8). These aims are consistent with the need for oral communication during conversations, debates and speeches in order to achieve the faction's goals in RTTP. In the competence aims after VG1 critical thinking is evident while working with sources: "evaluate different digital resources and other aids critically and independently and use them in own language learning" (Norwegian Directorate for Education and Training, 2013 p. 10). Likewise, in the VG3 competence aims the students are to "summarize, comment on and discuss differing viewpoints on social and political issues" (Norwegian Directorate for Education and Training, 2006, p. 8), which is a main core of RTTP. To be able to critically reflect upon their own and their characters' opinions the students need to gather information and participate in discussions to be able to argue for their view. In addition to the previous mentioned skills and competences, the students will also develop understanding about the historical content of the game. This knowledge belongs to the main area culture, society & literature. After VG1 the students are to "explain features of history and geography in Great Britain and the USA" (Norwegian Directorate for Education and Training, 2013, p. 9). In like manner for Social Studies English, the students are to "elaborate on and discuss how key historical events and processes have affected the development of American society and British society" (Norwegian Directorate for Education and Training, 2006, p. 8).

2.3 Oral communication

2.3.1 Defining oral communication

Oral communication is the process of orally sharing ideas and information (Drew & Sørheim, 2016, p. 49). Oral language consist of listening and speaking. This thesis will focus on the

active and productive skill speaking. Listening is a passive and receptive skill. It will therefore be treated as an aid to help develop students' proficiency in oral communication as these two skills function in relation to each other (Drew & Sørheim, 2016, p. 49). The goal is to help the students acquire "(…) a maximum degree of accuracy and fluency" (Pihlstrøm, 2013, p. 113).

2.3.2 Theories

The Monitor Theory

The Monitor theory was the first theory to be developed especially for Second Language Acquisition (SLA). Although the theory has been subject to considerable criticism, it has had a great impact on SLA research and teaching (Gitsaki, 1998, p. 91). The Monitor theory was constructed by Stephen Krashen, and consists of five core hypotheses (VanPatten & Williams, 2015a, p. 24-25). This thesis will discuss three. The Acquisition- Learning hypothesis is the first one. The hypothesis suggests that there are two separate ways of gaining knowledge; acquisition which is a subconscious process and learning which is a conscious one (VanPatten & Williams, 2015a, p. 25). Acquisition will emerge spontaneously when learners interact while being exposed to and using the target language (VanPatten & Williams, 2015a, p. 25). Learning on the other hand, demands conscious focus and effort. During a RTTP game the students will encounter both subconscious acquisition and conscious learning. Acquisition of vocabulary and grammar will occur while working with content, in discussions, debates, papers, during reading and the preparatory lessons. Explicit learning of the language will happen when the focus is on language rather than context.

The next theory is the Input hypothesis. Krashen claims it is only possible to learn language when receiving comprehensible input. He defines comprehensible input as "language slightly beyond the current level of the learner's internalized language" (VanPatten & Williams, 2015a, p. 26). The learners' current level is portrayed as 'i' which is individual, while the input is '+1'. The comprehensible input for each learner is therefore 'i+1'. The challenge in relation to RTTP is for the teacher to make the input one step above the students' current level, taken the different levels among the students into account.

The Affective Filter hypothesis describes how classroom environment and age can play a difference for the amount of participation and acquired knowledge (VanPatten &

Williams, 2015a, p. 27). Krashen argues that learners who are comfortable and positive lowers their Affective Filter and are receptive for learning (VanPatten & Williams, 2015a, p. 27). An interesting aspect is that RTTP would not normally lower the students Affective Filter, somehow knowledge is still proved to be acquired (Carnes, 2014b, p. 35, 291-292).

Interaction Hypothesis

While the Monitor theory focuses especially on SLA, the next two theories are centered around social interaction and its importance for development of proficiency within oral communication. The Interaction hypothesis acknowledges social interaction between the active individual and the outside world as a means for learning and developing language (Benati & Angelovska, 2016, p. 70).

This theory focuses on input and output as the main contributors for language development (Drew & Sørheim, 2016, p. 49). In relation to oral communication, input is the language learners perceive while listening, and output is created through speaking. In the words of Benati and Angelovska (2016) input "are essential (…) for learners to make linguistic hypothesis" (p. 11) and "(…) can help learners notice things they would otherwise overlook, and picking up on certain linguistic features in the input can have an effect on acquisition" (p. 11). Output, on the other hand, is the language learners produce (Benati & Angelovska, 2016, p. 165). According to Benati and Angelovska "(…) it can help learners pick up on linguistic or grammatical points through interactions (…), and be helpful to produce correct language" (p. 12). The Interactionist hypothesis fits the social and collaborative aspects of RTTP. Students produce output and receive input through collaboration, persuasion, argumentation, discussions and presentations. Through the position of input and output the Interactionist hypothesis proposes that social interaction has an important role in SLA, just as it has in RTTP.

Sociocultural Theory

According to Benati and Angelovska (2016) social interaction and oral activity are crucial to the Sociocultural theory were the "(…) development of human cognitive functions (…)" (p. 20) is caused by "(…) the participation of individuals in social activities (…)" (p. 20). The heart of the Sociocultural theory is therefore comparable to that of RTTP where oral

communication is the most important aspect of the game. The oral element is evident in RTTP through discussions and collaboration.

The Sociocultural theory claims that all learning is a result of people participating in "(…) culturally formed settings (…)" (Benati & Angelovska, 2016, p. 20) with other humans making learning situated and context-bound. This creates a link to the historical aspect of RTTP and the main subject area culture, society & literature in the subject curriculum. The historical content of the game enable students to work within a cultural setting, develop understanding and knowledge, in addition to communicate meaningful information.

Within the social, collaborative theory there are two well-known methods which provide the learner with assistance. The first aspect is Lev Vygotsky and his theory of the Zone of Proximal Development (ZPD). The ZPD separates what students can accomplish alone and with support, to reach the highest level of potential development possible (Benati & Angelovska, 2016, p. 20; Imsen, 2014, p. 192). According to Vygotsky the potential development is only accessible through social interaction and helping mediation (Imsen, 2014, p. 192, 195). Vygotsky believed progression should be hard to achieve, and therefore demands the individual to work hard to accomplish and understand new material (Imsen, 2014, p. 195).

The second aid is scaffolding which happens inside the ZPD (Amerian & Mehri, 2014, p. 757). Scaffolding was developed by Jerome Bruner. According to him scaffolding is "a key factor in the development of child's language" (Amerian & Mehri, 2014, p. 757). He elaborates; the teacher "provides a scaffold to assure that the child's ineptitudes can be rescued or rectifies by appropriate intervention, and then removes the scaffold part by part as the reciprocal structure can stand on its own" (Bruner & Watson, 1983, p. 60). This indicates that one way of developing the student's language proficiency is by providing adapted help, and gradually removing or adjusting the aid as the student improves.

2.3.3   Methods

This section provides information about several approaches used in developing oral communication and English proficiency. These approaches build upon aspects of the previous mentioned theories and are applicable in RTTP.

Communicative Approaches

Dell Hymes defined the concept of Communicative methods in the 1970s, and during this and the next decade these approaches were put to use (Drew & Sørheim, 2016, p. 26). The basic idea behind the concept is the importance of producing language with a purpose. The focus is not on speaking correct and native-like English, but rather on the act of producing language in a meaningful context. Communicative approaches brings forth several of the competence aims related to "understand and use a general vocabulary related to different topics" (Norwegian Directorate for Education and Training, 2013, p. 9) and "elaborate on and discuss how key historical events and processes have affected the development of American society and British society" (Norwegian Directorate for Education and Training, 2006, p. 8) in the subject curriculum.

Through RTTP, if executed properly, the students will produce language in a meaningful context supported by cultural and historical knowledge. During groupwork the students will orally debate the material. The competition aspect of RTTP adds another dimension to the game which may encourage certain students to participate. The basic idea behind the concept is the importance of producing language with a purpose. The focus is on practicing to communicate rather than being grammatically correct. While many students struggle to speak out loud, teachers will most likely not focus on the learners' grammar and knowledge of vocabulary in the first place. The emphasis will most likely be on making the students speak. Through the use of Communicative approaches and RTTP the students will be expected to use social and cultural knowledge they have obtained through preparatory lessons and reading. Simultaneously, students will discover the importance and gain of discussing relevant themes and issues for both personal advancement and to improve their grades. Therefore RTTP has a close link to Communicative approaches.

Content and Language Integrated Learning

Content and Language Integrated Learning (CLIL) is a teaching method which has experienced increased use throughout Europe during the last decade (Doiz, Lasagabaster & Sierra, 2014, p. 117). CLIL involves integration of language and non-linguistic content (Krulatz, Dahl & Flognfeldt, 2018, p. 196). In other words, the target language is used to teach material in another subject. When the target language is used to teach content, students interact using the foreign language in a meaningful manner and develop communication skills

whilst collaborating. In comparison to RTTP in an EFL- classroom and the concept of CLIL they complement each other neatly in terms of focus on conscious learning of content and subconscious learning of language. It is also reasonable to claim that CLIL builds upon the Interactionist hypothesis and Sociocultural theory in relation to teamwork and social communication. In addition, the strong focus on content using social and cultural knowledge supports Communicative approaches.

Explicit and implicit vocabulary learning

Explicit and implicit learning are two different ways of acquiring language. Benati & Angelovska (2016) state that researches present SLA as an implicit and unconscious process (p. 59). Implicit learning refers to indirect, unconscious learning, which happens without the learner being aware (VanPatten & Williams, 2015b, p. 12-13). On the other hand, explicit learning is a direct and active process. During explicit learning the individual consciously works with the given material to gain knowledge (VanPatten & Williams, 2015b, p. 12-13). Implicit and explicit learning are closely connected to Krashen's Acquisition- Learning hypothesis, subconscious acquisition and conscious learning. In RTTP, both explicit and implicit learning methods can be used to increase student learning. However, individuals might react differently to various approaches due to learner preferences elaborated on below.

Variation

One of RTTP's assets is the variation in working methods, approaches and stimuli. This makes gameplaying applicable to students with different learning preferences. Firstly, Benati & Angelovska (2016) state that personality types play an important role in learning a second language (p. 80). The concept of extraverted versus introverted personalities are often an important factor for the enjoyment of Sociocultural and Communicative approaches. This may to a large degree either limit or increase the students role and contribution to the game. However, it is not a black and white distinction, as various working methods can apply differently to individuals whether they are extraverted or introverted.

Secondly, learning styles are characteristic of the individual and explains how each individual learns best (Imsen, 2014, p. 262). One of the most acknowledged models is made by Dunn & Griggs (Dunn, 2004, p. 22). This thesis will treat two of the most beneficial in relation to RTTP. Sociological influences involves whether the learner like working

individually, in pairs or in larger groups (Dunn, 2004, p. 22). Physiological stimuli covers the individuals urge to move, and under which conditions the individual learns best. This is called perceptions. The different perceptions are visual (seeing), auditory (hearing), tactile (touching) or kinesthetic (moving) stimuli (Dunn, 2004, p. 22). Through RTTP and preparatory lessons the students will be exposed to different approaches consisting of various learning styles. Due to the variation in working methods, it is evident that RTTP offers a wide range of diverse stimulus in the different phases of the game, which makes the game appropriate and fitting for a large amount of individuals with different learner preferences.

2.4   Critical thinking

2.4.1   What is critical thinking?

The concept of critical thinking is a complex and abstract field which is hard to define. Peter A. Facione, acknowledged in academic circles for his work on the "definitions and measurement of critical thinking" (Academia n.d.), has published several works on critical thinking and the importance of it. According to him, critical thinking means "(…) good thinking, almost the opposite of illogical, irrational, thinking" (Facione, 2018, p. 2). Further he elaborates that "(…) critical thinking is thinking that has a purpose (provide a point, interpreting what something means, solving a problem)" (Facione, 2018, p. 4). Thus critical thinking needs to be subjected a cause, in "Critical Thinking: What It Is and Why It Counts" (2018) Facione refers to different situations where critical thinking are favorable: collaboration to solve a problematic issue, discussing options, making a considerate assessment about a situation after having studied different views and be able to remain objective when presenting a matter (Facione, 2018, p. 3). He claims that failure to be critical may influence the management of finance, marriage and academic success. In addition to greater and catastrophic consequences such as affecting the development and preservation of society and democracy (Facione, 2018, p. 24, 3).

Facione refers to cognitive skills as the core of critical thinking. Cognitive skills are the intellectual functions and the inner mental processes of the brain (Imsen, 2014, p. 41). He lists six qualities which a group of researchers have established (Facione, 1990, p. 6). The first one is interpretation, which is to understand and recognize the essence of a problem. The next one is analysis which is to consider ideas in relation to different measures. Evaluation

means to consider the credibility of certain statements or ideas. Inference is the analyzes to reach a conclusion through objective means. The fifth, explanation also builds upon the objective understanding and presentation of facts. Self-regulation, the last cognitive skill depends on the individual's capacity to be critical towards his/her own understanding and correction of mistakes (Facione, 2018, p. 5-7).

Playing a role

The founder of RTTP, Carnes also views critical thinking as related to cognitive abilities and the expansion of those skills (Carnes, 2014b, p. 123). He writes that "critical thinking is not a skill to be mastered, (…), but a psychological problem to be solved" (Carnes, 2014b, p. 97). When playing a role the students are exposed new texts, cultures and historical periods. As a result their mental universes are enlarged (Carnes, 2014b, p. 114), and their tolerance and understanding for other people may expand.

A student of Carnes' explained her experience with role immersion as "I now have the knowledge to look at our society through the lenses of other perspectives. Not just what I have been taught to *believe*, but to take a step back and see that I can think for myself" (Carnes, 2014b, p. 120). The student experienced that role immersion games force its participants to ask critical questions concerning themselves and their beliefs. When playing a role, the learner has to adjust to new ideas and a new mindset. He needs to start asking questions on how 'the self' should relate to the role. Through role immersion students will adopt and develop several of the critical thinking skills presented by Facione. First and foremost, the students will have to interpret their character's historical background and goals in relation to the historical context. Furthermore, it would be important to gather broad and objective information to be able to make a well thought out inference and create strong arguments based on credible sources. In addition the aspect of self-regulation is important in relation to personally adjusting to new ideas and concepts.

Active learning

The cognitive skills needed to think critically are also evident in active learning. To be able to develop the ability to think critically the students need to be active learners. In "Active learning" (2018) Lee argues that students who are exposed to active learning become independent and learn to take initiative (p. 39), which are also important traits in good critical

thinking. The teachers' job during a method based on active learning is to help the students to "(…) understand a concept, demonstrate it, and apply it (…) [to] real-world situations" (Lee, 2018, p. 39). Besides the importance of active learning, Lee (2018) also highlight the importance of what she refers to as 21st- century skills in today's education. 21st-century skills includes among other qualities critical thinking, which she believes is needed to develop students as individuals and prepare them to make autonomous decisions.

2.4.2 Why is it important?

The ability to think critically is an increasingly appreciated skill in today's society. Critical thinking makes us better equipped to handle the rapid changes and technological developments in contemporary society (Uribe Enciso, Uribe Enciso, Vargar Daza, 2017, p. 5). The process of learning critical thinking is important for the formation of the individual into an independent human being. Facione (2018) emphasizes the importance of critical thinking in school, but also beyond college. In connection to education, he states that students who are better critical thinkers are also better learners on a general basis and often receive better grades (Facione, 2018, p. 23). In addition he claims that there is a connection between critical thinking and reading comprehension (Facione, 2018, p. 23). The goal of liberal education is to "(…) [learn] to learn, which means learning to think for yourself on your own and in collaboration with others" (Facione, 2018, p. 24). Beyond higher education a group of experts claim that critical thinking is essential for "a rational and democratic society" (Facione, 2018, p. 24). Without critical thinking in relation to social media, news, parliamentary elections and court-room society would fall victim to its own ignorance (Facione, 2018, p. 24-25).

2.5 Playing games

2.5.1 Active learning

RTTP is an active learning method. Active learning is a collection term which covers a number of pedagogical approaches. These pedagogical methods' common denominator is the cognitive processing which happens within the individual student during learning (Hagood, et al., 2018, p. 3). Active learning challenge students "(…) to think about, reflect on, grapple with, explain, synthesize, support, and/or defend aspects of the content of the course" (Bowen & Watson, 2017, p. 121). Active learning places the learner, rather than the teacher in center

of attention. Likewise, in RTTP the teacher changes role from "'sage on the stage' to 'guide on the side'" (Lee, 2018, p. 39). The teacher is a counselor who leads the way, rather than leader. Further, in practice it requires "(…) that students must do more than just listen: [t]hey must read, write, discuss or be engaged in solving problems. (…), to be actively involved, students must engage in such higher-order thinking tasks as analysis, synthesis, and evaluation" (Bonwell & Eison, 1999, p. iii). Students are meant to "(…) engage with the course material, participate in the class, and collaborate with others" (Lee, 2018, p. 39).

2.5.2   Why play?

Why should games be used as a learning method in schools? According to *The Education Hub* the students will experience "(…) cognitive, behavioral, social and emotional gains (…)" (The Education Hub, n.d.) while playing. It was not until the 20th century that play-based learning was considered an effective learning method (The Education Hub, n.d.). However, playing has been evident in human culture throughout history (The Education Hub, n.d.). For Athenians living 2500 years ago playing was a part of their daily life (Carnes, 2014b, p. 8). Plato's writings indicate a clear reluctance towards plays, however he recognized that some aspects of playing might provide social and cultural understanding (D'Angour, 2013, p. 294). In *The Republic* Plato states "(…) let your children's lessons take the form of play" (Plato, 1976, p. 258). Through play, children learned the social and moral codes of society. For Plato, playing was means to an end which included the upbringing of adequate and fair citizens in a just society (Carnes, 2014b, p. 44).

John Dewey, believed "it was important to expose children to as many experiences possible to increase their learning" (Platz & Arellano, 2011, p. 56). Thomas and Brown, authors of "The Play of Imagination – Extending the Literary Mind" (2007) state that in Dewey's opinion "(…) play is not a product, but is, instead, a process of discovery and learning, the means by which all learning is made possible" (p. 163). According to both Plato and Dewey games function as social upbringing and make students challenge themselves in new ways (Carnes, 2014b, p. 44; Thomas & Brown, 2007, p. 163). Mark C. Carnes created RTTP. He claims that the concept did not grow out of pedagogical theory. Nevertheless, he experienced that games affected students in several beneficial ways. In detail, some of these improvements elaborated on in Carnes (2014b) were: enhanced critical thinking skills (p. 6), higher attendance and harder working students (p. 35), improved public speaking skills (p. 138), improved leadership skills (p. 240) and eliminated social isolation (p. 200). For his part,

there are evidential and obvious reasons why RTTP are beneficial: "[r]eacting classes are configured as games. Games are play. People enjoy playing" (Carnes, 2014b, p. 4).

