



Role-playing in Norwegian EFL classrooms

The pedagogy behind Reacting to the Past
meeting the “silent classroom”

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ABSTRACT

This thesis is a study of the use of the pedagogy behind Reacting to the Past (RTTP) in Norwegian EFL classrooms. The thesis statement is, “RTTP can transform Norwegian EFL classrooms from silence to engagement.” The research examines how this method can help students develop oral competence, and how it creates a safe, interactive learning environment.

The pedagogy is relatively new in Norway but has been around for about twenty years in the United States, where in recent years it has been used throughout the country. RTTP is elaborate games, where students are assigned roles for a central historical point in time. In RTTP the students run the class and not the teachers, and students have different views to defend based only on what they would have known at the time. This has created an engaging environment in many college classrooms, and this MA-thesis can verify that this is also possible in Norwegian EFL classes in lower and upper secondary school.

Several students enjoyed playing the game and thought it was, “very fun, innovative and educational,” a combination you do not often hear from students about education. The thesis also found the support that it leads to a safer classroom environment where students feel freer to speak up. The findings were done through interviews with teachers, student surveys and observations in three different classes in lower and upper secondary schools during the Fall of 2018 and Spring of 2019.

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1 INTRODUCTION

This thesis is a study on the use of a role-immersion game method, Reacting to the Past (RTTP), in lower and upper secondary school. I have collected data on the benefits and challenges with bringing this pedagogy to Norwegian EFL¹ classrooms. In “traditional” classrooms it is usually only a few of the students who participate during class by responding to or asking questions. Add a foreign language to the equation, and you have, in many instances, an “extra silent classroom.”

The pedagogy behind RTTP focuses on creating an active classroom where everyone contributes to the fellowship to fulfill its purpose. One of the goals is to engage students with important questions, and the students get to immerse themselves in a game where they have an essential role to play. It might be scary for some students; however, I believe the benefits can be tremendous if students commit to the method.

The data in the study was collected from using both quantitative and qualitative methods, which included observations of lessons, semi-structured interviews of teachers, and a survey for students.

1.1 BACKGROUND

RTTP was developed in the late 1990s by academics who wanted to improve the skills of *action* (taking initiative, motivating others and achieving goals), *thinking* (identifying problems, planning, and creative thinking) and *teamwork* (communication, listening, flexibility, cooperation) in their students (McKinley, 2013). It has since then spread to more than 380 colleges and universities in America, as well as to institutions in Europe, Asia, and Australia, and has been rumored to have a positive effect on students. It is an opportunity for students “to be at the center of the action, have fun, and potentially rewrite history” (McKinley, 2013). In an EFL context, this pedagogy is principally a CLIL- approach, because of the mix of two subjects, History and English, and the main focus is on content (McKinley, 2013). The creator of RTTP Mark C. Carnes argues that “The liminal² aspects of Reacting

¹ English as a Foreign Language

² relating to, or being an intermediate state, phase, or condition.
(Merriam-Webster dictionary)

games help students to lose their shyness and reserve by encouraging them to become... another person possessed by ideas and interests that cease to be intellectual abstractions and have instead been infused with the survival instincts of emotions and feelings” (Burney, Carnes, & Powers, 2010, p. 6). By having a character to play and a team to cooperate with, you tend to forget insecurities you might have about yourself. The goal in a liminal classroom is to release students from the limitations of their sense of self by making them follow rules of the past, socially and politically (Carnes, 2004).

I was introduced to the pedagogy for the first time in the Fall of 2017 when I was an exchange student at Minnesota State University Moorhead in the USA. I decided to take a history class on ‘The Civil War and Reconstruction.’ I thought it would be a course I could ‘relax’ in, but I was mistaken! It turned out to be the course I worked the hardest with. Nevertheless, over a year later I still remember quite a lot from the class, and I would argue that being a part of a reacting game is a prominent cause. In the middle of the semester, we started playing a RTTP-game called “Kentucky, 1861: Loyalty, State, and Nation,” where I had the privilege to represent the governor himself, Beriah Magoffin. After the game ended, we wrote a response to how we felt it went and whether we had achieved our victory objectives in the game or not. Although, I did not win the game I was still left with something better: a method I could use as a teacher, and at the end of the response paper I wrote:

I recommend using this method for learning because you get more invested and active when it is a reacting game ... I have to admit that I was skeptical at first, but the benefits of learning this way are vast, and I believe that it can be used in any classroom. As a future teacher, I will consider doing something like this in my classes (Soltveit, 2017).

