Reacting to the Past and Willingness to Communicate

A study on how *Reacting to the Past* can affect students' who are normally not willing to communicate in an EFL classroom.

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Acknowledgements

Abstract

This thesis investigates how the American immersion pedagogy Reacting to the Past (Reacting) affects students who are normally not willing to communicate (WTC). An English as a foreign language (EFL) classroom includes students who find it challenging to communicate in their second language (L2).

To gather data, I have collaborated with three other MA students. With these students, we have adapted a Reacting game, "Ending the Troubles: Nationality, identity, discrimination, and the Search for Peace and Democracy in Northern Ireland, 1997-98". We conducted an intervention in one 10th grade in Norway. In addition to the game, I conducted two digital surveys, seven student interviews, and two interviews with the class teacher together with one of the other MA students. Using qualitative and quantitative methods, mixed methods, provide a richer data collection which collect both statistical and empirical data, in addition to human observations. Conducting a case study is time-consuming and challenging. However, I experienced it as rewarding and exciting.

This thesis provides examples of how Reacting to the Past and the Willingness to Communicate theory (WTC) share elements that engage students. Students in this study found the pedagogy rewarding, fun, and interesting. Several students became immersed in the game as well as orally active. Learning in a social environment provides the students with listening and communicative skills. The students learn to communicate their opinions and listen to their peers' opinions.

The game was adapted in the fall of 2021, and the classroom intervention happened in the spring of 2022.

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1. Introduction

1.1 Background

The fall of 2019 was an eye-opener for me as a future English teacher. We were introduced to Reacting to the Past (Reacting) during an English course at the teacher training education at the University of Agder. A pedagogy established in the United States in the late 1990s consisting of dozens of role-playing games. My supervisor Erik Mustad introduced us to the pedagogy, and he has had a solid connection to several universities in the United States and the pedagogy itself. We were all curious, some students excited, others anxious. I was one of the anxious ones. As a semi-quiet student, I only spoke if the topic interested me, if I knew I had the correct answer, or if I had strong feelings towards the topic.

Being part of a Reacting game was terrifying. Luckily for me, I did not have to prepare a speech. However, I wanted to do well because I found it interesting, even though it scared me. I love to read and reading the story behind our game and the gamebook itself made me even more interested in the pedagogy. I read it all, but I was still anxious before making comments or asking questions during the immersion. The game was set in 1885, and the purpose of the game was to vote on slavery and if Frederick Douglas should become a free man. One faction wanted to abandon slavery, while the other faction wanted to maintain slavery by law. I was part of the faction that wanted to maintain slavery. However, my character had one independent goal, which encouraged me. He hated the faction (group) leader and wanted to vote against him. During the game, I found some arguments against my leader, and I voted against him in the end. However, he won. The faction I voted for lost, but I won personally. I voted against him, and I spoke aloud in class during the game. I accomplished my character's goal, and I accomplished my personal goal. In addition, I found a new interest in a pedagogy one can use with diverse topics in Norwegian schools.

Choosing a theme for a masters' thesis is challenging. However, the idea of making a Reacting game was intriguing. Together with André Odeland, Emily Samuelsen Karlsen, and Håkon Stensvand, we adapted a game in progress about the Northern Ireland conflict. We spent the fall of 2021 creating role sheets for a whole class. In addition, we made a pamphlet (Appendix 2) consisting of game rules, historical information, and information about the three factions (groups). After feedback from our supervisor and two 10th grade teachers, we modified the pamphlet to make it shorter (Appendix 3). This pamphlet was used in the 10th grade where we conducted the intervention.

In addition, we received the opportunity to travel to Minnesota, in the United States, to accompany Professor Sean Taylor in his reacting classes at Minnesota State University. This opportunity allowed me to participate in a Reacting game with American students. Experiencing Reacting with American students and a professor who has used the pedagogy for many years provided the opportunity for reflection and comparison. Discussing our game and the age difference from the American university to a 10th grade in Norway with Sean and Erik provided us with a deeper reflection and understanding of the pedagogy.

Emily Samuelsen Karlsen and I conducted two digital surveys (Appendix 6 and 7) and seven student interviews (Appendix 8). Some of these answers will be presented in the results (chapter 5). Moreover, these results will be used in the discussion. Because we did the data collection together, the answers will be used in both theses.

1.2 Research Questions

Because of my own experience with Reacting, I wanted to research how this pedagogy could affect the "silent students". Students who find it uncomfortable or scary to talk aloud, especially in an EFL (English as a Foreign Language) classroom.

When I started researching silent students, I found the theory of Willingness to Communicate. The theory was intriguing. All elements which affect a student's language communication, including how vital self-confidence, and classroom environment are for students to be willing to communicate. With more knowledge of this theory, I made two research questions:

1.   Which Aspects of Reacting to the Past Engage Students Who Are Normally Not Willing to Communicate?

2.   How does Reacting to the Past and the Willingness to Communicate Theory Impact Students' Oral Engagement in an L2 Classroom?

With these questions, I wanted to research if Reacting to the Past is a pedagogy that can positively affect students who find it challenging to communicate. Based on my experience, I expected to see a positive effect in the class. However, measuring engagement, self-confidence and learning are challenging. One cannot know if a student talks because she is immersed in her role, if she feels safe or if there are other elements to consider. Therefore, I became skeptical. During the intervention, I experienced difficulty knowing which aspects of the game made the students more engaged. However, talking to the teacher and the students after the intervention provided me with more knowledge. This will be discussed further in chapter 6.

2. Reacting to the Past

2.1 What is *Reacting to the Past*?

Reacting to the Past (Reacting) is an active learning pedagogy established in the United States. The developer, Mark C. Carnes, states how Reacting is designed as a game and how students find using games more entertaining (Carnes, 2014). Hagood and Watson (2018) include how using the Reacting pedagogy allows students to learn in a unique way (p.1). Mark C. Carnes developed the first game in 1996 after conducting individual conversations with his college class. During the conversation, his students stated that classes were boring, spending time listening to the professors and writing notes. However, being part of Carnes' class was less boring than other classes. This was because Carnes wanted the students to discuss and debate the topics they were supposed to read before class.

By 2013, over 350 colleges and universities across the United States taught dozens of Reacting games. In his book, *Minds on Fire* (2014), Carnes presents how professors in these colleges provide similar feedback after observing their students. The students spent more time working with the preparation material than they had seen before. The students use their time reading, writing, and discussing with their classmates to prepare for the class discussions.

Ever since Carnes developed the first Reacting game, the number of games has increased. Several colleges and universities collaborate on creating new games for all to use. The games are longer and shorter than the first games, and their complexity varies. Furthermore, the games demand students to actively engage in their assigned roles, the material, debates, and discussions. As Carnes (2014) presents, what engages the students is how Reacting provides competitive elements and moments that become more intense, like a debate or a final vote. The students immerse themselves in the game, taking it seriously to fight for their views and win the votes. Hagood and Watson also present how "Reacting has improved the students' argumentation skills, helped them grasp cultural differences cross-sectionally, as well as over time, and enabled them to integrate their learning" (Hagood and Watson, 2018, p.152).

Carnes expresses how Reacting classes generate more engagement than other classes he has taught at the university level. Public speaking or speaking aloud is an activity that may provoke anxiety. However, Reacting teaches the students how public speaking is more about convincing the audience, and connecting with them, rather than focusing on yourself and your performance (Carnes, 2014). Because Reacting requires students to immerse in their roles and set themselves aside, many students find it easier to perform in front of the class than they do

on a regular basis. In addition, the agency of learning is passed from the teacher to the students. Their motivation is to win the game and acquire better grades.

2.2 The Adaptation – A 10th Grade in Norway

Reacting to the Past is a well-developed and used pedagogy across universities and colleges in the United States. As mentioned in the introduction, the collection of essential data for this master thesis was undertaken together with three other MA students. We adjusted and conducted a Reacting game for a classroom intervention in one 10th grade middle school class. We obtained a Reacting (Reacting to the Past) game in progress from our supervisor. We started adapting to the appropriate level in the fall of 2021. The game needed to be adapted to an appropriate level for 10th-grade students so they could grasp the ideas and hence play the game. The game we chose was set in Northern Ireland in 1998 and is called ***Ending the Troubles: Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98*** by J. M. Burney and A. J. Auge (Burney & Auge, 2020). I have decided to present the adaptation process together with the other discussion of Reacting to the Past because it will be advantageous knowledge to have before reading the theoretical and methodological framework.

Unlike American colleges, where students play Reacting games for several weeks, we were given two weeks (six school lessons) to conduct the Reacting game with the class. The short amount of time made the adaptation more complicated than we first anticipated. We were also informed that the school operated with no homework. Therefore, we could not assign readings for the students to do at home. We needed to adapt the game down to four school hours. This was because we needed one hour to prepare the students and present information about both Reacting and the Northern Ireland conflict. Additionally, the students took a digital survey. The last session was used to present the real outcome of the meeting and have the students conduct two digital surveys.

Since the students had no pre-knowledge of the Northern Ireland conflict and we could not assign home readings, their teacher suggested that we make short video clips that the students could watch in the first lesson. The video contained short clips of information. We presented the several topics the students were to discuss and information on the different factions they were a part of Unionists, Nationalists, and Moderates. The Moderates are the independent or undecided characters that need to be persuaded by the other factions' standpoints. We presented historical background on the conflict, the different parties that were

parts of the conflict, decommission of weapons, prisoner release, civil rights/segregation, and political governance. The students received their roles on the second game day, and they gathered in faction meetings. In the following three lessons, the students had faction meetings on all the topics presented above before discussing these between factions. They ended every discussion with a vote on the topic. The final vote was on the Good Friday Agreement, if the factions wanted to sign an agreement or not. The Good Friday Agreement presented to the students was a simplified version of the original agreement. We also included the factions' compromises which was made during the various topic-votes. The last day was used to summarize the game and conduct surveys and interviews.

During the adaptation process, we needed to find a level that was appropriate for a 10th grade in Norway. We made pamphlets that included the rules on Reacting games, the topics that were up for discussion, and individual roles for each student. We focused on four topics the students needed information on, which were included in the original Good Friday Agreement. Each individual role included bullet points with information about the person and their views on the topics under discussion. The main object we focused on was modifying the language and the historical information. The Northern Ireland conflict may be confusing and challenging. We needed to modify our pamphlet for the students to grasp the main issue. The historical aspect, including information on the factions, needed a simplified language. We also made the game rules in Norwegian to ensure that all students could understand. Our supervisor and one teacher in a 10th grade commented on the first pamphlet, which made us modify the information even more, including shortening the roles and the information presented. However, one can believe that no matter the topic, it would be beneficial to modify the language and historical information to ensure that all students understand.

In all, we made two versions of the same pamphlet. The first pamphlets consisted of 14 pages of information and rules (Appendix 2). The second pamphlet had more simplified information than the first one. The second pamphlet was five pages, and the rules were in Norwegian instead of English (Appendix 3). This pamphlet was shortened after comments from the class teacher we cooperated with during the game. All pamphlets included a word bank translating crucial and difficult words the students would need during their preparation and readings.

2.3 LK20 and Reacting to the Past

In 2020, the Norwegian government published the Subject Renewal 2020 (LK20) for Norwegian schools, levels 1 through 13. This renewal includes a core curriculum, three interdisciplinary themes, and new competence aims. This part will present how these parts of the Subject Renewal justify using Reacting to the Past as a learning pedagogy in Norwegian schools.

2.3.1 The Core Curriculum

"The core curriculum describes the fundamental approach that shall direct the pedagogical practice in all lower and secondary education and training" (Ministry of Education, 2020, p.1). The core curriculum is divided into sections, *The purpose of the education, Core values of the education and training, principles for education and all-round development,* and *principles for the school's practice*. In this section the students will be referred to as pupils. This is because the core curriculum is written with a British vocabulary, while this thesis is written with American vocabulary.

The purpose of education is to give the students historical and cultural insight, a greater understanding of cultural diversity, and respect for individual differences. The education shall help develop knowledge, skills, and attitudes so that the students can comprehend in the world outside of school. Students must learn how to think critically to be able to act with respect and in an ethical manner and promote democratic behavior. In addition, the education must consider the students' opinions and include their thoughts on learning through the whole education (Ministry of Education, 2020, p. 3).

The *core values of the education and training* depict values that unite Norwegian society and must be the foundation of knowledge and activities teachers use in education. The core values are divided into *human dignity, identity and cultural diversity, critical thinking and ethical awareness, the joy of creating, engagement, and the urge to explore, respect for nature and environmental awareness, democracy and participation,* and *social learning and development.*

The students must learn that all people are equal despite differences. The school must facilitate differentiation and create a feeling of belonging. "A good society is founded on the ideals of inclusiveness and diversity" (Ministry of Education, 2020, p.5). The importance of language skills and cultural knowledge is increasing in society, and schools must endorse the

development of identities and make the students more confident. Acquiring these skills and language confidence is essential when exploring diversity and global society.

Developing critical thinking and ethical awareness is crucial for students. Being able to think critically provides the opportunity to develop new knowledge and view already acquired knowledge in a new light. When acquiring ethical awareness, it is essential to reflect upon human feelings and development. They are essential when collaborating with others. Teachers must provide students with opportunities to become engaged. This can be done with varied communication, reading, exploring, and experimenting. "[…] but in education as a whole, play (games) provides opportunities for creative and meaningful learning." (Ministry of Education, 2020, p.7).

Through learning about democracy, the students acquire essential values, and the students should learn about democracy with participation. Schools should be an arena where students can experience democracy and learn that all people are different, including how one can solve problems peacefully when there is disagreement concerning what the best outcome is. Moreover, teachers must promote communication and collaboration for students to be able to express their own views and talk about their opinions with others. In addition, students must learn to listen to others to make firm arguments and seek solutions together (Ministry of Education, 2020, p. 9-11).

The core curriculum states how, "Schools shall facilitate for learning for all pupils and stimulate each pupil's motivation, willingness to learn and faith in their own mastering" (Ministry of Education, 2020, p.17). These topics state how students who feel unsure or anxious might not have the same learning outcome as confident pupils. Students must work in inspiring classroom environments where they feel safe and cared for. "Pupils think, experience, and learn in interaction with others through learning processes, communication and collaboration" (Ministry of Education, 2020, p. 16-17). Using a broad specter of learning activities helps differentiate so that all students can experience some activities they manage, which in turn can make them feel confident.

The core curriculum presents essential aspects of the Norwegian school system. The aspects presented in this section show various similarities with aspects of Reacting to the Past. Students are included in different activities. One can differentiate the game when assigning roles and other assignments before and during the game. Students experience collaboration, critical thinking, and communication. They learn more about cultural differences, democracy, ethical awareness, history, and equality. During a Reacting game, the students can experience several of these aspects and acquire greater knowledge and practical experience.

2.3.2 The Interdisciplinary Themes

The interdisciplinary themes are part of the Subject Renewal 2020. These themes are *health and life skills, democracy and citizenship,* and *sustainable development*. Regarding the English subject, health and life skills, and democracy and citizenship are mentioned. The English subject shall help the students to express themselves in writing and orally. These skills are essential when students shall express their feelings, experiences, and opinions. Health and life skills help students handle situations, as well as acquiring language. Cultural competence can provide students with a positive self-image and secure identity. The theme regarding democracy and citizenship provides students with the knowledge of cultural differences worldwide and how "this can open for new ways to interpret the world and promote curiosity and engagement and help to prevent prejudices" (Norwegian Directorate of Education and Training 2020, p.3).

2.3.3 The Competence Aims in the English Subject

The Norwegian curriculum provides competence aims guiding the teachers through skills and knowledge the students should acquire after four parts of elementary school. The aims are divided into aims after Year 2, Year 4, Year 7, and Year 10. During the students' time in elementary school, the aims become more challenging and demanding. After year 7, the students are to "explore and use pronunciation patterns and words and expressions in play, singing, and role-playing" and "express oneself in an understandable way with a varied vocabulary and polite expressions adapted to the receiver and situation" (Norwegian Directorate of Education and Training, 2020, p. 7). However, after year 10 the students are supposed to "express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipient and situation" and "ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations" (Norwegian Directorate of Education and Training, 2020, p.8-9).

These aims are consistent with oral communication knowledge, which is crucial when playing Reacting. In addition, asking questions and providing follow-up input are skills needed to participate in a debate or discussion, which is how a Reacting game is designed. The students must be able to engage in oral communication and conversation with their classmates, ask questions and elaborate on topics they have worked on. Moreover, as mentioned above, one must differentiate for all students to adapt the teaching to the students

who cannot manage the corresponding level of English. During a Reacting game, one can differentiate for the students by giving roles that do not require as much oral communication or roles that do not require being a leader of a faction.

The competence aim "explore and describe ways of living, ways of thinking, communication patterns, and diversity in the English-speaking world" present how the students should explore and understand how people have different ways of thinking and living across the globe. During the Reacting game about Northern Ireland, the students can better understand a complicated conflict and how it has affected the people of Northern Ireland for several decades. Preparing and playing Reacting games requires that the students understand the people they represent and the historical conditions the game is part of. How the characters at that time and how the characters in the different factions felt and thought are needed skills for the students to feel immersed and engaged in the game.

As the students in middle school are in between curriculums, one cannot expect that all students have experienced role-play during their time in grades 1-7. Nonetheless, role-play is not mentioned in the competence aims after year 10. Therefore, when teaching in middle school, one can expect the students to have used role-play in their time at elementary school. The 10th grade where we conducted our Reacting game did not have the new competence aims as their curriculum. Therefore, the students had not used role-playing more than for a debate in social science. Receiving roles was a new experience for the students and playing Reacting without a script can be more difficult for some students.

3. Theoretical framework

Establishing a theoretical framework will help guide the reader through the theory used as a backdrop during the whole research. This thesis focuses on how the pedagogy behind Reacting to the Past (Reacting) can be adapted to the Norwegian EFL classroom in lower secondary school. The focus is on how this adapted pedagogy will affect the students' *willingness to communicate* and their *active learning* and *oral engagement, and motivation.* During the theoretical section of this thesis, the theory behind *the willingness to communicate, active learning,* and *oral engagement* in L2 language learning will be presented.

3.1 Willingness to communicate

Willingness to communicate (WTC) is a concept established in language research by McCroskey and Baer in 1985. Their research sought to find a correlation between a learner's engagement in communication and their "will" to communicate. The researchers understood this "will" as a personality trait. This was because of the correlation between the learner's communication competence and introversion versus their self-esteem. However, many learners become aware of how their willingness to communicate varies with time and situations. McCroskey and Baer express how environment, evaluation, topic, and formality affect learners' willingness to communicate. However, their research concerns learners' willingness to communicate in their L1. Peter MacIntyre (1998) introduces how "it is highly unlikely that WTC in the second language (L2) is a simple manifestation of the WTC in the L1" (MacIntyre, Clément, Dörnyei and Noels, 1998, p.546).

Source: MacIntyre, P., Clément, R., Noels, K. A. & Dörnyei, Z. (1998).

MacIntyre et al. (1998) invented a pyramid-shaped model named the *Heuristic Model of Variables Influencing WTC*. The pyramid is divided into six layers, where each layer presents various variables influencing a person's willingness to communicate. As MacIntyre states, a learner's second language competence can range from no L2 competence to complete L2 competence (0-100%) (MacIntyre et al., 1998, p.546). Their language competence is a crucial element when communicating in their L2. Presented below is the model based on the theory established in 1998.

In the bottom layers, the *Societal and Individual Context* and the *Affective-Cognitive Context* include vital factors regarding the intergroup climate and their attitudes towards language communication and learning. The intergroup climate often decides the language used for communication. Those group members with the highest language knowledge decide the preferred language. Moreover, personality traits of individuals make people more accepting of L2 communication. One characteristic can be positive attitudes toward various ethnic groups and parents' attitudes towards those same groups. In addition, a person's self-awareness and language knowledge will positively affect one's L2 communication. The social situation and one's communicative competence are also a factor in a person's journey to become willing to use their L2. The social situation includes the setting, purpose, topic, and communication channel. Together with this, the communicative competence of the speaker

has a positive effect on the speakers' abilities and attitudes toward communication (MacIntyre et al. 1998, p.551-558).

Motivational Propensities include three distinct aspects regarding motivation. Interpersonal and intergroup motivation is used to explain which elements of a students' motivation can cause them to communicate in the right situation. The desire to be included or establish friendship is presented as an effective communication motif, including having an interest in the situation where one is required to use the L2. A person's L2 self-confidence could be related to the communicative competence presented above. Furthermore, Clément presents the importance of self-evaluation and anxiety, including experiencing a previous discomfort when communicating in an L2. If a learner becomes too anxious or self-conscious, the student will find it challenging to communicate. (Clément et.al. 1994, in MacIntyre et.al, 1998, p.550-551).

Situated Antecedents of Communication expresses how the feeling of affiliation is one of the essential motives when communicating with an L2 interlocutor. It has a positive impact on a student to find an interlocutor much like oneself to strengthen the feeling of affiliation. However, the interlocutor with the highest L2 confidence determines the language of communication. Clément states that perceived competence and lack of anxiety are vital elements that are believed to be temporarily based on the given situation (Clément 1986, in MacIntyre et al. 1997, p.549). Suppose a student feel self-confident in the language in a classroom situation. In that case, there can be a greater will to communicate. In contrast, the same student can feel anxious during a trip to the grocery store and become unwilling to communicate. Spielberg considers state anxiety to be a temporary feeling of anxiety connected to the feeling of tension and discomfort. "Anything that increases state anxiety will reduce one's self-confidence and, therefore, one's "WTC" (Spielberg, 1983, in MacIntyre et al., 1998, p.549).

The two top layers, *Behavioural Intention,* and *Communicative Behaviour* are the final phases where a student needs to decide if to engage in L2 use or not. MacIntyre et al. state that WTC is situationally based, and "to focus on L2 communication, we define it as a readiness to enter into discourse at a particular time with a specific person or persons, using a L2" (MacIntyre et al., 1998, p.547). MacIntyre expresses an interesting topic. Students who raise their hands to answer questions are as ready as those who answer verbally. However, the definition presented also claims that even though the person could communicate, it is not necessary to do so to encounter WTC. Students who are self-confident in their L2 knowledge, feel safe in the classroom environment, and are situated in a motivated group are more willing

to communicate in L2 activities. These activities can be reading L2 texts, watching L2 movies or series, or speaking their L2 in class (MacIntyre et al. 1998, p.547-548).

Moreover, Peter MacIntyre and various colleagues have developed this theory further. With several research projects over the years, MacIntyre proposed two essential elements when achieving WTC in one's L2, *communication apprehension* and *perceived competence.* Communication apprehension refers to the anxiety a learner associates with language communication based on previous experience. The term *language anxiety* is frequently used in L2 theory. Perceived competence concerns a learner's self-evaluation of one's language abilities and the ability to communicate in each situation (MacIntyre, Baker, Clément, and Donovan, 2003, p. 591). Studies show how frequent contact with the L2, ethnic groups, or situations where the language is needed, decreases language anxiety, and strengthens a learner's WTC (Clément et al., 2003, MacIntyre et al., 2003). Students who emerge in intensive language programs or are part of situations where L2 use is necessary will acquire more language knowledge and learn language patterns and linguistics more rapidly. MacIntyre et al. propose how more motivated students will acquire more language knowledge. However, their research did not correlate WTC and language learning motivation. Moreover, those students who immerse themselves in their language studies are more motivated and are more likely to be willing to communicate (MacIntyre et al. 2003, 601).

3.2 Active learning

There are various definitions and names used regarding active learning. The central aspect of active learning is how students are an active part of class instruction and not only passive listeners. Active learning requires the students to be mentally and physically active during instruction. The activities the students engage in must be meaningful. The teacher must promote metalinguistic awareness while the students conduct the activities. For the teacher to promote metalinguistic awareness means that the teacher must provide students with the knowledge on how and why they learn. Students must acquire the ability to distance themselves from what they learn and reflect on it. (Bonwell and Eison, 1991; Prince, 2004).

Traditional lectures require students to show up in class and listen. Bonwell and Eison (1991) summarize several types of active learning research and concludes that active learning improves students' writing and thinking. They present various methods and how simple class discussions increase students' involvement. Moreover, when class instruction moves from the teacher presenting to the students having an active part, the students will feel more involved.

In contrast, Bonwell and Eison present how teachers feel their job requires traditional lecturing. Some teachers believe it is their job to stand in front of the classroom, lecturing students on a specific topic as the students write notes. This can include small conversations or discussions about the topic, but it mainly considers the teacher lecturing the students (Bonwell and Eison, 1991).

Prince (2004) includes how active learning is a positive approach because of the students' attention span. He presents how students' attention span during a lecture varies but is approximately fifteen minutes. During a 45-60 minutes lecture, students drift off into their thoughts most of the time. However, when using active learning approaches, the students must participate in the activities and therefore pay attention. Hartley and Davies (1978, in Prince, 2004, p.226) present how students' attention decreases rapidly right after a lecture begins. In addition, they found that students remember 70 percent of what was lectured at the beginning of the lesson but only 20 percent of information from the last 10 minutes. Prince concludes how using various activities during a lesson will reset the student's attention span and make them more able to acquire knowledge during the entire lecture.

In their research, Bonwell and Eison present the importance of the teacher and class environment. A supportive classroom environment is an example where students feel they are most able to learn. The teacher is the essential factor in a supportive classroom environment. The research include characteristics of a teacher who focuses on student-centered activities. The teacher must be inclusive, interested in the students, encourage students to ask questions and express their own opinions, promote creativity, be open to students, and be positive towards their participation (Bonwell and Eison, 1991, p.36-37).

3.2.1 Learning with others

Learning can be acquired in a social context. Students collaborating in class may experience learning together with others. Learning theories state how learning is constructed in a social environment. As Jean Piaget and Lev Vygotsky presented in their time, learning is constructed within each individual, but we learn together with our peers. Vygotsky's theory is categorized as a sociocultural theory. He states that children are influenced by the culture they live in. Language and knowledge are skills affected by culture, which children can use to acquire more knowledge. The *Zone of Proximal Development* is known for presenting how students must acquire skills or knowledge together with others who know more than themselves before managing to do it individually (Imsen, 2018, p.187).

Piaget and constructivism state how learning is something that happens within oneself. Each individual constructs their knowledge as an active process using previous knowledge. The already acquired knowledge helps students understand the new knowledge. Another theorist with a noteworthy influence on constructivism is John Dewey. He believed in the term "learning by doing". Students must engage in the learning activity to learn something. Dewey argued for a more practical curriculum for the students to participate more in their education (Imsen, 2018, p.146).