3 Methodology

3.1 Introduction

This chapter will present the methods used to gather data to investigate the research question - *how does RTTP promote oral communication and development of critical thinking in a Norwegian EFL- classroom?* As explained in the introduction I needed to modify an existing RTTP game to teach it in lower and upper secondary school. The early presentation of the game and the adjustments were to provide the reader with understanding of RTTP in relation to the theoretical framework and the amount of work put into planning and teaching. This chapter introduces the research design, data sample and collection. Further, the process of analyzing the data will be explained, and research credibility will be offered.

3.2 Research design

Conducting research in an educational environment is challenging due to privacy policy and confidentiality. Action classroom research is demanding work due to communication, time and the teachers' amount of work. I used a mix of qualitative and quantitative methods to receive a complementary data material. By combining interviews, surveys and observation I received information from the human perspective, yet also empirical and statistical data.

Qualitative interviews "(…) allows a researcher to investigate (…) things that we cannot observe. We can probe an interviewee's thoughts, values, prejudices, perceptions, views, feelings and perspectives" (Wellington, 2000, p. 71). Quantitative research on the other hand, is preoccupied with "(…) empirical approaches, descriptive and experimental designs, and often statistical testing (…)" (Ary, Jacobs, Sorensen & Walker, 2014, p. 448). The survey's advantages are its scope in terms of informants and the accumulation of data (Wellington, 2000, p. 102).

3.3 Sample

To gather the needed participants for this study, my supervisors put me in contact with teachers at both lower and upper secondary. The four teachers we contacted were interested in the project, however only three of them had the possibility to let me conduct the project. Before starting the teaching I obtained approval from the school administrations (appendix 5).

In the first lesson at each school the students and teachers signed an information sheet allowing us to observe the class and conduct the needed research (appendix 6). The three classes will be referred to as the following: Class A, B and C.

Class and teacher A

Class A was a combined health and engineer VG1 class. Teacher A has been working for 13 years in lower secondary and is now teaching her first year in upper secondary. She teaches English, French, Spanish, food & health and entrepreneurship. She has conducted several role-plays in other classes earlier.

Class and teacher B

This class was a 10th grade, however, it was a relatively small class with 15 students. Their teacher has been working for 10 years and teaches English, Norwegian, social studies and mathematics. This class contained our youngest respondents (age 16), however they had known each other the longest.

Class and teacher C

Class C was the last class we taught. It was a VG3, social studies English class, which means the students had chosen the subject voluntarily. Their teacher has been working for approximately 15 years and teaches English and German. She had taught the same RTTP game as we did, earlier.

After we had contacted the teachers and they agreed to let us teach, we started to plan the game. We chose "the Struggle for Civil Rights" and customized it according to the four aspects I have explained earlier. They surveys were conducted on the last day of the teaching. After this lesson I also scheduled the interviews with the different teachers.

3.4 Data Collection

In order to answer my research question, I created an interview guide (appendix 7) and two surveys (appendix 8). The interview guide consisted of three categories: general questions, language learning and critical thinking. The questions for the interview were either closed

which required a short answer, or an open question which preferably demanded an explanation. I created two surveys, one with general questions, historical content and language learning, and one survey for critical thinking. The surveys consisted of several types of questions, ranging from open questions demanding a thoughtful answer, checkpoint questions and statements where the students were to decide degree of something in relation to their own experience. Both the interviews and the surveys were conducted in Norwegian to ease the workload for teachers and students, and to avoid misunderstandings.

3.4.1 Interviews

In an educational setting, interviews "(...) are designed to elicit views and perspectives (the unobservable)" (Wellington, 2000, p. 71). My interview guide was semi-structured. The different categories of questions were determined, however not necessarily all the questions were asked, and I could ask follow-up questions to the informant's answers. Unfortunately, one of the teachers did not have the opportunity to be interviewed due to an extensive workload. Because of this I decided that she could email interview answers. I would then email her if I needed any clarifications. The two different interviews were conducted at the teacher's different schools, in a closed office. Both interviews were recorded and transcribed later the same day. Because I worked closely with another MA student during the teaching and data collection we decided to exchange data material which were beneficial for both of us. Even though we had several similar questions, the informants answered differently from one interview to the next, and answered broader on some questions and more precise on others. Therefore, to make sure both of us got the best responses for our respective studies we swapped answers. I will make it clear in the results where I have used Elisabeth Selseng Soltveit's answers.

3.4.2 Survey

The survey respondents are responsible for a large amount of the data in this study. The biggest challenge while creating the questionnaire was to design questions consisting of a range of well thought out answers covering all possible outcomes. The next challenge was to ask the right questions, in addition to not creating leading ones. The survey concerning critical thinking was distributed to the students at a later point in time, therefore it has fewer respondents. However, I rely on the data I have collected and that they provide a realistic

picture of the student's opinions and experiences. The teachers distributed the surveys to the students by putting the links on the school's learning platform or via email. Through the surveys I was able to collect a considerate amount of information in a short time. With a survey we are given "(…) an overview" (Wellington, 2000, p. 101) of the general consensus. In addition to the collection of facts, according to Wellington (2000) "(…) a survey is essentially a fact-finding mission (…)" (p. 101). Nonetheless, it lacks the opportunity to ask new questions based on specific answers and further investigate certain themes as the survey is pre-made. This is why a mix of qualitative and quantitative methods are beneficial. The students in Class A also wrote a two paragraph reflection note on their experiences playing RTTP, which the teacher made anonymous and we collected by using a memory stick.

3.4.3 Observations

Observation was the only data gathered during the teaching. There are several advantages of observation, among others "(…) that it provides a record of the actual behavior that occurs" (Ary et al., 2014, p. 236). However, there are two factors that may influence observation. The first being observer bias; "(…) the observer's own perceptions, beliefs, and biases influence the way he or she observes and interprets the situation" (Ary et al., 2014, p. 236), and observer effect; "(…) when people being observed behave differently just because they are being observed" (Ary et al., 2014, p. 236). During the teaching I had two main tasks: guide the students and explain their tasks, and take a step back to observe the action. That is why the observer bias might to a certain degree affect me as observer because I did not always have the extra time in class to write down everything I saw and thought. Concerning the observer effect, as a new person enters a classroom students will at first provide extra attention to the new element, however as the teaching and instruction continued I seemed to be accepted as a part of the interior of the classroom. The notes acquired during and after the observation are of good help when recalling what happened on the different game days.

3.5 Data analysis

The analysis of the data was conducted after the interviews were transcribed and the surveys closed. In the result chapter of the thesis I present examples from the data material. In each example I have specified what kind of data-material is being presented. The different examples are either an open survey answer, text (reflection notes) which I have numbered

from 1-22 to keep them organized, or an interview where I clarify which teacher's answer I have used. All these examples are numbered from 1 and upwards. The survey answers that are presented in graphs are called figures, and are independently numbered.

3.5.1   Analyzing the interviews

Cohen, Manion & Morrison (2011) argue that "[t]here is no single or correct way to analyze and present qualitative data (…)" (p. 537), suggesting that there are several possible ways of interpreting data material. The analyses of the interviews are conducted with my research question in mind. When starting to work on an extensive data-material it is important to have a set of guidelines to follow (Kvale & Brinkmann, 2015, p. 221-222). This thesis and my interviews were structured thematically, which therefore turned out to be a natural way to analyze the interviews. The transcribed interviews where color- coded in terms of general information, oral communication and critical thinking. From those groupings I made several sub-categories. As previously mentioned the interviews were conducted in Norwegian, the relevant examples have therefore been translated. While translating, my focus was on the context of the utterances, rather than the exact wording and direct translation (appendix 9).

3.5.2   Analyzing the student data

The student data consisted of the surveys and reflection notes. Similar to qualitative data, Cohen et. al. (2011) claim that the analysis of quantitative data are "(…) dependent on fitness for purpose" (p. 604). A survey will gather huge amount of information and is a powerful research form. The numerical data have been analyzed in the light of my research question. As with the interviews, I organized the survey answers thematically in relation to general information, oral communication and critical thinking. The results from the surveys were either written answers or statistical numbers which I analyzed using graphs made in SurveyXact. Furthermore, I made subsections which were wide enough to cover the results I wanted to include. All the graphs used in this thesis, except figure 7, is exported from SurveyXact. Figure 7 is made in Microsoft Word. It was originally a question demanding written answers, but I found it beneficial to categorize the answers and make a graph. Since the surveys were conducted in Norwegian I have translated the students' answers into English (appendix 9). The reflection notes were written in English, I have not corrected mistakes as I believe it is important to keep the students reflections' as close to their original thoughts as

possible. However, I have offered clarifications wherever needed. In addition, in a couple cases I have calculated on open survey questions that initially demanded a written answer, to get a percentage to refer to, but there is no graph.

3.6   Research credibility

This section of the thesis will deal with the credibility of my study. I will elaborate on validity, reliability and ethical issues, in addition to limitations in my thesis. When conducting a study, it is only possible to investigate certain parts of the truth, not the whole picture (Postholm & Jacobsen, 2016, p. 126), which means there are aspects of reality which are not explored or considered.

3.6.1   Validity

According to Ary et al. (2014) "[t]he process of gathering evidence to support, or fail to support, a particular interpretation of test scores is referred to as validation. We need evidence to establish that inferences made on the basis of the test results are appropriate" (p. 243). However, as researchers we can never be 100 percent sure whether our results are correct (Wellington, 2000, p. 30). Cohen, Manion & Morrison (2000) state that "(…) the subjectivity of respondents, their opinions, attitudes and perspectives together contribute to a degree of bias" (p. 105). When the students were conducting the surveys they could be affected by several things: stress, a profound indifference or aversion towards the oral aspect of the teaching, the outcome of the game or the teaching method itself. Even though the students were instructed to answer as honestly as possible we have no guarantee our respondents would do just that. In relation to the observations, I as an onlooker can be affected by the observer bias, observer effect, my subjectivity, previous knowledge or experiences. During the interviews we had full confidence in the teachers and their perceptions concerning their students. However, recent views of validity are not based on the instrument of data collection itself but rather "(…) the interpretation and meaning of the scores derived from the instrument" (Ary et al., 2014, p. 242), which leaves a greater part of the validity to me as the analyzer.

3.6.2 Reliability

As with validity, reliability cannot be 100 percent guaranteed. Ary et al. (2014) argue that "(…) the reliability of an instrument is the degree of consistency with which it measures whatever it is purported to measure. This quality is essential in any measurement" (p. 253). Reliability demands consistency and replicability over time. Disregarding the students' age range, and therefore unavoidable differences in the level of proficiency and maturity the preconditions for the execution of the surveys were the same. The students participated in the same RTTP game. The three classes had been given information about the game, and had preparatory lessons in advance. Directly after the game and summary the students answered the same surveys. As mentioned earlier the critical thinking survey was distributed at a later point.

3.6.3 Ethical issues

When conducting research in a classroom environment it is important to respect rules of privacy and ethics (Wellington, 2000, p. 54). Before we started our study, we applied for approval to NSD to conduct surveys and interviews with the teachers (appendix 1). NSD has gathered a list of ethical and privacy topics concerning research in schools and kindergartens (NSD Personverntjenester, 2018). The first point is voluntarily participation, the students were not to feel forced to join the project. In one of the classes we experienced four students withdrawing. These students were given an alternative task by their teacher. The second objective is information about the research and consent forms (appendix 6). In the first lesson we provided information about the project, and both the students and teachers had to sign a consent form allowing me to observe and gather the needed data. In addition to this, I needed a signed approval from the school administrations (appendix 5). NSD's last point concerning research in an educational setting was confidentiality. During the interview, we needed to make sure we did not ask questions in which the teacher could identify specific students, instead they were to talk about their class in a general way. From earlier we had signed a confidentiality agreement, protecting the students' privacy. The physical papers we obtained while working on this project are kept in a private room, and the electronic documents were encrypted and saved in an external network, the surveys have been anonymized by SurveyXact. The collected data will be destructed when the project is finalized. The reason for these precautions are to "(…) protect the rights, welfare, and dignity of participants" (Ary et al., 2014, p. 623).

3.6.4 Limitations

This MA study has its limitations. According to Creswell (2005) "[l]imitations are potential weaknesses or problems with the study identified by the researcher" (p. 198). First of all, the discussion is based on my analysis of the data, which may be inadequate because I have been too narrow during the examination, or have not had a sufficient enough overview. The discussion has also been limited due to the size of the thesis. Further the amount of collected data might be too small, even though I am satisfied with the age gap and the variety in classes. The project was conducted during a short period of time, which potentially could affect the students perception and understanding of the game. Another limitation could be how long the students in the different classes had known each other. Some were conscious of speaking English in front of each other, which may lead to a poorer representation of individual growth and participating. For future research I would suggest using a broad audience to achieve as reliable data material as possible, in addition to planning the teaching carefully to avoid misunderstandings and non-active students. Moreover, it could be useful to teach, if possible, for a longer period of time than two weeks to make sure the students understand the game and engage in playing.

4 Results

4.1 Introduction

This chapter will present the results obtained during the data collection. The results are divided into two categories. The first one focuses on oral communication and the second covers critical thinking. Through hard work and cooperative teachers I have been able to collect a broad and varied data material. First and foremost it feels rewarding to realize that the planning and teaching during the fall have payed of. Secondly, it is a privilege to have access to an extensive bank of interesting and useful data. Nonetheless, this meant that I had to decide what data to include in my thesis. I have included data that will not be reflected upon in the discussion. This is to draw attention to the amount of fascinating data I have gathered. I focused on the most beneficial and unexpected data to highlight the research question, ranging from the teachers amusement when students surprised them, to the aversion towards oral activity and the attempt to bribe classmates with ice-cream.

4.2 Improvement of oral communication

This section presents results from the data material concerning oral communication. The surveys, interviews, reflections from class A and observation notes have provided me with considerable data concerning the students' experience with vocabulary, content, oral activity and variation.

4.2.1 Students

The results prove that a majority of the students appreciated role-play as a challenging and educational variation.
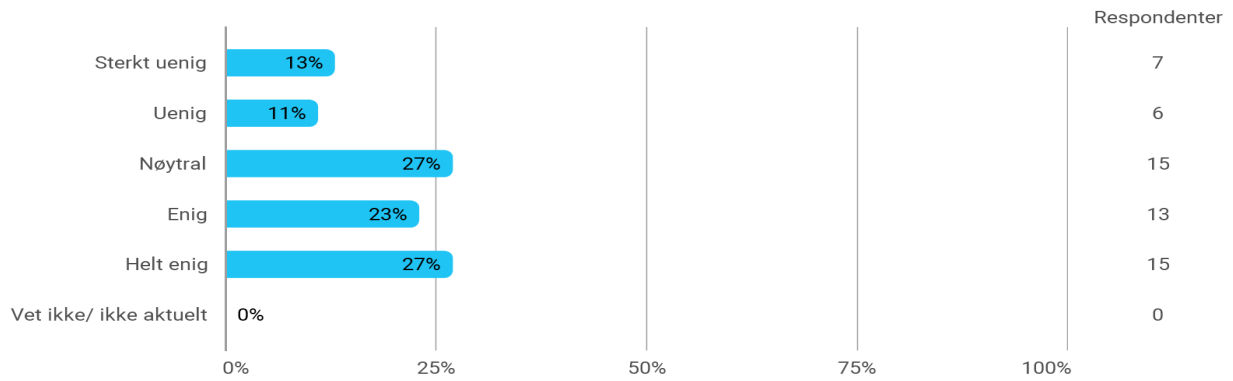
Figure 1: "I would like to participate in a similar role-play again" Answers: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know/ not applicable'

In terms of taking part in a RTTP game again, 50% of the students answer that they would like to, while only 24% would not, 27% are natural.
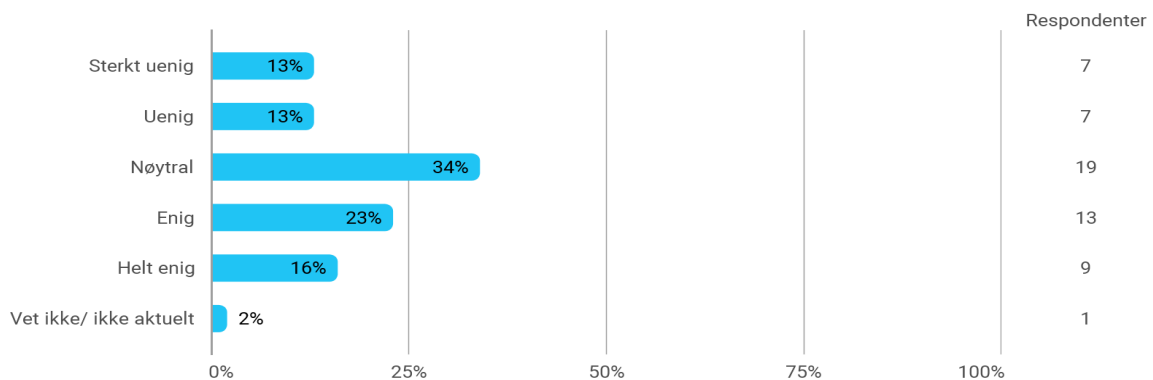
Figure 2: "I learn more during role-play than regular teaching". Answers: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know/ not applicable'
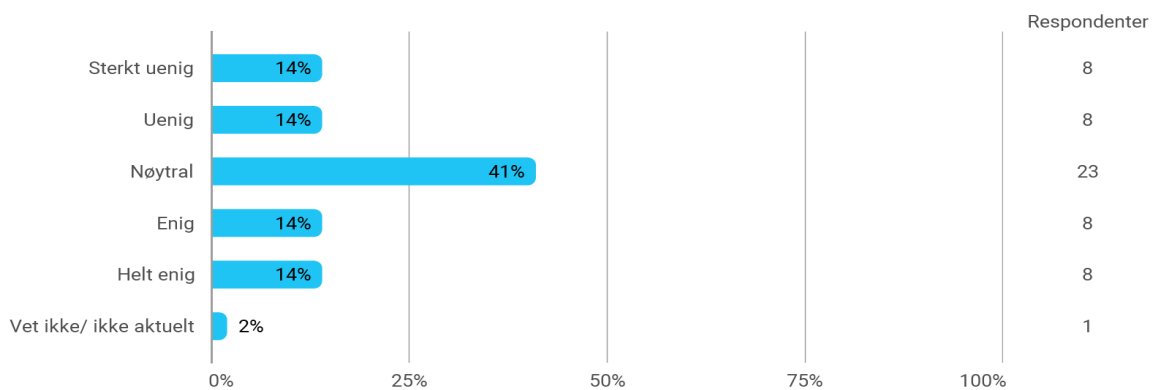
Figure 3: "I learn more from regular teaching than role-play". Answers: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know/ not applicable'

Interestingly, 39% of the students answer that they learn more from role-play than regular teaching, while only 28% claim they learn better from regular teaching.