After the game, I noticed a change in the classroom environment and myself, who is usually not very talkative during classes. I dared to speak more after the game and voicing my opinions was not as scary as it was at the start of the semester. I want to see how this pedagogy might change the way we teach English in Norway. If we want students to speak, they have to be engaged or else, they just become spectators in a class run by the teacher.

My motivation to do classroom research was my previous experience with the pedagogy in America and my frustration over the ‘silent-classroom’ during my practice periods in my teacher’s degree in Norway. Me and fellow MA-student, Oda Elise Grindahl, collaborated on making teaching material fitting for lower and upper secondary classrooms. For two weeks, we became the students’ teachers in English. The teachers made room in their busy and pre-planned schedules for us to take over a class we did not know. I am aware that

the time I had to do my research was limited, we had to respect the teachers' wishes to not use too much time on it, and we had to let them decide when to do it during the semester. I also had some challenges with NSD³, however, I got the approval to conduct the research (appendix 1). The results in this thesis is due to these limitations; however, there were many respondents to the survey, which entail possibilities to learn from the experience and make necessary changes.

1.2 THE AIMS AND SCOPES OF THE PRESENT STUDY

The thesis statement is: "RTTP can transform Norwegian EFL- classrooms from silence to engagement" and the main research questions of the study are:

Does RTTP engage students and teachers more than traditional methods?

How can RTTP improve students' communication skills?

In what way can RTTP improve a classroom environment?

Associate professor Jan Erik Mustad (University of Agder), and Professor Sean Taylor (Minnesota State University Moorhead) and others, started a four –year project in the summer of 2018. They want to introduce role-play immersion into Norwegian lower- and upper secondary schools. The aim is to compose games based on the Norwegian English national curriculum, and introduce the concept in teacher training programs, "In educational context, role-playing is a learning method that allows the students, and later their pupils, to immediately use many learning techniques at once", says Jan Erik Mustad (Olsen, 2018). Some teachers have used a simplified version of RTTP in the past or have become a part of the ongoing project as teachers who can test run games in their classes. Three of them joined the research project. Grindahl and I conducted a role-immersion game in their classrooms and asked them to observe their students carefully during the game. One of the main goals of this research is to give reasons for and motivate English teachers in Norway to use this pedagogy when the materials, which is currently being made to fit the national English curriculum, is ready for use.

³ Norsk senter for forskningsdata (Norwegian Center for Research data)

1.3 OUTLINE OF THE THESIS

This thesis consists of seven chapters. The first chapter is about the background for the focus of the thesis and the aims and scopes of the present study. Chapter 2 introduces RTTP through relevant research that has been done in the USA. Chapter 3 is the theoretical framework, which adds other methods and pedagogies who support the use of role-playing in schools and this way of teaching, as well as, looking at how RTTP fits with the Norwegian English curriculum. Chapter 4 details the methodology used in the study and research credibility. Chapter 5 presents the results, and in chapter 6 the results will be discussed in light of theory and previous research. Finally, chapter 7 presents a conclusion of the findings and implications for EFL classrooms in Norway.

2 REACTING TO THE PAST

Since Mark C. Carnes introduced Reacting to the Past (RTTP) at Barnard College, instructors all over the world have been offered an alternative to the traditional lecture style by inviting them to use “a high-engagement and active learning” substitute (Hagood, Watson, & Williams, 2018, p. 1). Instructors who have used RTTP in their courses have several strange stories of how students brave blizzards to come to class or want to come to class at dawn or night to be able to finish a game properly.