As mentioned, learning happens in a social context. Most times, students collaborate. Prince (2004) presents research that states how collaborating students increase their learning outcomes different from students working individually (p.226). Lightbown and Spada (2019) present how students use collaborative dialogue to solve problems or reconstruct tasks. The students must focus both on the task and the language they use. Regarding second language acquisition, Gibbons (2015) states how well-designed group work increases students' language use and ability to achieve the task with a peer. However, for group work to be effective, the teacher must provide clear instructions and differentiate tasks for all students to be able to achieve the task in collaboration.

3.2.2 Learning with role play

Bonwell and Eison (1991) present in their research how using role play and drama increase students' enthusiasm towards the subject and how this enthusiasm results in more learning. Moreover, they include how these methods can prepare the students for various situations because the situation is temporarily real. This means that the students immerse themselves in a situation that is real for them during that class. However, everything can be left inside the classroom when they leave. The students can take part in real-life situations or historical situations to practice how to handle that specific type of situation. Using role play in a second language will provide students with roles and situations where they can practice language skills without being "themselves", resulting in students using their second language more freely and without hesitation. The students can use role play as an opportunity to practice and acquire skills needed for handling situations at a later point in life. In addition, using role play increases the student's ability to work in groups with others, collaborate and solve problems in another manner.

Moreover, Watson and Hagood (2018) state how role play creates a learning environment where students who find traditional classroom structures difficult can improve their learning. Additionally, role playing creates a community where students can acquire

skills in collaboration with others. Students are a part of experimental teaching, experience other parts of themselves and increase their self-confidence. Furthermore, learning through role playing makes students more self-sufficient. Students are more in charge of their own learning when the teacher is not spending all their time lecturing.

During role play, students must collaborate with their peers. Depending on the game, students must solve problems, communicate with others, think critically, and incorporate various perspectives. In best-case scenarios, students become more immersed and engaged in their roles. Moreover, Watson and Hagood (2018) explain how role playing increases a positive and supportive classroom environment. A supportive and motivational environment requires teachers who include students and students who recognize each other's feelings. The researchers include how a supportive and motivational classroom environment inspires deeper learning through collaboration with others. Using role play encourages communication with others, and students acquire skills transferable to other subjects or situations.

3.3 Oral Engagement and Motivation

Measuring engagement and finding the reason why some students are more engaged than others can be difficult. Frymier and Houser (2016) present how student engagement is a well-researched field. However, there are cultural differences. Their research presents how oral participation and the topic of grading this participation were associated with motivation for learning in some cultures. Different from this, nonverbal attention was associated with engagement in other cultures. The results found by Frymier and Houser state how students use a combination of verbal and nonverbal behaviors. Because of this, nonverbal engagement must be viewed as just as important as verbal engagement. Examples of nonverbal engagement are eye contact, facial expressions, and head nods. The researchers claim that nonverbal attentiveness can be a better signal of engagement than oral engagement.

Students who are orally engaged during instruction acquire more learning than quiet students. Frymier and Houser present how 20% of orally active students account for 80% of oral classroom participation. They distinguish between how those students who talk in class viewed participation as volunteering to speak during lectures. In contrast, more quiet students defined active listening and being prepared as part of participation and engagement in class. Harris (2011) defined engagement as "students who are cognitively engaged, e.g., acting as self-regulated learners, intrinsically motivated, committed to mastery learning using deep learning strategies" (p.377). Students must be meta linguistically aware while they learn.

Moreover, when students are aware of their own engagement, what makes them engaged, acquiring knowledge will arrive more naturally.

Martin (2009) presents how engagement happens because of motivation. He claims that students who are motivated display their motivation through engagement. Martin includes several elements which are part of a persons' motivation. Anxiety, avoidance, task management, disengagement, and self-efficacy are some examples that make it more comprehensible to analyze a person's engagement. Moreover, Dörnyei (2003) includes how a person views oneself, the *possible* and *ideal self* is part of one's motivation. Suppose a student considers the "ideal self" as someone accomplishing tasks and participating in class discussions. In that case, the student will have a greater chance of doing so.

Intrinsic and *extrinsic* motivation is used most frequently to determine motivation. Intrinsic motivation is presented as internal motivation, the satisfaction of doing something, or because one sees the value of perusing the task. Ryan and Deci (2000) explain how humans are naturally curious and how this trait provides us with intrinsic motivation. However, humans are not necessarily motivated by the same features because of our differences. Some students find intrinsic motivation in solving many mathematical tasks, while others find more motivation when reading or writing. Because of this, one must be aware of and know the students to conduct activities where all students find intrinsic motivation, not necessarily at the same time, but in the same subject (Dörnyei, 2003, Imsen, 2018, Ryan and Deci, 2000). In contrast, extrinsic motivation is dependent on something outside the self. Most used are rewards. This means that a student is motivated because of a reward received after the task is completed. However, it is not only rewards that provide extrinsic motivation. Pressure or demands can also provide the students with extrinsic motivation. One example can be a student doing homework to avoid parental punishment. In contrast, another student completes one's homework because it is valuable for later educational purposes. Both examples are on extrinsic motivation. The motivation is driven by an outside force, either reward, punishment, or pressure. One can argue how grades are viewed as extrinsic motivation when the goal of education is for students to find intrinsic motivation to acquire the knowledge presented (Dörnyei, 2003, Imsen, 2018, Ryan and Deci, 2000).

4. Methodology

In this chapter, the methodological considerations for this thesis will be presented. First, I will present the research design and the chosen paradigm. Then the methods used for data collection and analysis will be described before I present how I have tried to ensure validity and reliability. To end this chapter, I will present the ethical considerations, including challenges and risks regarding the study.

4.1 Research strategy and design

This qualitative research is based on an interpretivist research paradigm. The interpretivism paradigm focuses on interpreting and understanding the meaning behind a human's experience during a social action (O'Reilly, 2009). This theory sees the world as interpreted and experienced by social interactions. The theory is colored by various approaches, but they all have in common "the view that the social world cannot be studied using a scientific model" (Clark, Foster, Sloan, Luke & Bryman, 2021, p. 24). This paradigm aims to interpret and understand a phenomenon and not generalize for an entire population. Interpretivism is often used in qualitative research with methods like interviews and observation because of the personal contact between the researcher and the participants (Tuli, 2010, p. 100-101).

Choosing a research design provides the researcher with a structure for collecting and analyzing data. It is also essential to decide on the research method since this is the technique one uses to collect data (Clark, et al., 2021, p. 39). It seemed reasonable to conduct a case study with the research methods of observation, unstructured interviews, and an online survey to answer the research questions presented. Yin defines case study research as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life context, especially when the boundaries between phenomenon and context are not clearly evident." (Yin, 2009, p. 18). Case studies investigate single or multiple cases in a real-life situation to understand the situation in-depth. Researchers conducting this type of study often present thick descriptions of the situation to bring the reader into the case while reading (Postholm & Jacobsen, 2018, p.239). A case study is often used in the qualitative approach, but qualitative and quantitative research methods can bring depth and strengthen the project's validity (Clark, et al. 2021, p.59).

4.2 Sampling

Purposive sampling presents how it is crucial to sample participants strategically. With this approach, one considers the research questions and selects participants based on the information they can provide for the project (Clark, 2021, p. 378). For this project, the University in Agder contacted their collaborative schools to find a 10th grade for us to use in our project. Since this masters' project is conducted in the spring, close to the final exams, it was challenging to find a teacher willing to let us try the game with their class. We needed the whole class to participate to be all the characters and try the game. In this project, I also needed to talk to some students to better understand their thoughts and reflections on the game as well as their teacher to include her reflections. We interviewed seven students, and 16 students responded to our surveys. All participants signed a consent form agreeing to participate in the project, answer surveys, participate in an interview, and be part of the game. Not all students wanted to be a part of all areas of the project, and because all students were over 15 years old, they could all decide and sign the form in class (Appendix 4 and 5).

For this thesis, to explore if Reacting can be used as a pedagogy in lower secondary school to engage those students who are usually not willing to communicate in regular EFL teaching, it is crucial to observe and talk to those students who are not willing to communicate. Conducting a case study in a classroom includes ethical considerations and confidentiality. Since the class were received randomly by the teacher education at the University in Agder, it was essential to include the teacher when finding students who fit the description before the interviews and observation. Because of the ethical considerations of interviewing the students, it is better to interview more students to make it feel like a random sampling.

4.3 Case study

As presented during the research design, this thesis is conducted as a case study. Yin includes another definition of a case study, it "… copes with the technically distinctive situation in which there will be many more variables of interest than data points, and as one result relies on multiple sources of evidence, with data needing to converge in a triangulating fashion, and as another result benefits from the prior development of theoretical propositions to guide data collection and analysis" (Yin, 2009, p.18). The case study covers research design, data collection, and data analysis, not only a design or method of data collection alone. This definition includes how using multiple sources and triangulating methods benefits the theoretical approach. Triangulation means that the researcher in qualitative research uses

more than one method to ensure a comprehensive understanding of the process. Because of this, one cannot claim that the case study method is a qualitative approach because it can be beneficial to include both qualitative and quantitative methods to provide a more in-depth study (Clark, et al. 2021, p.59).

Furthermore, Yin includes words such as explain, describe, illustrate, and enlighten (Yin, 2009, p. 19-20). These words are used in connection with how the researcher must include the reader in the research to explain, describe, illustrate, and enlighten the reader on the links and situations which are unclear or difficult to understand. The researcher has first-hand experience during the interventions when observing the situations and analyzing what is happening.

4.3.1 Observation

As human beings, we spend our entire day observing, looking at people in the streets, or teaching in the classroom. Observation is the primary tool during a case study and involves observing what is happening, not what the researcher thinks or wants to happen (Basit, 2010, p.118). Because of this, it is essential to be aware of one's role as a researcher and observe the situation with this role. Basit (2010) states that observation in research is more than just looking for something, but the researcher looks for something specific which is chosen in advance from the chosen participants (p.120).

Angrosino (2007) and Basit (2010) present distinct roles a researcher can take as an observer, observer as a participant, or nonparticipant. When the observer participates in the observed events, the researcher is not passive during the entire event. The researcher can include him- or herself in a classroom or a meeting and take part in the events that occur. Participant observation is criticized in some areas, as the observer must try not to include their own ideas. Observing while being a close part of the event can be complicated, making it more challenging to recognize the different nuances in the settings. As a nonparticipant observer, the researcher is silent in the back of the classroom and can observe without interference. Unlike the participant observer, the nonparticipant observer can take notes and interpret the events without prejudice (Angrosino, 2007, Basit, 2010, p. 125).

During the classroom intervention, all four MA students were present. All four of us were participant observers taking part in the game. One of us took the role of the chairman, the one that keeps the executive role and leads the discussions. The rest of us helped the different factions with arguments while observing. It can be argued how well the observations can be while the researchers are participants in the observation. However, four MA students

with different participating roles will provide a greater nuance of observations. All four of us offered different perspectives and observations from the same classroom, which we discussed after each lesson. In addition, we wrote down observations and thoughts immediately after the interventions, while still fresh in mind, to achieve the most accurate thoughts and reflections.

4.4 Data collection

To answer the research questions, I have, together with Emily, created two interview guides, one for the students and one for the teacher (Appendix 8, 9 and 10), as well as a survey for the students to answer both before and after the game (Appendix 6 and 7). They are asked questions about their oral participation in class, including motivation and engagement. They are also asked what they thought about the role play and asked to give feedback on the game. In the survey after the game, the students were asked to rate various statements regarding their participation in the game. Both the interviews and the surveys were conducted in Norwegian to ensure that all students understood, to avoid misunderstandings, and ease the workload on the teachers.

4.4.1 Semi-structured interviews

Conducting an interview requires preparation. Formulating an interview guide is thorough work where the researcher must prepare questions to connect and direct the questions and conversation toward the research topic (Galletta, 2012, p.45, Kallio, Pietilä, Johnson, & Kangasniemi, 2016, p.2959). The questions in a semi-structured interview are different from what we call a structured interview. In a semi-structured interview, the questions are straightforward and well-formulated, but they do not have to be asked in strict order or the exact way it was written. The questions can be both open-ended and theoretical, and as Galletta (2012) states, it is essential to keep your attention on the interviewee as they tell their stories. It is because one can gather crucial information from the stories and use it to ask follow-up questions that are not planned. It is also essential to know when and when not to interrupt the interviewee (p.76). Both Kvale (2007) and Galletta (2012) state how asking for clarification from the interviewee ensures accuracy and validity. The researcher must make sure that one has understood the response correctly (Kvale, 2007, p.79-97). The researcher should ask the participant to add last thoughts or reflections when ending an interview.

For this master project, one teacher and seven students were asked to participate in individual interviews. All interviews were anonymous, recorded, and transcribed. Emily

Samuelsen Karlsen and I wrote the interview guides together, conducted the interviews, and transcribed them. We included questions that benefited both MA theses. We did this by focusing on questions we both would benefit from, for example, the student's thoughts on Reacting. Moreover, we included questions about their motivation for Emily's thesis and their thoughts on speaking English aloud for my thesis.

The teacher was interviewed before and after the classroom intervention. The questions in advance were more on the teachers' background, how the teacher viewed the class environment and the student's engagement, and thoughts on Reacting before we started the game. After the intervention, the teacher was again interviewed. However, this time, the teacher was asked questions to reflect on the intervention, how it went, and how the teacher believed the students managed to play Reacting, both as a class and those students who rarely communicate in class (Appendix 9).

After the intervention, interviews with the seven students about their experience with Reacting was conducted. All students were asked the same questions, but we conducted semi-structured interviews with the teacher and the students. Semi-structured interviews allowed us to ask follow-up questions when the students mentioned interesting thoughts and reflections (Appendix 8, 9 and10).

4.4.2 Digital surveys

Using digital surveys to complement traditional qualitative research methods provides the projects with more depth and understanding of the participants. Completing surveys has been considered a quantitative method, but digital or online surveys have become more common (Clark, 2021, p.211). When the researcher prepares a survey for the participants, it is vital to ask questions that provide answers that are relevant to the project. Basit (2010) presents various approaches one can use to make questions for the survey. A digital survey can include open-ended questions, multiple-choice, ranking, ratings, and quantity questions (Basit, 2010, p.81-84).

One crucial consideration the researcher must make during the preparation is how the questions are formulated. The questions in a survey must be clear and short for the participants to understand and answer. The order of the questions is essential as well. Starting the survey with simple questions and developing the degree of the questions during the survey is crucial. One does not want the participants to lose their courage and abstain from answering the rest of the survey (Basit, 2010, p. 96). One advantage of digital surveys is how the programs one uses to make surveys also assist the researcher in analyzing and coding the

answers because most programs download the answers. In contrast, a disadvantage is the response rate. Many participants do not complete or respond to the survey, depriving the researcher of their data material (Postholm & Jacobsen, 2018, p.187).

For this master project, Emily Samuelsen Karlsen and I prepared and conducted two digital surveys together. We conducted one survey before we started playing the game, and one survey was conducted during the last lesson. Both surveys were conducted in Norwegian because we wanted to ensure all students in the class understood the questions. The first survey (Appendix 6) consisted of close-ended questions, filter questions where the participants were directed to another question based on their answer, and open-ended questions that the students needed to answer in textboxes. The last survey was a rating survey where the students were asked to rate different statements about Reacting (Appendix 7). We used SurveyExact to produce and analyze the surveys. The University of Agder collaborates with this program, allowing us to conduct anonymous surveys in a whole class without this part being too time-consuming.

4.5 Data analysis

Analyzing the data material begins as soon as the researcher starts the project. The researcher must analyze documents, observations, or interviews. Qualitative data provides rich material to analyze. However, analyzing observations and interviews can be complicated. The researcher must decide how she wants to analyze the material before starting the intervention. This project included three different methods, which means that these methods have been analyzed separately. However, all methods are analyzed by a thematical analysis (Postholm & Jacobsen, 2018, p.162). In a thematical analysis the researcher analyze the data based on chosen themes. During the rest of the thesis, I will clarify when I use examples from interviews with the teacher or students, the surveys, or our observations.

4.5.1 Analyzing the interviews

Postholm & Jacobsen (2018, p.146) presents how coding the transcribed data helps the researcher structure the material to give an overview. After the interviews with the teacher and the seven students were transcribed, I used five different codes regarding my research question. The interviews were coded as classroom environment, English abilities, engagement, attitudes, and Reacting. These categories were chosen because of the research questions. Classroom environment, abilities, and attitudes affect the students' willingness to

communicate, while engagement is another factor between the student's willingness to communicate and Reacting. I also coded Reacting from both the teacher and the students to become more aware of their thoughts and reflections regarding the pedagogy.

4.5.2 Analyzing the surveys

Analyzing surveys is viewed as more a quantitative data analysis than a qualitative. Postholm & Jacobsen (2018, p.194) presents how using digital surveys in an uncomplicated way codes the answer for the researcher. However, the researcher must be cautious about using the coding as it is. Some answers are more straightforward to code than others. For example, age is more manageable than "yes" and "no". Diverse types of answers require distinct types of codes. After the answers are coded, the researcher can analyze the data material. In the surveys for this project, we used open-ended questions where the students must write their answers and a survey after the intervention where the students had to choose to what extent they agreed or disagreed with a statement. These surveys were coded and exported from SurveyExact. The surveys were analyzed using the same categories as the interviews because these categories were chosen based on their relevance to the research questions.

4.5.3 Analyzing the observations

Observing a situation can tell the researcher what is happening but not why. As a qualitative method, analyzing observations can be problematic. As observation can be criticized because of the observer's bias, one can also criticize it for losing the context (Clark, 2016, p.23). As mentioned earlier, we were four MA students observing the role-playing game in this project. The observations were written while still fresh in mind, and the notes will help connect the what with the why. The observations can relate to the students' answers in the interviews and the surveys. Analyzing the observations and the themes from the interviews and the surveys will provide a broader perspective on the data.

4.6 Research credibility

This part of the chapter will present the research credibility and elaborate on research validity, reliability, and ethical considerations. Research cannot provide an absolute truth, and researchers must be aware that research is an ongoing process where the answers found now will change over the years (Postholm & Jacobsen, 2018, p.219-220).

4.6.1 Validity

Validity in qualitative research is directed to internal validity. Internal validity is based on the degree the empirical findings correspond with previous research on the topic (Basit, 2010, p.65). Postholm & Jacobsen (2018, p.233) includes cause and effect as a part of internal validity in educational research. It is based on the statements a researcher makes about the correlation between, for example, one type of pedagogical approach and students' acquisition.

To assure validity, Creswell (2013a, p.208) states how triangulation strengthens both validity and reliability. Using several methods and combinations of methods will ensure the readers that the researcher has approached reality from various aspects. Likewise, the researcher becomes less vulnerable to bias because the data is not based on one source (Postholm & Jacobsen, 2018, p.237).

Basit (2010, p.64-65) presents the Hawthorne effect and the Halo effect as two concepts that the researcher must be aware of. The Hawthorne effect states how the researchers' presence affects the participants during a situation. The presence of the researcher can influence the participants and affect the project. In the same way as telling the participants exactly what the experiment or intervention will measure before the intervention begins, it can make the students change their performance or behavior rather than giving this information in a feedback session afterward. The Halo effect claims that the researcher's pre-knowledge about the participants can affect the researcher's objectivity. As a result, the researcher can be more selective when gathering data.

As a researcher with a personal goal regarding the research question, one must be aware of this during the entire process. It is essential to be conscious of subjectivity and bias before entering the intervention and the interviews. I, as a researcher, must do my best to be objective, ask non-leading questions, and try not to affect the students during the intervention. However, the other members of the group or I had no control over the students when they answered the surveys. They were asked to answer honestly, but we cannot know if they did so or not. They could have been affected by stress during the intervention, the interviews, and the surveys, affecting the data material. In the end, I, as a researcher, affect the validity of the project as I am the one analyzing the data material and the theory.

4.6.2 Reliability

Research reliability is known as the research's ability to be repeated and put into other contexts, the ability to be reproduced. In quantitative research, this means, for example, standardizing research instruments and crosschecking the data. In qualitative research with

humans, this is more complicated. Ensuring reliability in research with participants is more difficult because both the participants and the researcher conducting the project are individual people who develop over time. Conducting the same research in a different class will not guarantee the same results (Basit, 2010, p.70). To assure reliability in qualitative research, the researcher must reflect on one's impact and the relationship with the participants. In addition, the researcher must include the reader in the whole research project, presenting data, analysis, and the methodology in a precise manner to build trustworthiness, honesty, and comprehensiveness (Basit, 2010, p.70, Postholm & Jacobsen, 2018, p. 224).

As a result of the time limitation on this project, we could only include one class to conduct our role-play. However, all but one student immersed themselves in the same game, and over half of the class answered our surveys. They were asked the same questions in the survey, and the seven students that agreed to the interviews were asked the same questions. On the contrary, a different class would have performed the game differently and answered the surveys and interviews with other memories and feelings. To ensure reliability in this project, I will analyze and present thoughts and findings on what went well and the data comparable to my research question. However, I will also include findings and thoughts from the students and teacher, which portrays a more critical version of the intended findings. This is to assure trustworthiness and honesty throughout the project.

4.6.3 Ethical considerations

Pring (2004, p.142-155, in Basit 2010, p.56) highlight how researchers are faced with a dilemma where one must respect the dignity and privacy of the participants on the one hand, but also the right to present the truth to society on the other hand. In educational research, the researcher must uphold ethical standards to ensure the privacy and dignity of the participants. ESRC (2005, in Basit, 2010, p.58) presents six key concepts that are expected to be overheld concerning ethical research. These principles include privacy, how the participants must be fully informed about the project's purpose, and the methods and uses of the project. It is also essential to inform the participants that the project is voluntary, and they can leave the project at any time.

Before we started our classroom intervention, we applied for approval from the NSD. We submitted our project and the questions from both types of interviews and the surveys (Appendix 1). The students were informed in their consent forms about the voluntary part, and the teacher also informed the class before they signed the form (Appendix 5). However, we experienced one student withdrawing, and that one student worked with Northern Ireland

in other ways. Based on NSD's privacy policy, it is also important that the interview guide consists of questions where the teacher could not be identified or identify students. This was also important during the interviews with the students. The transcribed material was saved on the university hard drive, the signed consent forms were locked away, and SurveyExact anonymized the surveys. In addition, all four of us signed a confidentiality agreement provided by the school to ensure students' privacy during the intervention.

4.6.4 Challenges and limitations

Creswell (2013b, p.219) presents limitations as potential weaknesses with the study which the researcher identifies. Presenting limitations will provide the reader with the information where they can judge if the research is possible to use with other participants. It is essential to include limitations in one's research because potential researchers can know what to change when reproducing the study. This MA thesis has its flaws and limitations.

Firstly, one limitation will be how I am the only person analyzing the data as a researcher. One can discuss if this is beneficial because I was a part of the intervention in the classroom. One can never be fully unbiased because one knows the students and is a part of the classroom environment. The observations are also limited because we participated in the game during the intervention. Another limitation will be the collected data. Because of the time and the number of students present during the intervention, it is impossible to generalize the study. It would be advantageous to include several classes and students to collect more comprehensive data. However, the small number of participants and the time spent with the class will provide an overview of the research. Since this is a case study including various individuals, it would not be possible to use this to generalize the average student's thoughts and reflections about the pedagogy.

I would recommend spending more time with the class preparing for the game for further research. The students will benefit from having more time to learn about historical events and spending more time getting to know their characters. It will also be more beneficial to use several groups to investigate how the students learn from the game and include more reflections and thoughts.

5. Results

This chapter will systematically present the results obtained during the data collection of our study. The results will be presented, and comments will be provided. Since the data collection was conducted in Norwegian, I will translate all questions and answers into the thesis. This chapter will be divided into four main sections, pre-survey from the students where 16 students participated, followed by the post-survey where 15 students conducted. Further, the pre-and post-interviews with the class teacher will be presented before the post-interviews of the students will be summarized. Because of the word limitations, some answers in the interviews will be summarized where more students gave the same or similar answers.

5.1 Student surveys

5.1.1 Pre survey

During the pre-intervention survey, the students had to answer various questions about their thoughts and reflections on the English subject. The students had to answer both in writing, statements, and multiple choice.

Figure 1: "Do you feel mastery in the English subject?" Answers: "yes", "no", "a little", "do not know".
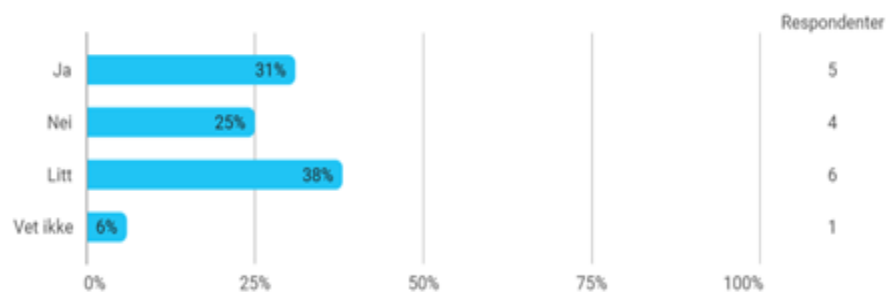
31% of the students answered "yes" that they feel mastery in the English subject, different from 25% of the respondents who answered "no". 38% answered "a little".

Furthermore, the students were asked, "What do you like to do in the English subject? For example: read, write, do tasks, or other things." six students said they like to watch movies and videos in English, while four students answered that they like to write. Moreover, four students responded that they like to talk in groups, make presentations, or talk about topics. Two students wrote that they like it when the teacher explains or reads to them, and one student stated that he/she likes to learn about history. In addition, one student added that she liked role play and preferred not to sit still during the entire lecture.

"What motivates you in the English subject?" Three students wrote that grades motivate them, while three answered, "do not know," and one wrote "not much". Moreover, three students wrote that it motivates them when they do something fun or something they manage to do. In addition, one student stated that English is not the most boring subject in school. One student responded that working in groups and talking to others is motivation, and four students wrote another teacher's name at the school as a motivational factor.

Figure 2: "Do you learn best by working individually or in groups?" Answers: "in groups", "individually", "do not know".
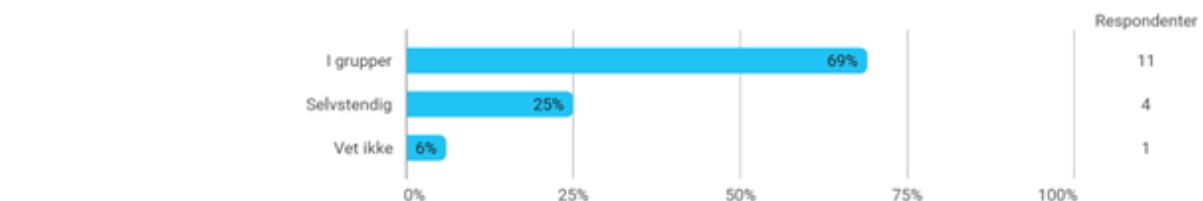
69% of the respondents preferred working in groups, while 25% liked working individually. 6%, one respondent did not know. The students were also asked if they felt confident in their classmates. Over 50% of the students stated that they feel confident in their classmates.