Example 1: Survey

The role-play was awesome! I learned a lot (…).

Example 2: Survey

I believe the role-play was okay. It made it easier learning about the Civil Rights Movement.

Example 3: Survey

Very cool project. Hope you continue playing RTTP for other classes as well. I believe many students learn well from this kind of role-play.

It is important to highlight that this does not apply to all the students, but it provides me with the knowledge that many enjoyed role-play.

Vocabulary

"The Struggle for Civil Rights" includes many key-words related to that specific period. That is one of the reasons why I created a word bank, and included translations in the obligatory readings. It would also be beneficial to mention that we did not have any explicit focus on learning of vocabulary.
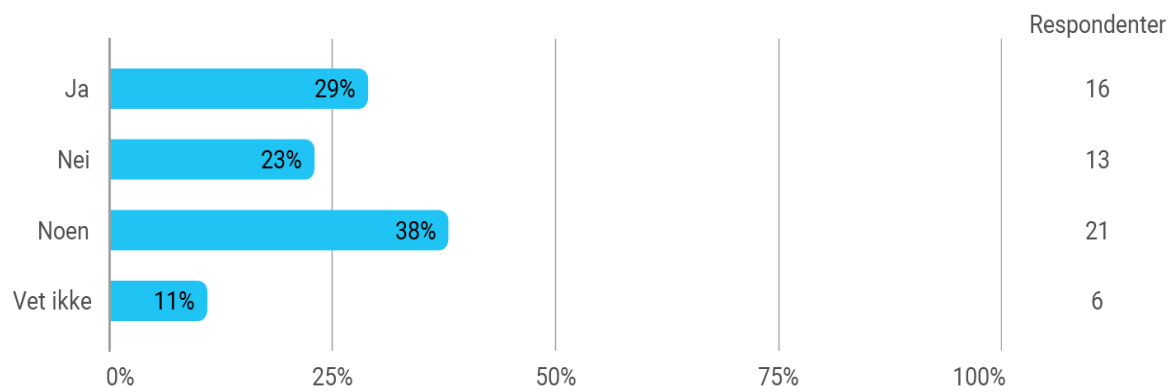
Figure 4: "Have you learned any new vocabulary while playing "the Struggle for Civil Rights"?"
Answers: 'yes', 'no', 'some', 'do not know'

Figure 4 presents how many students who learned new vocabulary while playing. A majority of the students, 67% felt that they had learned new vocabulary. A minority of 23% have not enhanced their terminology, and 11% 'do not know'.
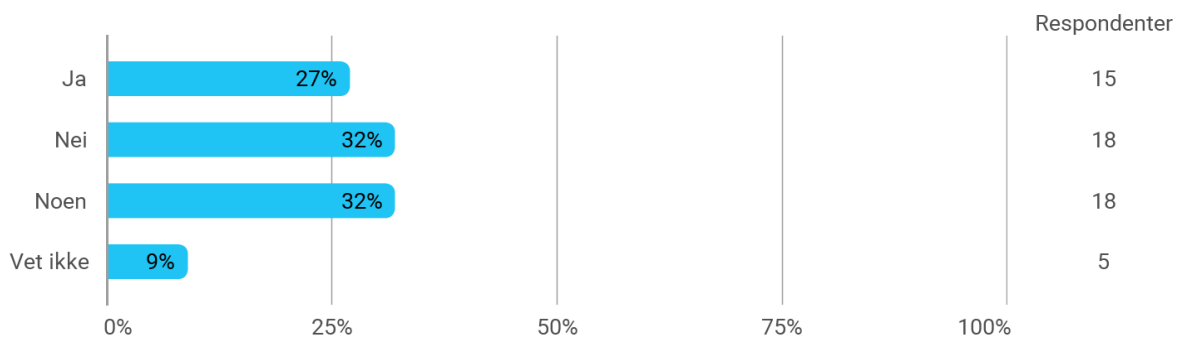
Figure 5: "Have you encountered difficult words you did not already know or have previously learned?" Answers: 'yes', 'no', 'some', 'do not know'

As shown above total of 59% of the students answered that they encountered 'difficult' words they did not already know or had previously learned.
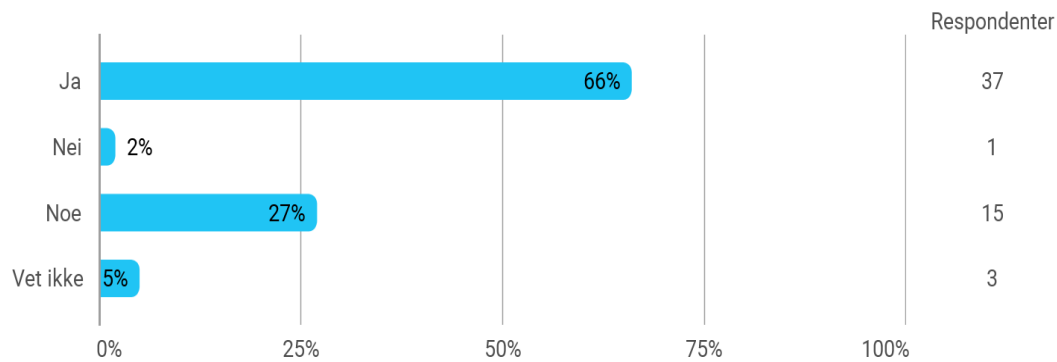
Figure 6: "Have you learned something about the Civil Rights Movement in the USA?" Answers: 'yes', 'no', 'some', 'do not know'

To investigate the students' acquired knowledge of content I asked: "have you learned something about the Civil Rights Movement in the USA?", to which 66% answered 'yes', and 27% answered 'some', as shown in figure 6 above. The students' increase in knowledge is evident through the reflection notes from class A as the following examples prove:

Example 4: Reflection note, text 20

I learned what Jim Crow laws was, that people were segregated by color. They also had plenty of demonstrations and so many insist [innocent] people died.

Example 5: Reflection note, text 22

What I did learn though, is the fact that there were several factions in America. Who all worked against segregation but wanted to meet the issues differently.

Oral activity

One question sought to elaborate how the students prefer to work to improve their oral English. The question demanded the students to write an answer. Interestingly enough their answers were quite similar, which resulted in a natural grouping.
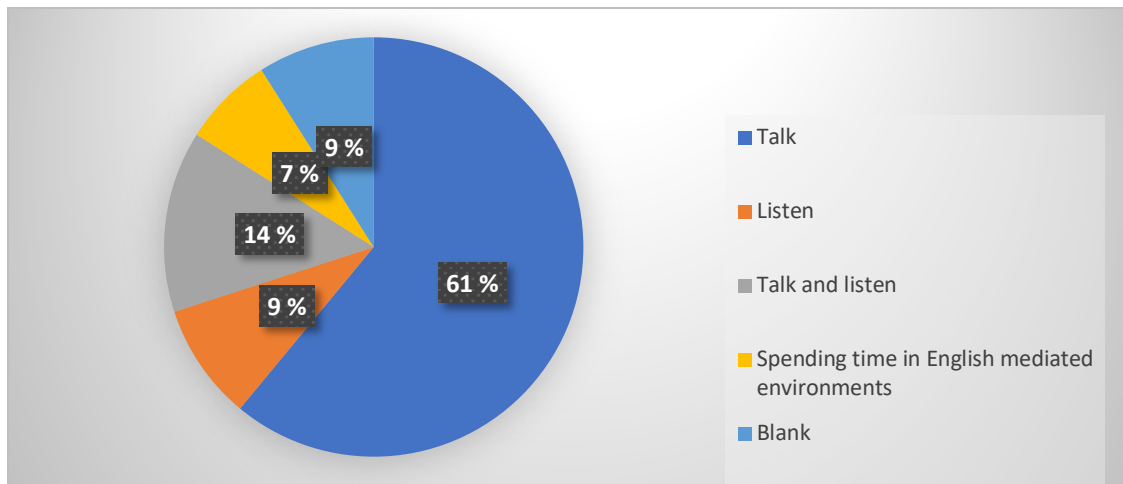
Figure 7: "How do you like to work to improve your oral English?"

Figure 7 presents the categorization of the different answers from the students. A majority of the students answered 'talk', 'listen' or both, indicating that the biggest learning outcome happens in social settings (all together 84%). A total of 7% of the students prefer to enhance their English proficiency by spending time in English mediated environments, preferably online. 9% of the students answered 'blank' or 'do not know'.

The oral activity in the different classes varied. Due to age and level of English proficiency this were expected. An interesting development is how the oral activity increased during the debate on the last game day in all three classes.
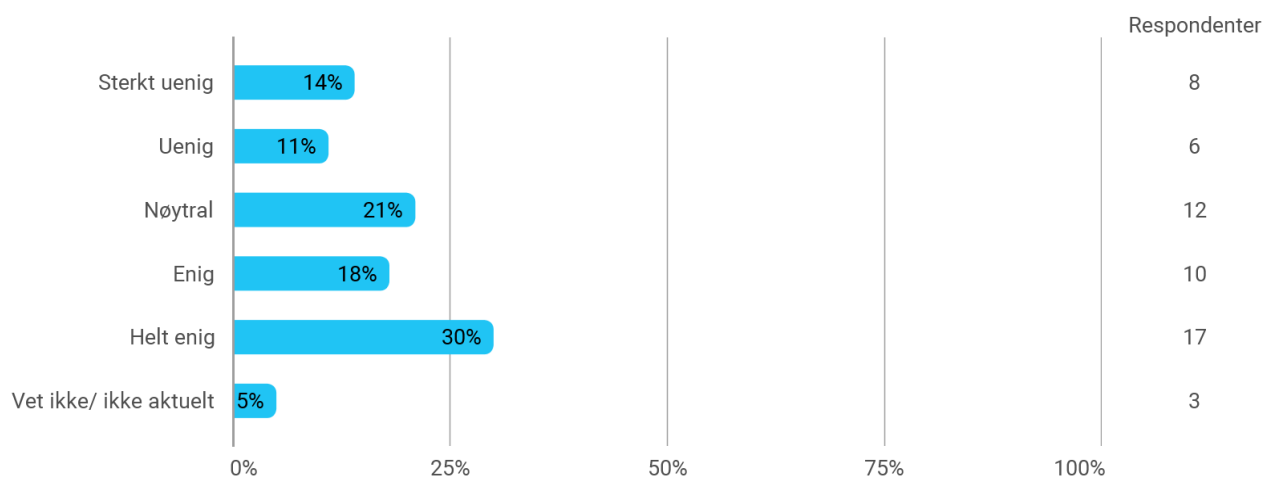
Figure 8: "I was orally active during the debate". Answers: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know/ not applicable'

Figure 8 presents the students' experience of their own oral activity during the debate. As many as 25%, 14 students answered that they 'strongly disagree' or 'disagree' to the statement "I was orally active during the debate". This could indicate that they were not active at all. However, 48% (27 students) feel that they were active during the debate. On the other hand, 21% answered 'neutral'. This could imply different things, for example that the students was orally active, but not to a large extent.
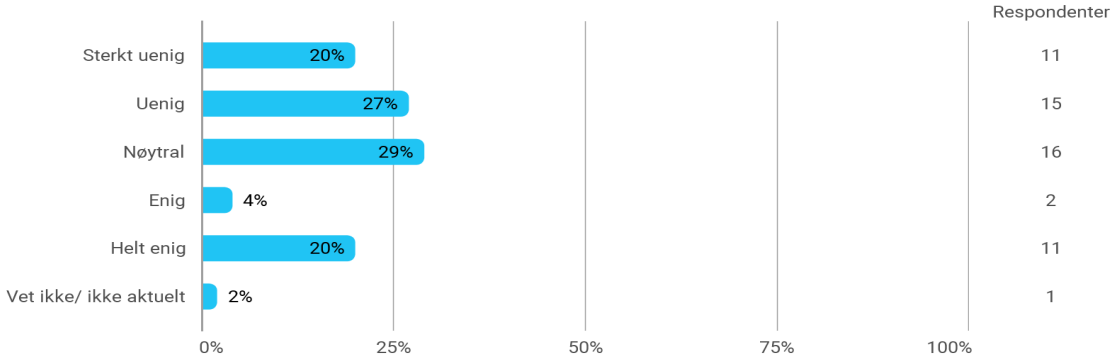
Figure 9: "I think it is hard/ embarrassing to talk English out loud". Answers: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know/ not applicable'

The next figure addresses the students attitudes towards speaking out loud: "I think it is hard/ embarrassing to talk English out loud", where a total of 24% of the students 'agree' or 'strongly agree'. Moreover, this reluctance towards communicating in English are elaborated on in the reflection notes from Class A.

Example 6: Reflection note, text 1

I think it was a bit scary to talk English in these sessions, because I did not know the engineer [some students in the class were from a different program] so well.

Example 7: Reflection note, text 2

For the second [Secondly], all the communication had to be in English, which I struggle with. Because I am not the best at oral English, so I find it more difficult to back up my case when my vocabulary is small, and mostly consist of easier words.

Examples 3 and 4 present two different reasons for why the oral activity were varying. According to these explanations, English could be uncomfortable to talk because the students have not lowered their Affective Filter, but it could also be connected to the lack of English proficiency.

Variation

On the basis of the Interactionist and Sociocultural theory individuals learn best during social interaction. In comparison, each student has respective preferences influencing their learning.
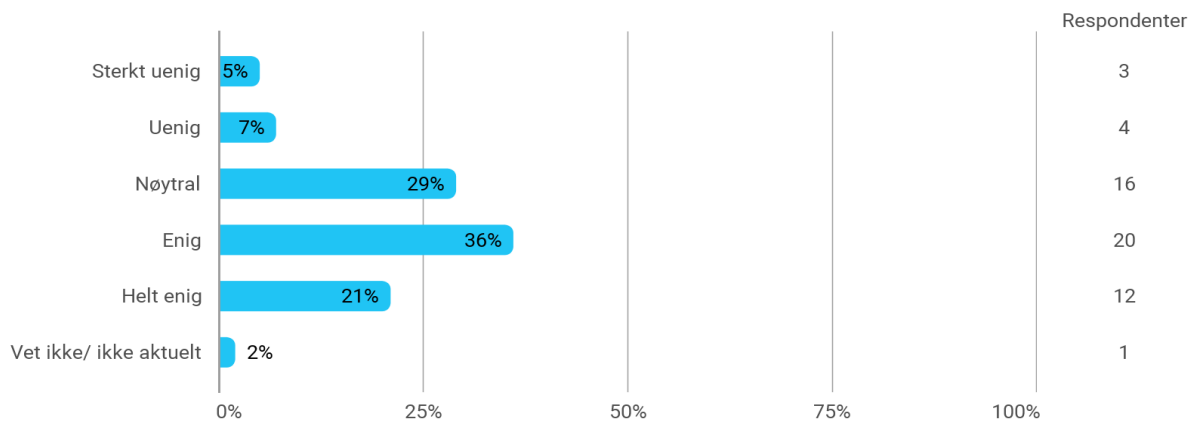
Figure 10: "I learn well when I work independently". Answers: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree' and 'do not know/ not applicable'
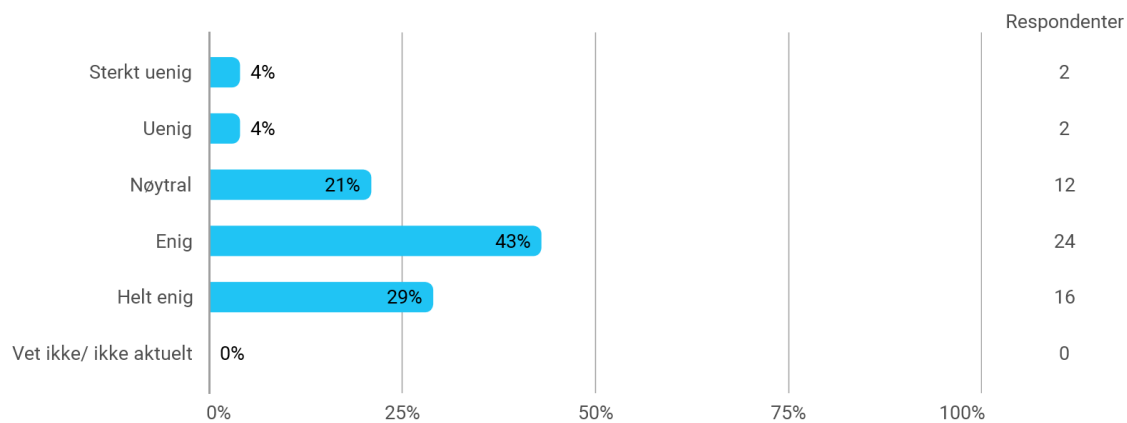
Figure 11: "I like group work". Answers: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know/ not applicable'

Figure 10 illustrates the students' attitude towards working independently. 57% of the students answer that they learn well when working alone. Figure 11 shows a majority of 72%

enjoying group work. However, these two figures are not absolute. Several of the students have answered 'neutral', 29% (figure 10) and 21% (figure 11) indicating that a significant amount of the student are unsure, or like both methods. In the end, it is left to the students' learning preferences for that specific day, subject, time and motivation.

4.2.2   Teachers

The general part of the interviews were among other things concerned with advantages and disadvantages of using plays in educational settings. All the teachers have different answers concerning variation, participation, oral activity and the time aspect.

Example 8: Interview, teacher A

First and foremost it is an untraditional teaching method, which I believe is positive (…). The immediate reaction from the majority of the class was: 'so nice that we are doing something different from what we usually do'.

Example 9: Interview, teacher B

The pros of role-play as a teaching method is that the students practice oral activity without having planned exactly what to say. A majority of the students get so engaged that they talk without thinking too much about grammar and pronunciation, which would usually make them insecure and silent. They also learn about the content in a different way when they have to actively engage with the learning material. The downside are the students who choose to not get involved because they are too insecure.

Vocabulary

All three teachers emphasized the importance of vocabulary training. Teacher A, in her previous role-plays focused on explicit learning of keywords. In relation to CLIL, the learning of vocabulary will often happen implicitly. Teacher A is confident that both explicit and implicit learning of vocabulary will enhance the students' English proficiency, and highlights the importance of variation in teaching methods. She was also pleasantly surprised by one of her students who is usually very quiet.

Example 10: Interview, teacher A (from Elisabeth Selseng Soltveit)

She had an extensive vocabulary. (...) She had worked really hard to learn many of the new key words connected to the Civil Rights Movement. She used 'segregation', 'integration', she did not just say 'things like that... and you guys..'. (...) And I could see that she was so engaged in the play that she was blushing when she talked. (...) She was sincerely engaged in playing and the historical context. But then again she was sitting next to one of her best friends, so I guess she was feeling safe.