RTTP has grown from Carnes’ emerging idea that this teaching method can set students’ “minds on fire” to a national movement of faculty embracing this active learning pedagogy (Hagood, Watson, et al., 2018). It takes years of testing games in classrooms before they get published. Improvements and additions has made RTTP into an “ever-evolving system of role-immersion games”(Carnes, 2014, p. 11).

In this chapter, the pedagogy is introduced with special emphasis on engagement and learning (2.1.1), classroom environment (2.1.2), and oral competence (2.1.3). The theory is gathered from different articles; however, it is strongly influenced by Carnes’ book *Minds on Fire* [...] (2014) and Hagood and Watson’s book *Playing to Learn with Reacting to the Past* [...] (2018). Besides, the RTTP game we used will be presented in chapter 2.1.4.

2.1 MINDS ON FIRE

RTTP was invented almost by accident, to cover a need and an urge Carnes had to get a more stimulating classroom, both for himself and his students. In the book *Minds on Fire – How Role-immersion Games Transform College* (2014), he writes about how he felt awful after one of his classes was finished and wanted to know what went wrong. He asked his students, and most of them seemed to be pleased with the class, and Carnes blurted out his frustration: “You were bored! I was bored! You could feel the boredom in the room!” (Carnes, 2014, p. 18). What he got in response from a student made him think, “Well yes, but all classes are sorta boring. Yours was less boring than most” (Carnes, 2014, p. 19). The feedback made him change his class in September 1996, where he explained to the students that they would play three “games” during a semester that would be structured as debates. Instead of the usual discussion of important texts, they would immerse themselves in role-playing. The first RTTP game ever conducted was *The Threshold of Democracy: Athens in 403 B.C.*, or at

least at a predecessor of this game (Carnes, 2014, p. 30). Some of the debates were “excellent” according to Carnes, and nearly everyone was engaged in the game (Carnes, 2014, p. 31). However, it was not much that separated his class from the question-response structure of other lectures. It was not until he understood how immersed one could become with reliving the historical events as one would at the time and place of the actual discussion.

The students created their own world, and he found it immensely fascinating. The students were having fun. To write *Minds on Fire*, which is largely based on the opinions of students, he interviewed over ninety students from thirty colleges and universities in America over four years. He writes “This book lists me as the author, but the ideas are mostly theirs [the students]” (Carnes, 2014, p. 10).

2.1.1 Engagement and learning

Carnes (2014) argues that the Reacting curriculum increases both the students intellectual and social engagement. The focus in studies of Reacting has been on how it influences students’ worldviews and how it can lead to higher engagement not just inside the classroom but outside as well (Bernstein, Higbee, Olwell, & Strasma, 2018, p. 142). An RTTP team produced a white paper for the Teagle Foundation, and they summarized the evaluation data of Reacting like this:

Assessment confirms that students in a variety of institutions are becoming more engaged in classroom discussions, more willing to work in teams, and are demonstrating improved skills in rhetorical presentation, critical thinking, and analysis. They also develop higher levels of empathy and a greater understanding of contingency in human history, and thus the role of individual action and engagement (Burney et al. 2010, p. 16).

They conclude that RTTP equips students in many various ways. They gain skills that are important and helpful in the “real world,” not just in school. Faculty have been concerned that time that is spent on playing games prevents content coverage. One professor said, “You cannot cover everything. If you try, students will forget everything. I’d rather cover a few things well and have students retain what they learned.” (Hagood, Norman, Park, & Williams, 2018, p. 173). They believe the time that is invested in RTTP pays off in student engagement and retention of knowledge, and the goal is quality, not quantity (p. 174).

McCormack and Petersen (2018) at Middle Tennessee State University (MTSU) and Tatlock and Reiter (2018) at Mount Mary University (MMU) have experienced the same kind

of engagement for their students. Students immerse themselves in different worldviews and perspectives and learn how to support a position with rational data and sources (McCormack & Petersen, p. 27). At MMU the attendance in class was on average 98.7 percent, and the engagement led to higher grades, with the average on 94.7 percent (Tatlock & Reiter, p. 18). Stroessner et al. (2009), learned from assessing the impact of RTTP over several years that Reacting students improved their rhetorical skills far more than students in traditional classes. This is because most of the time in Reacting classes speaking and debating is essential (Hagood & Watson, 2018, p. X).