Figure 3: Rate from 1-5. "In what degree are you motivated in the English subject?" Answers: "1. In a very small degree", "2. in a small degree", "3. In some degree", "4. In a great degree".
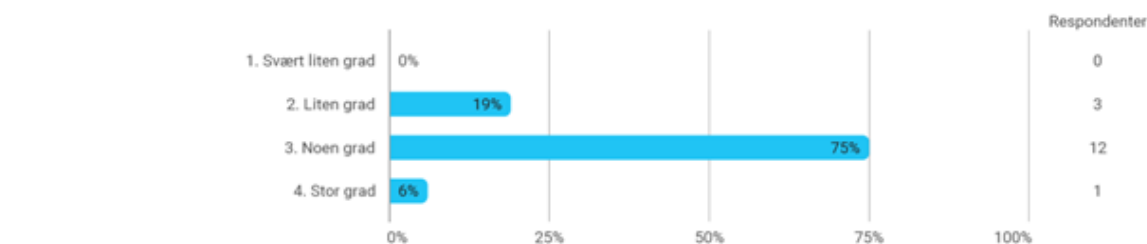
19% of the students were motivated "in a small degree", 75% "in some degree", and 6% "in a great degree". Moreover, the students were asked to what degree they participated, made an effort in the subject, and contributed orally. 50% of the students see themselves as active participants. However, almost 70% of the students stated that they usually made an effort in the subject. Regarding oral participation, only 13% answered that they often participate orally. To better understand why students do not participate orally, they were asked, "Why do you not participate orally?". Over 50% of the students stated that "they do not like to speak English". This can be seen in correlation with a question where the students had

to state if they felt comfortable speaking English aloud in class. 56% of the students responded that they do not feel comfortable speaking English "in a very small degree" or "a small degree".

Figure 4: "Have you participated in role play in the classroom before?" Answer: "Never", "1-2 times", "3-4 times", 5-6 times", "more".
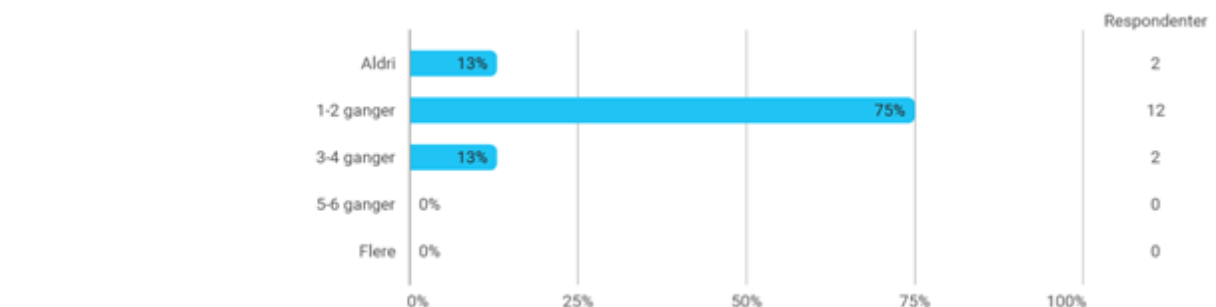
13% of the respondents answered that they "never" had used role play in the classroom before, 75% had used it "1-2 times", while 13% had used it "3-4 times".

Figure 5: "Do you like using role play in the classroom?" Answer: "yes", "no", "a little", "do not know".
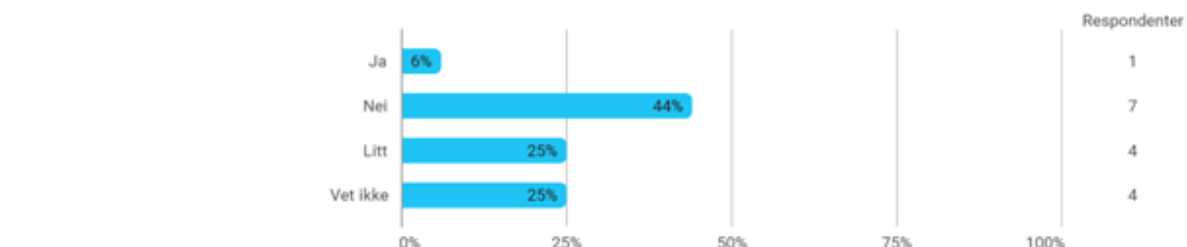
6%, 1 respondent answered "yes", 44% answered "no". 25% answered "a little", while another 25% answered "do not know".

In addition to the question in figure 5, the students were asked a follow-up question on "why/why not?". Two students answered that they had never used role play before, while three students wrote that they did not like it, and two stated that it is not fun. Moreover, four students answered that they did not like role play in English but could do it in Norwegian. One student explained that he/she found it unnecessary because one does not learn anything from the role play but from the preparation. Furthermore, four students wrote that it is fun with other activities and working in groups is fun. One student explained that the group

matters. If the group does not do anything, it will be hard for the student to perform, but role play is fun if the group works well.

5.1.2 Post intervention survey

This survey was conducted after our intervention. The students were asked to answer how much they agreed with the claim from 1-to 6.

Figure 6: "I worked independently with the preparations for the game" Answers: "strongly disagree", "disagree", "neutral", "agree", "strongly agree", "do not know".
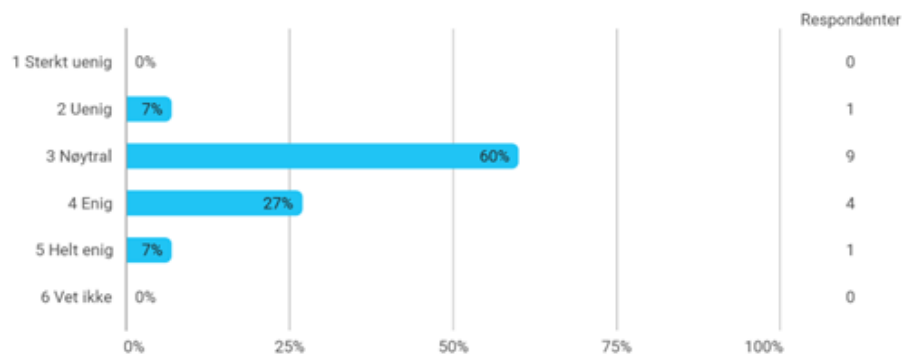
7%, one student "strongly agree" to be working independently during the preparations, while 27% agreed. 60% of the students were neutral, and 7% present disagreed. In addition, the students were asked if they found it difficult to know how to prepare for the game. 33% of the students agreed that it was difficult to know how to prepare, while 40% disagreed. To follow, we asked if the students found the topic (the Northern Ireland Conflict) complex and if the game was too advanced. 34% of the students thought the topic was too complicated, and 21% answered that the game was too advanced, making it difficult to follow.

Figure 7: "I was more engaged than I usually am in the English subject". Answers: "strongly disagree", "disagree", "neutral", "agree", "strongly agree", "do not know".
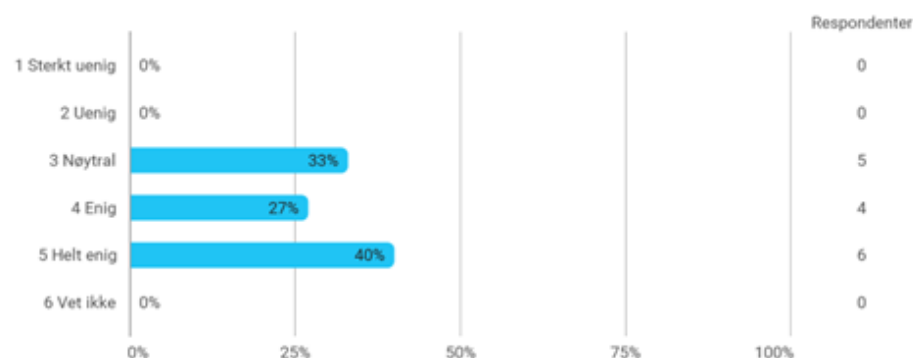
40% of the students stated that they "strongly agree" to be more engaged than usual, while 27% "agree". 33% of the students answered "neutral". Regarding participation, the students were asked if they participated actively in the discussion and conduction of the role play. 33% agreed that they actively participated, while 53% stayed neutral. Only two students disagreed that they participated in the role play.

We asked the students if they were more orally active during the game than in usual English lessons. 60% of the students responded that they were more orally active than usual, and 40% thought that Reacting to the Past made it less scary in front of the class. However, when asked if the students felt scared to speak in front of the class in the game, 27% agreed or strongly agreed.

Regarding class environment and cooperation, 53% of the students responded that they feel confident around their classmates, while 40% stated "neutral". 54% "agreed" or "strongly agreed" that they cooperated well in their "faction". Again, 40% of the students answered "neutral".

We wanted to know what the students thought about Reacting to the past and role play in the classroom.

Figure 8: "I think RTTP is a good way to learn". Answers: "strongly disagree", "disagree", "neutral", "agree", "strongly agree", "do not know".
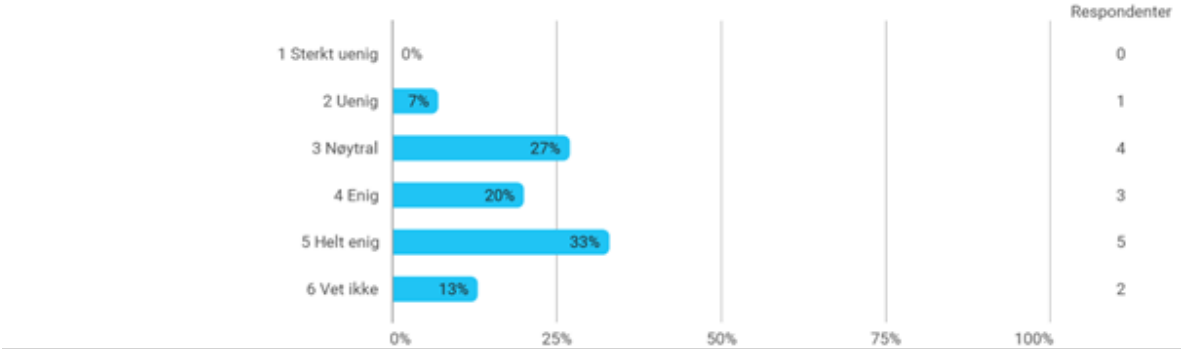
53% of the students agreed or strongly agreed that RTTP was a good way to learn. 7%, one student disagreed, while 40% answered "neutral" or "do not know". 43% responded that they see the value of using roleplay in the classroom, and 80% of the students "agreed" or "strongly agreed" that they would like to do something like this again. In addition, we asked the students if they preferred regular lectures over Reacting. 14% agreed that they prefer regular lectures, 13% answered "neutral", and 67% "disagree" or "strongly disagree". We also

wanted to know if the students learn more from regular class instruction than from Reacting to the Past. 27% agreed that they learn more from regular instruction, while 40% disagreed or strongly disagreed. 33% of the students remained "neutral" or did not know.

5.2 Interviews

5.2.1 Pre-interview with the class teacher
As mentioned in the methodology, chapter 4, Emily, and I interviewed the class teacher during the data collection both before and after the intervention. The pre-interview focused on the teacher's prior experience with role play, thoughts about the class and their abilities, experience with active learning, and thoughts about Reacting as a pedagogy.

Class environment, abilities, and engagement
The teacher had known the class since they started in the 8th grade. However, the teacher had only taught them English since the fall of 10th grade. The teacher described the class environment as divided. The students worked well in groups if they were a part of a group they liked. If not, many students had a habit of not working. We asked the teacher if this could affect the Reacting game. However, the main issue before the game was if students would attend class because of COVID-19 and quarantine rules.

Moreover, we asked the teacher about the general level of English in the class. The teacher responded that some students were very good, and some were below average. We asked if these levels were general for reading or writing. We were told that some students like neither reading nor writing, and some students love to speak English. The teacher explained that they prefer speaking English instead of Norwegian and that it "eats up their Norwegian" because they speak English outside of the English lessons (Appendix 9). The teacher told us that at a general level, it was challenging to have the student speak English aloud in class, which could correlate with the students who spoke English at a higher level. Some students found it difficult because their classmates had a much higher level. The teacher had them speak English in groups to motivate them.

Moreover, we asked the teacher what activities she used to motivate the students. The teacher responded that having the students decide or give suggestions on activities usually motivated them. However, it is impossible to satisfy all students with the same activity. Therefore, variation is key. The teacher explained that extrinsic motivation was never used

during the lessons, and the aim was to help the students find intrinsic motivation (chapter 3.). Competitions and games were used as examples of activities the students found engaging and motivating. In addition, the teacher told us that it was a positive experience when they had watched a movie and had group conversations about the various topics in the movies beforehand. However, the aim would always be to find topics that interested the students. If the students found it interesting, they could talk in groups all class, and the teacher mentioned that the students saw the value of learning English even if the topic was less interesting.

Reacting to the Past and role play

The teacher was asked if role play was used as a method during class before, and we were told that the teacher had never used role play. The teacher explained that they had used some dramatization of text, but they had never done anything at the level we would try. Moreover, the teacher had never heard of the Reacting to the Past pedagogy. Because of this, we asked the teacher if there were any immediate positive or negative thoughts after we explained the concept. The main problem would be having the students talk aloud, and that the topic could be too confusing. The students have no prior knowledge about Northern Ireland, and because of this, the teacher believed it could be challenging to motivate the students.

Reacting to the Past and Active learning

We wanted to know the teachers' thoughts on Reacting as an active learning method. We asked if the teacher believed active learning methods are more motivational than traditional teaching for the students to acquire language knowledge. The teacher answered that active learning methods are not better than traditional teaching, but the variation when using active learning methods can be more motivating and engaging for the students. Moreover, one positive aspect of active learning and role play is that students use their language. They must actively communicate with each other, and by communicating, they practice speaking English.

5.2.2 Post interview with the class teacher

After the intervention, we wanted to interview the teacher and hear her thoughts on the game after it was finished. We wanted to know if there were any surprises or something more negative or positive than expected. In addition, we wanted the teacher's reflection on the game and what we could improve and do to engage the students more.

We started the interview by asking the teacher if her opinion on Reacting had changed after the intervention. Even though the teacher had not had a change of opinion, the pedagogy was seen as a positive variation of activity. However, the time needed was seen as a disadvantage. The students would benefit from more time to prepare and acquire a greater understanding of the history and background of the topic. Moreover, the teacher stated that the difficulty level regarding the Northern Ireland conflict would benefit from more time prior to the game. The teacher also suggested a different topic that the students had more prior knowledge of, making the students more independent during the preparation.

Furthermore, we asked the teacher what elements of the Reacting to the Past pedagogy can be motivating or exciting for the students. The teacher responded that the main factor in this class was how it was something different and new happening and a different teacher. In addition, this time, there was no focus on grades. This helped the students become more relaxed, and there were no requirements for oral activity, even though this was a goal for us. At the end of the game, all but one student had spoken aloud. The teacher stated that if this were a graded activity, there would have been a written task and more demands on the fact that every student had to speak. The element of collaboration was also mentioned. Working in groups, making arguments, and debating on the same side makes the game more social.

However, because there were no grades involved and no oral requirement, we experienced students who were orally active during the entire game, students who participated to some extent, and one who did not speak. We wanted the teacher's reflections and suggestions on engaging more students. More time for preparation and spending more time making arguments in the factions could be positive. Furthermore, the "chairman" could ask questions to those students who did not engage as much to make them more part of the game. Moreover, the students who talked less were more dependent on the notes made for them, and they could not make independent questions or arguments. However, this was also a problem that time could have solved.

When asked about the game's completion, the teacher was positive and surprised by the level of oral activity. The teacher had expected that more students would participate orally, however, the students had acquired more knowledge about the topic. The students who did not say much in the game used words and comments mentioned by other students when they spoke. Because of this, the teacher concluded that even though the students had not spoken much, they had listened and understood the discussion. Furthermore, the teacher was positive towards our relation to the class and how that affected the classroom environment. The

teacher believed the students felt safe during the intervention and that it was an advantage to hand out notes with questions and arguments during the game.

However, handing out notes to all students during the game would not be possible alone in the classroom. The teacher suggested more time for preparation and more time in faction meetings for the students to make lists of arguments they could use. In addition, the teacher suggested an even more modified pamphlet as a handout, including bullet points and simple language instead of a whole page of text for the students to read.

5.2.3 Student interviews

After the class intervention, we wanted to ask those students who were willing to talk to us about their experience with Reacting to the Past. Emily and I talked to seven students after the last lesson with Reacting, and we were curious about their thoughts and experiences after two weeks with something they had never tried before.

We started all interviews by asking the students how it had been. All seven students told us it had been fun using Reacting. As a follow-up question, we wanted to know what had been fun. They mentioned variation and how doing something different is entertaining. In addition, one student told us it was amusing to do something together with their classmates, and one student said it was interesting to listen to the other students' discussions. Moreover, another student mentioned that it had been interesting spending time and preparing for the play. Furthermore, we asked all students if they had used role play in class before. Two students told us that they had dramatized a court case in Social Science, and one said they had a role play in Norwegian. These role plays had been nothing like Reacting, but not a role play with pre-made lines either.

To acquire a greater understanding of the process, we wanted to know the students' reflections on the preparations and difficulty level. As the students received role sheets with information, most students stated that it was an excellent way to prepare before the game. One student told us that it was challenging to produce questions and arguments before the discussion, but the handout notes during the discussion helped. One student answered how it was interesting to hear other people's opinions, and another student said it would be better with more time to prepare. When asked about the difficulty level, one student said the topic was "kind of" difficult, but it was less problematic when the game started. Another student was surprised that it was less difficult to understand the topic and pedagogy than expected.

Moreover, we asked all the students if there was anything about the two weeks that surprised them. Several students were surprised that it was more entertaining than expected

and that it was less complicated than they thought when we explained it on the first day. One student was surprised by all they managed to do in such a short time. Another student said, "I did not expect it to be this fun, but when we started, I saw the point with the game".

We asked the students if they found it more scary or difficult to speak English aloud in class. One student explained that it was less scary than usual because almost all the students spoke, making it less scary. Another student said that "it did not go as I expected, it was a bit different, but it was fun". One student stated that she did not like to speak English aloud, but it was fine when the words were familiar. In contrast, another student said that speaking English was not a problem because English is something that is spoken daily when gaming online. Two students explained that it could be scary to speak English freely without a script, and one student added that it feels embarrassing if one says something in English and no one responds.

The second to last question we asked the students was whether they found Reacting an engaging learning activity. All students agreed that they were engaged during the game, and one student explained that it is easier to remember and understand the topic using Reacting instead of only reading. For the last question, we wanted the students' thoughts on what could have been done differently. Some students mentioned that the notes were useful and helped them, and several students would have used more time on it, in general, and in faction meetings. In addition, one student wanted more time to prepare for individual roles and to acquire a better understanding of the roles' opinions.

Overall, the results express how Reacting can be an encouraging and motivating pedagogy. The students found the pedagogy interesting and valuable, as well as amusing. However, as the results state, Reacting is not for all students, especially in a second language. Some students find it challenging to speak English by themselves, and in contrast, other students prefer talking English. Moreover, as the class teacher states, it is challenging to use Reacting when only one teacher is in the classroom when the students are going to talk English. However, it is possible with the right amount of time for preparation.

6. Discussion

In this chapter, I will discuss the results of my findings in light of my research questions; "Which aspects of Reacting to the Past engage students who are not normally willing to communicate" and "How does Reacting to the Past and the willingness to communicate theory impact students' oral engagement in an L2 classroom"? The findings will be discussed in relation to the mentioned research questions, and the theoretical framework presented previously in this thesis. Moreover, in this discussion, observation as a research method will be used as the basis for discussion. We observed, interviewed, and conducted digital surveys in an EFL classroom in Norway during the intervention.

In the pre survey (chapter 5.1.1), 57% of the students answered that they did not like speaking English, and 56% responded that they did not feel comfortable speaking English aloud in class. During the post survey (chapter 5.1.2), 60% of the students stated that they participated more orally than they usually do in English lessons. This percentage shows that the students have participated more during Reacting than usual in the English subject. Some students who do not like to speak English have participated in the game. However, knowing exactly what makes students more engaged is challenging. This discussion analyzes the theory and results and provides several suggestions and views on how Reacting can be used to motivate students.

This chapter will be structured in relation to the research questions, with subcategories to include the various aspects of the questions.

6.1 Which Aspects of Reacting to the Past Engage Students Who Are Not Normally Willing to Communicate?

6.1.1 The Social Aspect

Being part of a classroom provides the students with a social learning context. As mentioned in the results (Figure 2, chapter 5.1.1), 65% of the students preferred working in groups. However, one can discuss if these students prefer working in groups because they like to spend time with their friends or if they know that they learn better in groups. Moreover, the class teacher expressed that she perceived the students as most orally engaged when they worked in groups with their friends. She presented examples of students working in small groups, discussing in English, talking about stories from their lives, and reflecting on themes from a movie they had watched. In contrast, she also stated that some students could refuse to

talk at all if they were placed in a group with a peer they did not consider a friend. One can assume that those students who refuse to talk in groups feel insecure or uncomfortable talking to the other group members. Feeling uncomfortable can make students refuse to talk or lose their self-confidence (Clément et al. 1994, in MacIntyre et al., 1998, p.550-551).

Furthermore, Prince (2004) states that learning in collaboration with others increases the students' learning outcomes compared to learning individually. During Reacting, the students work together in factions to debate their views and thoughts. The students must understand and reflect on their own views and the views of the other members of the faction. The students had to sit together in groups during the intervention to prepare for the class discussion. They talked about their own views and listened to the other members. Every faction had one MA student with the group to guide and answer questions. I observed that the students spent time preparing for the class discussion, writing questions, and comparing role cards. As Vygotsky presents in his theory on the zone of proximal development, students can acquire knowledge with the help of a more competent peer (Imsen, 2018). The students could direct questions at us researchers or their fellow peers during the group discussions. By discussing and comparing role cards, the students were able to reflect and talk to their peers about viewpoints and acquire a greater understanding of their roles and the themes which were discussed.

Moreover, during the debates in class, I observed that the faction members encouraged each other to participate, asked other members to talk, and asked us questions.
After the intervention, 54% of the students responded that they collaborated well within their faction. As mentioned, I observed that the faction members discussed and helped each other during the meetings and encouraged each other during the discussion. The core values in the Norwegian curriculum state that students must acquire social learning and that the teachers must encourage collaboration and promote communication among students. I observed that the students collaborated in groups and asked other students questions about their roles and views. However, at one point, the students were given fake money and told they could bribe other students. They were to bribe other roles for them to vote for their views. Because of this, the students were more occupied with bribing each other than thinking about their roles and objectives. Our thought behind the bribing was that the students would have to communicate more between the topic discussions. They would have to talk to different faction members and describe and persuade neutrals. However, as mentioned, this did not go as we wanted. Their focus was on the fake money and who managed to receive the most money rather than discuss and persuading each other.

6.1.2 Oral Participation

Before the students started playing Reacting in the pre survey (Appendix 6), the students were asked several questions about their oral participation in the English subject. 56% of the students responded that they did not feel comfortable speaking English aloud in class. Several students wrote that they did not like to use role play because they would have to talk in front of others. However, two students answered that speaking English is what they prefer to do in the English subject and that this motivates them. As mentioned in the results (chapter 5.2.1), their teacher told us that some students preferred to speak English instead of Norwegian and that other students barely spoke English. I observed that some students were more comfortable speaking English in the class discussion. They used a more advanced language and had more confidence when speaking. However, a few students started the discussion more quietly but became more engaged and outspoken during the intervention. One student who began the discussion as quiet became engaged and turned around during the topic discussions to ask me for verification on questions she wanted to ask. She wanted to make sure that she had spelled the words correctly, and another time she turned around to ask how a word was pronounced. I observed that it was important for her that what she said was correctly pronounced.

Furthermore, the three MA students who were part of the factions provided the students with notes during the discussion. We wrote arguments, questions, and statements the students could use for the debate. In the discussions, we used the notes to help the students include new opinions or for the discussions to continue when the students stopped talking. In the interviews, several students claimed that the notes helped them during the game, and this was something we should continue to do. In contrast, the class teacher responded that some students would not have spoken without the notes even though the notes assisted the students. However, one teacher cannot do all this during the game. As observed in the United States during a Reacting game, the professor used an app to communicate with the students in the discussion. This app allowed the professor to contact the students immediately if the game slowed down or one faction did not participate. Using this app allowed the professor to participate in the game without walking around the classroom, handing out notes, or whispering comments to the students. It was time-efficient for both the professor and the students during the game. He could also use the app to give information about time and voting, so the students would know when to proceed during the discussions.

Moreover, another student who started the intervention as quiet became very engaged during the topic discussions. The student used arguments and statements from the other faction against them, which confirms that she has listened during the discussion. The core curriculum (Ministry of Education, 2020, p. 9-11) states the importance of listening. The students must know how to listen because it will allow them to deal with conflicts and arguments. When one listens, it can make a solution to a problem more available. During the interview, another student stated that "it was fun to listen to the other students scream and have a lot of opinions. And there is a lot of strong opinions, and they immerse into them, and that is very fun" (Appendix 8). Furthermore, the student who became immersed in the game, using the other factions' statements against them, provided an interesting comment during the class when we summarized the game. She told the teacher that she was disappointed because the intervention was not graded. We discussed this with the class teacher. She responded that there was no pressure during this intervention because the students knew in advance that it was not graded. However, those students who became more immersed and participated orally would prefer a grade. The student who felt confident during the game, taking more part than other peers, would like to have her efforts reviewed. This is how researchers view grades as extrinsic motivation. However, since the students were aware that they were not graded, those who became more immersed experienced intrinsic motivation during the game (Dörnyei, 2003, Imsen, 2018, Ryan and Deci, 2000).