In class C, the VG3 class, the teacher emphasizes that the students have a well-developed everyday language. Nonetheless, the advanced vocabulary relating to different themes within social, political, historical and environmental issues needs further expansion. Teacher C therefore conducts glossary tests, working with expressions and situational words related to different themes.

Teacher B also likes to work explicitly with vocabulary in her 10th grade, using PowerPoint, film, discussion, Quizlet, listening to texts, reading out loud and making recordings while they talk.

Oral activity and active learning

A common denominator for the three classes was variation regarding the level and amount of oral activity during the game. Teacher A and C emphasize that the number of active students were fewer than usually. However, some students surprised their teachers positively. At the same time, the teachers praise several of the students who lack competence in sentence structure but were not afraid to engage in discussions.

Example 11: Interview, teacher C

Some behave as expected, others surprised me, either positively or negatively. The fun part is those who surprise positively, who are usually not orally active, but who suddenly blooms.

Teacher B on the other hand experienced a high level of oral activity during the game. She believes it is partly related to the competition aspect of the game, but also the environment within the class. The students have known each other for over two years and have developed mutual respect for each other. Further teacher A highlighted the importance of acting, oral communication and the advantages of an active learning method.

Example 12: Interview, teacher A

It can be motivating for the students to realize that everyone is outside of their comfort zone, more or less. And to understand that everyone has to do their best, and none of us have a script, so we do not know how the outcome will be. (…) It can be helpful to tell the students that there are no correct answers, they can actually say whatever they like, and it does not need to be grammatical correct, because no one are grammatical correct the whole time anyway. So in this game it is alright to pronounce something wrong or have a wrong grammatical ending, and in addition be able to hide behind a funny dialect.

Teacher B believes that active learning theories are motivating for the students, because they provide variation. However, she points out that RTTP is just one of several approaches which should be put to use, especially in a lower secondary classroom as it is a challenging and demanding method.

Variation

Teacher A argues that role-play is a great learning method for extroverted learners, but also emphasizes how RTTP can make more introverted students learn as well.

Example 13: Interview, teacher A

Some students are extroverted, and they often enjoy these kinds of role-play, but when the other students joins in as well, a new kind of interaction happens, between the different students. And that interaction is magical, and the students see each other in a new light.

Example 13 illustrates how RTTP is applicable to more than just extroverted learners, and that individuals can experience growth and learn new qualities they did not know they had. Teacher B emphasizes a combination of different learning preferences as a reason why RTTP is motivating for the students.

Example 14: Interview, teacher B (from Elisabeth Selseng Soltveit)

A combination of auditive, visual and tactile learning styles, like RTTP are an optimal learning method. It makes the students positive, and the variety of the game turns them into an engaged class.

As previously mentioned, different learning styles are experienced as motivating for the students, and create variation in the classroom. Teacher B further maintains a strong focus on variation, in both implicit and explicit learning to keep the students participating and engaged.

Example 15: Interview, teacher C

That is why this is one of several oral activities I can use in the classroom. Because it is not appropriate for everyone, it depends on the level of maturity and shyness. And I think that an oral grade in a foreign language should not be too focused on the public presentation.

Example 15 illustrates how maturity and shyness may affect the learning outcome and participation in RTTP, and the importance of adjusting the teaching methods to include as many students as possible. Teacher B emphasizes how she believes that RTTP is a learning method that fits the most reflective and knowledge seeking students best. However, with varied teaching methods, thorough explanations and preparations she believes it is suitable for a broader audience. She believes that whether students like RTTP or not depends on the individual learning preferences.

CLIL

Teacher B argues that RTTP can be an engaging and educational method. However, she also highlighted the fact that CLIL and RTTP are demanding approaches where the students themselves needs to take initiative for their own learning. This in turn, might be too advanced for 10th grade students. One the other hand, teacher C has higher expectations to her students regarding the amount of expected learning, reflection and ability to see connections.

> **Example 16: Interview, teacher C (from Elisabeth Selseng Soltveit)**
>
> Ideally I wish for the student to refer to real events and legislative texts. To do that they need to use the correct concepts. They are also learning a lot of words and expressions connected to segregation, organizations, different law types, customs and traditions. I believe this is very good for their language learning.

With these evidences in mind, it is possible to argue that older students are better equipped for the challenges RTTP offer.

4.3   Development of critical thinking

This part of the thesis presents the results from the interviews, surveys, observations and reflection notes relating to critical thinking and the development of it.

4.3.1   Students

What is critical thinking?

The respondents to the survey are in agreement about the importance of being critical.
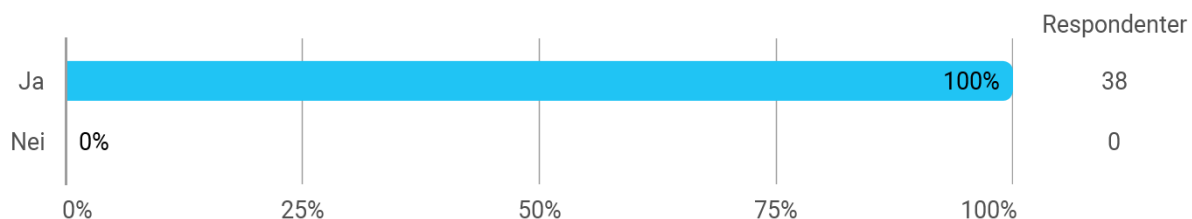
Figure 12: "Do you think it is important to be critical?" Answers: 'yes', 'no'.

However, when it comes to defining critical thinking 21% of the students are unsure or do not know what it is. This was originally an open question, yet it was easy to divide the different answers into categories which contained a definition, those who did not know and or answered blank.

Example 17: Survey

I know it, but I do not know how to explain it

The remaining answers range from simple definitions, to more complicated and well thought out responses.

Example 18: Survey

To reflect on what you read

Example 19: Survey

To compare what you read to previous knowledge, being aware that it might not be correct, and try to investigate the matter further.

The variations in the definitions of critical thinking prove that it is an abstract term, which it is hard to define. It would have been interesting to know which classes the students behind the answers belong to, and to investigate the difference in maturity and age in relation to knowledge about critical thinking.
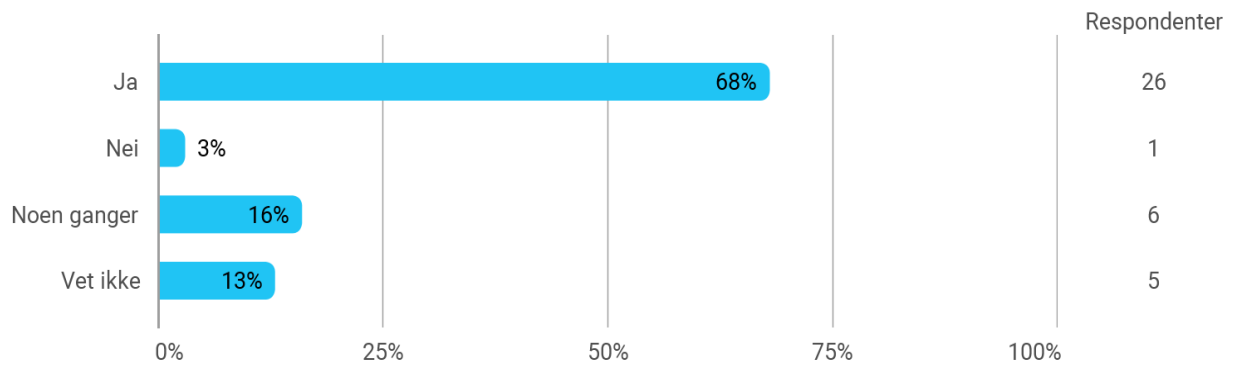
Figure 13: "Have you ever experienced that you needed critical thinking?" Answers: 'yes', 'no', 'sometimes', 'do not know'

Figure 13 shows that 68% of the students have experienced that they needed critical thinking in order to assess the credibility of a source or statement. 16% of the students answer that they have used critical thinking 'sometimes'.

Why is it important?

To dive further into the students' understanding and use of critical thinking I asked the question "why do you think it is important to be critical?". If they answered 'yes' to "do you think it is important to be critical?" they also had to answer this one.

> **Example 20: Survey**
>
> Because you cannot just assume that what you read and hear represents the truth. Because it is not always the truth. You are also supposed to consider whether the source is reliable.

> **Example 21: Survey**
>
> It is important to be critical to not believe lies that are accepted as truths because everyone else believes it.

Due to my calculations, 18% of the students had trouble explaining why critical thinking is important. This was an open question but the answers were easy to categorize and calculate.

Playing a role

Throughout the game the students were supposed to play a character. When playing a role the students had to adjust to new ideas and a different historical background than their own. According to Carnes, being able to challenge your own opinions is an important aspect of critical thinking (Carnes, 2014b, p. 122-3). The students, however, had varying experiences when playing. Almost half of the students who answered the surveys admitted they enjoyed playing a character, even though some argue that it was hard pretending to be another person.

Example 22: Survey

It was fun, but hard to think like another person

Others appreciated the opportunity to play a character:

Example 23: Survey

I liked playing a role because it made it easier to immerse into the game. In addition I did not have to worry about what others thought about my opinions, because the opinions was not necessarily my personal thoughts, but rather the character's or the faction's.

Even though several of the students enjoyed playing a character and indulging into the historical context, almost half of the students expressed skepticism or had difficulties pretending to be another person with different opinions.

Example 24: Survey

I think it was very hard to stay in character because it was very different from everything I have done previously.

The reflection notes from class A has provided me with several reflections about stepping into a character.

Example 25: Reflection note, text 10

It was fun to 'play' a character different from myself and see things from their perspective.

Example 26: Reflection note, text 19

I did not feel like I was engaged in my character, because roll play [role-play] is not my thing, and I felt that I did not engaged myself as I should. But I think that this was a lot of fun to people that like roll play [role-play].

The differences between the students' attitudes towards stepping into a role are quite interesting in relation to learner preferences, immersion into character, and their ability to take on positions which differ from their personal opinions.
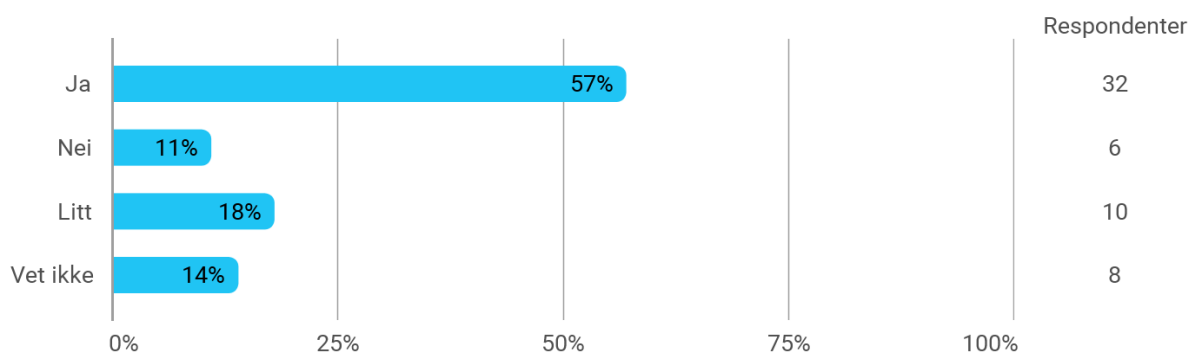
Figure 14: "Were you critical to your peers during the debate?" Answers: 'yes', 'no', 'sometimes', 'do not know'

A question in the survey asked whether the students were critical to their peers and their arguments during the debate. 57% of the students answered yes, while 18% answered sometimes.

4.3.2 Teachers

Regarding critical thinking, Teacher A highlights the fact that upper secondary curricula demands a higher level of reflection and independent opinions, rather than just retelling facts. She had previously worked in lower secondary, but realized she needed to put greater focus on critical thinking in her VG1 class. She also provides attention to the use of trustworthy and serious sources, and teaching her students to be critical when choosing what sources to use. Teacher B believes critical thinking should be implemented into every subject where it is relevant because:

Example 27: Interview, teacher B

Students in today's society are exposed to many influences 24/7, and they need to learn to think for themselves to not fall behind, both private and professional.

Teacher C further highlights the importance of skepticism towards online activity, regarding internet trolls and fake news. She has worked with the news agenda with focus on angles and the sender, receiver and message. Whilst teaching she promotes different perspectives and tries to be nuanced. In connection to her students' use of critical thinking she has the following to say:

Example 28: Interview, teacher C

Teacher: The ability to think critically will vary with the degree of maturity, and it is very unpredictable in upper secondary. Age, grades, sex and subject play a role. They learn about critical thinking in Norwegian [the subject]. However, not all students are capable of transferring what they learn at school to the real life and realize that it actually is a connection to the outside world. It is just another subject they need to learn.

Interviewer: A missing link. School is school?

Teacher: Yes, school is school. But some of them are really good at transferring knowledge as well.

Teacher B had the youngest students. She reflects on her students lack of critical thinking skills:

Example 29: Interview, teacher B

For most of the students the ability to think critically is poorly developed. They believe in everything they have read, not matter where they may have read it, or who wrote it. This is a pattern the students need help with to overcome. They need help to get to the point where they are able to make independent, reasonable, good and progressive choices, both for themselves and the people around them.

Critical thinking through RTTP

The teachers have different views regarding critical thinking through RTTP. This seems to be connected to which classes they are teaching. Teacher B argued that repetitive playing of different games will enhance the students critical thinking. However, this needs to be worked on continuously for the students to understand and benefit from it. Teacher A shared a short conversation with a student after the discussion on Game Day 3:

Example 30: Interview, teacher A

Student: I did not mean what I said [during the debate].

Teacher A: But that is okay, that is the point of the game.

This student has stayed true to her role description even though the character's view was not equivalent to her own. RTTP made her challenge her perceptions regarding her own beliefs.

Teacher C was more occupied with the technicalities in connection to the Civil Rights Movement and the diversity of it. Through the game the students got to explore the nuances of history, and learned to question their already acquired knowledge and the generally accepted history.

In class A, at the end of the debate on Game Day 3 one of the factions challenged the conformed norms and values of a Norwegian classroom. Each faction was given ten final

seconds to make an appeal to persuade the wildcards. Instead of saying anything, one of the faction leaders put a box of ice cream at the table. This faction won, which created protests among the other students in the class. One of the students wrote in the reflection notes:

Example 31: Reflection note, text 1

I think it should not have been allowed to bribe the wildcards with for example ice cream.

The teacher also said during the interview that some students had reacted to the gesture.

Example 32: Interview, teacher A

Then I said: 'but can you see that he made his point? How is it in today's society, is there any corruption today?' Well, yeah they finally agreed it is. Then they were very eager to talk about Trump who is corrupt, and Putin…

This is interesting as the simple gesture sparked a discussion in the classroom concerning corruption, politics and superpowers. Following this, students started to question and reflect upon reality as it is presented through media. This is one of the benefits of RTTP. It is only the creativity and imagination of the students that will limit the game.

5 Discussion

5.1 Introduction

This chapter will consider the results from the data material in relation to previously presented theory. The goal is to answer the research question - *how does RTTP promote oral communication and development of critical thinking in a Norwegian EFL- classroom?* The collected data presents a wide spectrum of opinions and considerations in relation to oral activity, age, maturity, preparations, critical thinking and role-immersion. The discussion will start with a review of the argument for using RTTP in Norwegian classrooms.

5.2 The argument for using RTTP in Norwegian Schools

The subject curriculum outlines the teaching of English in Norwegian schools. In the theoretical framework I briefly presented the curriculum in relation to RTTP. Oral communication and critical thinking are referred to throughout the curriculum, as it is evident in the main subject areas, basic skills and competence aims. Oral communication is the most central aspect of RTTP. Critical thinking skills are more important than ever in a globalized and intercultural world. In addition, one thing we can learn from history is that games have been evident in human existence for ages. Both Plato and Dewey saw games as an important part of the individual's social upbringing and the development of society. Carnes has experienced play as important for his students' learning and wellbeing. Further, since RTTP is an active learning method and therefore targets the cognitive processing it is important for development of independence. With these arguments for using games in Norwegian schools, I will further examine how RTTP seeks to improve the students' ability to communicate and think critically.

5.3 Oral communication

After analyzing the data material, I have identified four ways in which RTTP may develop students' oral communication proficiency. These four categories are vocabulary, variation, content and oral activity.

5.3.1 Vocabulary – the learning of language

In relation to vocabulary several of the main areas in the subject curriculum focus on language learning. The competence aims focus on the expansion of vocabulary and the correct use in various settings (Norwegian Directorate for Education and Training, 2013, p. 9; Norwegian Directorate for Education and Training, 2006, p. 8). Vocabulary is one of the building blocks the students need to master to be able to develop their oral communication skills. RTTP develops and strengthens the students vocabulary in various ways which will be elaborated on below.

"The Struggle for Civil Rights", consists of a large number of period and theme related words. In figure 5, 59% of the students answered that they had encountered unfamiliar words. To help the students acquire as much vocabulary as possible to be able to communicate, I included a word-bank and translations in the obligatory reading (can be seen in appendix 3 and 4). These aids were included as a scaffold to help students with low English proficiency to understand the material. Due to this support the students were supposed to develop within their ZPD. Bruner argued that the use of scaffold was important in the process of language learning, but also advocated for a gradual reduction of the assistance as the student improves (Bruner & Watson, 1983, p. 60). During a RTTP game, or over a longer period of time the students would meet higher expectations, or the amount of aid would be reduced. Even so, Vygotsky believed learning should be hard to achieve (Imsen, 2014, p. 195).

The comprehensible Input hypothesis is another important factor in second language learning. To adjust the input to different students' level of proficiency, the character descriptions were separated into three levels. The roles were handed out in collaboration with the teacher who knew her students. The different levels were also adjusted to fit the three classes. This was done to make the language comprehensible within the ZPD for students at various levels. Krashen claims that comprehensible input is necessary for the students' acquisition of language (VanPatten & Williams, 2015a, p. 26). The acquisition of vocabulary makes it easier for the students to have purposeful discussions about the content, using the correct terms. This will lead to an improvement of the complex and formal vocabulary which will enhance the students' abilities to engage in discussions as they feel confident when speaking.

When I asked the VG3 teacher whether she practiced vocabulary with her social studies students, I expected a negative answer. However, she argued that she uses explicit

language learning because her students need to practice their advanced and theme-specific vocabulary. Whether students prefer explicit or implicit learning varies, but the three teachers show a propensity towards the direct and active process of explicit learning. This proves that the use of explicit language learning can be effective even for engaged and skilled VG3 students. It gives me firsthand insight that younger students are in need of specific language learning as well. In relation to RTTP, this opens up for the possibility of using explicit language learning on all levels to increase the students' knowledge of language. Teacher B is also occupied with varying between explicit and implicit learning. A reason for her determination to variation could be the fact that she has young students who need change and modification to learn and stay motivated.