According to Olwell and Stevens (2015), the central idea of RTTP is that students are motivated by the desire to “win” the classroom game, and this leads to higher student engagement. However, students overall viewed participation as key to their grade, with winning as only a small bonus (p. 566). Active learning is memorable, and it engages students on several levels and makes learning personal. Students are invested in their character during an RTTP game and wants their character to prevail in the game. Furthermore, this motivates them to learn the content well, engage in conversations inside as well as outside of the classroom. Hagood, Norman, et al. (2018) report that playing one RTTP game is impactful for students; however, the more they play, the more skills they acquire. If one plays several times, it can lead to deeper learning (p. 176).

2.1.2 Classroom environment and oral participation

Bucholz and Sheffler (2009) claim that a classroom environment is one of the most important factors when it comes to learning. The classroom environment should be positive and supportive to help students learn better, and where they “feel a sense of belonging, trust others, and feel encouraged to tackle challenges, take risks, and ask questions” (Bucholz & Sheffler, 2009, p. 8)(Goss, Sonnemann, & Griffiths, 2017). It should also boost cooperation and acceptance. Role-play can be used for social values, to improve human relations (Raz, 1985, p. 235). RTTP works because it is not just a role-play but a game which uses factions, or groups where the students’ characters have similar goals in the game. They are now accountable to each other to win the game.

RTTP builds on the combination of teamwork and peer pressure through collaborative learning (Werner, 2016, p. 976). They work together to come up with the best arguments to persuade the intermediates (“wildcards”), who in the end will determine who wins the game through voting (Burke, 2014, p. 10). Students are encouraged to voice different sides of a

complex problem, and this experience strengthens the relationships in the classroom. In the research of Webb and Engar (2016), they observed network changes in the classroom after playing three games. During the games, social isolation in class was eliminated, and students developed multiple acquaintance ties and at least one friendship tie. They found that RTTP helps both educationally and socially (p. 14).

Carnes (2005; 2014) and Lazrus and McKay (2017) among others have experienced that RTTP helps many students break out of their shell and become leaders. Shy students talk about how RTTP classes gave them practice and therefore confidence in speaking. They learn how to take questions on the spot from the opposition and understand that how they say something is not as important as what they say. Hiding behind a character helps shy students become orally active. They often bloom and sometimes discover leadership qualities they did not know they had (Lazrus & McKay, 2017). During RTTP games students feel they can speak freely and ask dumb questions without being judged (Olwell & Stevens, 2015, p. 564). This creates a relaxed environment where it is more important to touch the people one speaks to than to impress them (Carnes, 2014, p. 138).

Although RTTP has been reported by Reacting faculty to work on student's engagement and participation in class, that is not always the case. RTTP can be stressful due to oral requirements and the peer anticipation of one arriving prepared to class. Sometimes students do not want to be an "eager-beaver"⁴(Carnes, 2014, p. 142). Other students struggle with the role reversal, from being a notetaker or passive spectator to addressing their fellow students in a discussion. If a third of the class falls silent, one does not get the full picture, and interesting twists are not possible. "Slackers can ruin a Reacting game"(p. 142) according to Carnes (2014) because they do not study the content which is necessary to keep the conversation going.

RTTP faculty and game designers work on finding ways to motivate the underachievers to participate in RTTP. Kamran Swanson gave his students specific guidance on their character sheets, with what to focus on in the speech and when to prepare it for, and this has made his Reacting classes run better (Carnes, 2014, pp. 143- 144). Binnington (2015) recommends revealing the pedagogy to the class. He gave them a few chapters from Carnes' book *Minds on Fire...* to read and they discussed it before the game started. He also suggested preparing the students for the quantity of reading, writing and speaking they will have to do

⁴ a keen and enthusiastic person, who is willing to work very hard (Cambridge dictionary).

and help them figure out how to find and use historical sources. Lazrus and McKay (2017) believe that helping students cultivate cooperation is of importance to make RTTP work. The world of technology tends to cut them off from one another, and they need to learn how to “develop workload distribution, communication plans, and conflict resolution” (p. 356). According to Lazrus and McKay (2017), “No pedagogy serves all students” (p. 356). Some students do not enjoy RTTP, however, many students are bored in traditional lectures. Furthermore, RTTP has been experienced to engage students on a deeper level and produce higher-level work than in traditional classes (Higbee, 2008).