In the interviews prior to the game, the students were asked several questions about their oral participation in the English subject. Seven students answered that they never or rarely participated orally in class. When asked why, four students answered that they do not like to speak English. One student stated that she does not participate orally in any subjects. During the intervention, we wanted all students to participate orally. All but one student said something aloud during the game. While talking to the teacher after the intervention, she stated that she would have required all students to participate orally. This was because she needed content to review for their final grade. After the intervention, 60% of the students responded that they were more orally active than usual, and 33% disagreed that they felt scared to speak aloud in class during the game. As mentioned in the theory (Chapter 3.3), Frymier and Houser stated that 20% of the most orally active students account for 80% of the oral involvement in the classroom. In the class discussion, I observed that this was partially correct. Some students were more immersed than others. On the other hand, several students used the discussion to say something in English more than once during the immersion. However, several students still felt uncomfortable or scared during the game. 27% agreed that

they felt scared. This can correlate with those students who disagreed that Reacting made it less scary to talk in front of the class. There can be several reasons why these students find it scary to talk in front of the class. In the interviews, some students responded that the topic was too complicated or that the time was too short. They did not have the time to prepare for their roles or the themes before the discussion. There are several factors affecting the students' oral participation. However, it is impossible to know precisely which elements are crucial for these students because of the data collected.

6.1.3 Active Learning and Playing

As mentioned in the theory (Chapter 3.2), active learning methods supplement traditional teaching methods. Teachers use these activities to vary the teaching. Bonwell and Eison state that using active learning methods improves students writing and thinking and how using various methods increases students' engagement (1991). Before the intervention, the students were asked what they thought about role play. Over 40% of the students answered that they do not like role play and explained that it is not fun, and they did not want to do it in English. However, 80% of the students said they would like to use Reacting again after the intervention. As mentioned in the theory, using active learning methods like role play increases the students' abilities to collaborate in groups. Several students mentioned that a positive aspect of role play was working in groups. In contrast, one can discuss if this is as mentioned earlier because they want to spend time with their friends or learn anything together. Regardless of this view, the students must cooperate and spend time together solving various tasks and situations, leading to learning, and providing students with a social way of learning.

As one student stated in the interview, "when you learn things from other people, it is fun" (Appendix 8). Role play as a learning method allows students to learn under different circumstances. Those students who do not prefer learning by sitting still and listening in the classroom can find role play an encouraging variation to traditional teaching. The students were more involved during the game, and 72% answered that they saw the value of using role play. During the interviews, several students responded that they found it valuable and fun to do something different. In addition, two students stated in the interviews that using Reacting was both educational and fun. As Watson and Hagood (2018) explain, using role play encourages communication between the students, they listen and learn from each other. As I observed during the intervention, the students became engaged. They collaborated, helped each other make arguments, and cheered on their classmates. Their faction promoted those

who became immersed in their roles, and one could observe that the students gained confidence during the game.

6.2 How does Reacting to the Past and the Willingness to Communicate Theory Impact Students' Oral Engagement in an L2 Classroom?

6.2.1 Classroom Environment

At the top of the Willingness to Communicate pyramid, the students must choose to engage in communication. MacIntyre et al. (1998) present how it is the learner's choice to take part in the communication. The learner must feel confident in their language knowledge and feel safe and confident in the environment where communication occurs. Bonwell and Eison (1991) and Watson and Hagood (2018) present how a positive and supportive classroom environment provides students with a secure situation to explore language and knowledge. Before the intervention began, we asked the students if they felt confident in their classmates. 63% of the students responded that they do, while 37% responded that they do to some or very small degree. This presents the class's diversity. The teacher also claimed in the interview that some of her students did not like each other, and she stated that some students did not cooperate well. When asked if this would affect the intervention, she suggested helping us divide the class into factions.

When students feel insecure in an environment, they will not be able to achieve their potential. Suppose the classroom is not a safe place where the students feel comfortable exploring and using their language. In that case, they will not be able to acquire learning (MacIntyre, 1998). In the interview, the teacher explained how the students are dependent on each other. Some students use more space in the classroom, and their moods and feelings can affect their other classmates. As mentioned earlier, the students are also affected by each other's language knowledge. The teacher stated that some students struggled with their classmate's English proficiency. "In the class, it can be difficult to have them speak, for example, answer questions. They do not like it. It might correlate with those who love to speak English because they are better than the rest. I think many of the other students think about that" (Appendix 8).

I observed that these feelings and thoughts could have an effect both ways. During the intervention, some students were motivated by others being more proficient or immersed. In contrast, other students found it more difficult to speak because of it. In the interview, one

student expressed how she found it different to speak during a Reacting situation. "It felt like everyone looks at you while you speak. And when you spoke, and nobody said anything afterward, it is a little embarrassing" (Appendix 8). This student expressed that she was not fond of speaking English aloud. In contrast, another interviewed student expressed that it was interesting to improvise during the role play. Moreover, this student stated that she was very comfortable speaking English because she used the language daily, gaming online. One can assume that the difference between these students is the use of English in their spare time. Using their second language more, can make the students more comfortable speaking in various settings, also in the classroom. However, as the teacher mentioned, if the students do not like each other or do not work well together, the teacher must adjust. The class teacher had the students work together in smaller groups with people, she knew they were comfortable with. This can help the students be more willing to communicate in their second language.

6.2.2 Self-Confidence

Feeling confident is a crucial element regarding L2 communication. Spielberg (1983, in MacIntyre et al. 1998) explains how a learner who feels anxious experiences reduced WTC. If a student is scared or uncomfortable, their L2 confidence decrease, and they will not be able to achieve their potential. As mentioned in the survey, the students were asked if they felt mastery in the English subject. Ten students responded "no" or "a little". These answers show that several students in the class do not feel confidence or mastery in the subject. I observed that several students did not have L2 confidence during the intervention. They did not want to speak aloud because they were afraid to say something wrong, either the wrong word or mispronounce it. I observed how these students wanted to talk during the intervention but felt unsure or anxious. As Spielberg (1983, in MacIntyre et al. 1998) states, the feeling of state anxiety prohibits learners from expressing their thought and emotions in a second language.

Clément (1994) presents how we view our own communicative competence as an element regarding L2 communication. When self-evaluating our knowledge and competence, students tend to underestimate themselves. Students believe they are less competent than they are and underachieve because they do not have the confidence. In the example mentioned above, the students underestimated their proficiency and vocabulary. They did not believe they could communicate aloud in a correct manner. As mentioned earlier in the discussion, a student asked for reassurance on her questions and arguments during the discussion. This can show low self-confidence in her L2 competence. This also correlates with the teachers'

statement about the students who did not want to talk because of their classmates' English proficiency. Their L2 confidence can be lower because their classmates are more advanced in the L2.

Different from underestimating oneself are students who overestimate their English competence. Students acquire L2 confidence because they believe they are more proficient than what is accurate. Because self-confidence is strongly connected to L2 communication, students with strong L2 confidence communicate more in English (Clément, 1994). As presented earlier in this thesis, one student we interviewed did not think it was a problem to speak English during Reacting because she spoke English every day. In addition, I observed several students with great self-confidence during the discussions. These students rarely hesitated to speak aloud. However, one of the students mentioned earlier started the discussion as quiet but became more confident during the game. This student acquired more self-confidence during the game. This resulted in more L2 communication from this student. Furthermore, in the interview with the teacher, she expressed that she was surprised that more students did not talk or came more forward during the discussions. She had expected more students to speak and become immersed in the game than what happened. One reason can be that the students were more surprised about the pedagogy than they first expected. Another reason can be that the students were engaged in discussion with their peers. One student mentioned during the interviews that "it was fun to listen to the other students scream and have lots of opinions". As mentioned earlier, the students can learn from each other by listening or engaging in communication.

6.2.3 Interpersonal and intergroup motivation

MacIntyre et al. (1998) present various motivational aspects in their model. *Motivational Propensities* include interpersonal and intergroup motivation. These elements of a person's willingness to communicate are mentioned in chapter 3.1, used to explain why learners communicate in some situations and not in others. One can view a correlation between intergroup motivation and intrinsic motivation. How does the student become motivated from the inside, and because of this, participate orally? During the Reacting intervention, the students became engaged and immersed in their roles. The WTC theory states how the learners must find some interest in the situation to acquire interpersonal motivation. I observed that the students became engaged in the game, immersing in their roles and taking a more significant part in the discussion. After the intervention, 87% of the students stated that they were more motivated for Reacting classes than regular classes. In addition, 67% of the

students said they were more engaged than usual. These results show that the students became interested in the game, either in their roles or the topic. However, it can also be the element of variation. All the students in the interviews mentioned that it was "fun" because it was something different. As an example of an active learning approach, doing something different like Reacting can help the students acquire motivation.

However, before the intervention, 94% of the students stated in the survey that they were motivated to "a little degree" or to "a small degree". This shows that the students' motivation increased during the intervention. When the students were asked what motivated them before the intervention, several students answered grades, working in groups, doing something fun, and a teacher they had the year prior. As MacIntyre et al. (1998) state, intergroup motivation can be affected by the student's desire for friendship and affiliation. Some students acquire motivation by being friends with someone who is interested in the topic presented or by wanting to be a part of the group. This can be viewed as extrinsic motivation, the students acquiring motivation from an element outside themselves. During the interviews, one student stated, "everybody else spoke English, then it was not that scary". This student is an example of how the group affects each student. Because the other students managed to speak English, she could also do it. Being part of a group can make the students feel more confident and motivated.

As mentioned in the discussion, the students were not motivated by grades. They were aware that the intervention was not graded. However, one student mentioned to the teacher how she wanted a good grade because of her performance during the intervention. As discussed earlier, the students could not have been engaged or motivated because they wanted good grades, as the extrinsic motivation theory suggests (Dörnyei, 2003, Imsen, 2018, Ryan and Deci, 2000). One can discuss if the students were motivated because of the other students in the class. They might want to feel affiliation or inclusion. Alternatively, the students found an interpersonal motivation during the intervention. Several students stated that they were more engaged and motivated during Reacting than in regular classes. However, during the interviews, the teacher expressed how she knew they would be more engaged and well-behaved because they preferred having university students as teachers. In the replies, there can be a mixture of all these elements. The students can find the Reacting pedagogy interesting. They can become motivated because their friends or classmates also participated in the game or because they are immersed in the play. They can have been motivated by the four new teachers in the classroom or found motivation by doing something new and

different. It can be difficult to determine the source of a student's motivation. However, I observed the students as more engaged and more communicative during the intervention.

7. Conclusion

This thesis has investigated how the pedagogy of Reacting to the Past affects students' willingness to communicate. A classroom intervention, digital surveys, and interviews with the class teacher and seven students have provided the data collection. Qualitative and quantitative methods provide the research with several elements to analyze, including the theory.

This research sought to find out how Reacting engages students who are normally unwilling to communicate and how Reacting and the willingness to communicate theory engage students in an L2 classroom. As discussed earlier in the thesis, using an active learning method allows for variation, for both teachers and students. Moreover, Reacting forces the students to cooperate with their peers. Working in groups makes the students listen to and understand various points of view and communicate to promote their thoughts and opinions. As one student mentioned, listening to her peers, observing them immerse in the game, and promoting their character's views was interesting. In addition, the class teacher told us that she found Reacting an exciting variation to traditional teaching. As presented in the discussion, all but one student spoke during the intervention. In contrast, the class teacher stated that she would have required all students to speak. However, as this was a part of our theses, we did not require anyone to speak, we just encouraged. In the intervention, I observed that the students encouraged each other and that several students became more engaged during the game. The students used words and phrases connected to the game, and several participated orally throughout. Moreover, there were students, as mentioned, that did not participate much or at all. To understand why some students participated and others did not, one would have to conduct a more extensive study with more student interviews.

To find a connection between Reacting, the willingness to communicate theory, and engagement involves several elements. Reacting and the WTC theory have various elements in common. One element is how the classroom environment affects the students and the game. As the class teacher mentioned, she believed that some students did not like each other. Usually, she did not place these students in the same group to avoid conflict and lack of communication. However, she mentioned how many students communicated more if placed in groups with their friends. A safe classroom environment provides the students with comfort and encouragement to communicate in a second language. If students feel insecure or lack self-confidence, they can find it challenging to communicate. In the survey after the game, 60% of the students stated that they were more orally active during the game than during

regular teaching. 40% of the students answered that Reacting made speaking English aloud in class, less scary. As mentioned in the theory, engagement comes from motivation. There are both intrinsic and extrinsic motivations. The teacher told us that she did not provide her students with extrinsic motivation like cake or candy, but she wanted the students to find intrinsic motivation. I observed that some students were more immersed in their roles than others during the game. One could believe that they found more intrinsic motivation during the game. Moreover, motivation can be found among friends as well. If one is part of a group that finds the topic or task motivating, other group members or peers can become more motivated. After the game, 67% found Reacting more engaging than usual teaching. In contrast, some students would not like to use Reacting again, even if the majority would like to.

7.1 Further Research

There are several limitations to this research. The time spent on the data collection was too short. It would be beneficial to conduct a more extensive intervention to collect more data in the future. A more extensive intervention requires more time and a control group, increasing the study's reliability and validity. Involving more time and control groups would provide a better understanding of the students' thoughts and reflections. In addition, these elements can make the research more transparent and helpful. To know if Reacting has a positive effect on those students who are normally not willing to communicate would require more students to participate. This would provide a more extensive data collection to analyze.

Because of the data collection and the limitation of this thesis time and scope, it is challenging to provide a general conclusion. Moreover, since Reacting in Norway is researched on a small scale, this thesis is a small part of what I hope will be a more significant part of the Norwegian EFL classroom. Hopefully, this thesis will add to the body of research on Reacting in Norway. Furthermore, in the future, it would be more beneficial to spend an increased amount of time, both for the benefit of students, the teachers, and the study itself.

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9. Appendices
Appendix 1: NSD approval letter

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

672217

Prosjekttittel

The effects of Reacting to the Past on students' motivation and engagement

Behandlingsansvarlig institusjon

Universitetet i Agder / Avdeling for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Erik Mustad , erik.mustad@uia.no, tlf: 38142053

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Emily Samuelsen Karlsen, esk98@live.no, tlf: 90281641

Prosjektperiode

01.01.2022 - 30.06.2022

Vurdering (1)

05.01.2022 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 05.01.2022. Behandlingen kan starte.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.06.2022.

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

PERSONVERNPRINSIPPER
Personverntjenester 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 viderebehandles til nye uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER
Personverntjenester 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).

SurveyExact 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 eventuelt rådføre dere med behandlingsansvarlig institusjon.

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

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

Kontaktperson hos Personverntjenester: Karin Lillevold
Lykke til med prosjektet!

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Appendix 2: First pamphlet
Playing games in class

Negotiating The Troubles in Northern Ireland, 1997-1998: Will the Good Friday Agreement Bring Peace to the Province?[1]

Adapted by: André Odland, Håkon Stensvand, Emily Samuelsen Karlsen and Sarah Fiskodde Kræmer Andersen. [2]

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[1] Based on: *Ending the Troubles: Religion, Nationalism and the Search of Peace and Democracy in Northern Ireland, 1997-1998.* John M. Burney and Andrew J. Auge. 2021

[2] Done as a preparation for a classroom intervention in January 2022 in regards to our MA theses through the University of Agder, GLU 5-10.

Overview of the game and the Political Situation

The year is 1998. "The Troubles" has raged in Northern Ireland for 30 years. In an attempt to find a resolution and stop the fighting, the British Government, with the newly elected Prime Minister Tony Blair, have gathered several political parties and the Irish Government for political discussions. The Peace Process has been going on for many years, yet without any solution. In this game, you are gathered at Stormont, Northern Ireland's Parliament Building. Here you will discuss topics such as nationality and identity, discrimination and segregation, prisoner release, decommissioning, and political governance. A possible agreement between political parties in Northern Ireland and the British and Irish governments, will possibly break the deadlock and perhaps help to make peace in the province.

Word bank

English	Norwegian	Explanation
Devolution	Devolusjon	Desentralisering/fordeling av makt
Direct Rule	Selvstyre	Nord Irland får eget regjeringsbygg (Stormont) og kan styre over seg selv i noen grad
Political Governance	Politisk styresett	Hvordan en stat blir styrt
Peace walls	Fredsmurer	Mur som skiller katolske og protestantiske nabolag.
Murals	Veggmaleri	Malerier for å minne om deres side av saken…?
Assembly	Forsamling	Tilsvarende Norges Storting
Paramilitary groups	Paramilitære grupper	Grupper av uoffisielle militære organisasjoner
Westminster	Westminster	Det øvre politiske organ i England.
Hardline	Ytterliggående	(Partier) som ligger lenger ut på hver side og blir mer ekstreme
Podium	Talerstol	En stol man står på når man holder taler

Abbreviations

AP	Alliance Party

GFA	Good Friday Agreement
NIWC	Northern Ireland Women's Coalition
PUP	Progressive Unionist Party
SDLP	Social Democratic and Labour Party
SF	Sinn Fein
UUP	Ulster Unionist Party

Timeline and historical overview

1801: Kingdom of Ireland joined a union consisting of Scotland, England and Wales, forming what is known as the United Kingdom

1916: Easter Rising, a week-long rebellion based in Dublin. Led by the Irish Republican Brotherhood. The Brotherhood wanted to end British Rule in Ireland. An important and tragic event. 16 leaders of the Easter Rising were executed.

1921: Ireland gained Home Rule (internal self-government). The divisions in Ireland became clearer - those who wanted Home Rule for Ireland and those who wanted to remain part of the Union.

1968: Beginning of the Troubles. Inspired by the American civil rights movement a civil rights movement took place in Derry/Londonderry. British soldiers were sent to control the situation. The Irish Republican Army (IRA) became defenders of the Nationalists areas and struggled against the British army.

1972: Parts of Northern Ireland turned into a war zone between Republicans, Loyalists and the British army. During a peaceful Nationalist demonstration in Derry/Londonderry ended tragically. Thirteen demonstrators were shot dead by the British army. This day is remembered as **Bloody Sunday**.

1998: Tony Blair became prime minister in Britain in 1997 and escalated the peace process. He wanted a peace agreement by early 1998. The leaders from the Unionist and Nationalist parties were awarded the Nobel Peace Prize in 1999 for their efforts on the Good Friday Agreement. This agreement focused on self-government in Northern Ireland on some issues. The agreement also focuses on power-sharing between Nationalists and Unionists.

1999 - Stormont reinstalled. Stormont can decide on issues within the nation, such as education, roads, health, sports and environment. Issues regarding the whole nation, like foreign affairs, are left to the Parliament in London. This is the same in Scotland and Wales.

2006- 2007 - After the Good Friday Agreement there was still unrest in the whole of Northern Ireland. The two leaders of Democratic Unionist Party and Sinn Féin. The Good Friday Agreement (Belfast Agreement) was renegotiated and opened for power-sharing between Democratic Unionist Party and Sinn Féin.

2016 - A majority of Northern Ireland voted against Brexit. Brexit referendum makes the border between UK and EU´s outer border in the Irish Sea. After Brexit, Northern Ireland stays in the customs union. Democratic Unionists Party supported Brexit, but because of this Unionists in Northern Ireland feel like the DUP made Northern Ireland closer to reunification with the Republic of Ireland. [3]

Background
Northern Ireland - a Regional Conflict
A Place Like Any Other?

On the surface, contemporary Northern Ireland looks very much like any other part of Ireland and Britain. But when you enter the cities and wind through their outskirts, you may see murals with militant images and churches with steel mesh protecting the stained glass windows. In these areas we are reminded that Northern Ireland is still a place apart and that history even today has a firm grip on its citizens.

Many find the situation in Northern Ireland incomprehensible. But the crux of the problem is clear enough: two groups of people - Protestant Unionists and Catholic Nationalists - lay claim to the same territory. Put simply, we could say that the Unionists (people of British descent, usually Protestant, who came centuries ago) claim the territory as theirs because they are in the majority in Northern Ireland, whereas the Nationalists (those who are predominantly Catholic and of Irish descent) say it is their territory because they are the majority in the whole of Ireland. Most of the problems in Northern Ireland have their origin in these two groups´conflicting political views and aspirations. The groups do not necessarily disagree about historical incidents, but their interpretations of the incidents differ.

People often believe that the situation in Northern Ireland is a religious conflict, because the mostly Catholic Nationalists seek to be reunited with an overall Catholic Ireland and the predominantly Protestant Unionists insist on remaining part of the largely Protestant Britain. Although religious argumentation and terminology have been used historically, the conflict today revolves around people´s differing political identities. Furthermore, it seeks redress for the social, cultural and economic exclusion of a minority who once were in the majority. The Nationalists were discriminated against in all walks of life, from the founding of Northern Ireland in 1921 until 1985, when the Republic of Ireland was given a formal say in the province´s future. [4]

Good Friday Agreement Topics for Discussion[5]
Decommissioning

The resolution of the decommissioning issue is an important, unavoidable part of the negotiations. The progress made on decommissioning and in developing schemes which can provide a basis for achieving the decommissioning of illegal arms in the possession of paramilitary groups.

All participants reaffirm their commitment to the total disarmament of all paramilitary organizations. They also confirm that they intend to work with the Independent Commission,

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[3] Farstad, E., Mustad, J.E., Tønnessen A.T. & Wangsness, S.B., 2018. *Matters Programfaget samfunnsfaglig engelsk.* Aschehoug. P. 139-145.

[4] Farstad, E., Mustad, J.E., Tønnessen, A.T. & Wangsness, S.B., 2018. *Matters Programfaget samfunnsfalig engelsk.* Aschehoug, p. 137

[5] Peacemaker.un.org. 2015. *Northern Ireland Peace Agreement (The Good Friday Agreement) | UN Peacemaker.* [online] https://peacemaker.un.org/uk-ireland-good-friday98

and to use any influence they may have to the decommissioning of arms within two years after an Agreement is signed,

The Independent Commission will watch the progress closely, and report to both Governments regularly. Both Governments will take the necessary steps to help decommissioning by the end of June.

Prisoner release

Both governments will produce a release program for prisoners convicted of crimes in Northern Ireland. Prisoners in Northern Ireland, and outside will be protected as individuals under national and international laws. Both governments will establish a system for the released prisoners to integrate them back into the community, offering work training and education. Prisoners who are associated with organizations which have not accepted or are maintaining a ceasefire will not benefit from this arrangement, and will not be released. The governments seek to have the arrangements in process by June 1998.

Segregation / Human Rights

To ensure that all sides of the community have their rights and interests, an Assembly is created as a safeguard. The Assembly is democratically elected and is inclusive in its membership. There will also be safeguards to ensure that all sides of the community can participate and work together successfully, and that all sides are protected.

The parties commit to mutual respect, civil rights and religious freedom for everyone in the community. The parties agree to ensure citizens the right to freely choose where to live (bosted). Citizens are also given equal rights and opportunities when it comes to social and economic activity, such as employment and work. The people of the community have these rights regardless of class, gender, disabilities, ethnicity, or religion.

The GFA wanted to integrate the community and make sure all groups could live together side by side. However, the GFA concluded that the best way to achieve peace was to segregate the groups. By keeping the groups segregated, they have less contact with each other which leads to less use of violence against each other. GFA keeps the nationalist and unionist separate. As an example; regardless of people having the right to move and live where they want (which the GFA states), based on the structures (history of the society), most of them will continue to live where they already live next to people with shared ideas, beliefs and values.

Nationality & Identity

For most Unionists, their identity is tied to a British nationality. This is due to them already being in the union, so their identity is already connected to their citizenship in the UK. For Nationalists however, their identity is tied to an Irish identity. Their goal and hope is that the Irish identity will lead to a united Ireland. Up until this point, the nationalists have had lesser rights when it comes to opportunities in the job market, housing market and salaries. It is proposed in the GFA that no matter what nationality you identify as, everyone should have the same rights.

Political governance

In order to give Northern Ireland increased self-governance (devolution), the British have proposed the following:

- Northern Ireland will have its own (elected) Assembly seated at Stormont. Similar to Wales' Assembly, all matters of internal affairs will be dealt with by the Northern Ireland Assembly at Stormont. Matters such as foreign affairs, income tax and immigration policy will still be decided in Westminster.
    - Executive authority will be granted to an elected First Minister, selected by the majority of the Assembly.
- A threeway political cooperation between Northern Ireland and the UK, Northern Ireland and the Republic of Ireland, and the UK and the Republic of Ireland.
    - The Northern Ireland – UK cooperation will discuss matters that applies for the union (for example economics)
    - The Northern Ireland – Republic of Ireland cooperation will discuss matters that applies for the island of Ireland (for example transport and tourism)
    - The UK – Republic of Ireland cooperation will discuss matters that applies cross-countries (for example trade deals)

Faction Descriptions

Nationalists
- **Social Democratic and Labour Party (SDLP)[6]**
  SDLP was established in 1970. The party is known for being Nationalist and social democratic, and their goal is to reunify Northern Ireland with The Republic of Ireland. SDLP is a moderate party, which means that they do not support the use of violence. The leader of the party is John Hume. The party wants Ireland reunited, and considers an agreement as a necessary first step in achieving that.

- **Sinn Féin (SF)[7]**
  Sinn Fein was established in 1970. It is known as an extreme, hardline political party (ekstreme og kompromiløse). They are dedicated to withdrawing British control from Northern Ireland. Gerry Adams is the leader. The members were supportive of the IRA and their violent approaches but is now a more political party and denies IRA and their violence.
  Sinn Fein sees GFA as a step towards a united Ireland, but has many demands before signing the agreement.

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[6] Social Democratic and Labour Party. (2022, April 18). *In Wikipedia:* https://en.wikipedia.org/wiki/Social_Democratic_and_Labour_Party
[7] Sinn Féin. (2022, April 15). *In Wikipedia:* https://en.wikipedia.org/wiki/Sinn_F%C3%A9in

- Irish Government[8]

The Republic of Ireland is a republic on the island of
Ireland. The Irish Government do not whole-heartedly
want Northern Ireland as a part of their own government
because the economy in Ireland is unstable. The violence
in Northern Ireland is also an element that the Irish
Government does not want to bring into their country.
However, the Irish Government wants peace in Northern
Ireland. They want economic growth in Northern Ireland, they want the border to be
open so that people can move across as they please. The Irish Government supports an
agreement to end the violence and to achieve stability.

Unionists

- **Ulster Unionist Party (UUP)[9] [10]**

The UUP was established in 1905, and does not want
to implement home rule in Northern Ireland. The
UUP represents the middle class. The UUP is scared
that if there is too much self-government (selvstyre),
Northern Ireland will be too close to a reunification
with the Republic of Ireland. The party fights to keep
Northern Ireland as a part of the union with the
United Kingdom. However, the UUP does want to come to some agreement, based on
the majority of the people. The party is certain that the majority of Northern Ireland
want to stay in the union. The UUP is a moderate party and does not use violence. The
leader of the party is David Trimble.