Due to the scope of this thesis it would not be not be possible to investigate the students' exact acquisition of vocabulary. Nevertheless, I asked the students if they think they had learned any new words (figure 4). The majority of students, (67%) believed that they learned new words. Only 23% answered 'no', which there may be several reasons for. One being that they already knew the majority of the words, preferably the VG3 students. Another reason might be that for these students, RTTP was not a favorable learning method. Some students prefer an explicit approach towards vocabulary learning, with emphasis on words and their meanings. However, in class A the teacher was positively surprised by one of her students who had acquired new words and managed to use them in the correct situations (example 10). For this student the implicit focus on vocabulary might have been beneficial.

5.3.2 Variation – one size does not fit all

According to the three teachers who participated in this project variation is beneficial to create engagement among students. One of RTTP's biggest assets is the alternative working methods: individual, collaboration in small groups and bigger groups, debating, reading, writing, arguing, searching for information, reflection and practice in talking in front of people to mention some. The three teachers believe RTTP is a one way to create variation in the classroom, supplied with 'normal' teaching to meet the preferences of as many of their students as possible.

Even if RTTP includes both individual work and collaboration there is a clear emphasis on working together as the discussion and persuasion part of the game are the most prominent. Each student has individual preferences which affect their learning. The students

were asked whether they like working individually or collaborating with others (figure 10 and 11). Neither of the answers exclude each other as students prefer various working methods, and RTTP can offer variation both within the play and from regular teaching. A total of 72% of the students 'agree' or 'totally agree' that they like group work, while only 8% answer that they 'disagree' or 'strongly disagree'. A total of 57% 'agree' or 'totally agree' that they learn well when they work independently, however only 12% 'strongly disagree' or 'disagree' that they learn well.

This is interesting data because the answers are consistent with the theory presented in this thesis. The Interactionist hypothesis and the Sociocultural theory emphasize that social interaction is of the utmost importance when learning of a foreign language (Benati & Angelovska, 2016, p. 11, 20). Through input and output in a social environment learners develop, use and control their language in company with other learners (Benati & Angelovska, 2016, p. 11, 12, 165). A factor that can influence the choice of working method is the learning material. The students' preferences can vary whether it is hard, unknown theory, a touchy subject, new words to acquire, rules to understand or an easily debatable theme. In this sense, RTTP offers a unique opportunity to explore various working methods.

Teacher A focuses on the students' personality types which may affect their experience with the game. She believes role-play and immersion games are enjoyed by extroverted students. At the same time, this does not indicate that all students who are extroverted enjoy role-play, and the other way around. Introverted students might also enjoy this working method. When I taught "the Struggle for Civil Rights" I used a technique called "think-pair-share", where the students first work individually reading the game material. Further, they were to work in small groups, their factions, to present their character and prepare arguments. On Game Day 2 and 3 they were to debate and persuade each other in front of the whole class. By starting individually, and then working in a comfortable sized group, before expanding to the whole class, the students first practice to present and test their arguments on a small group. This process includes several elements of variation and might be comforting when easing the process of oral communication. "Think-pair-share" might help introverted students getting into the game, used to the concept and practice speaking. The teacher pointed out the interaction between the extroverted and the introverted students as magical, because then a handful of students who regularly do not speak, join in (example 13).

Teacher B enjoys the fact that RTTP combines visual, auditory and tactile learning styles (example 14). Through videos, reading, discussing and interaction with the different

elements in the classroom more students will experience learning. When merging different learning styles, a larger part of the student mass will experience a greater learning outcome. This is because each individual has personal learning preferences (Imsen, 2014, p. 262). A teacher's goal would therefore be to include as many of those learning styles as possible.

A common denominator in all three classes was that the teachers' were surprised by some of their students. This could be learners who are normally considered "low-performers" during normal teaching, but who thrives with the responsibility and working methods in RTTP. Teacher A was astonished by one of her students who proved to have an extensive vocabulary. It was evident to the teacher that the student had put effort into learning the vocabulary, the historical content and her character's background (example 10).

An important issue to keep in mind is the student's maturity and age. Both teacher B, who has the youngest class, and teacher C, the VG3 class, emphasize that the maturity within the classes vary and that RTTP is a demanding method which does not fit all students. This is interesting as both these teachers saw limitations while using RTTP. The key aspect is that they have different demands to their students. Maturity may depend on age, gender, level of knowledge and personality type. RTTP games are constructed for college level, as described earlier it will need modification to be used at lower levels. I would like to argue that RTTP is a demanding approach, but with the right scaffolding and facilitation it will be rewarding. As Vygotsky emphasized learning should be difficult, and it will require hard work to success (Imsen, 2014, p. 195). The results of this research prove that RTTP can be successful at lower levels. Nonetheless, the level of difficulty needs to be adapted to the level of maturity and ability to take responsibility for own learning. The younger students will perhaps be in need of stronger scaffolding during the playing.

5.3.3   Language and content – a package deal

In the subject curriculum there are focus on learning content in the main subject area culture, society & literature. The Sociocultural theory and Communicative approaches focus on the importance of producing language with a purpose (Benati & Angelovska, 2016, p. 20; Drew & Sørheim, 2016, p. 27). According to these theories students need to discuss material in a culturally formed setting (Benati & Angelovska, 2016, p. 20). Through RTTP students work in a setting which require knowledge of historical content, and with help from the acquired vocabulary they will be able to discuss issues and arguments with importance for the outcome

of the game and possibly their grade. A core idea is that the students speak and cooperate to reach a higher goal, i.e. winning the game. That is why I have chosen to include content as a factor that enhance the students' oral communication.

In both RTTP in an EFL- classroom and CLIL, the focus is on teaching content through a foreign language. The goal is to increase proficiency in language through learning the content. Both teacher B and C pointed out the usefulness of CLIL. However, it is also evident that the teachers have different expectations to their students, because it is a 10th grade and a VG3 class. Teacher B emphasized that both RTTP and CLIL are demanding approaches, where the students need to show initiative and be eager to learn. CLIL and RTTP are methods that are most effective for the more mature and knowledgeable students, as it requires a lot of independent learning. I believe that with the right amount of preparation, adjustment and monitoring while playing, in addition to clear instructions, both CLIL and RTTP are achievable, even in a 10th grade classroom. In relation to our execution of the game I would have created clearer instructions and spend a longer amount of time playing. Teacher C on the other hand, had other expectations and from her answer regarding CLIL, I draw the conclusion that she believes CLIL and RTTP are basically more adapted to a certain age group. Due to that, in the RTTP game we played, she demanded her students to use correct and theme-specific vocabulary, in addition to referring to historical events and legislative texts to be awarded with a good grade (example 16). This call for an engaged group of students that have properly prepared, and her expectations are clearly higher than for the other teachers, as it should be.

Krashen's Acquisition- Learning hypothesis is important in relation to teaching of content. During a RTTP game while there is conscious focus on learning the content during preparations, group work and debate, the structure of language will be subconsciously acquired (VanPatten & Williams, 2015a, p. 25). This acquisition of language occur in a social environment which corresponds with the Sociocultural theory and the Interactionist hypothesis.

As mentioned in the methodology chapter a few students withdrew from the game. These students were given alternative tasks by their teacher. It would have been interesting to conduct a negative control to investigate what these students have learned compared to the ones who participated in the game. To consider the differences it would be beneficial to conduct a teaching program simultaneously in another, comparable class, and then examine the students to discover which learning method was the most beneficial.

Another interesting point to investigate would be whether there is a connection between the acquired level of language proficiency and content. If we assume that the connection exists it is noteworthy to investigate whether the students have acquired any knowledge about the Civil Rights Movement and racism in 1960s America. Through those answers I can also draw the conclusion whether they have attained vocabulary and linguistic features. We can do this because theory suggests that social interaction is at the heart of language development, and that producing language with a purpose is of highest importance for a learner to develop (Benati & Angelovska, 2016, p. 20). An overwhelming majority of the students, 93% answered that they have learned something about the Civil Rights Movement (figure 6). On the other hand, exactly what the students have learned is hard to find out. Luckily, the reflection notes from class A provide me with information about the students' knowledge. Some of the students claim that there was not enough time to get into the content, at the same time they mention strategic information crucial to the Civil Rights Movement. Then again, whether the students have acquired this information, or how in-depth it is, has not been a focus of this thesis. It is uplifting that only one student answered that he/she has not learned anything about the Civil Rights Movement, and 5% do not know.

5.3.4 Social interaction – to speak, or not to speak

The subject curriculum put heavy focus on the development of oral communication. It is emphasized in the main subject areas, basic skills and competence aims. Due to the curriculum and the importance of social interaction in SLA, oral communication is one of the most important qualities the students' needs to master in order to gain proficiency. What is encouraging is that 84% of the students prefer to work in a social setting to improve their oral English skills, the remaining 16% either answered blank or 'do not know', or prefer to learn language in an English mediated environment, preferably online (figure 7). This indicate that the students see the importance of oral communication to improve their English proficiency. These results can be seen in connection to the social aspect of the Interactionist hypothesis where both interactional input and output are important for SLA (Benati & Angelovska, 2016, p. 11-12). Output makes the learner produce language in a context by drawing on an already acquired knowledge (Benati & Angelovska, 2016, p. 165). The focus on input and output provides the teacher with a responsibility to adjust the language to the different students' level.

After having established that a majority of the students like to improve their language skills in a social environment, it is interesting to investigate the students' perception of their own oral activity during the game (figure 8). A total of 48% of the students 'agree' or 'totally agree' that they were orally active during the game, which is almost half of the students. 21% answered 'neutral' which may indicate that they were active, but not to a large extent. On the other hand, a total of 25% 'disagree' or 'strongly disagree' that they participated orally. This indicates that every 4th student did not socially interact during the game.

According to the teachers it is not easy to give a clear answer to the question of oral activity. Teacher A emphasized that the game was played during a too short period of time for all the students to fully understand the concept, she experienced that the students who are usually the most active were most eager to contribute during the game as well. Teacher B claims that the oral activity during the game was higher than usual, and that one of the reasons for this is the competition aspect. The students were eager to win, and got engaged and frustrated with other students, and therefore 'forgot' to be shy. This is a great example of how RTTP causes oral activity, even for introverted and shy students. Teacher C on the other hand, whose class usually is active, was somewhat disappointed over the lack of oral activity, even though the activity rose throughout the debate. She believes the absence of oral activity has to do with lack of preparations resulting in a shortage of arguments during the debate. She also emphasizes that she was positively surprised by some of her students who were engaged and active. This could have to do with the fact that RTTP was a good working method for them, and that they enjoyed the process.

The number of active and engaged students may have been influenced by several aspects. As previously mentioned, every 4th student did not interact socially due to different reasons. First and foremost, RTTP was a new way of working which the students have not been exposed to earlier. As a consequence, I observed confusion and frustration among the students. This uncertainty may result in withdrawal from the social phase of the game.

Figure 9 provides another explanation to why students hesitates to contribute orally. 24% of the students answer that they think it is hard/ embarrassing to speak in front of their classmates. 16 students answer that they are 'neutral', and one 'does not know'. The positive aspect is that 47% of the students answer that they 'strongly disagree' or 'disagree' to the fact that English is hard/ embarrassing to speak. However, at least every 5th student has trouble speaking out loud. This connects to the third reason, insecurity, which consequently can be based on preparation or ties within the classroom. This is related to the Affective Filter, as

pointed out in the theoretical framework. This filter needs to be lowered for learning to happen. However, most RTTP games are experienced as stressful and uncomfortable for the students (Carnes, 2014b, p. 138-139, 161-162), where things happen outside of the gamemaster's and students' control. Nonetheless, research proves that learning does occurs when RTTP are used (Carnes, 2014b, p. 35, 291-292). This challenge the hypothesis of the Affective Filter, and strengthens the claim for the use of RTTP. However, as teacher B pointed out, the insecurity can be overwhelming and students can choose to fully withdraw from the game.

One of the students from class A wrote in the reflection note that she did not know the other students well enough and thought that was distressing (example 6). My guess is that she was afraid of embarrassing herself. In example 10, teacher A explained how surprised and happy she was with one of her female students who she considered to be a "low-performer", but who thrived during the debate on Game Day 3. However, she pointed out that the girl was sitting next to her best-friend and presumably felt safe. This is one of RTTP's assets, because of the reorganization of the classroom the girl had ended up in a corner next to her best-friend. In my opinion this does not deprive the girl of her achievements, but rather amplify the use of RTTP if it leads to the lowering of the Affective Filter. As these two examples show, the Affective Filter proves important for the performance if individual students. For one student, the filter was raised due to insecurity, and for the second student, it was lowered, due to the convenient organization of the classroom.

A fourth reason for why the oral activity may be lacking is connected to the students' proficiency in oral English. One student admitted in the reflection notes that due to the lack of advanced vocabulary, it was hard to make strong arguments (example 7). One of the reasons for using RTTP in the first place is to enhance the students' oral communication skills and expand their vocabulary. This might indicate that the students were too young or lack the needed proficiency to fully contribute. It can also indicate that there should be an explicit focus on theme-specific vocabulary learning. If we had spent more time preparing the students with explicit focus on vocabulary, more students would have been more willing to join in, as they may have felt more secure and comfortable.

The teachers highlight several aspects of RTTP that might be motivating for the students. Both teacher A and B argue that the competition aspect is important for the students' commitment to the game. The teachers argue that most students become engaged during games. I addition they get to speak English without having planned the exact wording, but

rather knowing the contents. This may cause wrong pronunciation or grammar. However, an important aspect of the communicate approach is to make the students talk, rather than being correct and nuanced. Many teachers struggle to get the students to talk, therefore, getting them to interact would be the first step, and correcting them would be the focus when they are comfortable. In addition, the teachers pointed out that it will be comforting for the students to know that there are no correct answers, and therefore 'harder' to make mistakes. This will be reassuring for shy students, because the opinion they utter is not necessarily theirs. Of course, this might also lead to withdrawal if the students have not prepared like they should, as teacher C mentioned above.

5.4 Critical thinking

The analysis of the data material provided me with valuable insight, but also further questions and issues I would like to investigate in relation to critical thinking. I have classified the data into two different headings: what the students already know, and how RTTP can help to further develop their skills.

5.4.1 Starting point – the basis

The students' use and understanding of critical thinking are varied. The results show that 21% are unsure or do not know how to define critical thinking. The reasons for this are most likely due to age, gender and maturity. The definitions granted by the students vary in terms of length, understanding and reflection. However, it provides the impression that the students understand the bottom line of critical thinking, namely, to be skeptical and analytical in relation to sources, people and information. A few students wrote that they know what critical thinking is, but have a hard time explaining it. In the same manner, academics also struggle to define critical thinking, indicating that it is a hard and abstract term (Facione, 2018, p. 2).

Though having trouble defining it does not reduce its importance according to the students. An overwhelming positive indication is that 100% (38 respondents) believe it is important to be critical (figure 12). A majority of the students connected critical thinking to various sources, including newspapers, authors and the internet. The students are aware of the circulation of fake news, subjective information and unreliable sources. Several of their answers are connected to truth, and how to detect false information. Facione (2018) argues that critical thinking is important for the development of independent human beings (p. 23-

24), which the answers above substantiate. However, it is hard to prove whether there is a gap between the idealistic answers, and the actual use of critical thinking in real-life situations.

To further investigate this matter the survey asked the students whether they have experienced need for critical thinking (figure 13). Interestingly 84% answered 'yes' or 'sometimes', which is 32 students. Furthermore, one student was unsure, and five students do not know. According to Facione (2018) critical thinking can be needed in situations ranging from collaboration, to being able to stay objective to the preservation of democracy. Critical thinking is needed in situations grounded in every aspect of society. I would argue that all the students have been put in situations where they would need critical skills, this can be in relation to friends, news, movies or social media. However, some students might be critical without recognizing it as being critical. Others are perhaps not able to acknowledge the use of critical thinking in any aspects of life. It would therefore be interesting to test the students practical knowledge and use of critical thinking.

The respondents on the surveys differ from sixteen to eighteen years of age, and from 10th grade to VG3 which consequently creates a gap in age and maturity. Teacher B alleges that her 10th grade students, the youngest respondents, have very limited skills and experience with critical thinking. She believes her students need help to break out of the pattern where they believe everything they read no matter who wrote it or where they found the information. As with Facione, she emphasizes the importance of critical thinking to be able to make independent choices. As a result of the students' varying level of critical thinking she stresses the importance of it being communicated in class, especially in relation to today's unhindered communication and influences the students are exposed to. Teacher A argues that the curriculum demands critical thinking and reflection, rather than retelling facts. This is an integrated part of the subject curriculum: as the students grow older, they will be met by greater challenges, which demands a constant effort to learn. She also focuses on the use of reliable sources, and spend time showing and telling her students about the importance of sources. Therefore, education and awareness raising are necessary to teach the students about critical thinking and reliable sources.

Teacher C elaborates on the previous mentioned aspect concerning a connection between school and society (example 28). She supposes that age, grades, gender, maturity and subject play an important part in the development and use of critical thinking. Even though she focuses on the news agenda and online sources, she believes that several of her students do not have the capability to transfer this knowledge to the 'outside world', and make use of

it. From my perspective this is a natural impairment, as for many students' school is school, and is seen as separated from the rest of society. However, mature students manage to see this connection and will experience increased knowledge.

5.4.2   Where to next? - critical thinking in RTTP

One way RTTP can develop the students' ability to think critically is through role immersion. Almost half of the students answered that they enjoyed and had fun pretending to be someone else. However, the other half expressed skepticism or had trouble playing a character. There could be several reasons why they found it hard immersing into their role, although there is evidence that students spend a large number of hours playing games online, pretending to be someone else (Carnes, 2014b, p. 56). Transferred to an educational setting, this might seem unnatural as they have to pretend to be someone else. Another factor can be the time we spent on the role-play. Several students argued that they had too little time to get into the historical context and their character. If possible, the most beneficial solution to this problem could be to spend a longer amount of time on preparation and discussion. In addition, it could be helpful and motivating for the students to create their own characters in relation to name, birthplace & social relations to provide them with more ownership towards the game.

While some students disliked the opportunity to take on different opinions, one student pointed out the relief of not having to expose your own thoughts (example 23). This is one of the positive aspects of pretending to be someone else, especially for an insecure student who is afraid to be called out by his peers: being able to hide behind a different opinion, name or dialect may feel comforting and safe. The students are not presenting their own thoughts, therefore it is not their personal opinions who are being investigated and criticized by classmates.