When Carnes had his first evaluation of an RTTP class the students got confused by the question, “What can be done to encourage discussion?” Students answered, “The problem wasn’t to get us to speak, it was to get us to shut up” and “We didn’t need encouragement [...] Tranquilizers were more in order” (Carnes, 2014, p. 136). When the professor takes the role as supporting actor instead of the lead students step up to fill the void the teacher left. The teacher is there to support, but in the end, the “Students are the class” (p. 136).

2.1.3 Role-playing (RTTP) in an EFL – Classroom

According to Hana Raz (1985): “Role-play is... the most effective in the foreign classroom being simultaneous pair and group work, spontaneous and unstructured, focusing on conflict situations of real concern to the learners” (p. 225). Raz also claims that “many weak students enjoy drama, and make good progress, even when their knowledge of the language is minimal” (p. 227). Students get to exploit the knowledge they have gotten through reading and listening when role-playing, and they become more fluent and confident in their second language (p. 228). The need to use the language is equivalent to the speed it is learned in (Macnamara, 1973). When involved in a conflict the learners feel the need to express themselves. According to Raz (1985), students who are used to formal methods must be helped to understand the value of spontaneous expression in their second language. He also emphasizes using the method often to make the learners used to the format. Teachers who are going to have role-playing in an EFL- class should experience it oneself. In that way, one knows better how to lead one, and one gets the sense of playing a character and step out of one’s comfort zone (Raz, 1985).

Speaking in a foreign language can be quite a challenge when it comes to playing RTTP (Carnes, 2014). Professor Ann Davison and Susan Lantz Goldhaber (2007) tried an experiment at Queens College in City University of New York (CUNY), where the first- year

ESL- students signed up for a morning EFL-class and a RTTP class in the afternoon. In the morning classes, they worked in their groups or factions and refined their papers with help from the teacher, and in the afternoon they had discussions with native speakers using their character's views and ideas in RTTP games (Carnes, 2014, p. 140). The professors were stunned to see that students put aside their language self-consciousness because they were heavily caught up in the game. They left the classroom more integrated and with a higher level of proficiency in English (p. 140).

Nevertheless, they also experienced shy students for whom public speaking remained challenging, and sometimes they cried. It is the fear of public failure, and students speaking in a foreign language is especially exposed in the insufficiency of their understanding and communication skills. However, the collaboration in RTTP works as a scaffold and support in students' learning. Davison and Goldhaber had tried many methods to help them achieve this, and nothing had worked as well as RTTP (Davison & Goldhaber, 2007, p. 157).

2.1.4 The Game: *The Struggle for Civil Rights...*

Why do RTTP classes generate such intense levels of engagement? Students claim one of the reasons is that RTTP classes are configured as games. Games are played, and people enjoy playing (Carnes, 2014, p. 4). Educational theorists such as Rousseau, Dewey, Froebel, and Piaget have insisted that the best way to learn is through playing, however, first and foremost among children and teenagers (Carnes, 2015, pp. 383-384). Nevertheless, it seems to work at the college-level as well. Students enjoy the fantasy and competition elements in "bad play," where they get to become someone else from a different time and place (Carnes, 2015).