- **Progressive Unionist Party (PUP)[11]**

The PUP was established in 1979. The PUP represents the
working class, especially in Belfast. The party started as a
labour party but transformed into a more hardline Unionist
party and represents paramilitary attitudes. The PUP
requires IRA to decommission right away. The leader of the party is Hugh Smyth.

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[8] Government of Ireland. (2022, March 15). In Wikipedia: https://en.wikipedia.org/wiki/Government_of_Ireland

[9] Ulster Unionist Party. (2016, November 5). In Wikipedia: https://no.wikipedia.org/wiki/Ulster_Unionist_Party

[10] Ulster Unionist Party. (2021). https://www.uup.org/

[11] Progressive Unionist Party. (2015, December 30). In Wikipedia:
https://no.wikipedia.org/wiki/Progressive_Unionist_Party

- **British Government**[12]
    The British Government is a labour government with leadership of Tony Blair. The British Government seeks to secure peace, stability and democracy in Northern Ireland. Over the years there have been several conflicts between the British Army and the population in Northern Ireland. The British Government has no self interest in Northern Ireland, but they want the outcome to be decided by the majority of the people. The British Government sits with the key to the negotiations as they were the ones that started the negotiations.
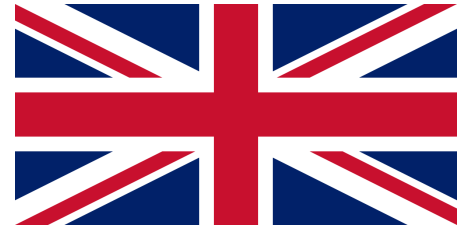
Undecided
- **Northern Ireland Women's Coalition (NIWC)**
    [13]Northern Ireland Women's Coalition was established in 1996 to ensure that women were represented in peace negotiations. Members are both Catholics-Nationalists and Protestants-Unionists. Their main goal is to secure human rights and peace. Catholic Monica McWilliams and Protestant Pearl Sagar were the founders. They have no political opinions as long as the agreement focuses on human rights, equality and inclusion.

- **Alliance party (A.P.)**[14]
    The Alliance Party was established in 1970. The party is a liberal and centrist party. The party started off as a Unionist party, but over the years it has transitioned into a more neutral party. The party wants to overcome the big differences in Northern Irish society and support diversity in the community. The leader is John Alderdice.

Basic Features of Playing the Game[15]
Reacting to the Past is a form of roleplaying, based on historical events and conflicts. There will be some lessons with preparations before the game starts, then the pupils are in charge and the game begins. Set in a time of historical tension in Northern Ireland, in 1997-1998, pupils get roles of historical figures. Some are true historical figures and some are made up. By reading the pamphlet and the individual role sheets, pupils discover their goals, who their friends and enemies are, and what they have to do to win the game. Throughout the game pupils can give speeches, will take part in debates and negotiations and win other pupils to attempt to win the game.

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[12] Government of the United Kingdom (2022, 17. April)
https://en.wikipedia.org/wiki/Government_of_the_United_Kingdom
[13] Northern Ireland Women Coalition. (2022, 18. Feburary)
https://en.wikipedia.org/wiki/Northern_Ireland_Women%27s_Coalition
[14] Alliance Party of Northern Ireland (n.d.). https://www.allianceparty.org/
[15] Burney, J. M. & Auge, A. J. (2020) *Ending the Troubles: Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98.* Under development.

The game sometimes ends differently from what actually happens in history. There is therefore a session afterwards to set the historical record straight and tell what really happened.

Game setup

To start off, your teacher will spend some time helping you understand the historical context for the game. During this time there are several kinds of material you will use:
- **The pamphlet/game book (**from which you are reading now), contains information about the rules and elements of the game and historical information that you need to know.
- **Role sheet**, which is provided by your teacher. The role sheet contains a short biography of your role in the game. This role sheet will give you information about the historical figures ideology/beliefs, objectives, responsibilities and tasks. Your role may be an actual historical figure or a made-up character

In addition to the pamphlet and the role sheet, you might want to read historical documents or books from the time period. These will provide additional information and arguments to use during the game.

Read as much of this material before the game begins. However, you should also go back and reread the material throughout the game. If you read the material a second or third time while in the role, you will get a deeper understanding and might change your perspective and give you ideas on different aspects/arguments that you can use.
Those who read the material carefully and who know the rules of the game will do better than those who rely on general impressions and uncertain memories.

Game play

When the game begins, pupils are in charge. In most cases, the teacher serves as a **gamemaster (GM)**. The GM is in charge of the game. The GM takes a seat in the back of the room overlooking the progress. They do not lead the class sessions, but they can:
- Pass notes to the players
- Announce important events (e.g. IRA is bombing the city park). Some of these events are the result of pupils' actions in the game, others are preplanned by the GM.
- Redirect discussions if they have gone off track,

The GM is expected to make sure that basic standards of fairness are met. IF you want to have a speech before the class, you can talk to the game master. When a pupil is at the podium, he or she has the floor and must be heard. You do not have to agree, but you must always listen to what the speaker has to say.

Role sheets are private and may contain secret information. You are advised, therefore, to handle your role with caution when discussing with others. Your role sheet probably identifies potential friends, but not everyone is to be trusted. However, it is not an option to not talk and discuss with anyone. To achieve your goals, you must speak to others. You will never win the voting (See next section to read about how the votings work) at the end of the game if you do not have friends. Collaboration and building allies are at the heart of every game.
And always remember that Reacting to the Past is only a game - resistance, attack and betrayal can not be taken personally. Game enemies are only acting as their roles.

This game features groups called **factions**. These are groups of roles that might share or have similar views and goals. This game also includes a faction of **Undecided**. The Undecided operate outside of the Factions. If you are in a faction you have to try and get the Undecided to vote with you and your views and what you stand for in the game. However, the Undecided may not be completely neutral as they might have their own opinions on some issues and can lean towards one side/faction. If you are lucky enough to get an Undecided role you should be pleased; you will likely play an important role in the outcome of the game.

What you need to do in a game like this
Pupils in Reacting practice public speaking, critical thinking, teamwork, negotiations, problem solving, collaboration, adapting to changing circumstances and working under pressure. Your teacher will explain the specific to everybody before the game begins. A game like this asks you to perform three different activities:

1. Reading and arguing. What you read is what you use in the game to persuade others to act the way you want them to. The reading load will vary from role to role / How much you need to read depends on your role. However, all roles are advised to read as much as they can. The more you read, the more you know and the more you can use during the game to achieve your goals and win the game. Read the pamphlet and role sheet several times, as well as try to find out more information to build up your character and arguments. You are encouraged to take notes as you read that can be used in discussions.

2. Public speaking and debate. During the game, several of the roles are expected to deliver a formal speech at the podium (the length of the game and size of the class will determine the number of speeches). The whole game is based on debates. Debates can happen fast and at a high speed, and it results in decisions voted on by the body.

Never be friendless when standing on the podium. Do your best to have at least one supporter to agree to your proposal and defend you.

3. Strategizing. Communication among pupils is an essential feature of the game. The purpose of communicating with each other is to lay out a strategy for reaching your aims or preventing others from reaching theirs. When communicating with a fellow student in or out of class, always assume that he or she is speaking as if you are playing. If you want to talk about the "real world", make that clear. But during your game you should always be in character and play your role.

How the game works[16]
Votings
During the game there will be several issues to vote over. First there will be separate votes on the specific topics of the agreement; decommissioning, prisoner release, segregation/human rights, nationality/identity and political governance. The outcome of these votes will determine what the agreement will look like. At the end a final voting session will be held, where you vote whether the agreement should be passed or not. **Not all roles have voting rights - check your role sheet.**

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[16] Burney, J. M. & Auge, A. J. (2020) *Ending the Troubles: Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98.* Under development.

Faction meetings
Faction meetings will be held regularly. In some cases this means that you will meet with your political party and/or faction to plan how you can best work together to achieve your goals. This could mean planning a speech together, planning and forging arguments, deciding who does what and so on. For others it is natural to have a faction meeting which includes several different political parties, if your end goals are somewhat the same. Lastly, the neutrals will not have faction meetings. They will instead walk around and attend different faction meetings and listen to their talks, so that they can decide themselves where they feel they belong.

Discussions
Several discussions will be held in plenary. Here there will be room for both organised discussions (led by George Mitchell), or more free discussions. It is very important that you know your role well, what opinions your role has, and can argue for those opinions. This is your time to shine, and to argue in a way that convinces the neutrals that they should side with you.
Your role might not be allowed a seat and a voice in the discussions - check your role sheet.
Speeches
During the discussions, George Mitchell might intervene and say that it is time for speeches. If your role is supposed to hold a speech, you need to notify Mitchell of this so he can make room for you. It is important that everyone respects the speaker and don't interrupt him or her during the speech (**unless your role sheet says that this is something you are supposed to do**).

The name of the game
Part 1:
- Faction meetings. Each faction discusses their objectives as a group. Work out a strategy for the debate and for the recesses.
- First debate. Speaker starts the meeting, introduces the different factions and lays the ground rules for the debates. Topic: **Decommissioning** (Alternatives: Now, in the next to years, at some point or never)
- Faction leader speeches
- Open debate
- (recess) Voting

Part 2:
- Faction meeting.
- Debate. Topic: **Prisoner Release**
- Vote
Part 3:
- Faction meeting
- Debate. Topic: **Political Governance** (Alternatives: Republic of Ireland, Devolution or Direct Rule)
- Vote
- Present the outline of the GFA
- Final debate and vote

What to do before each meeting

<u>Before Game Day 1 - Date</u>

If you are a member of a faction
- Find out who you are
    - What is your name?
    - What faction do you belong to?
    - What are your objectives and tasks?
- Get to know the topics which are going to be voted on
- Your faction
    - What are your faction's main ideas?
    - What are your faction's goals?
    - How can you achieve these goals?

If you are a neutral
- Find out who you are
    - Your name and "story"
- What are your objectives
- Read about the topics with your objectives in mind

<u>Before Game Day 2 - Date</u>

If you are a member of a faction
- Preparing arguments before the votings
- Know the factions primary goals, and your own goals

If you are a neutral
- Read about the different factions
- Read about the topics which are being voted on
- Think about which faction you feel are most similar to your objectives
- Be prepared to ask critical questions
    - Why
    - How

Appendix 3: Final pamphlet
Playing games in class

Negotiating The Troubles in Northern Ireland, 1997-1998: Will the Good Friday Agreement Bring Peace to the Province?[17]

Adapted by: André Odland, Håkon Stensvand, Emily Samuelsen Karlsen and Sarah Fiskodde Kræmer Andersen. [18]

Protected copyrights

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[17] Based on: *Ending the Troubles: Religion, Nationalism and the Search of Peace and Democracy in Northern Ireland, 1997-1998.* John M. Burney and Andrew J. Auge. 2021
[18] Done as a preparation for a classroom intervention in January 2022 in regards to our MA theses through the University of Agder, GLU 5-10.

Word bank

English	Norwegian	Explanation
Assembly	Forsamling	Tilsvarende Norges Storting
Devolution	Devolusjon	Fordeling av makt
Direct Rule	Selvstyre	Nord Irland får eget regjeringsbygg (Stormont) og kan styre over seg selv i noen grad
Hardline	Ytterliggående	(Partier) som ligger lenger ut på hver side og blir mer ekstreme
Murals	Veggmaleri	Malerier på vegger som viser historie og kultur
Paramilitary groups	Paramilitære grupper	Grupper av uoffisielle militære organisasjoner
Peace walls	Fredsmurer	Murer som skiller katolske og protestantiske nabolag
Podium	Talerstol	En stol man står på når man holder taler
Political Governance	Politisk styresett	Hvordan en stat blir styrt
Westminster	Westminster	Det øvre politiske organet i England

Abbreviations

AP	Alliance Party
GFA	Good Friday Agreement
NIWC	Northern Ireland Women's Coalition
PUP	Progressive Unionist Party
SDLP	Social Democratic and Labour Party
SF	Sinn Fein
UUP	Ulster Unionist Party

Grunnleggende egenskaper med spillet [19]

Reacting to the Past er en form for rollespill, basert på historiske hendelser og konflikter. Det blir noen timer med forberedelser før leken starter, så er det elevene som har ansvaret og spillet starter. Satt i en tid med historisk spenning i Nord-Irland i 1997-1998, får elevene roller som historiske personer. Noen er sanne, historiske skikkelser mens noen er oppdiktet. Ved å lese brosjyren og de individuelle rollearkene, oppdager elevene sine mål, hvem deres venner og fiender er, og hva de må gjøre for å vinne spillet. Gjennom hele spillet vil elevene delta i debatter og forhandlinger og overtale andre elever for å prøve å vinne spillet. Spillet ender noen ganger annerledes enn slik det faktisk skjedde på virkelig. På slutten vil vi derfor ha en oppsummering om hvordan det egentlig utspilte seg.

Spilloppsett

Til å begynne med vil læreren din bruke litt tid på å hjelpe deg med å forstå den historiske bakgrunnen/konteksten for spillet. I løpet av denne tiden er det flere typer hjelpemidler du kan og bør bruke:

- **Brosjyren/spillboken** (som du leser fra nå), inneholder informasjon om reglene og elementene i spillet samt historisk informasjon som du trenger å vite.
- **Rolleark** som du får utlevert av læreren din. Rollearket inneholder en kort biografi om rollen din i spillet. Dette rollearket vil gi deg informasjon om din rolles ideologi/tro, mål, ansvar og oppgaver. Din rolle kan være en faktisk historisk figur eller en oppdiktet karakter.

Les så mye av dette materialet før spillet begynner. Du bør imidlertid også gå tilbake og lese materialet på nytt gjennom hele spillet. Hvis du leser materialet en andre eller tredje gang mens du er i rollen, vil du få en dypere forståelse og kan endre perspektivet ditt og gi deg ideer om ulike aspekter/argumenter som du kan bruke.

De som leser stoffet nøye og som kjenner spillereglene vil gjøre det bedre enn de som stoler på generelle inntrykk og usikre minner.

Spilling

Når spillet begynner er det elevene som har ansvaret. Læreren fungerer som en **gamemaster (GM)**. GM er ansvarlig for spillet. GM tar plass bakerst i rommet med utsikt over fremdriften. De leder ikke klasseøktene, men de kan:

- Send notater til spillerne
- Kunngjøre viktige hendelser (f.eks. IRA bomber byparken). Noen av disse hendelsene er et resultat av elevenes handlinger i spillet, andre er forhåndsplanlagt av GM
- Omdirigere diskusjoner hvis de har gått av sporet

GM sørger for at spillet går rettferdig for seg.

Rolleark er private og kan inneholde hemmelig informasjon. Du bør håndtere rollen din med forsiktighet når du diskuterer med andre. Rollelisten din kan identifisere potensielle venner, men ikke alle er til å stole på. For å nå dine mål må du snakke med andre, som betyr at du i løpet av spillet må du snakke og samarbeide med andre. Du vil aldri vinne avstemningen på

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[19] Burney, J. M. & Auge, A. J. (2020) *Ending the Troubles: Religion, Nationalism, and the Search for Peace and Democracy in Northern Ireland, 1997-98.* Under development.

slutten av spillet hvis du ikke har venner. (Se neste avsnitt for å lese om hvordan stemmegivningen fungerer). Samarbeid er kjernen i hvert spill.

Husk: Reacting to the Past bare er et spill - motstand, angrep og svik skal ikke tas personlig. Spillfiender gjør bare det som deres roller ville ha gjort på ekte.

Dette spillet inneholder grupper som kalles **fraksjoner (factions)**. Dette er grupper av roller som deler eller har lignende synspunkter og mål. Dette spillet inkluderer også en gruppe med **Ubestemte (Undecided)**. De ubestemte opererer utenfor fraksjonene. Hvis du er i en fraksjon må du prøve å få de ubestemte til å slutte seg til din side og stemme på dine synspunkter.. Imidlertid er de ubestemte kanskje ikke helt nøytrale da de kan ha sine egne meninger om enkelte saker og kan lene seg mot den ene siden/gruppen. Hvis du er heldig nok til å få en ubestemt rolle bør du være fornøyd - du vil spille en viktig rolle i utfallet av spillet.

Hva du trenger å gjøre i et spill som dette

Elever i Reacting to the Past får øvd seg på å snakke offentlig, kritisk tenkning, samarbeid, forhandlinger, problemløsning, tilpasning til endrede omstendigheter og arbeid under press. Et spill som dette ber deg utføre tre ulike aktiviteter:

1. **Lese og argumentere**. Det du leser er det du bruker i spillet for å overtale andre til å handle slik du vil. Lesemengden vil variere fra rolle til rolle / Hvor mye du trenger å lese avhenger av rollen din. Alle roller anbefales å lese så mye de kan. Jo mer du leser, jo mer vet du og jo mer kan du bruke i løpet av spillet for å oppnå målene dine og vinne spillet. Les brosjyren og rollearket flere ganger, samt prøv å finne mer informasjon for å bygge opp rollen og argumentene dine. Tar du notater underveis mens du leser kan du bruke dette i diskusjoner.

2. **Foredrag og debatt**. Hele spillet er basert på debatter. Debatter kan skje raskt og i høy hastighet, og det resulterer i vedtak som blir stemt over av organet.

3. **Strategier**. Kommunikasjon mellom elever er en viktig funksjon i spillet. Hensikten med å kommunisere med hverandre er å komme opp med en strategi for å nå dine mål, eller hindre andre i å nå deres. Når du snakker med en medelev i eller utenfor klassen, anta alltid at han eller hun snakker som om dere spiller. Vær tydelig dersom du vil snakke om den "virkelige verden". Men under spillet ditt bør du alltid være i karakter og spille rollen din.

Hvordan spillet fungerer
Stemmegivning

På slutten av spillet blir det avstemning. Det vil det bli avholdt en stemmesesjon, hvor du skal stemme om langfredagsavtalen (Good Friday Agreement) skal vedtas eller ikke. **Ikke alle roller har stemmerett – sjekk rollearket ditt**.

Fraksjonsmøter

Det vil bli holdt jevnlige fraksjonsmøter. I noen tilfeller betyr dette at du vil møte med ditt politiske parti og/eller fraksjon for å planlegge hvordan dere best kan jobbe sammen for å nå deres mål. Dette kan bety å planlegge og sette sammen argumenter, bestemme hvem som gjør hva og så videre. For andre er det naturlig å ha et fraksjonsmøte som inkluderer flere ulike politiske partier, dersom målene deres er nokså de samme. De nøytrale har ikke fraksjonsmøter. De vil istedenfor gå rundt og delta på forskjellige fraksjonsmøter og lytte til foredragene deres, slik at de selv kan bestemme hvor de føler de hører hjemme.

Diskusjoner

Det vil bli gjennomført flere diskusjoner i plenum. Her vil det være plass til både organiserte diskusjoner (ledet av George Mitchell), eller mer frie diskusjoner. Det er veldig viktig at du kjenner din rolle godt, hvilke meninger rollen din har, og kan argumentere for disse meningene. Dette er din tid til å skinne, og å argumentere på en måte som overbeviser de nøytrale om at de bør være på lag med deg.

Spillets gang
Del 1:
- Fraksjonsmøter. Hver fraksjon diskuterer sine mål som en gruppe. Lag en strategi for debatten og for pausene
- Første debatt. Mitchell starter møtet, introduserer de forskjellige fraksjonene og legger spilleregler for debattene. Tema: **Avvikling (Decommissioning)**. Alternativer: 1) Nå, 2) i løpet av de neste to årene, 3) på et senere tidspunkt eller aldri
- Åpen debatt

Del 2:
- Fraksjonsmøte.
- Debatt. Tema: **Løslatelse av fanger (Prisoner Release)**. Alternativer: 1) Løslatelse, 2) Ikke løslatelse

Del 3:
- Fraksjonsmøte
- Debatt. Tema: **Politisk styring (Political Governance)**. Alternativer: 1) Republikken Irland, 2) Devolusjon eller 3) Direkte styre
- Presenter omrisset av langfredagsavtalen (Good Friday Agreement)
- Avsluttende debatt og avstemning

Appendix 4: Teacher consent form

Vil du delta i forskningsprosjektet

«Reacting to the Past in a Norwegian 10th grade classroom"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se på hvordan Reacting to the Past kan påvirke elever 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 som innhetes til å skrive to masteroppgaver innen grunnskolelærerutdanningen ved Universitetet i Agder. En av oss vil se på hvordan RTTP påvirker elevenes engasjement og motivasjon i engelsktimene. Den andre vil se på hvordan RTTP påvirker elevers muntlige aktivitet, spesielt de elevene som ikke er særlig muntlig aktiv i ordinær engelskundervisning.

Hvem er ansvarlig for forskningsprosjektet?

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

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi du har godkjent utføringen av Reacting to the Past som undervisningsmetode i din klasse. Vi ønsker med våre intervjuer å få et innsyn i dine tanker og refleksjoner om klassen og metoden, før og etter gjennomføringen.

Hva innebærer det for deg å delta?

Hvis du velger å delta, sier du ja til å bli intervjuet før og etter gjennomføringen. Intervjuene blir tatt opp, anonymisert og transkribert. Intervjuene vil ta mellom 30-60 minutter, da det kan komme oppfølgingsspørsmål underveis. Vi vil også kanskje ta noen notater under intervjuet.

Intervjuet vil hovedsakelig dreie seg om din undervisningsbakgrunn, dine tanker om klassemiljøet, refleksjoner rundt rollespill som metode, samt elevenes innsats under gjennomføringen. Vi er interesserte i å høre ditt perspektiv på elevenes deltakelse.

Om du har noen spørsmål kan vi kontaktes på esk98@live.no eller andersen.sarah97@hotmail.com.

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Alle intervjuer vil bli anonymisert og transkribert, samt at lydopptakene vil bli slettet etter transkriberingsprosessen.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 30.06.22. Dataen som er innsamlet vil da være anonymisert, og vil bli slettet.

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.

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

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Agder ved Erik Mustad, erik.mustad@uia.no.
- Vårt personvernombud: Johanne Warberg Lavold, johanne.lavold@uia.no

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

Med vennlig hilsen

Erik Mustad   Emily Samuelsen Karlsen Sarah Fiskodde Kræmer Andersen
Veileder   Studenter

Samtykkeerklæring
Jeg har mottatt og forstått informasjon om prosjektet *[sett inn tittel]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

☐ å delta i et semi-strukturert personlig intervju, før og etter gjennomføringen

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet 30.06.21

(Signert av prosjektdeltaker, dato)

Appendix 5: Student consent form

Vil du delta i forskningsprosjektet

«Reacting to the Past in a Norwegian 10th grade classroom"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se på hvordan Reacting to the Past kan påvirke elever 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 som innhentes til å skrive to masteroppgaver innen grunnskolelærerutdanningen ved Universitetet i Agder. En av oss vil se på hvordan RTTP påvirker elevenes engasjement og motivasjon i engelsktimene. Den andre vil se på hvordan RTTP påvirker elevers muntlige aktivitet, spesielt de elevene som ikke er særlig muntlig aktiv i ordinær engelskundervisning.
Hvem er ansvarlig for forskningsprosjektet?
Universitetet i Agder, ved Erik Mustad, er ansvarlig for prosjektet.
Hvorfor får du spørsmål om å delta?
Du får spørsmål om å delta fordi din lærer har sagt seg villig til å la oss teste ut dette undervisningsopplegget i hans/hennes klasserom.

Hva innebærer det for deg å delta?
Hvis du velger å delta i vårt prosjekt, innebærer det at du svarer på en spørreundersøkelse før og etter gjennomføringen, samt at vi får observere gjennomføringen i klasserommet, inkludert deg. Noen vil bli plukket ut til et personlig intervju. Her vil elevene få spørsmål om hvordan de syns gjennomføring av spillet gikk.

Spørreundersøkelsen vil ta deg rundt 15 minutter. Den blir laget i SurveyExact hvor dine svar blir registret elektronisk og er anonyme. Observasjoner av muntlig kommunikasjon og engasjement vil bli notert av oss under gjennomføringen av spillet.

Jeg skal også intervjue din lærer med fokus på hvordan han/hun følte gjennomføringen gikk, hvor den muntlige aktiviteten i klasserommet vil bli diskutert. Der kan elevers (din) deltakelse bli nevnt, men det vil bli anonymisert. Om du eller dine foreldre/foresatte har noen spørsmål, kan vi kontaktes på esk98@live.no eller andersen.sarah97@hotmail.com.

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger
Vi vil bare bruke opplysningene om deg til formålene vi har fortalt om i dette skrivet. Vi behandler opplysningene konfidensielt og i samsvar med personvernregelverket.

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.

Svarene i spørreundersøkelsen vil være anonyme, og intervjuene vil bli anonymisert og transkribert. Lydopptakene som brukes under intervjuet vil slettes etter transkribering.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?
Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 30.06.22. Dataen som er innsamlet vil da være anonymisert, og vil bli slettet.

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.

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

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
- Universitetet i Agder ved Erik Mustad, erik.mustad@uia.no.
- Vårt personvernombud: Johanne Warberg Lavold, johanne.lavold@uia.no

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

Med vennlig hilsen

Erik Mustad   Emily Samuelsen Karlsen   Sarah Fiskodde Kræmer Andersen
Veileder   Studenter

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet *[sett inn tittel]*, og har fått anledning til å stille spørsmål. Jeg samtykker til:

- ☐ å delta i gjennomføringen og bli observert
- ☐ å svare på en spørreundersøkelse, før og etter gjennomføringen
- ☐ å delta i et semi-strukturert intervju etter gjennomføringen

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

---

(Signert av prosjektdeltaker, dato)

Appendix 6: Student pre survey

Liker du engelskfaget på skolen?

		Respondenter
Ja	19%	3
Nei	13%	2
Litt	69%	11
Vet ikke	0%	0

0% 25% 50% 75% 100%
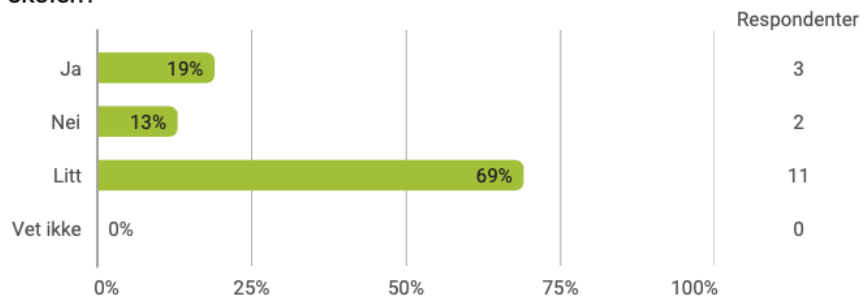
Føler du mestring i engelskfaget på skolen?