When playing a character, Carnes argues that the individual needs to adjust to new, and perhaps unfamiliar ideas (Carnes, 2014b, p. 122). In this process of adapting the individual needs to take a stance on his own ideas and beliefs. After the end of the game, teacher A had a conversation with a student who seemed insecure because he had not been true to the self during the debate (example 30). This proves that the student has his mind made up due to personal opinions. In addition he has learned and understood the characters' goals and were able to present them. This experience might have provided him with a deeper understanding and tolerance of other cultures and history, because he is able to see things

from a different point of view. The game learned the student to think for himself, and consider why he believes what he does. He should be able to make up his mind independently of what others around him believe. This is related to Facione's self-regulation where the learner is critical towards his own understanding (Facione, 2018, p. 7). If not quite historically accurate, the games provide the students with a deeper understanding of history. This includes an understanding that history is not written in stone, but shaped by individuals.

One factor I investigated was whether the students were critical towards their peers during the debate (figure 14). A total of 57% answered that they were critical, and 18% answered 'sometimes'. Due to my observation notes, I would argue that a majority of the oral active students were critical as they constantly tried to weaken their opponent's arguments. The students either challenged their classmates with critical questions regarding something they had uttered or asked for a thorough explanation in connection to historical events, philosophical positions and personal opinions. These questions during the debate are connected to Facione's concept of evaluation where the credibility of statements are considered (Facione, 2018, p. 6), and testify of well-developed critical thinking skills. However, my guess is that several of the students were critical without realizing it, but rather because it felt natural to question and weaken their opponents. A reason for this might be the competition aspect of the game. It is harder to determine whether the silent students were critical, as I have no further data or observations to rely on.

In *Minds on Fire*, Carnes describes his discovery when he started using the f-word about RTTP games (Carnes, 2014b, p. 10). He realized that these kinds of games were *fun*. Despite the extensive workload, his students enjoyed playing RTTP. In the reflection notes from Class A, the word 'fun' is used a total of 32 times, in 22 texts. This is a strong indication that learning actually can be fun. I previously questioned the Affective Filter in RTTP. In this context the filter seems to be lowered, and the students enjoy themselves. In accordance with the Affective Filter, when students thrive and enjoy themselves, they also tend to learn more (VanPatten & Williams, 2015a, p. 27).

The incident on Game Day 3, in class A was important in relation to critical thinking. The bribe created reactions among the students. I believe the response was an outlet of frustration and anger because it felt unfair that one faction won the game by 'cheating'. The fact that the students reacted to this, indicates a sense of justice and criticism towards that faction. It is contrary to the just and independent way the school system teaches students to act. When the teacher mentioned the situation in class, she created a connection between

school and society. She also included one of Facione's qualities related to critical thinking; explanation, which highlights the importance of an objective perspective (Facione, 2018, p. 6). The teacher forced the students to look critically at the world surrounding them, in addition to be critical to what is happening in their closest environments, but also online and internationally. This is a part of the excitement of RTTP, you have to expect the unexpected and observe how it engages the students.

6 Conclusion

This study has sought to investigate the research question - *how does RTTP promote oral communication and development of critical thinking in a Norwegian EFL- classroom?* The data material for this thesis was obtained through a mix of qualitative and quantitative methods. The qualitative data was gathered through interviews with the teachers and the quantitative data through two different surveys, reflection notes and observations. Hence the collected material highlights the research question from both the students' and teachers' perspective.

First of all I would like to highlight that the subject curriculum provides the argument for using RTTP in Norwegian schools. Further, the results from the data material proved that there are overwhelming positive effects of using RTTP in an EFL- classroom. The main benefits the teachers communicated were variation, differentiation, and motivation for students and teachers alike. Their main concerns about using RTTP was the time-aspect, work-load and degree of difficulty in relation to age and maturity. The feedback from the students who participated in the game differed from being engaged and positive to skeptical and demotivated. 50% of the students admitted that they would like to contribute in a RTTP game again (figure 1). The data material proves that the students are divided in terms of working methods they appreciated and resented, some liked the opportunity to play a role and discuss freely, while other disliked it.

Oral communication is one of the most prominent competences of RTTP. In the view of the results in this research, and as expected beforehand, every 5th student hesitates to speak out loud due to embarrassment and insecurity. However, my data also proved that 84% of the students prefer working in a social environment. The level and frequency of oral activity varied due to several reasons, including uncertainty. Despite the hesitation to speak English in the classrooms at a general basis, pedagogical theories emphasize the importance of social interaction in SLA. Even though several students were hesitant to speak out loud, some students who are categorized as "low performers" in a regular classroom, blossomed during RTTP. This proves that RTTP brings out the best in some students who are not thriving during other teaching methods.

The data material has proved that oral communication is promoted through awareness concerning variation and differentiation, focus on vocabulary and content. RTTP provides

variation in approaches which meets the various learning preferences of individual students, and offers a wide range of teaching methods the teacher can make use of through the execution of the game. Either by reading, discussing in smaller groups, plenum debates, writing arguments or persuading peers, the students will first of all encounter various methods, and secondly, be exposed to a vast vocabulary. Depending on the teacher and the class; implicit or explicit focus on vocabulary will enhance the students' proficiency and knowledge. Regardless of my lack of explicit focus on language learning my research has proven that according to the students themselves a majority have acquired knowledge about new words. RTTP is a good example of CLIL, where the teaching of content and language happens simultaneously. The context of the game provides the historical boundaries the students are working with. Because of the strong presence of content the students are operating within, they will consciously acquire knowledge about the history of the Civil Rights Movement. Likewise, according to the provided theory on the importance of social interaction, the students will subconsciously acquire vocabulary and language simultaneously.

Critical thinking is at first sight a limited part of RTTP. At the second glance it is more prominent in the various aspects of the game: playing a character, conforming to and understanding opinions that contradict to own beliefs, weaken an opponent's arguments and exploring the use of critical thinking in everyday situations. When the students need to play a role and take on perceptions that differ from their own opinions, they challenge themselves in terms of tolerance, critical thinking, and judgement. What has come to light through my data material is the observations that all the students believe it is important to be critical, but several of them have problems defining the term. Further, I have observed that students are critical by nature and through competitive instinct as they seek to weaken their opponents reasoning. In most of these cases I believe the students themselves do not define this behavior as critical. The importance lies in enlighten them and making them aware of their use of critical thinking and in what situations it is necessary.

Despite the positive effects RTTP has on development of oral communication and critical thinking, I have also discovered certain issues regarding the use of RTTP in a Norwegian EFL- classroom. First of all RTTP is a demanding method which is not fit for everybody. The teacher will have to let go of control in the classroom. Besides being able to lightly steer the game and make incentives, the teacher is more or less powerless when faced with the turns and the outcome of the game. If the teacher is not comfortable with letting go of control, RTTP might not be fitting. In addition, a RTTP game demands time. The

preparation effort might be comparable to that of other methods, however, the construction of the game might lead to challenges during the first implementations because it is unfamiliar. The students are also dependent on a certain amount of time to fully comprehend the construction of the game. RTTP provides the students with responsibility for own learning, which may be experienced as demanding. I believe all students are capable of learning, but the effort put into studying may vary depending on engagement and willingness to work. Putting the learning in the hands of the students is a powerful working method, yet it is often perceived as risky because the students are not used to this approach.

In relation to both willingness to work and oral activity not all students are enthusiastic participants. Some of the students also argued that RTTP "is not my thing", however these are challenges a teacher will face during 'normal' teaching as well. For many students, RTTP challenge them to step outside of their comfort zone. This could be in relation to uncertainty, embarrassment or lack of proficiency. On the other hand RTTP can provide experience in stepping outside of the comfort zone which is needed and necessary for many students. The development of critical thinking the students can experience during RTTP, may seem wasted if the students are unable to transfer their knowledge from school into society.

It is important for me to highlight that I do not believe RTTP is the only way to learn and develop proficiency in oral communication and critical thinking. However, it may provide variation, in addition to a new and motivating way of working for both students and teachers. The weight of the positive and negative aspects mentioned above are impossible to consider in relation to each other, as various students and teachers will analyze and consider their importance differently. Nonetheless, through my research and with the use of supporting literature I have discovered several ways in how RTTP enhance oral communication. First and foremost through social interaction with help from content, vocabulary and variation. Moreover, RTTP is a brilliant tool to teach the students about the bridge between theoretical knowledge and practical application in relation to critical thinking. For the mature and knowledge seeking students RTTP may open yet another door into the world of critical reflection and source criticism. This could happen during immersion into a character with different opinions and views, or through critic and defense of viewpoints and historic accuracy.

As previously mentioned my research does not measure whether the students have actually acquired any knowledge. However, from a subjective point of view, it presents the students own experiences and the teacher's perceptions and reflections regarding their classes.

Although there are strong arguments for using RTTP in the subject curriculum, that does not imply that it needs to be put to use, or that it will enhance the students proficiency in either oral communication or critical thinking. However, I do believe that no matter how one looks at it, RTTP has a great learning potential, whether it is related to the subject curriculum, interpersonal relations or self-development. If a teacher chooses to use RTTP in his or her classroom it is impossible to know how the game will end, or which arguments that will prevail. What is certain is the fact that the students will be exposed to a new way of learning which demands time, effort and the ability to imagine and immerse into a role whilst stepping out of their comfort zone.

6.1 Ideas for future research

In the context of Norwegian education there are few, if any at all, studies concerning the use RTTP in EFL- classrooms. Traditional role-play studies is far more widespread and used by teachers. Even though traditional Romeo and Juliet role-plays have its advantages, I am convinced RTTP offers a broader collection of skills which can be put to use in EFL-classrooms. Hopefully, this study has contributed to start filling the gap concerning RTTP research in Norway. For future research it would be interesting to investigate what the students have learned during RTTP as opposed to traditional teaching. In my opinion it would be purposeful to gather greater amounts of data than I have in this study, containing several classes at different ages. In addition, I would recommend spending an extensive amount of hours teaching, assure the quality of the teaching and differentiation, and thoroughly prepare the students for the game.

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8 Appendices

Appendix 1: NSD approval letter

NSD NORSK SENTER FOR FORSKNINGSDATA

NSD sin vurdering

Prosjekttittel

Reacting to the Past in an EFL- Classroom. Pupils' learning of language and development of critical thinking.

Referansenummer

665396

Registrert

09.10.2018 av Oda Elise Bjørnli Grindahl - oegrin14@student.uia.no

Behandlingsansvarlig institusjon

Universitetet i Agder / Avdeling for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Jan Erik Mustad, jan.e.mustad@uia.no, tlf: 47913010

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Oda Elise B. Grindahl, oda.grindahl@gmail.com, tlf: 47754225

Prosjektperiode

19.11.2018 - 01.05.2019

Status

11.12.2018 - Vurdert

Vurdering (1)

11.12.2018 - Vurdert

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

med vedlegg den 665396, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD ENDRINGER
Dersom behandlingen av personopplysninger endrer seg, kan det være nødvendig å melde dette til NSD ved å oppdatere meldeskjemaet. På våre nettsider informerer vi om hvilke endringer som må meldes. Vent på svar før endringer gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 01.05.2019.

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

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

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

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

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

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

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

SurveyXact er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.
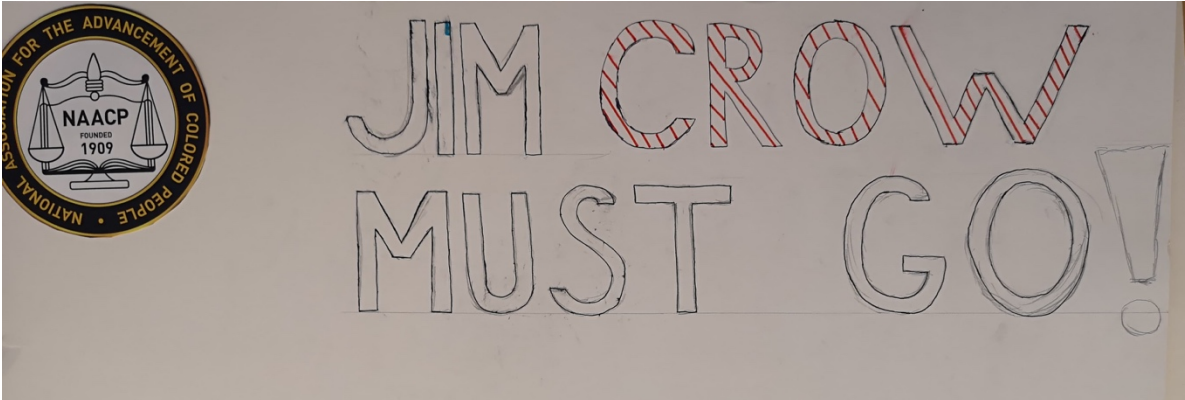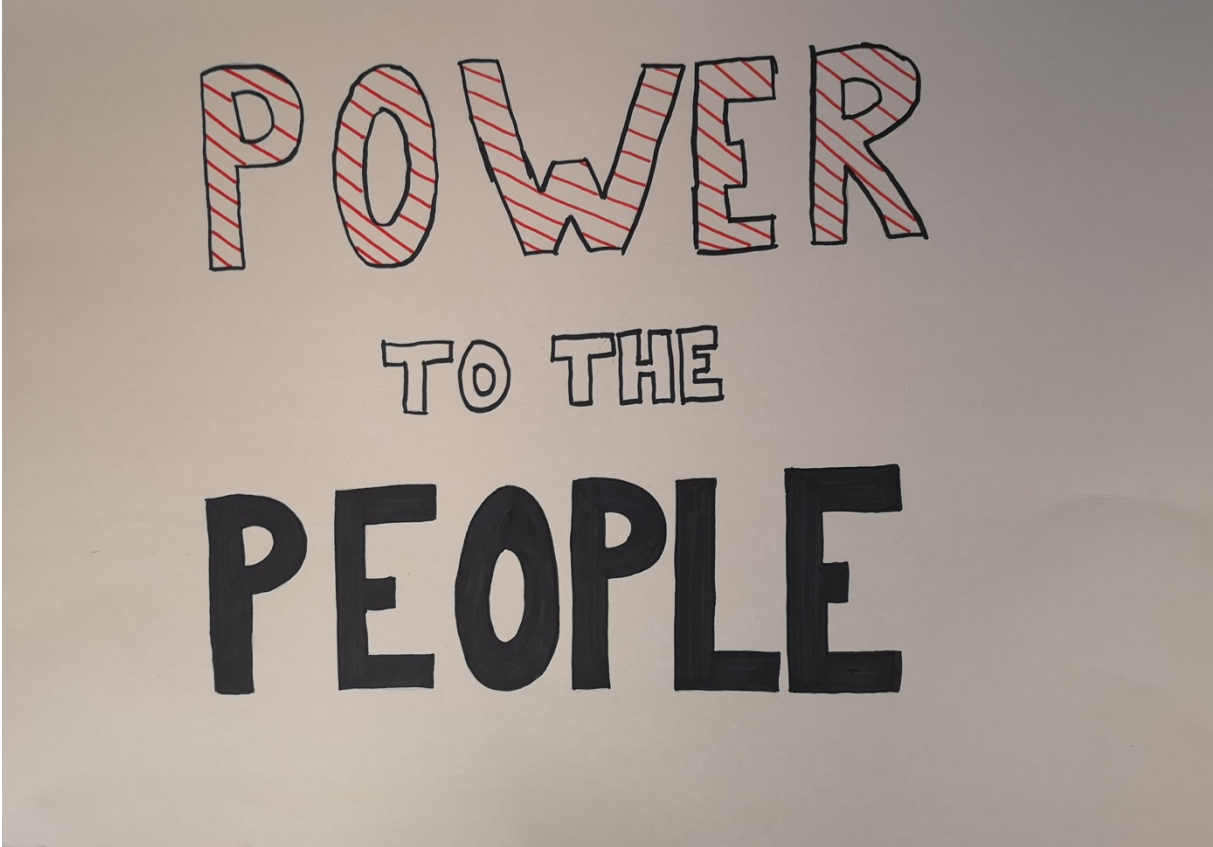
80

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

Lykke til med prosjektet!

Kontaktperson hos NSD: Kajsa Amundsen
Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix 2: Examples of posters made by the students in the VG3 class

Appendix 3: Character descriptions used in the VG1 class

Faction member: leader, with victory table

Reverend Ernest Jones (SCLC faction)

Biography and stories/ideas you can share with others:
- Black man from Danville, Virginia
- 48 years old
- Faction leader for the Southern Christian Leadership Conference (SCLC) faction at the Dorchester Retreat. Since its beginning, you have worked in the SCLC.
- You are a religious leader in your community, but you have also been a leader in a more general sense, working to uphold the dignity (verdighet) and pride (stolthet) of members of your church.
- You are moving forward to demand an end to segregation in the city, and hope to work with other organizations in what you fear may be a bitter struggle.
- You have dedicated (dedikert) yourself to the idea of peaceful change through nonviolence, determination (besluttsomhet), and fearless sacrifice (fryktløs offer).
- You believe that unjust (urettferdige) laws are not laws at all, however you are not against the system of law itself. You understand that by creatively breaking unjust laws, you show even more respect for just laws and a just system of laws.
- At the same time, while it's very important to change laws, and to empower (myndiggjøre) Negro citizens to truly overcome the effects of Jim Crow legislation, the civil rights movement needs to change people's hearts. People should want to help one another.
- You know that this is only a goal, a dream, and not the reality of everyday life in the South (or the North for that matter). But you are convinced (overbevist) that nonviolent campaigns are the only way to truly turn around the minds and hearts of people who have been raised in racial prejudice (fordommer).
- You are prepared to take the long, slow path that leads to this kind of America, and you do not see recent setbacks (tilbakeslag) in the movement as any call to change the core goals or methods of the movement.
- **So, keep in mind some of the opinions, methods and goals of Martin Luther King Jr., one of the more prominent leaders of the SCLC.**

- **Generally, your victory objective include:**
  Strong support for nonviolent protests in Birmingham, provided there are:
  a) resources to encourage sit-ins, swim-ins and other similar activities designed to challenge segregation in every corner of social life.
  c) workshops on how people need to conduct themselves (oppføre seg) for a nonviolent protest.

- Since you are the faction leader of the SCLC faction at the Dorchester Retreat, you have the responsibility to oversee the discussions at each meeting.
- Each day, after the retreat is led in a freedom song, you or another reverend will say a brief (kort) prayer, and then you will open the meeting.

- You are the faction leader of the SCLC faction at Dorchester and you have the respect of the members of your faction.
- You will need to organize a meeting of your faction as soon as possible to go over the Victory chart for your faction. You understand that in order to meet some of your objectives and pass outcomes that give your faction more points, you may need to compromise on other outcomes to gain the votes of wildcards and/or the members of other factions. So, you need to talk strategy, and make plans for which victory outcomes you will argue for/against, and for which you will be willing to work some compromise.