RTTP games can have several different themes, everything from art to science (Higbee, 2008). The instructor assigns roles to the students. Some are actual historical figures, and others are types of people. Several characters are grouped in a faction, who work together to "win" the game by persuading "intermediates," also called wildcards (Olwell & Stevens, 2015, p. 563). The game we used during our data collection was *The Struggle for Civil Rights: Birmingham to Memphis, 1963-1966* (Highland & McDougall, 2009a, 2009b) compiled by James Highland and Harald McDougall. The characters are gathered at Dorchester Retreat (Georgia) in 1963. The game is set during the Civil Rights Movement, and crucial debates and decisions about the goals and means are being addressed. The students got roles in Civil Rights organizations such as the Southern Leadership Conference (SCLC), the Student Nonviolent Coordination Committee (SNCC), and the National Association for the

Advancement of Colored People (NAACP). We gave the responsibility of assigning roles to the teachers. We differentiated the role-play by giving each character a number from 1-3, one being an easy role, two an intermediate role and three a leader role, for students who could handle the responsibility. The goal of the game was to figure out the best possible form of protest to promote their cause shortly, and the students were to find the best arguments for their faction's view (Burney et al., 2010, p. 57).

Chapter 4. 1, "The adaptation," addresses how we adapted a full-fledged RTTP game made to fit American university classes and turned it into a mini-game so that it could be used in all the three EFL- classes in Norway. We had two weeks and eight school hours to introduce, play, and conclude the research project.

3 THEORETICAL FRAMEWORK

In this chapter other methods and pedagogies are presented, which support RTTP's pedagogy with a focus on oral competence (3.1.1 - 3.1.2), and classroom environment (3.1.3 - 3.1.4), as well as how it fits with the formal framework in Norway (3.2.1- 3.2.2).

3.1 THEORIES OF LANGUAGE LEARNING/ APPROACHES FOR LEARNING

Nation (2001, 2008) claims that languages should be taught in four different ways in the classroom. These are meaning-focused input (listen or read to find information), language-focused learning (focus on particular words and expressions to be learned), meaning-focused output (focus on talking or writing) and development of flow (focus on language use of known vocabulary and the context words are used in) (Hestetræet, 2012, p. 178). RTTP covers each of these four ways, to a certain extent. Students read to find arguments, use proper words and expressions in the context, and write and speak about it.

3.1.1 Developing oral skills

One needs between 6000 and 9000 words to master spoken and written communication in English (P. Nation & Kyongho, 1995). According to Hestetræet (2012), extensive reading is a way to learn both high and low-frequency vocabulary (Birketveit & Rugesæter, 2014). The textbook that teachers use is not enough to develop sufficient oral skills. Hellekjær (2005) wrote in his doctoral study that Norwegian students in higher education are not prepared to read curriculum material in English. He believes the reason for this is the focus on close-reading of short texts in textbooks. Students need to read more extensively because, according to Krashen (2004), you understand the entirety of the text while you learn vocabulary, grammar and spelling. Students need a "language bath" to express themselves on complicated matters, and English lessons should contribute to this. According to Chomsky (1965), Hymes (1972), and Canale and Swain (1980) good English communicative competence is the ability to use language targeted, precise and in context. Canale and Swain (1980) defined "knowledge" as what one *knows*, consciously or unconsciously, and "skill" as how well one can *perform* this knowledge in authentic communication (Simensen, 2007, p. 105).

Hellekjær (2016) writes in the article “Lost opportunities...” about bored Norwegian students who do not feel challenged in English class. Many learners can express themselves in English in complex ways, some because of gaming, reading of comics, or listening to music, but are not allowed to show it. According to Hellekjær (2016), teachers need to map students’ skills and teach them how to use the language more formally and in varying ways, in both oral and written communication. They should be exposed to demanding texts on topics from several areas in society. To become an efficient reader, they have to learn how to get the main ideas out of a text without having to look up every other word, through a top-down approach⁵.

Teachers tend to talk too much during class. According to Vivian Cook (2008), the average teacher talks up to seventy percent of class time (p. 161). The problem with this in an EFL-classroom is that learners cannot learn unless they get the chance to practice. Thirty percent of a class is not enough time to improve their oral skills if you consider that a student has only two-five school hours per week. According to Birketveit and Rugesæter (2014), another problem in second language teaching is that many teachers teach English in elementary school in Norwegian. Mixing the first and second language can hinder progress, for instance when you watch an English movie with Norwegian subtitles instead of English (Mitterer, McQueen, & Pelli, 2009).