		Respondenter
Ja	31%	5
Nei	25%	4
Litt	38%	6
Vet ikke	6%	1

0% 25% 50% 75% 100%
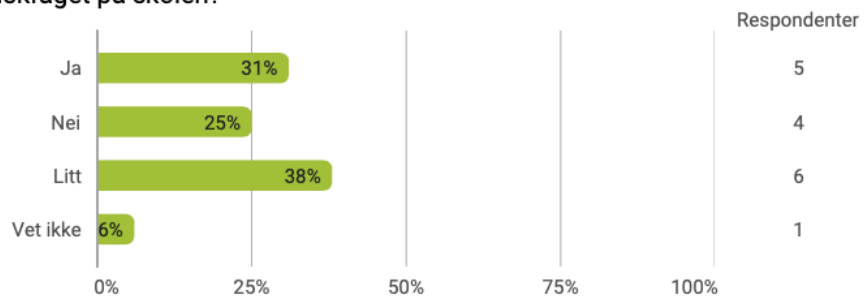
Hva liker du best å gjøre i engelskfaget? For eksempel: lese, skrive, gjøre oppgaver eller andre ting

- Jobbe i grupper. Lære av videoer og at lærerene forklarer
- gruppeoppgaver skriftlig
- se filmer på engelsk og ha fagsamtale elr at læreren leser for oss elr lage små preentasjoner
- Mutli
- se film
- Prate engelsk i grupper eller se film
- Se film
- se gøye filmer
- Prate Engelsk i grupper eller lære om historie istedenfor å bare lære hvordan man skriver og leser.
- litt av hvert
- Når jeg kan snakke engelsk og litt skriving.
- Gjøre oppgaver i grupper
- skrive
- Se film
- Grupper og skuespill, liker å ikke sitte stille hele timen
- skrive, ikke snakke forran andre

Hva motiverer deg i engelskfaget?

- Når vi gjøre noe gøy eller noe jeg får til
- vet ikke
- gjøre noe gøy elr noe jeg vet jeg får til
- ikke mye
- vet ikke
- Karakterer
- ~~xxxx~~
- ~~xxx~~
- Karakterer og det er gøy
- få gode karakterer
- Vet ikke helt.
- At det ikke er det kjedeligste faget på skolen
- karakterr
- ~~xxxx~~
- Være med andre i grupper og sånt og snakke med andre
- den ene engelsklæreren ~~xxxx~~

Note: the teacher's name is crossed out for privacy matters.

Fra 1-5

I hvilken grad er du motivert i engelskfaget?

Respondenter

1. Svært liten grad	0%
2. Liten grad	19%
3. Noen grad	75%
4. Stor grad	6%

0% 25% 50% 75% 100%

Respondenter
0
3
12
1
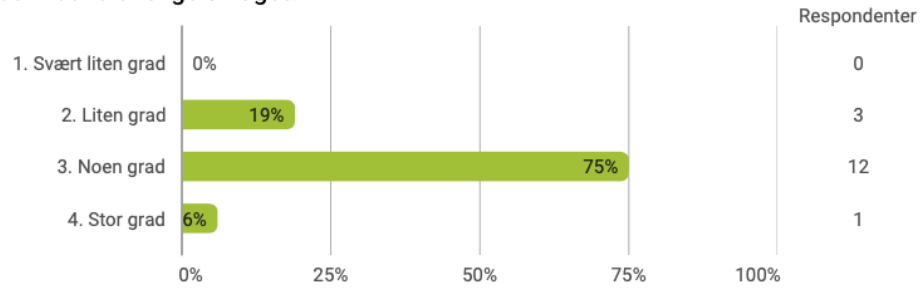
I hvilken grad legger du innsats i engelskfaget?

Respondenter

1. Svært liten grad	0%
2. Liten grad	13%
3. Noen grad	69%
4. Stor grad	19%

0% 25% 50% 75% 100%

Respondenter
0
2
11
3
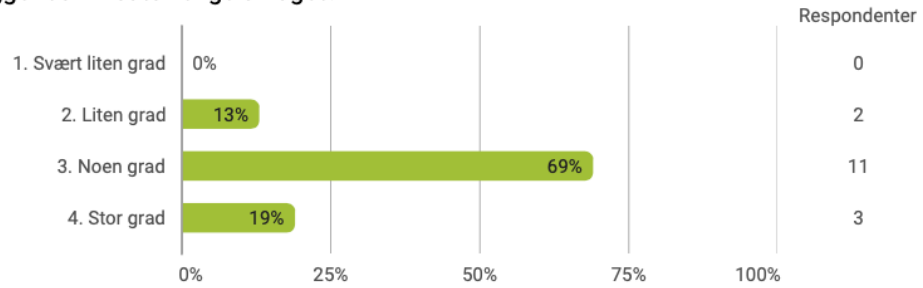
I hvilken grad er du komfortabel med å snakke engelsk høyt i klassen?

Respondenter

1. Svært liten grad	31%
2. Liten grad	25%
3. Noen grad	25%
4. Stor grad	19%

0% 25% 50% 75% 100%

Respondenter
5
4
4
3
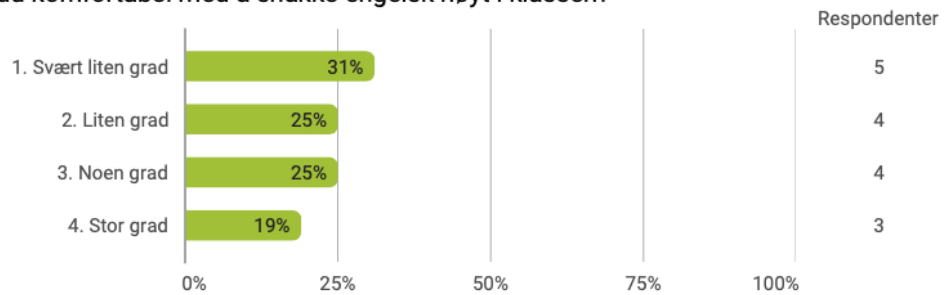
I hvilken grad er du trygg på dine klassekamerater?

Respondenter

1. Svært liten grad	6%
2. Liten grad	31%
3. Noen grad	38%
4. Stor grad	25%

0% 25% 50% 75% 100%

Respondenter
1
5
6
4
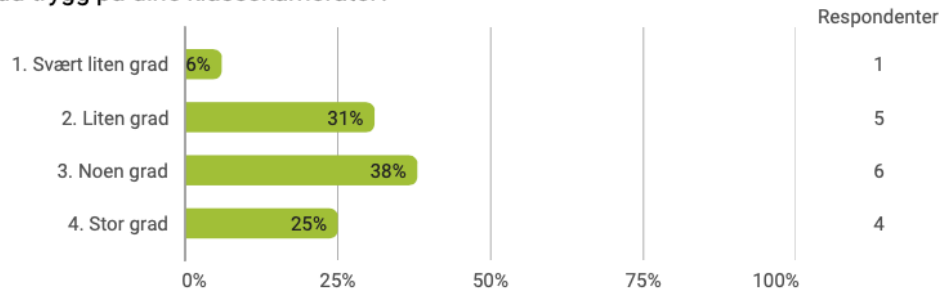
I hvilken grad ser du på deg selv som en aktiv elev i engelsktimene?

Respondenter

1. Svært liten grad	13%
2. Liten grad	38%
3. Noen grad	44%
4. Stor grad	6%

0% 25% 50% 75% 100%

Respondenter
2
6
7
1
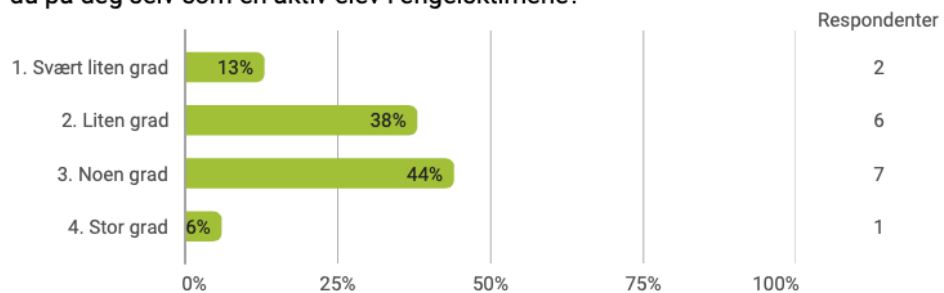
Bidrar du muntlig i engelsktimene?

Respondenter

Ofte	13%	2
Noen ganger	44%	7
Sjeldent	31%	5
Aldri	13%	2

0%　25%　50%　75%　100%
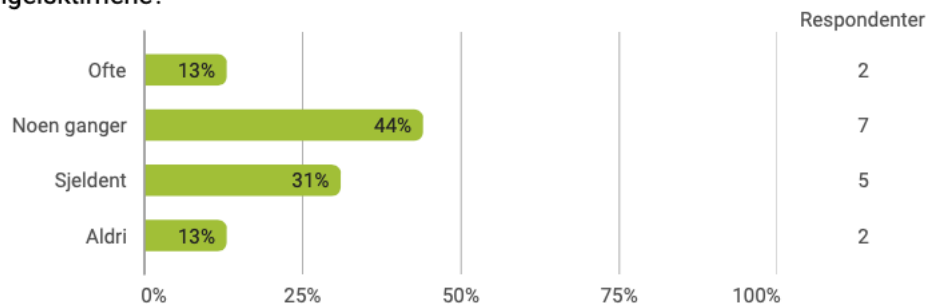
Hvorfor bidrar du ikke muntlig?

Respondenter

Jeg liker ikke å snakke engelsk	57%	4
Jeg er redd hva andre i klassen tenker om det jeg sier	0%	0
Jeg har ikke de svarene læreren vil ha	14%	1
Annet	29%	2

0%　25%　50%　75%　100%
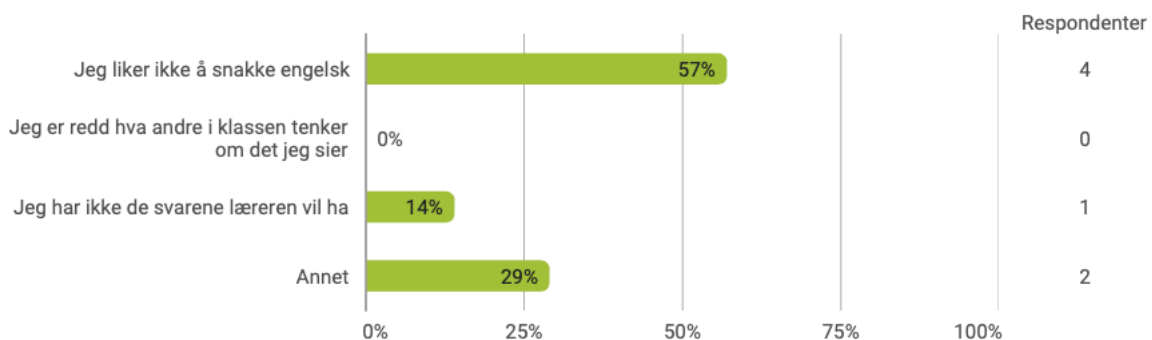
Har du vært med på rollespill i klasserommet før?

Respondenter

Aldri	13%	2
1-2 ganger	75%	12
3-4 ganger	13%	2
5-6 ganger	0%	0
Flere	0%	0

0%　25%　50%　75%　100%
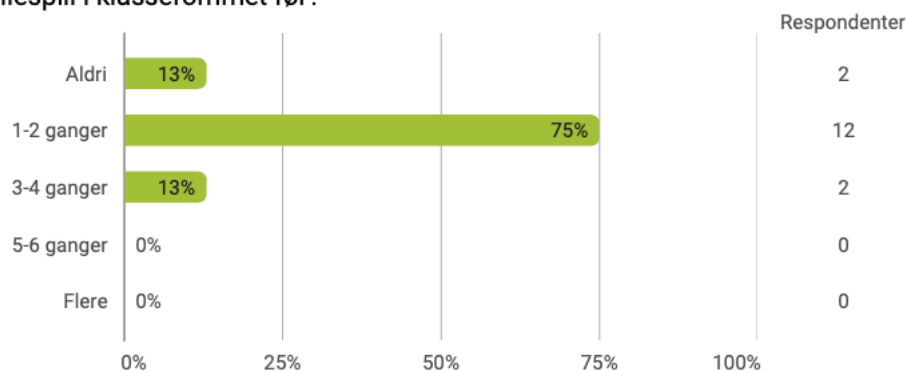
Liker du å spille rollespill i klasserommet?

Respondenter

Ja	6%	1
Nei	44%	7
Litt	25%	4
Vet ikke	25%	4

0%　25%　50%　75%　100%
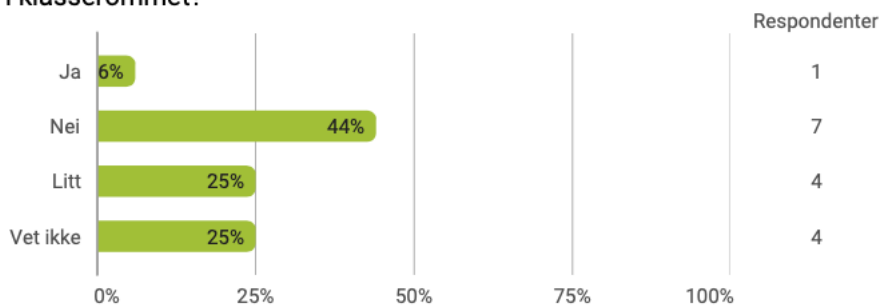
Hvorfor / hvorfor ikke?

- Greit nok. Det er ikke noe skummelt. Bare ikke det gøyeste
- har aldri gjort det før
- det virker bare unødvendig man lærer ikke noe av rollespillet men jobben rundt det og det rollespillet er om da virker det bare unødvendig
- liker ikke skuespill generelt
- vi har ikke hatt det før
- Jeg vet ikke hva mer kan jeg si det er særlig gjort å sette feltet må fylles ut
- Det er ikke gøy
- ikke på engelsk
- Det er gøy å jobbe i grupper men jeg er ikke vant med å spille en karakter.
- kjederlig å liker ikke snakke såå mye foran alle
- Ikke min ting
- Hvis vi er i grupper så kommer det litt ann på. Hvis jeg kommer i en gruppe som ikke gjør noe så blir det vannskelig å fremføre. Men hvis jeg klarer det bra i gruppa så blir det gøy å ha rollespill
- liker ikke det
- Liker ikke å snakke engelsk foran andre, men rollespill på norsk går fint
- det er gøy og er en annen måte å jobbe på i timene
- fordi det er gøy å gjøre noe litt annet. Det er ikke gøy å snakke engelsk, men norsk går fint.

Appendix 7: Student post survey

Jeg jobbet godt selvstendig med forberedelsene til spillet

	Prosent	Respondenter
1 Sterkt uenig	0%	0
2 Uenig	7%	1
3 Nøytral	60%	9
4 Enig	27%	4
5 Helt enig	7%	1
6 Vet ikke	0%	0
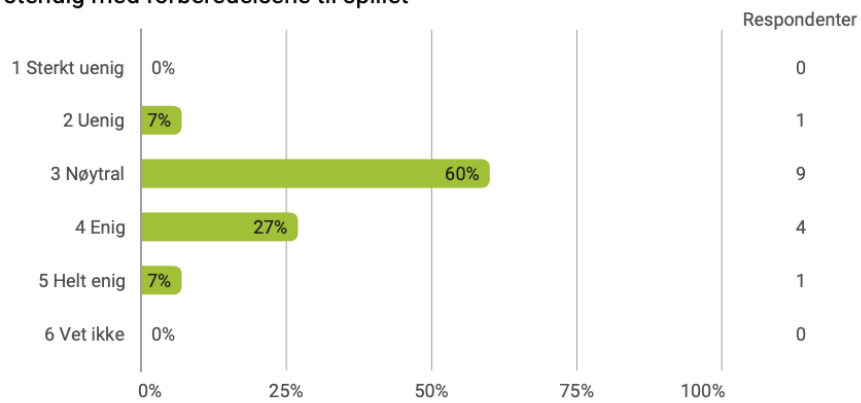
Jeg syns det var vanskelig å vite hvordan jeg skulle forberede meg

	Prosent	Respondenter
1 Sterkt uenig	7%	1
2 Uenig	33%	5
3 Nøytral	27%	4
4 Enig	33%	5
5 Helt enig	0%	0
6 Vet ikke	0%	0
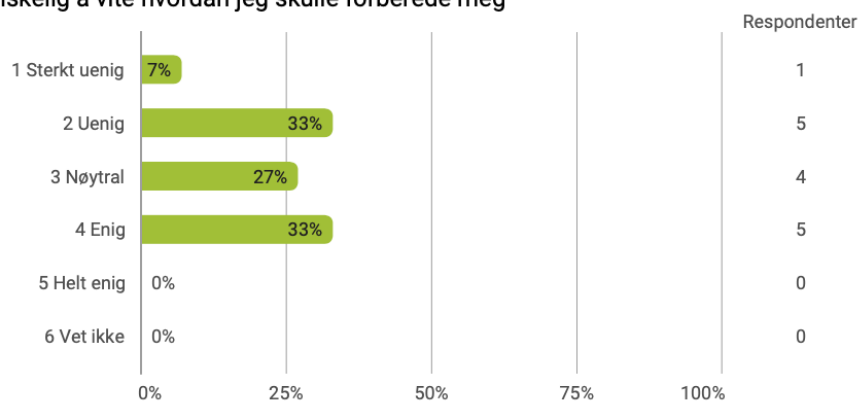
Jeg syns temaet (Nord Irland konflikten) var for vanskelig

	Prosent	Respondenter
1 Sterkt uenig	20%	3
2 Uenig	13%	2
3 Nøytral	33%	5
4 Enig	27%	4
5 Helt enig	7%	1
6 Vet ikke	0%	0
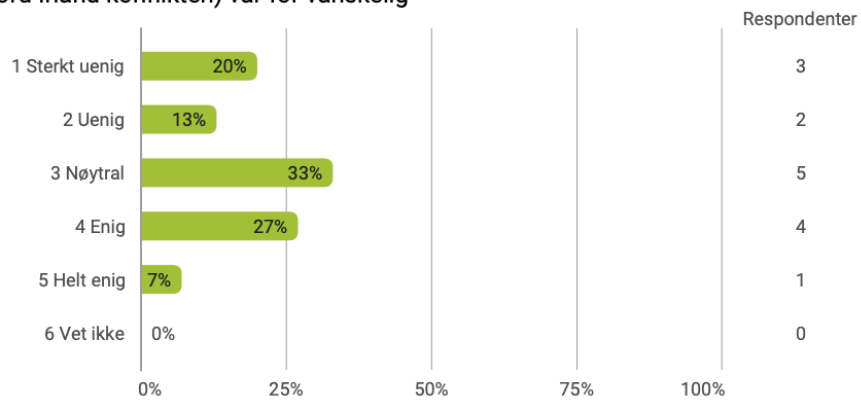
Jeg samarbeidet godt med de andre fra min "faction"

	Prosent	Respondenter
1 Sterkt uenig	0%	0
2 Uenig	7%	1
3 Nøytral	40%	6
4 Enig	27%	4
5 Helt enig	27%	4
6 Vet ikke	0%	0
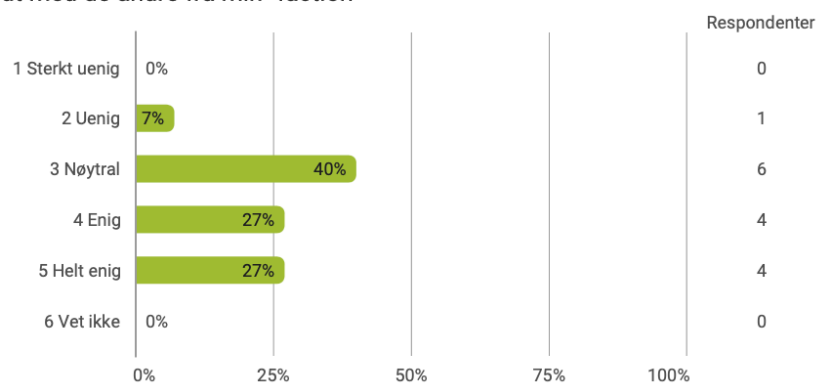
Jeg var mer motivert til timene med RTTP enn jeg er til vanlige timer

		Respondenter
1 Sterkt uenig	0%	0
2 Uenig	0%	0
3 Nøytral	13%	2
4 Enig	27%	4
5 Helt enig	60%	9
6 Vet ikke	0%	0
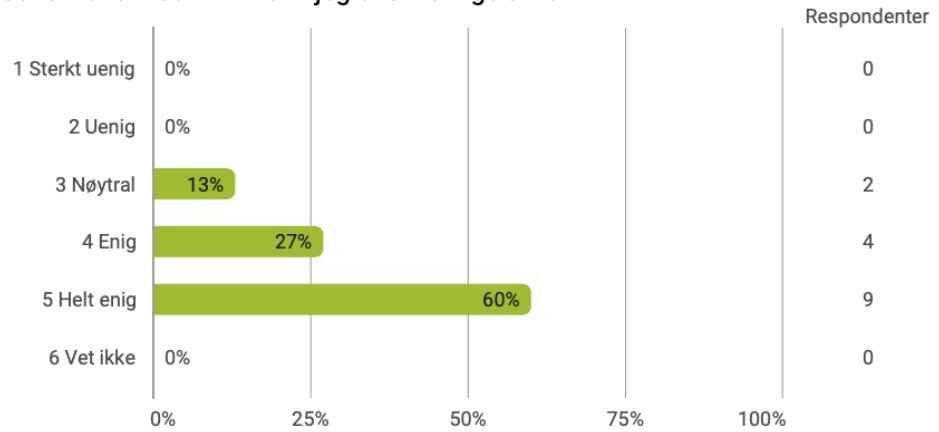
Jeg var mer engasjert enn jeg pleier å være i engelskfaget

		Respondenter
1 Sterkt uenig	0%	0
2 Uenig	0%	0
3 Nøytral	33%	5
4 Enig	27%	4
5 Helt enig	40%	6
6 Vet ikke	0%	0
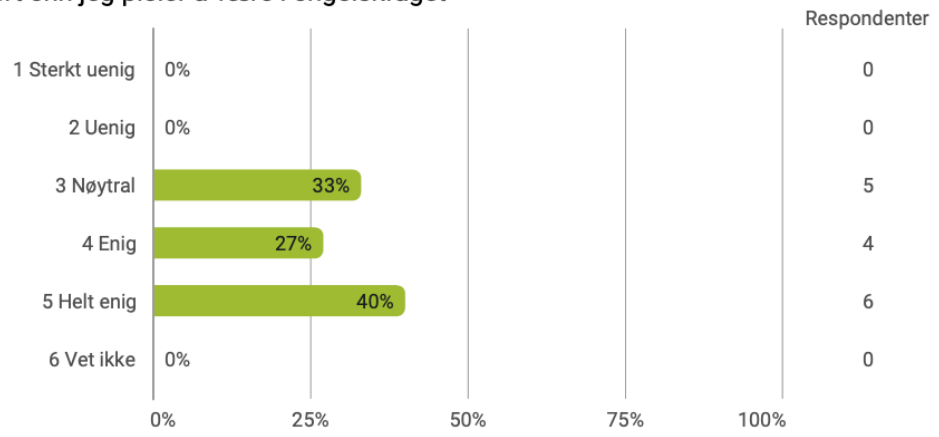
Jeg var aktiv i diskusjonene og gjennomføringen av skuespillet

		Respondenter
1 Sterkt uenig	7%	1
2 Uenig	7%	1
3 Nøytral	53%	8
4 Enig	13%	2
5 Helt enig	20%	3
6 Vet ikke	0%	0

81
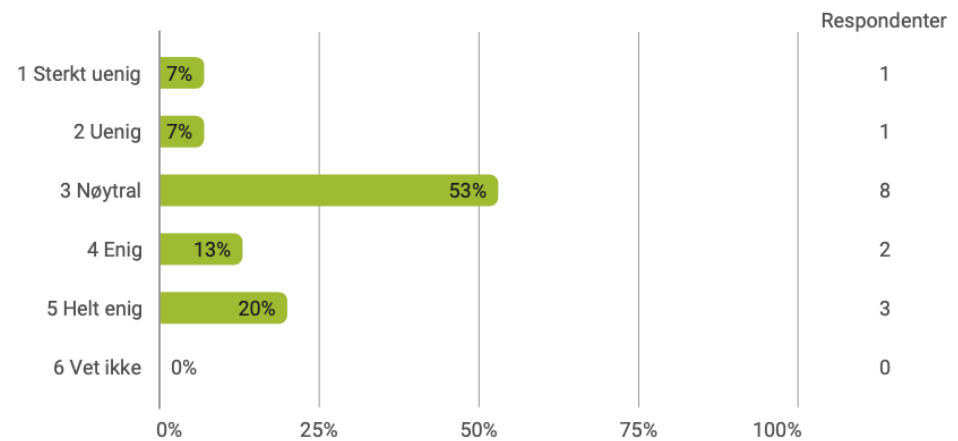
Jeg var mer muntlig aktiv enn jeg er til vanlig

	Respondenter
1 Sterkt uenig	0
2 Uenig	1
3 Nøytral	5
4 Enig	4
5 Helt enig	5
6 Vet ikke	0

- 1 Sterkt uenig: 0%
- 2 Uenig: 7%
- 3 Nøytral: 33%
- 4 Enig: 27%
- 5 Helt enig: 33%
- 6 Vet ikke: 0%
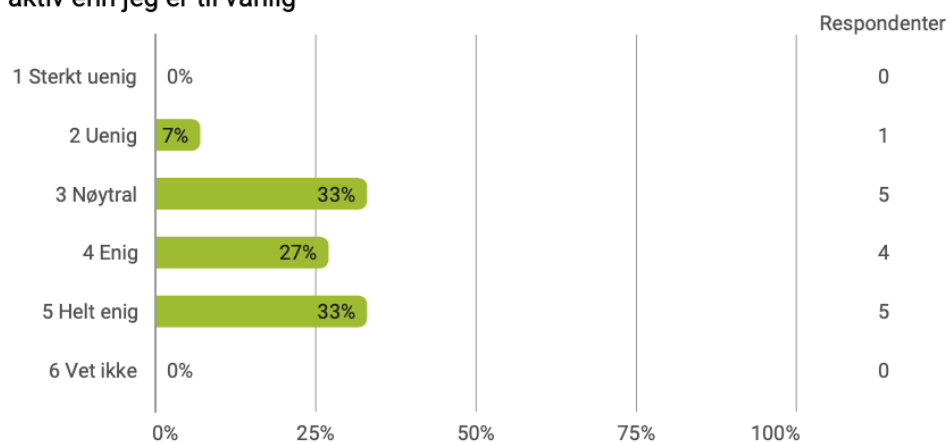
Jeg gruet meg til å snakke foran klassen i gjennomføringen av spillet