Dorchester Victory Table for SCLC

Outcome	Points
Primary focus of protest will be establishment of freedom/citizenship schools in Alabama	**+2**
Primary focus of protest will be door to door voter registration in Alabama	**-2**
Primary focus of protest will be court challenges to unfair voter registration laws and practices	**-2**
Primary focus of protest will be nonviolent marches	**+4**
Primary focus of protest will be boycotts and selective buying campaigns to pressure for desegregation	**+2**
Primary focus of protest will be sit-ins, swim-ins and other similar nonviolent means to pressure for desegregation	**+4**

Wildcard

Bernice Lewis

Biography and stories/ideas you can share with others:

- Black woman from Albany, Georgia
- 34 years old
- You're a musician, the wife of a local pastor, Rev. Wyatt Lewis, and a community activist.
- As the wife of the pastor of a local church who is deeply involved with fighting injustice (urettferdighet) in his community (samfunn), you have watched from the sidelines as your husband made speeches (taler).
- You have always been uplifted (oppløftet) by song and music, from when you were a child running through woods and fields to when you started to lead the church choir.
- At the church meetings when others got up and gave their speeches and made their claims, you arranged music. When there was a break, you led the people in song, loud songs of suffering (lidelse) and sadness, as well as proud songs of courage (mot) and determination (besluttsomhet). Sometimes there was more singing than speaking.
- People who were scared looked to the music you prepared to give them strength, and it always did. It was a kind of medicine, taken at every meeting.
- None of these people deserved to feel insecure (usikre) in their own church, but they knew, as well as you did, that bombs and bullets (kuler) could explode into any of these meetings. They knew they could be followed home afterwards, or put in jail (fengsel) only to be released in the middle of the night, and hunted down by a group of thugs (kjeltringer) set on a lynching (offentlig henrettelse).
- You see God's hand moving through all of the people and factions involved. You know they mean well, but you can also see how their own ambitions (ambisjoner) can get in the way of caring (omsorgsfull), intelligent discussion.
- These protest songs had their roots in gospels and slave songs. They rang with a deep yearning (lengsel) and a slow, joyous strength (styrke).
- Each community took the songs and changed them, as they drove in cars, sat on busses, sat in jails, to fit the needs and the circumstances (omstendighetene) of their present struggle.
- Part of your role at the Dorchester retreat is honorary: You want to bring these wellmeaning (velmenende) people together to fight injustice, and you'll use song to do so.

Your victory objectives include:
a) You will lead a freedom song at beginning of Game Day 3. You can play the song you've chosen and lead the people in song.
b) You need to make sure that there is agreement (enighet) among the three factions.

-Reacting to the Past-

The Struggle for Civil Rights

Created by Dr. Jim Highland, Northern Michigan University and

Dr. Harold McDougall, Howard University School of Law

A short historical overview: Legal rights of blacks in the USA

1500s – 1800s: The **Atlantic Slave trade**

1776: The Declaration of Independence states that: "all men are created equal…"

1861 – 1865: Civil War, North vs South

1863: Abraham Lincoln abolished slavery (The **13th Amendment** to the Constitution)
Before the 13th amendment, there were many laws that protected slavery. After the 13th amendment, no one could force anyone, with physical force, fraud or threatening legal action to work against their will. This did not stop people from scaring people into working for them.

1870: The **15th Amendment** to the Constitution, overrules every state law that have denied blacks the right to vote: "the right to vote shall not be denied or abridged on the basis of race, color or previous condition of servitude"

In the South: Blacks are kept from using their right to vote by use of terror. (Ku Klux Klan) Segregation laws in the South: **Jim Crow Laws**, Grandfather clauses

1896: Plessy vs Ferguson: The US Supreme Court rules that Jim Crow laws ("separate but equal") are not constitutional

1954: Brown vs Board of Education: The US Supreme Court rules that segregation is unconstitutional

1950s and 1960s: The Civil Rights Movement under the leadership of Martin Luther King Jr. seeks a peaceful change toward equal rights for blacks. Civil rights workers travel to the South to persuade the local blacks to use their vote.

Emmet Till

Rosa Parks

1964: **The Civil Rights Act:** A law establishing once and for all that all Americans have equal rights

1965: **The Voting Rights Act**: A law establishing once and for all that the constitution prohibit racial discrimination in voting, and no one can be denied the right to vote because of his or her race or color.

What we are doing at school

Game Day 1 – 20.11

First period - Separate sessions

Faction Members

1. Everyone introduces yourselves to each other
2. Discuss what your faction stands for
   1. What are your goals?
   2. How do you want to achieve them? (Form of protest)
   3. What is your philosophical ideals?

Wildcards

- Prepare to present:
  - Present yourself
  - Important legal decisions from the 13th Amendment onwards
  - Important events of the 20th century

Second period – joint sessions

- **Factions present**
  - Members
  - Philosophical ideals
  - Main objectives/ aims in the struggle for civil rights

- **Wildcards present**
  - Themselves
  - Important legal decisions from the 13th Amendment onwards
  - Important events of the 20th century

Game Day 2 – 22.11

Separate sessions

Factions

- Prepare the best arguments to promote their aims according to the voting schedule

Wildcards

- read about the Philosophical Positions of the Factions and
    - Compare these to their own character's background and outlook
    - Consider how they might vote on preferred form of protest

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Game Day 3 – 27.11

Joint session

- Initial debate
    - Arguments and counter-arguments
    - Factions argue their primary goals!
- Wildcards ask critical questions! (Why ...? Wouldn't ...?)
- Voting
    - Primary form of protest?

What you need to do for the next class

IMPORTANT: You are either member of a faction or a wildcard.

Before Game Day 1 – 20.11

If you are a member of a faction
- Find out who you are
  - o What is your name?
  - o Which faction do you belong to?
  - o What is your main goal?
- Your faction
  - o What is the factions philosophical ideas?
  - o What are your factions goals?
  - o How do you want to achieve them?

If you are a wildcard

- Present yourself: name, 'story'
- Find out about important legal decisions from the 13th Amendment onwards
- Important events in the 20th century (Start of 1900 to 1963)

Before Game Day 2 – 22.11

If you are a member of a faction
- Start thinking about arguments for the voting
- Which original texts and historical events can you base your arguments on?

If you are a wildcard
- Read about the philosophical positions of the different factions
- Which of the factions do you feel you have the most in common with?

Before Game Day 3 – 27.11

If you are a member of a faction

- Prepare a few arguments on your chosen form of protest (Why should you protest that way?)
- What is the faction's primary goals?

If you are a wildcard

- Be prepared to ask critical questions
  - o Why…
  - o How …
  - o Wouldn't …

Birmingham, Alabama

In the 1960s Birmingham was one of the most racially divided cities in the United States. Martin Luther King Jr. called it the most segregated city in the country. Birmingham was a Ku Klux Klan stronghold. 40% of the inhabitants in Birmingham were black. There were no black police officers, firefighters, sales clerks, bus drivers, store cashiers or bank tellers. Black secretaries could not work for white people. There was no legal or economic justice, and African Americans were faced with violent retribution (voldelig motstand) when they attempted to draw attention to their problems. The unemployment rate for blacks was two and a half times higher than for whites. African Americans earned less than half of that of whites.

Different forms of protest

- Boycotts (bus, newspaper) and selective buying campaigns to pressure for desegregation

- Door to door voter registration

- Non-violent marches

- Sit-ins and swim-ins (and other similar nonviolent means to pressure for desegregation)

- Establishment of freedom/citizenship schools in Alabama

- Court challenges to unfair registration laws and practices

The Factions

NAACP – National Association for the Advancement of Colored People

NAACP was founded in 1909, and acted to raise awareness about atrocities (grusomheter) against African-Americans. They wanted equality wherever possible. They were also in contact with the federal government: opposing the segregation of the army and advocating for African-Americans in the Army. Their greatest achievements was the effort to fight prejudice and segregation by using the law. Cases were taken up to the Supreme Court, in hopes that segregation laws would be overturned by the Court for violating the amendments. They found cases which challenged the Jim Crow laws, where segregation was the focus. An example is the Brown vs Board of Education in 1954, in which the "separate, but equal" doctrine was overturned and there was called for integration of public schools. NAACP is a large organization and their work would benefit all minorities in America with careful planning, organization and time.
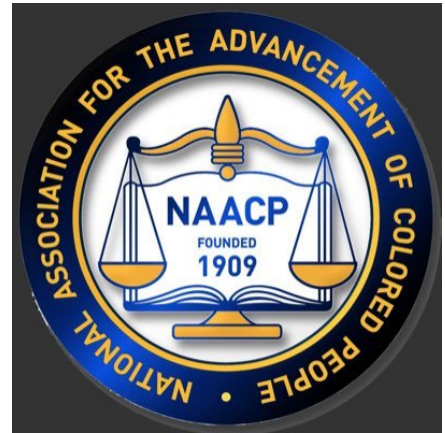
SCLC – Southern Christian Leadership Conference

SCLC feels a responsibility to fight injustice and create a true community. They say God calls on them to fight injustice, but not fight the sinner. SCLC wants to redeem (innfri) the sinner from his or hers errant (gale) ways. They want to get rid of segregation and create a peaceful society with non-violent means. This is inspired by Gandhi and his fight for a peaceful India with non-violent methods. They believe injustice will be conquered. SCLC also finds support in the New Testament, 'when someone has struck you on one check, turn to him the other', King means that this indicated that they were to stand up to injustice and segregation and not back down.

SNCC – Student Nonviolent Coordinating Committee

SNCC grew out from a sit-in movement that was a spontaneous expression of the injustice of segregation. They describe themselves as a youth movement of nonviolent resistance. They are inspired by SCLC. Later the SNCC looked to actions that assumed and radiated a sense of outshining the bully. Even though they are non-violent they saw the need to protect their family against violence. The SCLC and SNCC disagrees on how to establish a beloved community and on the role of nonviolence in one's life outside of life as a protester.

Word bank

The Struggle for Civil Rights – kampen for borgerrettigheter

The Declaration of Independence – Uavhengighetserklæringen

Amendment – endring i en lov

Segregated – segregert, avskilt fra hverandre (eks. ulike menneskegrupper)

Unemployment rate – arbeidsledighet

Boycotts – boikott (frastår fra å bruke/ handle et sted)

Justice – rettferdighet

Demand – kreve (We demand justice...)

Equality – likestilling

Prejudice – fordommer

Integration – integrering

Segregation laws – segregeringslover (lover som holder ulike menneskegrupper adskilt fra hverandre)

Nonviolent – ikke voldelig

Desegregation – prosessen å ende segregasjon mellom to grupper

Abolish – bli kvitt

Legislation – lovgivning

Poverty – fattigdom

Providing – skaffe/ gi

Consensus – enighet

Compromise – kompromiss (resultat av forhandlinger, ingen får 100% av sin vilje, men alle parter får litt)

Lynchings – offentlig henrettelse (som oftest av en mobb)

Atrocities – grusomheter

Violating – brudd (på foreksempel en lov eller et forbud)

Resources – ressurser (økonomiske midler)

Conduct – oppførsel

Marches – marsjer

Unjustice - urettferdighet

Appendix 5: Information letter and consent form to the school administrations

Godkjennelse for forskningsprosjektet «Reacting to the Past in an EFL-classroom»

Vi er to studenter ved Universitetet i Agder som skriver hver vår master om en pedagogikk kalt «Reacting to the Past», som går ut på å bruke rollespill som undervisningsmetode i engelsk. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva du godkjenner hvis du underskriver på dette informasjonsskrivet.

Formål

Formålet med forskningsprosjektet er å gjennomføre et undervisningsopplegg som går over 2 uker i en klasse på din skole med bakgrunn i «Reacting to the Past»- pedagogikken. Etter opplegget er fullført vil det bli gjennomført en anonymisert spørreundersøkelse av elevene gjennom Rambøll Management/ Surveyxact. Det foreligger en databehandleravtale mellom UiA og Rambøll Management/Surveyxact i henhold til personopplysningsloven og personopplysningsforskriften. I tillegg skal vi intervjue læreren som har ansvaret for klassen og observere klassen underveis. Alt vil bli anonymisert før masteroppgaven publiseres.

Vi vil bruke datainnsamlingen til å skrive to masteroppgaver i et lektorprogram ved Universitetet i Agder som skal leveres våren 2019. Vi skal undersøke ulike sider ved denne undervisningsmetoden. Den ene har fokus på muntlig aktivitet og engasjement, den andre på læring av språk og utvikling av kritisk tenkning. Vi undersøker både på ungdomsskoler og videregående skoler.

Hvem er ansvarlig for forskningsprosjektet?

Det er Universitetet i Agder, ved Jan Erik Mustad, som er ansvarlig for prosjektet. Han er førstelektor i engelsk - institutt for fremmedspråk og oversetting ved UiA og vår veileder på masteroppgaven.

Hvis du har spørsmål til studien, ta kontakt med:

- Universitetet i Agder, ved Jan Erik Mustad (jan.e.mustad@uia.no)

- Vårt personvernombud: Ina Danielsen (ina.danielsen@uia.no)
- NSD – Norsk senter for forskningsdata AS, på epost (personvernombudet@nsd.no) eller telefon: 55 58 21 17.

Om du har spørsmål om opplegget vi skal gjennomføre i klassen kan du kontakte oss på enten

elisas13@uia.no eller oegrin14@uia.no

Med vennlig hilsen

Jan Erik Mustad   Elisabeth Selseng Soltveit   Oda Elise B. Grindahl

Prosjektansvarlig   Studenter

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Reacting to the Past in an EFL-classroom», og har fått anledning til å stille spørsmål. Jeg samtykker til å la forskningsprosjektet gjennomføres på skolen jeg er leder for.

(Signert av skoleleder, dato)

Appendix 6: Information letters and consent forms to teachers and students

For the teachers

Vil du delta i forskningsprosjektet «*Reacting to the Past in an EFL-classroom*»?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se på hvilke fordeler denne pedagogikken kan ha i det norske klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet er å bruke datainnsamlingen til å skrive to masteroppgaver i et lektorprogram ved Universitetet i Agder. Vi skal undersøke ulike sider ved denne undervisningsmetoden. Den ene har fokus på muntlig aktivitet og engasjement, den andre på læring av språk og utvikling av kritisk tenkning. Vi undersøker både på ungdomsskoler og videregående skoler.

Hvem er ansvarlig for forskningsprosjektet?

Det er Universitetet i Agder, ved Jan Erik Mustad, som er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta på et intervju fordi du har sagt deg villig til å la oss prøve ut denne undervisningsmetoden i din klasse og vi ønsker å vite hvilket inntrykk du som lærer fikk av elevene dine og opplegget.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du lar deg bli intervjuet og at dette intervjuet blir tatt opp for å senere bli transkribert. Det vil ta ca. 30 minutter. Vi vil også notere under intervjuet og kanskje komme med oppfølgingsspørsmål underveis.

Fokuset i intervjuet er på hvordan du følte gjennomføringen av opplegget gikk, hvor den muntlige aktiviteten i klasserommet vil bli diskutert bl.a. Obs. Jeg er interessert i generelle beskrivelser av din opplevelse av klassen. Du vil være underlagt taushetsplikt og kan ikke kommentere elever på identifiserende vis. Elevene kan også ha noe å si om din undervisningsmetode i spørreundersøkelsen deres.

Om du ha spørsmål kan du kontakte oss på enten elisas13@uia.no eller oegrin14@uia.no.

Det er frivillig å delta

Det er frivillig å bli intervjuet. Hvis du velger å svare, kan du når som helst trekke samtykke tilbake uten å oppgi noen grunn. Alle opplysninger om deg vil da bli anonymisert.

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.

Vår veileder av masteroppgaven Jan Erik Mustad vil ha tilgang til de anonymiserte svarene. Taleopptaket vil bli slettet etter at det har blitt transkribert.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 01.05.2019 og dataen som er samlet er da anonymisert og vil bli slettet.

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Agder 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:

- Universitetet i Agder, ved Jan Erik Mustad (jan.e.mustad@uia.no)
- Vårt personvernombud: Ina Danielsen (ina.danielsen@uia.no)
- NSD – Norsk senter for forskningsdata AS, på epost (personvernombudet@nsd.no) eller telefon: 55 58 21 17.

Med vennlig hilsen

Jan Erik Mustad   Elisabeth S. Soltveit   Oda Elise B. Grindahl

Prosjektansvarlig   Studenter

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «Reacting to the Past in an EFL-classroom», og har fått anledning til å stille spørsmål. Jeg samtykker til:

å svare på spørsmål i et personlig intervju

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 01.05.19

(Signert av prosjektdeltaker, dato)

Vil du delta i forskningsprosjektet «*Reacting to the Past in an EFL-classroom»*?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se på hvilke fordeler denne pedagogikken kan ha i det norske klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet er å bruke datainnsamlingen til å skrive to masteroppgaver i et lektorprogram ved Universitetet i Agder. Vi skal undersøke ulike sider ved denne undervisningsmetoden. Den ene har fokus på muntlig aktivitet og engasjement, den andre på læring av språk og utvikling av kritisk tenkning. Vi undersøker både på ungdomsskoler og videregående skoler.

Hvem er ansvarlig for forskningsprosjektet?

Det er Universitetet i Agder, ved Jan Erik Mustad, som er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta i denne spørreundersøkelsen fordi din lærer har sagt seg villig til å la oss teste ut dette undervisningsopplegget i hennes/hans klasserom.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema og at du godtar at vi observerer det som foregår i klasserommet, derav også deg. Det vil ta deg 10-15

minutter å svare på spørreskjemaet. Spørreskjemaet inneholder spørsmål bla. om hva du synes om denne læringsmetoden. Det er SurveyXact som er databehandler, og leverandør av spørreskjemaet. Dine svar fra spørreskjemaet blir registrert elektronisk og observasjoner vil bli notert. Dette er observasjoner rundt den generelle aktiviteten i klasserommet under gjennomføringen av undervisningsopplegget, som blant annet vil gå på muntlig aktivitet, bruk av nye ord du har lært og hvorvidt du viser forståelse og innsikt i temaet.

Jeg skal også intervjue din lærer med fokus på hvordan han/hun følte gjennomføringen gikk, hvor den muntlige aktiviteten i klasserommet vil bli diskutert. Din lærer vil bli bedt om å kommentere elevenes deltagelse i klassen generelt, hun/han vil ikke kommentere enkelt elever.

Om dine foreldre/foresatte ønsker innsyn i spørreskjemaet eller har andre spørsmål bes de ta kontakt på enten elisas13@uia.no eller oegrin14@uia.no.