3.1.2 Content and Language Integrated Learning (CLIL)

The CLIL approach anticipates that “students can get ‘two for one,’ learning the subject matter content and the language at the same time” (Lightbown & Spada, 2013, p. 171). Navés (2009) found that one of the advantages of this approach is that it exposes the students to great quantities of the target language in a natural learning setting (p. 25). It has also been claimed to boost the learner’s confidence and motivation to learn the target language. (Drew and Sørheim, 2016, p. 134).

RTTP is principally a CLIL- method that language teachers can use to shift focus from form to content (McKinley, 2013). Lightbown and Spada (2013) claim that CLIL- classes “develop comprehension skills, vocabulary, and general communicative competence in the new language,” however teachers need to teach accuracy through form-focused instruction (p. 211). Drew (2013) found that Norwegian 9th graders emphasized what they learned about the Second World War more than the language they learned it in, after nine weeks of a CLIL-approach.

⁵ The meaning takes priority over individual words.

3.1.3 Student-centered classroom: cooperative and active learning

A student-centered classroom can be achieved by giving students “space, tools, and support they need to take control of their own learning”(Clayton). If students are to reach their potential teachers cannot spoon feed them information. Besides, the “one-size-fits-all” education is limiting learners who do not fit in the typical school setting. Students are different, and they learn differently. Teachers should use different approaches to cover every students’ learning style⁶, and that is one of the biggest challenges of teaching (Clayton).

Cooperative language learning focuses on the importance of developing a classroom that emphasizes cooperation over competition. Cooperative learning leads to student motivation, skill development, and community building. Students talk more than the teacher does and most of the time they talk in the relative comfort of small groups (Hughes, Stevenson, & Gershovich, 2006, p. 87). According to Ogden (2012), pupils seem to prefer activities that give them plenty of opportunities to contribute and be active, because they feel more involved in their own learning (p. 87). When it comes to the composition of collaborative groups, research recommends that the groups be put together with a mix of high and low performing students (p. 88). Active learning strategies are used to make students “think about, reflect on, grapple with, explain, synthesize, support, and/or defend aspects of the content of the course” (Hagood, Watson, et al., 2018, p. 3). This engages students in cognitive processing, making it easier for them to retain knowledge.

Lev Vygotsky (1978) assumes that language development comes as a result of social interactions. He views speaking and thinking as closely intertwined. When one speaks this facilitates thinking, and one can gain control over mental processes when one internalizes what is spoken during a conversation. Internalization happens according to Vygotsky when a person interacts with an interlocutor within their ‘zone of proximal development (ZPD).’ The theory of ZPD is that a student can perform at a higher level because of support or scaffolding from an interlocutor (Lightbown & Spada, 2013, p. 118). RTTP advocates a student-centered focus and is very relationship-driven which fits perfectly with collaborative learning.

⁶ aural, verbal, physical, visual, logical, solitary, and social.

3.1.4 A friendly, motivating and engaging classroom environment

In chapter 9a of the Educational Act in Norway it is stated that: “All pupils in primary, lower secondary and upper secondary schools are entitled to a good physical and psycho-social environment that will promote health, well-being and learning” (Utdanningsdirektoratet, 2004). Immordino-Yang et al.’s (2016) research has connected emotions to learning, memory, and retention. People only think deeply about things they care about. Most teachers want their students to communicate freely without restrictions nor fear of making errors in the classroom. Many students struggle with the anxiety of making a fool out of themselves. Pihlstrøm (2013) suggests telling them that everybody, even teachers, makes mistakes and it is nothing to be ashamed of (p. 114). To create a classroom environment with mutual respect is key for students to feel safe and experience success (Lightbown & Spada, 2013, p. 204).