	Respondenter
1 Sterkt uenig	3
2 Uenig	2
3 Nøytral	4
4 Enig	3
5 Helt enig	1
6 Vet ikke	2

- 1 Sterkt uenig: 20%
- 2 Uenig: 13%
- 3 Nøytral: 27%
- 4 Enig: 20%
- 5 Helt enig: 7%
- 6 Vet ikke: 13%
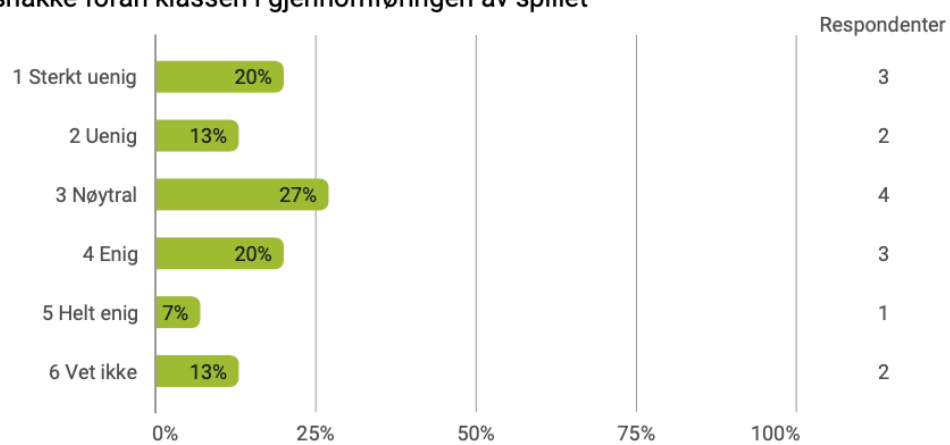
Jeg var trygg på mine medelever

	Respondenter
1 Sterkt uenig	0
2 Uenig	0
3 Nøytral	6
4 Enig	5
5 Helt enig	3
6 Vet ikke	1

- 1 Sterkt uenig: 0%
- 2 Uenig: 0%
- 3 Nøytral: 40%
- 4 Enig: 33%
- 5 Helt enig: 20%
- 6 Vet ikke: 7%

82
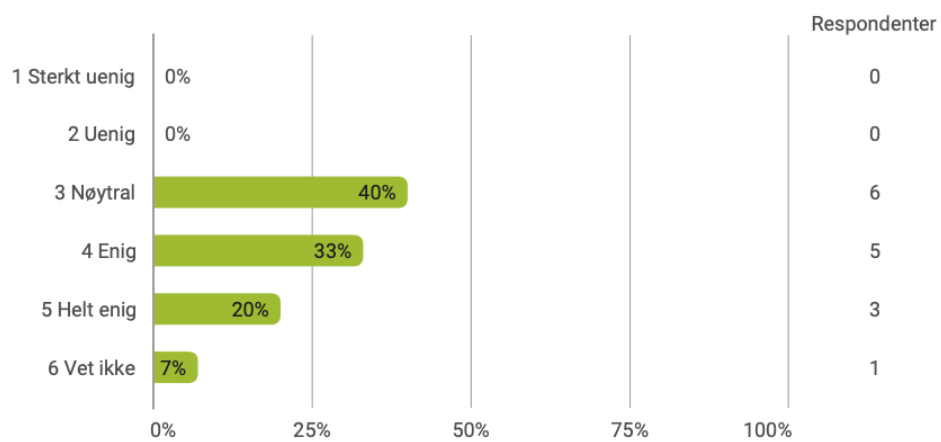
RTTP gjorde det mindre skummelt å snakke foran klassen

	Respondenter
1 Sterkt uenig	0%	0
2 Uenig	20%	3
3 Nøytral	27%	4
4 Enig	33%	5
5 Helt enig	7%	1
6 Vet ikke	13%	2
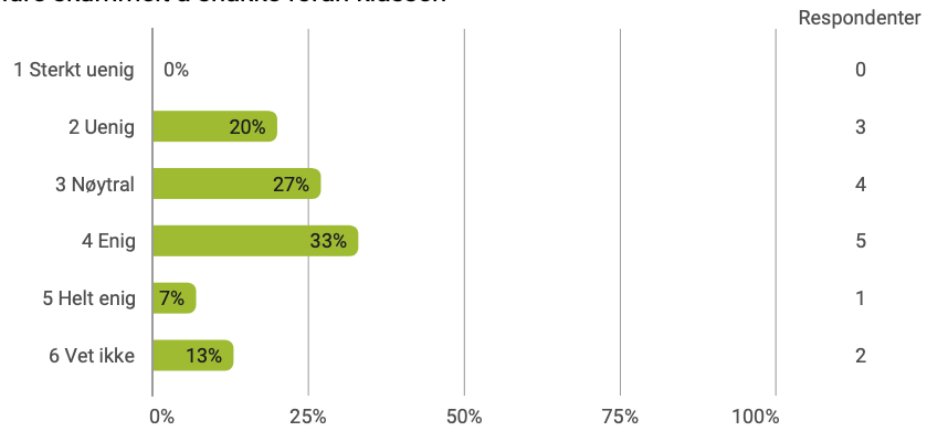
Jeg syns RTTP var en god måte å lære på

	Respondenter
1 Sterkt uenig	0%	0
2 Uenig	7%	1
3 Nøytral	27%	4
4 Enig	20%	3
5 Helt enig	33%	5
6 Vet ikke	13%	2
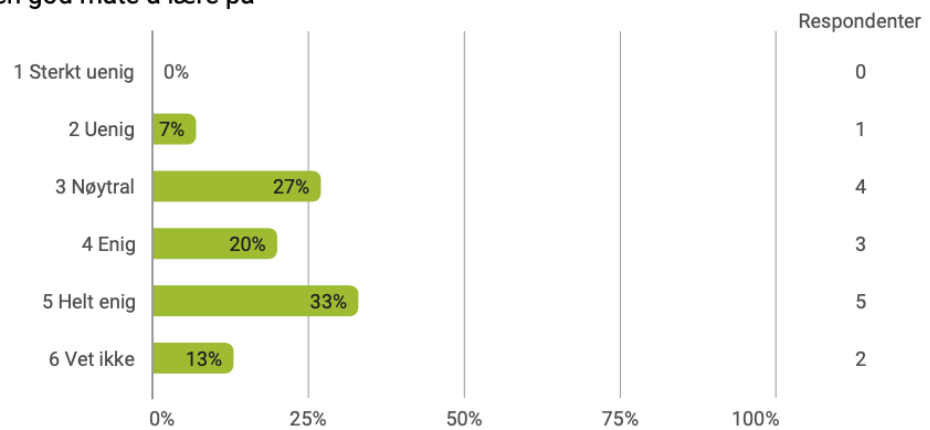
Spillet var for avansert, så jeg klarte ikke følge med

	Respondenter
1 Sterkt uenig	36%	5
2 Uenig	29%	4
3 Nøytral	14%	2
4 Enig	21%	3
5 Helt enig	0%	0
6 Vet ikke	0%	0
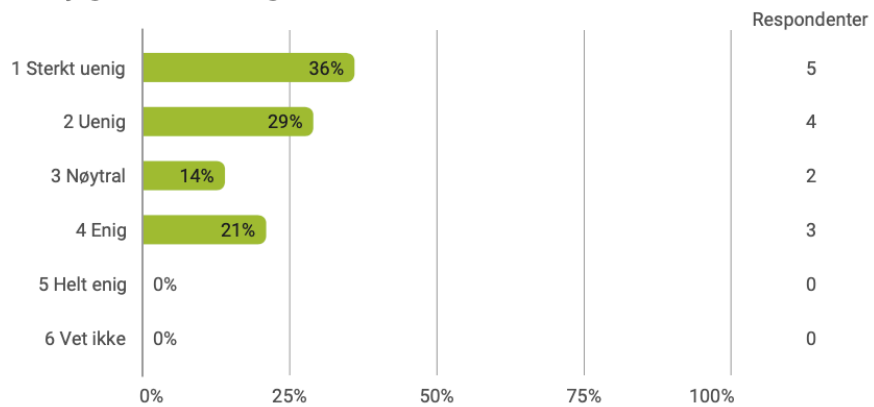
Etter RTTP har jeg ny kunnskap om Nord Irland konflikten

	Respondenter
1 Sterkt uenig	0%	0
2 Uenig	0%	0
3 Nøytral	14%	2
4 Enig	36%	5
5 Helt enig	50%	7
6 Vet ikke	0%	0
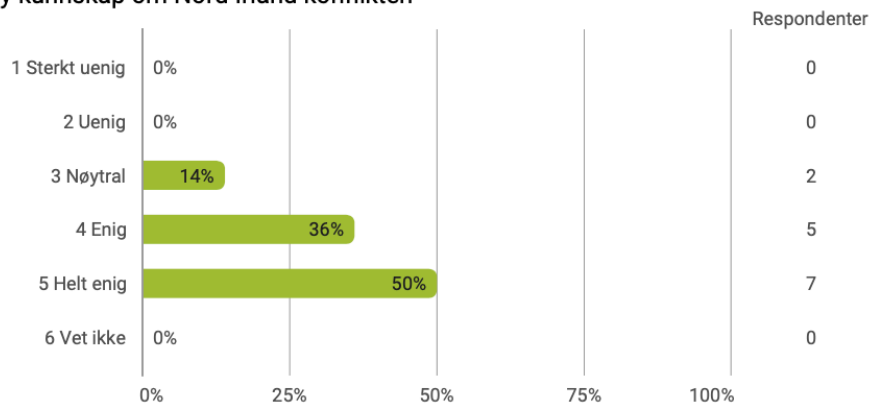
Jeg ser verdien av rollespill i klasserommet

		Respondenter
1 Sterkt uenig	0%	0
2 Uenig	7%	1
3 Nøytral	21%	3
4 Enig	43%	6
5 Helt enig	29%	4
6 Vet ikke	0%	0
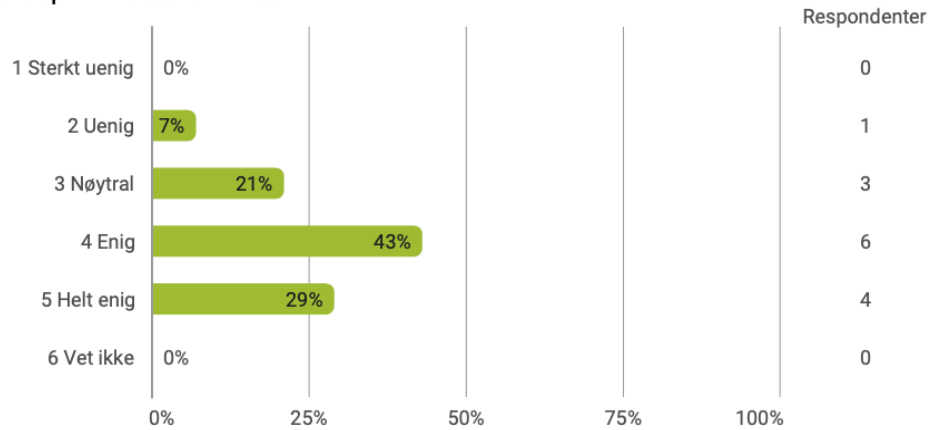
Jeg kunne gjort noe lignende igjen

		Respondenter
1 Sterkt uenig	0%	0
2 Uenig	7%	1
3 Nøytral	7%	1
4 Enig	27%	4
5 Helt enig	53%	8
6 Vet ikke	7%	1
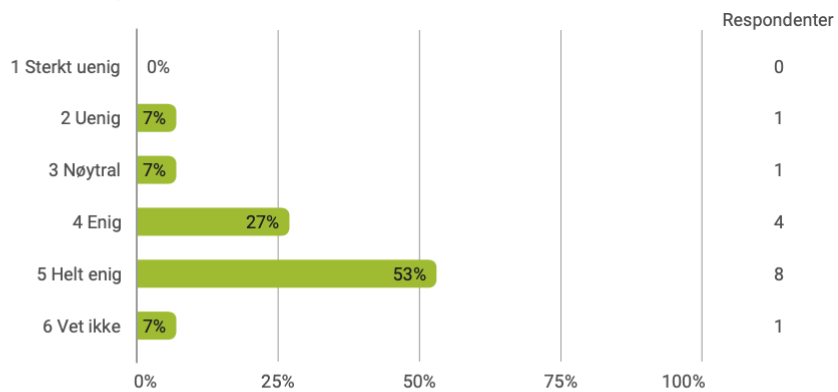
Jeg foretrekker vanlig undervisning over RTTP

		Respondenter
1 Sterkt uenig	20%	3
2 Uenig	47%	7
3 Nøytral	13%	2
4 Enig	7%	1
5 Helt enig	7%	1
6 Vet ikke	7%	1
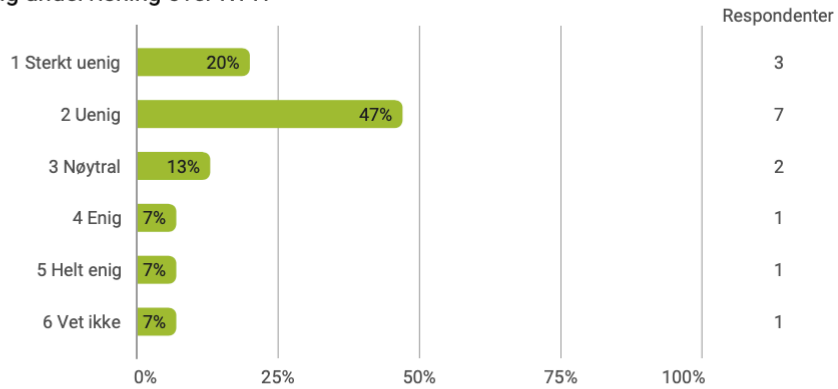
Jeg lærer mer av vanlig undervisning enn RTTP

		Respondenter
1 Sterkt uenig	13%	2
2 Uenig	27%	4
3 Nøytral	20%	3
4 Enig	27%	4
5 Helt enig	0%	0
6 Vet ikke	13%	2
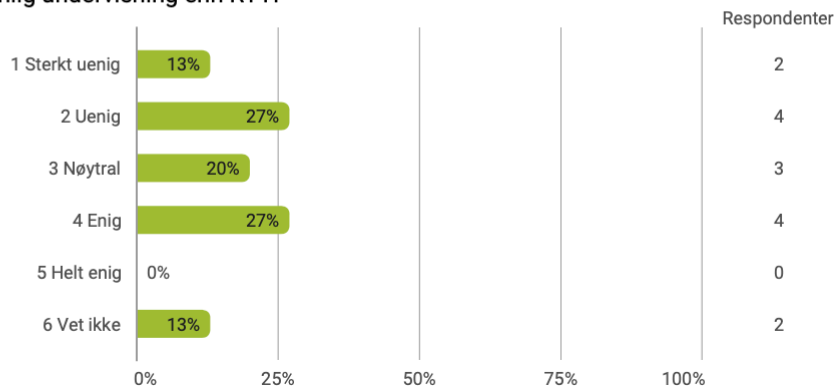
Appendix 8: Post intervention interviews, students
ELEV 1
Hvordan syns du har vært?
Det var gøy. Det har vært veldig gøy.

Har dere spilt noe rollespill før? Som du kan huske.
Ja, bare et sånn rettsak.

> **Oppfølgingsspørsmål: Var det sånn rollespill med ferdige replikker sånn at dere visste hva dere skulle si?**
> Halvveis. Litt sånn som nå.

Syns du det var vanskeligere eller annerledes å gjøre det sånn som vi gjorde det nå enn sånn som dere har gjort før?
Nei, for nå har vi litt informasjon om hva vi selv mener og dere gav oss sånn lapper så det var ikke så vanskelig

> **Oppfølgingsspørsmål: Du syns det hjalp med det arket [rollearket]?**
> Nikking.

Hvordan syns du det var å forberede deg til spillet?
Greit. Det sto liksom alt vi trengte på det [rolle]arket.

Var det noe du syns var overraskende?
At vi fikk til så mye på bare en uke.

Hvordan syns du der var å snakke høyt i klassen? Pleier du å gjøre det til vanlig?
Nei, men det var mindre skummelt nå egentlig enn til vanlig.

> **Oppfølgingsspørsmål: Hvorfor tror du det var mindre skummelt?**
> Alle andre klarte på en måte tørte å snakke, og da ble det liksom ikke så skummelt.

Syns du det var en engasjerende eller gøy måte å lære på?
Mhm

Hvordan syns du vanskelighetsgraden var? Temaet da, var det vanskelig?
Det hadde jo sikkert vært temaer som hadde vært lettere. Men det var ikke akkurat vanskelig nå heller

Er det noe du syns vi kunne gjort annerledes? Noe vi har gjort eller ikke har gjort.
Nei, egentlig ikke.

Kunne du tenkt deg og spilt **RTTP på ny, et nytt tema da for eksempel?**
Ja.

Noe annet du har lyst å si?
Bare at det har vært gøy når dere har vært her!
Page Break

ELEV 2

Hvordan syns du det har vært?
Gøy.

> **Oppfølgingsspørsmål: Hva er det du syns har vært gøy da?**
> Litt sånn annerledes. Det er litt sånn variasjon i timer.

Har du vært med å spille rollespill i noen andre fag?
Vi har hatt skuespill i norsken, men det var det egentlig.

Var det samme greien som nå eller hadde dere replikker og sånn der?
Nei det var sånn, vi skulle herme etter, og sammenligne tekster.

> **Oppfølgingsspørsmål: Ja skjønner, så da måtte dere finne på litt sjøl?**
> Ja også måtte vi gjøre det til vår versjon på en måte.

Hvordan syns du det vi har holdt på med nå da har vært i forhold til det dere har gjort før av rollespill?
Det er jo på engelsk så det er jo litt annerledes, så det er jo greit å se det man kan i engelsk.

> **Oppfølgingsspørsmål: Ja sånn språkmessig og eller?**
> Ja, og også kunnskap.

Syns du det var en bedre måte å gjøre rollespill på? Eller skumlere?
Ja jeg syns det var gøy, gøy og lærerikt.

Hvordan syns du det var å forberede seg?
Jeg syns det var greit, man kan jo lese seg litt opp på ting, også var det gøy å høre de forskjellige meningene til folk man ikke engang visste hvem var.

Var det noe som overraska deg?
Det er på en måte annerledes enn det vi har lært før, komplisert og vanskelig, men det er jo gøy, man lærer andre ting av andre folk så det er jo gøy da.

Hvordan syns du det var å snakke høyt i klassa da?
Ehm, det gikk ikke helt som jeg hadde forventa, det var litt sånn annerledes, men det var gøy.

> **Oppfølgingsspørsmål: Men syns du det hjalp å få lapper og sånn?**
> Ja det var greit å få sånt fra dere som kunne det liksom. Enn å finne på alt selv.

Følte du at du ble engasjert av den måten her å lære på?
Ja, også er det jo gøy å høre på alle de andre i klassen skrike ut og ha masse meninger. Og det er mye sterke meninger i klassen og de lever seg veldig inn da, og det er veldig gøy.

> **Oppfølgingsspørsmål: Så du syns det var engasjerende fordi du fikk se hva de andre sa og det ble en diskusjon, det var den delen du syns var engasjerende?**
> Ja det var gøy og lærerikt og noe man kan ha mer av.

Hvordan syns du vanskelighetsgraden var?

Det er jo vanskelig på en måte. Men man skjønner hva det går ut på. Og når man forklarer litt på norsk så var det lettere å skjønne hva det går ut på. Det var veldig greit.

Er det noe du syns vi kunne gjort annerledes?
Jeg syns det var veldig greit med sånne lapper, fortsett med det. Og det var bra med både norsk og engelsk.

ELEV 3
Hvordan syns du det har vært?
Gøy, å ikke ha vanlig time. Det virka jo litt virkelig.

Har du spilt noe rollespill før i noen andre fag?
Ja. I samfunnsfag og i norsk.

> **Oppfølgingsspørsmål: Var det noe annerledes enn sånn som vi har gjort nå, følte du?**
> Ja, i norsken så filma vi et skuespill. I samfunnsfagen var det en rettsak. Vi har aldri, eller vi har hatt debatt før, men aldri sånn at vi ikke mente det vi stod for i skuespillet.

> **Oppfølgingsspørsmål: Men har dere hatt replikker tidligere eller har dere måttet finne på sånn som nå?**
> Tror egentlig vi måtte finne på ting.

Hvordan syns du det var å forberede deg til det her?
Det var litt vanskelig å komme med spørsmål og svar og sånn, men det var greit når dere kom med replikker (post-it-lapper).

Var det noe som overrasket deg med denne måten å jobbe på?
Ja. At vi fikk litt liten tid. Men det gikk jo fint.

> **Oppfølgingsspørsmål: Når du tenker på mandag når vi kom her og dere ikke visste verken hvem vi var eller hva RTTP var, er det noe du tenker annerledes om nå enn det du tenkte da?**
> Det var gøyere enn jeg trodde. Det var heller ikke så vanskelig, men litt lite tid bare.

Hvordan syns du det har vært å snakke engelsk høyt i timen da?
Jeg liker ikke så godt å snakke høyt engelsk, men det gikk fint for de fleste ordene kunne jeg så da gikk det fint.

> **Oppfølgingsspørsmål: Syns du det hjalp at flere også snakket engelsk? Har det hatt noe å si tror du?**
> Ja, eller, ja det var greit det.

Syns du at det var en engasjerende måte å lære på?
Ja, det syns jeg.

Hvordan syns du vanskelighetsgraden var?

Det var vanskelig å komme på ting selv, men det ble lettere når dere skrev ned lapper. Det var ikke så vanskelig da.

Oppfølgingsspørsmål: Syns du det var vanskelig å henge med når de andre snakka?
Bare noen ganger, når de snakka om ting jeg ikke visste hva var.

Er det noe du skulle ønske vi gjorde annerledes?
Nei, egentlig ikke. Bare at vi fikk litt mer tid.

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ELEV 4
Hvordan syns du det har vært?
Det har vært gøy.

Oppfølgingsspørsmål: Det har vært gøy, kan du utdype det noe mer?
Jeg vet ikke. Jeg syns jo det er annerledes, litt variasjon.

Har du spilt noe rollespill før?
Nei, ikke noe sånt live rollespill.

Oppfølgingsspørsmål: Hva syns du om det da?
Det var greit. Fikk improvisere.

Hvordan syns du forberedelsene gikk?
Det gikk jo greit, det var jo ikke så utrolig mye å forberede seg på.

Var det noe som overraska deg underveis?
Nei egentlig ikke.

Oppfølgingsspørsmål: Hadde du tro på at det skulle bli gøy?
Nei egentlig ikke.

Oppfølgingskommentar: Da var det kanskje litt overraskende?
Ja det var jo det.

Hvordan syns du det var å snakke engelsk høyt i klassa?
Jeg er veldig komfortabel med det. Jeg snakker jo engelsk daglig, spiller online.

Oppfølgingsspørsmål: Men syns du det hadde vært bedre hvis dere hadde hatt et manus?
Nei jeg likte at jeg kunne improvisere og komme på ting av meg selv.

Oppfølgingsspørsmål: Fikk du noen lapper underveis? Ville du hatt mer, mindre eller var det grei mengde?
Jeg fikk noen, og det hjalp.

Syns du det har vært en engasjerende måte å lære på?

Ja.

Men syns du konflikten i seg selv, har det vært vanskelig å forstå den?
Nei det har gått greit å forstå den.

Er det noe du syns vi kunne gjort annerledes?
Kanskje litt mer tid til faction meetings. Tid til å diskutere med de i gruppa.
Page Break

ELEV 5
Hvordan syns du det har vært?
Jeg syns det har vært ganske gøy. Gøy å følge med på hva de andre har sagt og diskutere og sånn.

Har du vært med på å spille noe rollespill før?
Ja, vi har vell hatt litt i klassen men ikke noe sånn som dette. Det var ganske mye større det her.

> **Oppfølgingsspørsmål: Syns du det har vært bedre, vanskeligere, skumlere?**
> Jeg syns det har vært ganske.. Det har ikke vært noe skumlere syns jeg. Det har vært en ganske greit måte å lære på egentlig. Det var ganske lett å skjønne hva vi hadde om når alle sa litt av hver og så fikk du høre mye fra hver.

> **Oppfølgingsspørsmål: Så du syns det var greit å henge med underveis?**
> Ja.

Var det noe som overrasket deg?
Nei.. Eller det var jo selvfølgelig noe folk sa da i selve debatten som var gøy.

> **Oppfølgingsspørsmål: Men hvis du tenker tilbake til mandag for en uke siden når vi trappa inn her, hva tenker du nå om opplegget i motsetning til hva du tenkte da?**
> Jeg tenkte jo at det kom til å bli litt vanskelig å få diskusjon, enn det jeg tror nå. For det så veldig vanskelig og komplisert ut når dere kom inn, men så etter en eller to timer kom jeg jo inn i det og da ble det ganske lett etter hvert.

> **Oppfølgingsspørsmål: Hjalp det litt med post-it-lapper?**
> Ja, det hjalp veldig når dere skrev de lappene egentlig.

Hvordan syns du det var med forberedelser? Syns du det var greit med de rollearkene og sånn?
Ja, det funka. Det var ganske greit det ja.

Hvordan syns du det har vært å snakke engelsk høyt i klassen?
Det er ikke så skummelt det. Vi er så vandt til å bruke mikrofoner å snakke høyt, så det er ikke noe problem det egentlig.

> **Oppfølgingsspørsmål: Hvordan syns du det var på engelsk da? Har det noe å si?**
> Nei, det har ikke så mye å si det nei. Klarer jo å snakke engelsk greit så.

Syns du det har vært engasjerende? Følte du at du ble litt revet med?
Ja, jeg gjorde det.

Er det noe du skulle ønske vi hadde gjort annerledes?
Nei, jeg syns det var ganske greit sånn som det var.

> **Oppfølgingsspørsmål: Tror du det hadde vært greie hvis dere hadde fått mer tid?**
> Njaa, kanskje vi kunne sett oss litt mer inn i vår egen rolle sånn at vi vet litt mer om hva akkurat den personen mener og sånn. Det ble jo tatt litt på sparket, men det funka jo greit da.

Kunne du tenkt deg å gjøre RTTP igjen?
Ja. Jeg syns nesten det er gøyere enn vanlig time så!