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Spørreundersøkelsen du tar er levert av Rambøll Management/Surveyxact. Det foreligger en databehandleravtale mellom UiA OG Rambøll Mangement/Surveyxact i henhold til personopplysningsloven og personopplysningsforskriften.

Vår veileder av masteroppgaven Jan Erik Mustad vil ha tilgang til de anonymiserte svarene. Den eneste måten å vite at det var du som svarte er ved å spore opp IP-adressen din, noe som ikke er av interesse for oss. Når det ferdige produktet er klart vil du ikke gjenkjennes.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Prosjektet skal etter planen avsluttes 01.05.2019 og dataen som er samlet er da anonymisert og vil bli slettet.

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Agder 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:

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Med vennlig hilsen

Jan Erik Mustad   Elisabeth S. Soltveit   Oda Elise B. Grindahl

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Jeg har mottatt og forstått informasjon om prosjektet «Reacting to the Past in an EFL-classroom», og har fått anledning til å stille spørsmål. Jeg samtykker til:

å bli observert under undervisningsopplegget

å svare på en spørreundersøkelse

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet, ca. 01.05.19

NB! Hvis du er under 15 år kreves det underskrift av foresatte.

(Signert av prosjektdeltaker/foresatte, dato)

Appendix 7: Interview guide

Intervjuguide

Semi-strukturert, temaene er fastlagt, men ikke nødvendigvis alle spørsmålene vil bli stilt og det kan komme oppfølgingsspørsmål til dine svar.

av: Oda Grindahl, 07.01.19

GENERELLE SPØRSMÅL

- Hvor lenge har du jobbet som lærer, og hvilke fag underviser du i?
- Har du noe erfaring med rollespill i klasserommet?
- Har du jobbet med rollespill tidligere i den klassen vi har undervist i?
- Hva tenker du om Reacting to the Past (RTTP) som undervisningsmetode? (positive og negative aspekter)
- Hvordan vil du beskrive klasseroms kulturen i denne klassen? Hvordan blir elevene mottatt av sine medelever ved å være «flinke», og muntlig aktive?
- Har elevene gitt noe respons på opplegget til deg?
- Hva synes du om vanskelighetsgraden på opplegget vi gjennomførte?
- Tror du det kan være motiverende, både for deg, men også for elevene å arbeide med RTTP?
- Hvordan synes du gjennomføringen gikk?

LANGUAGE LEARNING (OG HISTORISK KONTEKST)

- Tror du RTTP kan bidra til læring av språk, både muntlig og skriftlig? Hvis, hvordan?
- Tror du på læring av språk gjennom læring av teori/fag, og læring av teori/fag gjennom språklæring?
- Tror du at aktive læringsteorier, slik som f.eks. RTTP kan bedre elevenes læring av språk og historie?
- Hva er din oppfatning av elevenes læringsutbytte (teori/fag) i RTTP, kontra tavleundervisning/PP?
- Hvordan jobber du med elevene for at de skal lære språk? Herunder, både muntlig og skriftlig. (eks. wordbank, gloser, lesing og produksjon av tekster, muntlige fremføringer, diskusjoner osv.)

CRITICAL THINKING

- Tror du at RTTP kan føre til utvikling av kritisk tenkning, i så fall hvordan? Ta gjerne med i betraktning at dette har vært en svært begrenset utgave av spillet, optimalt skulle det vært blant annet vært inkludert originaltekster.
- Har du sett, både under gjennomføringen av spillet, men også i «vanlig» undervisning, tendenser i klasserommet der kritisk tenkning spiller inn? Dette innebærer om du har lagt merke til at elevene har brukt kritisk tenkning i refleksjon?
- Har du noe spesielt fokus på utvikling av kritisk tenkning i dine timer? (Fortrinnsvis i engelsk)
- Hva tenker du om den nye overordnede delen av LP sitt fokus på kritisk tenkning? Hva mener du er kritisk tenkning sin plass i skolen?
- Hvor godt tror du elevenes evne til kritisk tenkning er utviklet? (Kanskje spesielt med tanke på kildekritikk og sosiale medier)

Appendix 8: Surveys

General questions and oral communication

Hei og velkommen!

Du får forespørsel om å gjennomføre denne spørreundersøkelsen fordi jeg har gjennomført et undervisningsopplegg kalt 'Reacting to the Past' i din klasse!
Skulle det være noen spørsmål til prosjektet er det bare å ta kontakt på oegrin14@uia.no

Spørreundersøkelsen består av fire deler: generelle spørsmål, læring av språk, læring av historie og en del hvor du skal velge om en rekke standpunkt er riktig i forhold til din opplevelse.
Jeg hadde satt stor pris på om du vil svare så ærlig og utfyllende som mulig!

På forhånd, tusen takk!
Mvh. Oda Elise B. Grindahl

GENERELLE SPØRSMÅL

Den første delen består av generelle spørsmål knyttet til skole, engelskundervisning og rollespill.

Går du på ungdomsskole eller videregående?

(1) ❑ Ungdomsskole

(2) ❑ Videregående

Liker du å lære engelsk?

(1) ❑ Ja

(2) ❑ Nei

(3) ❑ Vet ikke

(4) ❑ Noen ganger

Hva liker du best å gjøre i engelsktimene på skolen? Nevn et par eksempler.

_____

_____

_____

_____

Har du vært med på å spille rollespill i klasserommet før?

(1) ❑ Aldri

(2) ❑ 1-2 ganger

(3) ❑ 3-4 ganger

(4) ❑ 5-6 ganger

(5) ❑ Flere enn 6 ganger

Likte du å arbeide med/ spille Reacting to the Past?

(1) ❑ Ja

(2) ❑ Nei

(3) ❑ Litt

(4) ❑ Vet ikke

Synes du det er enklere eller vanskeligere å lære sammen med andre i gruppe?

(1) ❑ Enklere å lære med andre

(2) ❑ Vanskeligere å lære med andre

(3) ❑ Vet ikke

SPRÅK

Denne delen inneholder spørsmål om språk og hvordan du best lærer språk.

Føler du at du har lært noen nye ord når du arbeidet med "The Struggle for Civil Rights"?

(1) ❑ Ja

(2) ❑ Nei

(3) ❑ Noen

(4) ❑ Vet ikke

Opplevde du at det var vanskelige ord du ikke kunne fra før av?

(1) ❑ Ja

(2) ❑ Nei

(3) ❑ Noen

(4) ❑ Vet ikke

Tenkte du gjennom det du sa før du sa det høyt?

(1) ❑ Ja

(2) ❑ Nei

(3) ❑ Noen ganger

Hvordan blir du bedre i engelsk skriftlig?

_____
_____
_____
_____
_____
_____

Hvordan blir du bedre i engelsk muntlig?

_____
_____
_____
_____
_____
_____

Tror du at du blir bedre i engelsk av å lære om et tema? (F.eks. Civil Rights)

(1) ❑ Ja

(2) ❑ Nei

(3) ❑ Litt

(4) ❑ Vet ikke

Hva synes du om å få utlevert en liste med ord (bakerst i heftet dere fikk) og ha ordforklaringer i tekstene i heftet og karakterbeskrivelser?

(1) ❑ Nyttig

(2) ❑ Unyttig

(3) ❑ Vet ikke

(4) ❑ Litt nyttig

HISTORIE

Denne delen kommer til å handle om læring av et tema på engelsk.

Har du lært noe om Civil Rights i USA?

(1) ❑ Ja

(2) ❑ Nei

(3) ❑ Noe

(4) ❑ Vet ikke

Under debatten, var du kritisk til det de andre elevene sa?

Ja	Nei	Litt	Vet ikke
(1) ❑	(2) ❑	(3) ❑	(4) ❑

Hva synes du om å spille en karakter? Var det vanskelig å leve seg inn i rollen?

_____
_____
_____
_____

Synes du at du kunne nok om den historiske bakgrunnen til afroamerikanere i USA? Eller burde du ha vist mer før vi begynte å spille?

_____
_____
_____
_____

GRADERINGSSPØRSMÅL

På disse spørsmålene skal du ta stiling til om disse påstandene stemmer for deg eller ikke.

Hvor enig er du i disse påstandene?

	Sterkt uenig	Uenig	Nøytral	Enig	Helt enig	Vet ikke/ ikke aktuelt
Jeg synes det er spennende å lære historie i engelsktimene.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg vil bli flinkere i engelsk.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg synes det er vanskelig/flaut å si noe høyt på engelsk.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑

	Sterkt uenig	Uenig	Nøytral	Enig	Helt enig	Vet ikke/ ikke aktuelt
Jeg synes det er vanskelig å skrive på engelsk.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg synes det er gøy å lære engelsk.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg er flink til å skjønne/forstå andre sine meninger selv om jeg ikke er enig.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg liker gruppearbeid.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg tror på alt jeg leser på internett.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg lærer mer av tavleundervisning og PowerPoint enn rollespill.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg lærer mer av rollespill enn tavleundervisning/ PowerPoint.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg lærer godt når jeg jobber selvstendig.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg har lært noe om Civil Rights i perioden vi har jobbet med prosjektet.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg vil være med på et slikt opplegg igjen.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg har lært noen nye ord mens vi har arbeidet med dette opplegget.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑
Jeg var muntlig aktiv under debatten.	(1) ❑	(2) ❑	(3) ❑	(4) ❑	(5) ❑	(6) ❑

Er det noe mer du har lyst til å tilføye?
Noe positivt eller negativ med opplegget?
Noen kommentarer?

_____
_____
_____
_____

Tusen takk for at du tok deg tid til å svare på denne undersøkelsen, det er til stor hjelp for meg i arbeidet med min masteroppgave!

God jul og godt nytt år! :)

Med vennlig hilsen
Oda Elise B. Grindahl

Critical thinking

Velkommen til denne korte undersøkelsen!

Undersøkelsen vil ta ca. 5 minutter å besvare, spørsmålene er knyttet til undervisningsopplegget Reacting to the Past, "The Struggle for Civil Rights". Spørsmålene i denne undersøkelsen handler om kritisk tenkning, og hvordan (eller om) du brukte kritisk tenkning i spillet.

Du kan når som helst bruke knappene nedenfor for å navigere deg frem og tilbake i undersøkelsen.

Trykk på neste for å komme i gang.

Med vennlig hilsen

Oda Elise B. Grindahl

Universitet i Agder

Jeg setter stor pris på om du vil være så ærlig som mulig når du svarer på spørsmålene! Vennligst trykk 'avslutt' når du er ferdig!

Hva tror du kritisk tenkning betyr?

_____
_____
_____
_____

Er du kritisk til det du leser, hører og ser?

(1) ❑ Alltid

(2) ❑ Noen ganger

(3) ❑ Sjelden

(4) ❑ Aldri

(5) ❑ Vet ikke

Er du kritisk på sosiale medier? (For eksempel om et bilde er redigert, hvem som har skrevet en artikkel eller hvilken kilde en tekst/bilde kommer fra, eks. politiske partier, reklame etc.)

(1) ❑ Alltid

(2) ❑ Noen ganger

(3) ❏ Sjelden

(4) ❏ Aldri

(5) ❏ Vet ikke

Har du opplevd at du får bruk for kritisk tenkning?

(1) ❏ Ja

(2) ❏ Nei

(3) ❏ Noen ganger

(4) ❏ Vet ikke

Mener du at det er viktig å være kritisk?

(1) ❏ Ja

(2) ❏ Nei

Hvorfor mener du at det er viktig å være kritisk?

_____
_____
_____
_____

Når klassen spilte "The Struggle for Civil Rights", var du kritisk til det de andre sa?

(1) ❏ Ja

(2) ❏ Nei

(3) ❏ Noen ganger

(4) ❏ Vet ikke

Har du andre kommentarer eller noe du vil tilføye?

_____
_____
_____

Tusen takk for dine svar! De er nå lagret.
Dette har vært til veldig god hjelp for meg i arbeidet med min masteroppgave!
Vennligst trykk 'avslutt' når du er ferdig!

Med vennlig hilsen

Oda Elise B. Grindahl

Universitet i Agder

Appendix 9: Interview and survey answers in Norwegian

Example 1: Survey

Det rollespillet fungerte fett! Jeg lærte mye av det (…).

Example 2: Survey

Alt i alt synes jeg rollespillet funket greit og det gjorde det lettere å lære om the Civil Rights Movement.

Example 3: Survey

Veldig kult opplegg. Håper du/dere fortsetter med rollespillet for andre klasser. Tror veldig mange lærer mye av et slikt opplegg.

Example 8: Interview, teacher A

Ja, først og fremst så er det jo en litt utradisjonell undervisningsmetode, og det er jo positivt synes jeg. (...) Den umiddelbare reaksjonen jeg fikk fra ganske så mange var, 'så deilig at vi skal gjøre noe annet'.

Example 9: Interview, teacher B

Fordeler med rollespill som undervisningsmetode er at de får øvelse i muntlig aktivitet uten at de nødvendigvis har planlagt i detalj hva de skal si. Mange av elevene blir så engasjert at de snakker uten å tenke for mye over hvordan de skal si ting i forhold til grammatikk og uttale. De får også satt seg inn i et tema på en annerledes måte som gjør at de lærer på en annen måte ved at de selv må sette seg inn i 'saken'. Bakdelen er for de elevene som er så usikre på seg selv at de unngår å involvere seg.

Example 10: Interview, teacher A (from Elisabeth Selseng Soltveit)

Hun hadde et veldig godt ordforråd. (...) Hun hadde virkelig tilegnet seg enormt mange av disse nye faguttrykkene innenfor Civil Rights Movement. Hun brukte 'segregartion'

'integration' altså hun var ikke bare opptatt av å si 'things like that.. And you guys..' (...) Og jeg så at hun ble så engasjert at hun rødmet når hun snakket. (...) Hun oppriktig gikk veldig inn for det. Men hun satt jo sammen med en av sine beste venninner så hun var nok veldig trygg.

Example 11: Interview, teacher C

Noen oppfører seg som forventet, og andre overrasker, enten positivt eller negativt. Og det som er gøy er jo de som overrasker positivt, som ikke er veldig muntlig aktive ellers, men som plutselig blomstrer. Mhm. Og finner sin scene.

Example 12: Interview, teacher A

Motiverende å skjønne at nå er alle ute av komfortsonen, mer eller mindre. Og vi må bare gjøre så godt vi kan, og vi ser at vi ikke har noe manus noen av oss, så vi vet ikke hvordan utfallet blir. (...) Og bare det å si at det er ikke noen fasit, du kan egentlig si hva du vil, for det trenger ikke å være grammatisk riktig, fordi det er ingen som snakker grammatisk riktig hele tiden. Så her er det helt ok å si litt feil, og å kunne beskytte seg selv bak en rar dialekt.

Example 13: Interview, teacher A

Noen bruker begrepet ekstroverte, og de har jo ofte mye moro med rollespill, men det kommer andre på banen også, da skjer det ny interaksjon, mellom de elevene. Og den er magisk. Da ser de hverandre på en ny måte.

Example 14: Interview, teacher B (from Elisabeth Selseng Soltveit)

En kombinasjon av auditiv, visuell og taktil læring, det der passer, slik som RTTP, er en optimal blanding og gir en positiv og engasjert gjeng.

Example 15: Interview, teacher C

Så derfor er jo dette en av flere forskjellige muntlige eh aktiviteter som vi kan gjøre da, eh, for det passer ikke for alle, det har også noe med modenhetsgrad å gjøre, det har med at altså sjenanse, eeh, og en muntlig karakter i et fremmedspråk mener jeg ikke skal ha for stor vekt på den derre frem.. offentlige fremføringen det er ikke det vi prøver de i.

Example 16: Interview, teacher C (from Elisabeth Selseng Soltveit)

Ideelt sett ønsker jeg at de referer til virkelige hendelser og lovtekster. Og da må de jo bruke riktig benevnelser osv. De lærer jo en del ord og uttrykk som har med raseskillet å gjøre, organisasjoner, lovtyper, sedvaner og tradisjoner og masse egentlig. Jeg tror dette er veldig bra for språklæring.

Example 17: Survey

Vet det, men klarer ikkje forklare.

Example 18: Survey

Å tenke over det man leser.

Example 19: Survey

At du sammenligner det du leser med tidligere informasjon du har, at du passer på at det stemmer og prøver å finne ut mer om det.

Example 20: Survey

Fordi, du kan ikke bare med engang anta at det du leser eller hører er sant. For det er det ikke alltid. Man skal også tenke over om det er en troverdig kilde som for eksempel har skrevet det du leser.

Example 21: Survey

Det er viktig å være kritisk for at man ikke faller offer for løgner som blir tatt som sannheter fordi alle andre tror det.

Example 22: Survey

Det var gøy, men litt vanskelig å tenke som en annen person.

Example 23: Survey

Jeg likte det fordi det gjorde det lettere å leve seg inn i spillet, i tillegg til at en slapp å tenke på hva andre syntes om dine meninger, fordi det var ikke sikkert at det faktisk var dine, men karakteren eller organisasjonen sin.

Example 24: Survey

Jeg synes det var vanskelig å leve meg inn i rollen fordi den var helt annerledes enn noe jeg har gjort før.

Example 27: Interview, teacher B

Elevene i dagens samfunn utsettes for så mange ulike påvirkningskilder 24/7 at de må lære seg å tenke selv for ikke å sakke akterut i framtidens samfunn, både privat og profesjonelt.

Example 28: Interview, teacher C

Lærer: Evnen til kritisk tenkning vil jo variere med modenhetsgraden og den varierer veldig på videregående skole. Alder, klassetrinn, kjønn og fag spiller en rolle. Klart dette er jo noe alle har om i norsk blant annet, de har det altså. Men alle er jo ikke i stand til å overføre ting de lærer på skolen til det virkelige livet, og se at her er det faktisk dette henger sammen med verden sånn som den er, det er bare et fag

Intervjuer: En manglende link. Skole er skole?

Lærer: Skole er skole ja. Men noen er jo kjempeflinke til dette, ja

Example 29: Interview, teacher B

For de aller fleste er kritisk tenkning svært dårlig utviklet. De tror på det de leser uansett hvor de har lest det, eller uansett hvem som har sagt det, og dette er noe de trenger hjelp til å komme ut av. De trenger hjelp for å komme dit at de kan ta selvstendige, fornuftige, gode og fremtidsrettede valg, både for seg selv og andre rundt seg.

Example 30: Interview, teacher A

Eleven sa: 'jeg mente jo ikke det jeg sa'. Så sa jeg: 'men det går bra, det er meningen med spillet'

Example 32: Interview, teacher A

Så sa jeg: 'kan dere se at han fikk poenget sitt frem? Men hvordan er det i dag, er det korrupsjon?' Ja, det var jo det kom de fram til. Så de var kjappe til å snakke om Trump som er korrupt, og Putin og...