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ELEV 6
Hvordan syns du det har vært?
Gøy.

> **Oppfølgingsspørsmål: Hva er det som har vært gøy da?**
> Det har vært gøy å gjøre ting alle sammen felles, og det var gøy når vi satt å diskuterte.

Har du spilt noe rollespill før i noen andre fag?
Vi hadde sånn rettsak i samfunnsfag en gang, men det var ikke like gøy.

> **Oppfølgingsspørsmål: Da syns du det vi holdt på med nå har vært litt gøyere?**
> Ja, det syns jeg.

Hvordan syns du det har vært å forberede seg til det her da?
Vett ikke.

> **Oppfølgingsspørsmål: Syns du det var greit med rollearkene og at dere har jobbet litt i grupper? Ville du hatt mer individuelt eller mer i grupper? Mer tid?**
> Kanskje litt mer tid.

Hvis du tenker tilbake på mandag for en uke siden, er det noe som har overrasket deg underveis?
Jeg trodde ikke det skulle bli så gøy. Jeg tenkte først "årh stress" men så ble det ikke så stress.

Hvordan syns du det har vært å snakke engelsk høyt?
Det er jeg ikke så glad i. Men det går fint liksom.

> **Oppfølgingsspørsmål: Hjalp det at vi kom med lapper?**
> Ja det hjalp.

> **Oppfølgingsspørsmål: Syns du det var lettere å snakke når dere satt i denne situasjonen enn det er i vanlig undervisning?**

Jeg vet ikke helt. Det føles litt ut som alle ser på deg når du snakker. Og så var det litt sånn hvis du snakka og ingen sier noe etter på, så er det litt flaut. Men det gikk fint.

Syns du det hadde vært bedre om dere hadde hatt faste replikker?
Da hadde folk snakka mer tror jeg.

Oppfølgingsspørsmål: Tror du det hadde gjort det hadde påvirket engasjementet?   Hadde det blitt kjedelig å lese rett opp?
Ja kanskje, det hadde kanskje ikke blitt like gøy.

Syns du det har vært engasjerende? Har du blitt litt revet med?
Mhm

Hvordan syns du vanskelighetsgraden var på temaet? Følte du det var et komplisert tema?
I begynnelsen tenkte jeg litt sånn "åj", men etter hvert skjønte jeg mer - når jeg kom inn i det.

Oppfølgingsspørsmål: Syns du det gikk greit å følge med på hva som ble sagt og sånn når de andre snakka?
Ja

Er det noe du syns vi kunne gjort annerledes?
Jeg vett ikke. Tror ikke det.

Har det vært noe snakk om dette når vi ikke har vært her? Har folk gledet seg? Gruet seg?
Nei, ikke så mye egentlig.
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ELEV 7
Hvordan syns du det har vært?
Ehh gøy.

Oppfølgingsspørsmål: Hvorfor syns du det har vært gøy?
Det var gøy å forberede seg og brukte god tid på det.

Har du spilt noe rollespill før?
Ikke egentlig.

Syns du det hadde vært bedre med replikker på forhånd eller likte du at dere måtte komme på ting underveis?
Det er jo smart å komme opp med ting selv også så man lærer noe, men vi fikk jo replikker underveis så det hjalp jo.

Men syns du at det kunne vært noe annerledes under forberedelsene?
Jeg følte jo det meste vi trengte i starten.

Oppfølgingsspørsmål: Syns du det hjalp å ha faction meetings?

Mhm.

Er det noe som har overraska deg underveis?
Tror ikke det.

Oppfølgingsspørsmål: Tenkte du at det skulle bli gøy?
Egentlig ikke, men når vi fikk begynt så så jeg jo litt poenget med det.

Hvordan syns du det har vært å snakke engelsk høyt i klassen?
Jeg syns ikke det er vanskelig å snakke engelsk forran noen, hvertfall ikke når vi må gjøre det. Men når man snakker engelsk sånn ut av seg selv og ikke leser det så blir det jo litt vanskeligere.

Oppfølgingsspørsmål: Men syns du det gikk greit? Pleier du å være aktiv i timene til vanlig?
Egentlig ikke.

Oppfølgingsspørsmål: Skulle du ønske det var mer post it lapper underveis?
Nei, jeg syns det var helt passe mengde.

Føler du det har vært en engasjerende måte å lære på?
Det er bedre å lære det sånn, man husker det jo litt bedre og lærer det litt bedre når man lærer det sånn. Enn å bare lese om det.

Oppfølgingsspørsmål: Syns du det var greit å følge med på det som blei sagt, forsto du det som blei sagt eller var det vanskelig?
Jeg fikk med meg det meste.

Oppfølgingsspørsmål: Så du vil heller lære om Nord Irland sånn enn å lære om det på tavla?
Ja det funker jo bedre sånn, jeg hadde jo ikke huska det om vi leste om det på en annen måte.

Oppfølgingsspørsmål: Har temaet vært vanskelig å forstå fra start?
Jeg forsto det ikke helt fra start, men så forsto jeg litt mer hva det handla om etter hvert.

Oppfølgingsspørsmål: Men syns du det var greit sånn vi delte det opp, med et nytt tema hver dag?
Ja.

Er det noe vi kunne gjort annerledes?
Nei ikke som jeg kommer på.

Oppfølgingsspørsmål: Tror du det hadde vært bedre å hatt mer tid på forhånd før vi begynte å spille?
Nei jeg syns det var helt passe tid til alt egentlig.

Appendix 9: Pre intervention interview, teacher

Hvor lenge har du jobbet som lærer og hvilke andre fag underviser du i?

Jeg har vært her siden 2009. Var ferdig med utdanningen ett par år før der igjen. Men jeg har engelsk som mitt største fag, jeg har master i engelsk. Også underviser jeg i KRLE her, og i norsk.

Hvor lenge har du fulgt denne klassen?
Jeg har vært inne å hatt norsk undervisning med de siden 8.klasse. Men jeg er kontaktlærer for dem nå i år. Jeg har tre fag med de i år. Det har byttet litt på hva jeg har hatt de i. I år er første året i engelsk.

Kan du beskrive klassemiljøet på en generell basis?
Det er jo vanskelig. De er en hyggelig gjeng, men det er ikke... Alle liker ikke hverandre. Men, nei det er en vanlig gjeng med 15-åringer som har sitt å stri med hjemme og sitt å stri med de andre i klassen og sitt å stri med folk her og der. Men som regel kommer de overens da. Det er jo vår jobb at uansett hvordan det egentlig er så skal de kunne jobbe i lag og oppføre seg med hverandre når de er i klasserommet.

> **Oppfølgingsspørsmål: Tror du dette vil påvirke gruppearbeidet i vårt prosjekt?**
> Det vil nok gå greit men vi må nok se på hva... Men akkurat nå er nok kanskje det største problemet da at det er mange som er borte med jevne mellomrom, sitter i karantene eller. Sånn som nå har vi et gruppearbeid i norsken der de skal dramatisere, og det er jo veldig vanskelig når folk ikke møter. Men vi ser på hvem som jobber best og ikke bør jobbe i lag.

Hvordan er det generelle nivået i engelskfaget?
Du har noen som er veldig, veldig gode. Og så har du noen som, hva kan du si, under middels.

> **Oppklaring: Lesing? Skriving? Generelt?**
> Noen liker ikke å lese eller å skrive i det hele tatt. Og noen elsker å snakke engelsk. Vi har flere som har samtaler seg imellom på engelsk. **Det er fint!** Nei det er ikke egentlig ikke, det spiser opp norsken sin. **Åja, tenkte dette var i engelsktimene.** Nei, nei, alle samtaler seg imellom går på engelsk. Det gjelder flere og flere elever, utenat de har noe engelsk bakgrunn eller noe. Iallefall tre stykk som er veldig glad i å snakke engelsk, men det betyr ikke nødvendigvis at de er så interesserte i å snakke om det du vil de skal snakke om på engelsk. Men sånn i klassen kan det være vanskelig å få de til å snakke engelsk, altså svare på spørsmål for eksempel. Det liker de ofte ikke. Det kan nok ha en sammenheng da med de som elsker å snakke engelsk, for de er jo hakke bedre enn de andre. Jeg tror mange kjenner på det. Så da funker det ofte bedre at de snakke i mindre grupper.

Har du brukt rollespill som metode i undervisning før?
Nei. Det er ikke det vi gjør i norsken heller. Det er ikke sånn at vi bruker rolle.. liksom at de skal lage en dramatisering av en tekst de har. Jeg har ikke prøvd sånn som dere har tenkt å gjøre nei.

Oppklaring: Men har du prøvd sånn med et manus de leser fra? Blir det litt mer slik du gjør i norsken?
Ja, vi har jo det. Og så har vi hatt sånn småleker da, der de får en rolle og skal være sånn. Men det er jo kanskje en helt annen skala. Det blir mer som en...

Du har jo sagt at du ikke har hatt RTTP før, men har du hørt om det før.
Nei.

Nå når du har hørt litt om det, har du noe som du umiddelbart tenke som fordeler eller ulemper med denne metoden?
Nei. Nei. Ikke sånn annet enn at det kan være vanskelig å få noen til å snakke. Det krever masse på hvordan dere introduserer det og inspirerer. Ofte så er de veldig takknemlige for å gjøre noe annet når det kommer noen uten i fra. De syns det er kjekt å ha studenter. Fordi da skjer det noe annet.

Hvordan oppfatter du elevenes syn eller holdninger til engelskfaget?
Det kommer veldig an på hva temaet er. Noen ting elsker de, mens andre ting syns de er forferdelig kjedelig. Vi har jo hatt, tidligere i høst, har vi lest utdrag fra en bok «All the bright places» også så vi filmen, og hadde fagsamtale etter på. Det syns de var kjempe gøy sant. Jeg har aldri hørt de snakke så mye engelsk før i disse gruppene sine og de kommer med egne fortellinger om livet og dype tanker om både det ene og det andre. Kjempe spennende. Så hadde vi om noe annet som de ikke kunne interessert seg mindre i. Så det handler om å finne det de er interessert i. Generelt er nok kanskje engelsk et litt mer takknemlig fag å undervisa i enn norsk og andre ting, for de ser nytten av det selv om de ikke syns temaet er aktuelt.

Har du noe du gjør som lærer for å motivere elevene i engelskfaget?
Jeg prøver å la de være med å bestemme, både måten vi gjør det på og hvordan de blir vurdert. At de føler de har, men du treffer jo aldri alle hele tiden, så noen syns jo det er helt forferdelig, men jeg prøver å treffe forskjellige hver gang. Men hvis de ikke klarer å ha noen som helst indre motivasjon så hjelper det ikke hva du kommer med, så det opplever jeg ofte. Jeg er ikke sånn som kjøper snop til de eller nei. Men de syns jo det er kjekt å leke, konkurranser av og til. En kahoot, det trenger ikke være så masse, men sånne, det at de får være med å bestemme. Da er det jo de som har bestemt. Lure de til å tro at de har bestemt.

Tror du at aktive læringsmetoder som Reacting er mer motiverende for elevene når det kommer til språklæring?
Ja det kan jo være det. Men når du sier språklæring, hva tenker du på da, at de lærer nye ord?

Snakke, generelt, ikke bare nye ord.
Ja jeg tror det kan være bra. Og de skal jo utforske nye måter å lærer på, og da kan jo dette være en måte.

Hva tror du er bedre med aktiv læring enn å lese?
Nå er jeg litt uenig i premisset deres med da, jeg syns jo det at lesing og skriving er en del av, det er jo aktivt språk. Men hvis du tenker at det å bruke kroppen og reise seg så er jo det alltid bra.

Det å bruke læringsmetoder som Reacting, der det er både lesing og skriving, istedenfor å bare sitte å gjøre oppgaver, den tradisjonelle klasseromsundervisningen.
Nei jeg tror det er bra, men jeg tror ikke det nødvendigvis er bare bra i seg sjøl, men jeg tror det er bra med variasjon. Jeg tror ikke det er bra å bare ha sånne rollespille hele tida, men variasjon er bra.
Men jeg tror det meste er bra når det kommer i passe doser, tror jeg, men jeg vet ikke.

Hvordan tror du holdningen i klassen/klassemiljøet vil påvirke spillet vårt?
Det tror jeg vil påvirke masse. Jeg har prøvd å si at de skal ta godt i mot dere, men som sagt så liker de studenter godt.

Men hvordan tror du det kan påvirke, at de ikke vil?
Ja noen kan jo si at de ikke vil. Det kan jo være, men den store hopen vil jo gjøre det de får beskjed om.

Tror du at det her, det at noen ikke vil snakke fordi noen er bedre som du sa? Tror du det vil være avgjørende?
Nei ikke nødvendigvis. Hvis jeg har skjønt det rett får de jobbe i mindre grupper før, også er de en del av noe større. Også skal de stå for sitt. Jeg vet ikke, jeg er litt spent bare. Men jeg tenker at hvis det failer totalt eller hvis det, så er det jo ikke deres feil, eller dems feil. Derfor hadde det vært interessant å se hvordan det hadde gått i flere klasser. **Det hadde vi lyst til men det var ikke plass pga. studiepoeng og omgang. Så vi er spent på hvordan det utspiller seg i akkurat denne klassen nå.** Jeg har jo gjort ting som ikke har gått så veldig bra, uten at jeg nødvendigvis kan si hvorfor det ikke går så veldig bra. For kanskje jeg prøver noe lignende også går det helt fint, i samme klasse. Det er mange ting som virker inn, mange ting utenfor klasserommet som virker inn på den elevene, og den eleven har mye å si for hvordan de andre elevene gjør ting.

Hva engasjerer deg som lærer i undervisning?
Nå vet jeg ikke hva jeg skal svare. Jeg syns det er kjekt når elevene syns det er kjekt. Når jeg ser de får det til. Når vi hadde fagsamtaler som gikk veldig bra, når de viser noe av seg selv, som du kanskje ikke alltid får se så mye av, da syns jeg det er kjekt.

Hva er det som engasjerer elevene mest i engelskundervisningen?
Det er når de får sitte i grupper som de får sitte i grupper om temaer de er interessert i med folk de liker å være i grupper med, for da tørr de mer.

Men jeg skulle ønske at dere hadde valgt et annet tema, jeg syns metoden høres veldig kjekk ut, men temaet, jeg skjønner hvorfor temaet deres har valgt fordi det er veldig fokus på uia, men det er ikke det her. Noe som kanskje er mer i tida, i media, hadde det vært i fjor, Donald Trump eller BLM. Engelsken i fjor var kjempegøy med Donald Trump. For deres del så kan det være det som gjør det vanskelig. Jeg prøver ofte å finne filmsnutter, og da fant jeg en serie jeg skal bruke etterpå.

Det er et komplisert og vanskelig tema, vi syns jo det er vanskelig selv noen ganger og vi skjønner at det er det som kan være avgjørende.
Lurt med en liste med argumenter dere kan gi dem. Hvis vi har hatt debatter i norsken også glemmer de sine egne syn, også at de argumenterer for det som er eget og ikke partiets syn.

Jeg tenker ta med minst mulig, ikke masse skriftlig informasjon. Nå har jeg sagt det skal være rollespill og hvis de da blir møtt med masse skrift så tenker de at det skulle være noe gøy, det skulle være rollespill. Jeg tenker det er lurt.

Tror du noen vil ha skriftelig materialet?
Det er interessant å se, om noen velger å lese mer enn andre.

Vi tenkte jo at de skulle lese hjemme, før vi visste at det var en leksefriskole.
Det med spillereglene på norsk, det er ikke det at jeg mener elevene er dårlige i norsk, men jeg tenker det er lettere for dere, vi sparer mye tid, og sparer mye støy.

Appendix 10: Post intervention interview, teacher

Hva tenker du om RTTP som metode etter du har sett oss prøve det? Fordeler og ulemper

Jeg har ikke forandret synet tror jeg. Jeg syns jo det var en god måte å prøve seg på dette med variasjon. Det syns jeg fremdeles.

Det er ikke sånn at jeg fikk avsmak på metoden

> **Oppfølging: Er det noe som er klarere enn ulempe nå etter gjennomføringen eller var det du tenkte fra før?**
> Ja, at det må være mer tid. Mer bakgrunn. Sånn at man slipper å fore de med post it lapper. Jeg hørte jo det de sa. De syns jo det var gøy og sånne ting. Men jeg syns jo ikke at det var veldig mange som var veldig aktive, det syns jeg ikke. Men jeg syns det var kjempebra at noen elever var så gode og flinke som de var. Men det var mange av de andre som var avhenige av disse post it lappene. Det tenker jeg hadde vært enklere om de hadde visst mer om det.

Hva tenker du om vanskelighetsgraden?

Graden er jo.. Det kommer an på temaet. Dette var jo et vanskelig tema. Hvis de hadde visst mer på forhånd så tror jeg jo det hadde blitt enklere. Jeg tror man kan bruke dette til mange andre temaer. Jeg hadde ikke valgt Nord Irland som tema, det hadde jeg ikke. Men sånn som dere snakte om at dere har hatt om slavery og sånn, det er jo noe vi bruker mye tid på på 9.trinn her og da har man liksom om USA, så det tror jeg hadde passa veldig bra.

Hva tror du med RTTP som kan motivere elevene eller som gjør det gøy?

Jeg tror det har mye med at det er noe som de ikke har gjort før. At dere kommer, at det er noen andre enn meg. Det at det er noe annet. Jeg tror det ligger mye der. Men og det at det er, men sant, nå var det jo ikke fokus på å få karakter. Men sant sånn [elev navn] som gjorde det "bedre" nå enn vanlig ville gjerne hatt karakter på dette ikke sant. Jeg sa til henne da at jeg hadde notert ned noens innsats da. Også det at de hadde ikke noe særlig press på seg fra dere. Hadde det vært meg så hadde jeg vært sånn "alle må snakke", "alle må si noe", sant. Jeg hadde vært veldig på det. Men det trengte de jo ikke med dere. Også var det ingenting skriftlig oppi dette, men hvis dette hadde vært mitt så hadde jo det garantert inkludert en skriftlig del på slutten og en eller annen form for vurdering fordi jeg trenger det. Men jeg tror ikke det hadde gjort dem noe mer motivert, det tror jeg ikke. Jeg tenker bare hvis det hadde vært mitt opplegg så hadde det inkludert det.

Har du fått noe respons fra elevene utenom når vi har vært her?

Hmm nei.. Men, de har gitt uttrykk for at de har gleda seg til engelsken og at de syns det har vært hyggelig.

Hvordan syns du gjennomføringen gikk?

Jeg syns at selv om ikke alle var like aktive, så har de fått med seg mye. Sånn som noen av elevene som ikke er så veldige aktive har jo kommet med kommentarer som viser at han har forstått hva de andre snakker om, så det er jo bra. Jeg er imponert av at dere husket navnet på alle, det er kjempebra, det er sånn jeg bruker lang tid på. Dere har klart å få en veldig fin relasjon med elevene på kjempekort tid som har gjort at de har følt seg trygge på å sitte her. Jeg syns det var en veldig fin og god gjennomføring. Selve gjennomføringen var bra med de timene dere hadde te rådighet. Jeg syns det var bra jeg.

Jeg syns også det var bra at dere hørte på noe av det jeg sa.

Vi er veldig takknemlige for alle tilbakemeldinger og veiledning vi har fått av deg!
Men jeg tenker hvis dere har tenkt å gjennomføre det igjen, sånn som den pamphleten. Den korta dere jo betraktelig ned. Se over språket en gang til. Dere henvender dere først til en ukjent leser, så til eleven og så tilbake til en ukjent leser. Det er litt rotete og litt vanskelig å forstå kanskje. Uten at jeg spurte noen om de syns det var vanskelig å forstå. Jeg syns bare det kunne være litt enkelt og tydelig. Jeg er ikke imot at vi skal bruke vanskelige ord, det er ikke det jeg mener, men mer hva er det man trenger for å vite hva man skal gjøre. Punkt, punkt, punkt er bedre enn en A4 side. Tenk litt mer på målgruppen. Men det var fint med bilder og rollekort på den måten! Dere er flinke å rettlede dem og være med i factions og sånn.

Hvordan syns du elevene har håndtert jobbingen? Både selvstendig og i grupper.
Jeg tror ingen av dem gikk tilbake å lese i pamphleten for å lese mer informasjon. De leste på sitt ark, men ikke på det andre. Ikke som jeg så. Det skulle jeg jo ønska de hadde gjort.
Av det jeg så i gruppene, de samme som var muntlige i diskusjonen var de som var aktive i gruppene.
Men jeg syns det var bra at dere beholdt de viktige engelske ordene. "Decomissioning" for eksempel sant. De sitter her og bruker det! Det er jo bra! Det var et eller annet de hadde misforstått.. "Free trail" og "Fair trail". Det misforsto de hele veien.

Tror du RTTP kan påvirke klassemiljøet i etterkant av et sånt prosjekt?
Alle former for sånn delta og sånt kan jo være bra. Men det kan jo også nøre opp under ting. Men sånn som det gikk nå tror jeg det bare var positivt. Det hadde jo vært gøyere om flere var her. Jeg tror det hadde vært veldig bra. Hvis [elev navn] var her hadde det vært større sannsynlighet for at [elev navn], siden de var på samme side. For [elev navn] sa jo at han ikke var interessert i politikk og sånn og derfor ville han ikke være med, men når vi hadde en liten debatt i går så var jo den som satt og sa mest han selv. Så han bryr seg jo virkelig.
Det handler jo om samarbeid, og det kan være bra. Eller det er jo bra. Det meste man gjør gjør man jo med det sosiale bak i hode. Men jeg vil ikke si at dette er bedre for å skape et godt klassemiljø, det vil jeg ikke.

Var det noe som overrasket deg hos elevene?
Jeg ble jo litt overrasket over [elev navn]. Men hun har egentlig komt litt frem i andre fag og i det siste, så sånn sett var det kanskje ikke så overraskende. Men nei, det var ikke noe særlig overraskende. De oppførte seg sånn jeg forventa og hadde tenkt.
Ja, eller, jeg hadde trodd at det kanskje var flere som ville ta større plass enn det de gjorde da.

Hvordan syns du den muntlige aktiviteten var her sammenligna med sånn det er til vanlig? Altså, det er jo de samme som tar ordet, det er det jo. Men da prøver jeg å løse det ved å gi de sånne små muntlige oppgaver som det skal løse sammen med de de sitter sammen med så alle får sagt litt iløpet av timen. Så da snakker de jo litt, så sånn sett, men det spørs jo helt hva som er målet for timen der og da sant. Men som sagt, de som snakker for alle, så var det de samme nå, de som sa ting av seg sjøl.
Oppklaring: Ja, de som ikke hadde behov for post it lapper. Ja skjønner.

Hvordan tror du en bør håndtere de elevene som ikke har lyst til å delta? Nå endte vi jo opp med en elev som ikke sa noen ting.
Jeg fikk ikke med meg alle disse jentene, de blir så lave i forhold til de andre som tar så stor plass.

Tilleggsspørsmål: Ja eller den eleven som ikke ville være med i det hele tatt. Noe du tenker man kunne gjort eller, det er jo vanskelig med de som melder seg ut.
Jeg vet ikke. Men jeg tenker at sjølom man skjønner at de ikke vil ta ordet i det store her så håpe at de får sagt noe i de små møtene. At en prøver å gi de ros og tilbakemelding hvertfall. Følge med på at de får gjort noe da, eller sagt noe da. At man får hørt de. Også er det som jeg sa til dere og, at man plukker ut som ikke sier så mye i begynnelsen.

Oppklaring: Ja få de til å starte liksom.
Men jeg tror jo og at den delen der er mye enklere hvis det er tema de vet mer om og kanskje bryr seg mer om.
Men jeg tror alle sånne ting der man må sette seg inn i en annen person sitt syn, der man har fått det sånn ... Det er jo begrensa hvor mye informasjon man en kan gi de om hva de andre vil, også sitter man der med sånn 3 argument også er det umulig for deg å vite, du vet jo ikke så mye om verden enda. Du vet ikke hva andre ting som er viktig eller hvordan verden var på den tida og hva andre ting som spilte inn. Det blir jo kjempevanskelig. Når man tenker på det sånn så har jeg hatt rolle spill om nynorsk, det blir jo de store også har de andre bare sånn 2 ting å si. Da er det ikke så mye mer å si.

Hvordan syns du de elevene som vanligvis ikke deltar så mye gjorde det nå?
Det var jo de som var mest avhengig av lappene deres. Sånn som SSS, sa han noen av de? Altså han sa masse men sa han noen av de?

Tilleggsspørsmål: [elev navn] leste noen av lappene, men det var mange av de som ble sendt videre.
Ja for da var jeg overraska av [elev navn] ga lappene til [elev navn].
Jeg var ikke overraska over at de ikke tok større plass. Men jeg hadde jo håpa at det kanskje, men ja.

Tilleggsinfo: Ja at det skulle løfte enda flere fram enn bare de.
Ja men samtidig, temaet er vanskelig, så det kan jo henge sammen. Men jeg syns ikke det var stor forskjell. Jeg skal ikke si noe, men det skal mye til for at de sier noe. Da er de nødt til å bare sitte med de de liker å henge med på fritida liksom, så lenge de ikke syns de er for flinke. For hvis de sitter med vennene sine som de syns er for flinke i forhold til seg selv i det fag så vil de ikke si noe da heller. Jeg kan på en måte ikke ta det som et nederlag at de ikke sa noe. Men jeg syns det var lurt at de fikk post it lapper. At de fikk muligheten til å si noe selv om de ikke hadde kommet på det sjøl.

Ja for jeg tenker at hvis du er en lærer i en sånn klasse så har du ikke muligheten til å gjøre det, du kan ikke sitte og fore de med post it lapper. Da må det være klart på forhånd liksom.

Tilleggsinfo: [elev navn] ville si noe men det måtte være perfekt for å kunne si det høyt.

Ja jeg tror mange sitter å tenker det. Eller at de syns lappene er vanskelige, eller de veit ikke hvordan de skal uttale det.

Det å sitte og lytte og høre på de andre, tror jeg de syns var bra.

Er det noe mer konkret du syns vi kunne gjort for å gjøre det mindre ubehagelig eller vanskelig for elevene? Mer/mindre møter? Noe vi kunne gjort på forhånd.
Kanskje flere møter? Nei vet ikke, jeg syns det var greit.

Tilleggsinfo: Nei det er jo som du sier, noen får du nesten ikke med uansett hva du gjør.
Nei, men det betyr ikke at vi skal slutte å prøve. Jeg syns dere var veldig flinke til å prøve å få de til å si noe. Og dere var flinke til å gi de ros når de gjorde det. De likte dere.