Drew and Sørheim (2016) claim that motivation might be one of the biggest factors to succeed in a second language. The teacher’s approach, materials, and methods are factors that can affect students’ motivation, self-confidence, and enjoyment of learning English (Drew & Sørheim, p. 21). Teachers should try to make lessons “enjoyable, interesting, relevant, meaningful and challenging”(p. 21) to increase the students’ motivation to learn English. Crookes and Schmidt (1991) suggest that motivation increases if activities in the classroom are varied. Often teachers can be stuck in boring routines because it is comfortable, but that should be avoided if you want to motivate your students to learn something new.

Teachers are fully aware of the importance of engagement in learning (Goss et al., 2017). To increase this in class teachers must increase the student activity as well. In terms of retaining knowledge and skills, they should use it through learning activities. Through learning activities, they can practice and talk. Teachers should make it so engaging students are motivated to participate, and one way to do this is to put the student in charge of learning and become a facilitator yourself (Johnson, 2012).

3.2 DOES RTTP FIT WITH THE FORMAL FRAMEWORK IN NORWAY?

3.2.1 The Knowledge Promotion curriculum (LK06/13)

The *Knowledge Promotion* curriculum (LK06/13) defines five basic skills, which are supposed to be integrated into every subject. These skills are oral skills, reading, writing, digital skills and numeracy (Utdanningsdirektoratet, 2012, p. 5).

According to the framework for basic skills;

Mastering oral genres in constantly more complex listening and speaking situations requires active participation [...] In secondary education students should be able to substantiate their opinions, discuss subject-related topics, appreciate different modes of expression and assess their own performance (Utdanningsdirektoratet, 2012, p. 6).

In the framework, oral skills are separated into five levels (one is low, and five is high competence). The levels also have four sub-categories; understand and reflect, produce, communicate, and reflect and assess. To be at level three in communication, you have to be able to: “discuss subject related topics and procedures. Can argue for and against in a debate using subject-related terminology” (Utdanningsdirektoratet, 2012, p. 7). However, if students do not get the opportunity to practice this skill, they have no chance to be at level three or higher. According to Drew and Sørheim (2016), English teachers should prioritize time to develop learners’ ability to speak and communicate in English. They claim that it is one of the most essential aims in the guidelines for the English curriculum (p. 58).

3.2.2 New Curriculum in 2020

In 2016 the government stated a planned renewal of the *Knowledge Promotion Reform* (LK06): “A changing society also requires a renewed school. The Government, therefore, proposes to renew the subjects in school to give the students more in-depth learning and better understanding” (Kunnskapsdepartementet, 2016). At the moment, a new curriculum is being compiled, which is going to be set in motion in the Fall of 2020. It is still built on the *Knowledge Promotion*; still, the reasoning behind the renewal is:

1. What students and apprentices learn should be relevant. Society and work life are changing with new technology, new knowledge, and new challenges. We need children and young people who reflect, are critical, exploratory and creative.

2. The students and apprentices will have more time for in-depth learning. Many of the curricula have been too extensive. In order to create good frameworks for in-depth learning, we cannot merely fill in new content. We must make clear priorities.

3. There will be a better connection in and between the subjects, and the different parts of the curriculum should be more cohesive.

(Utdanningsdirektoratet, 2018)

Often teachers excuse the absence of change in the classroom to time limitations, because of all the competence aims in the curriculum. According to Hellekjær (2016), the curriculum is no obstacle for change. You have competence aims to follow, and the basic skills are important, nevertheless, how you teach it is not specified. There are possibilities for teachers to introduce RTTP due to the new curriculum's focus on in-depth learning and interdisciplinary themes.

4 METHODOLOGY

This chapter will describe the methodological development in this MA-thesis, which is both a qualitative and a quantitative study. The study investigates teachers' and students' view on whether RTTP can generate engagement and develop communication skills in Norwegian EFL-classrooms. Through students' surveys and teachers' interviews, this is investigated, as well as observations during the game. Firstly, the adaptation of the game will be outlined (4.1), followed by the research design (4.2), and a presentation of the participants (4.3). Then, the research tools will be accounted for (4.4), and the analysis of data (4.5). Finally, the research credibility (4.6) will be addressed. Due to the word limitations, of this MA-thesis I have decided to save space for other parts and will therefore not write as thorough in this chapter.

4.1 THE ADAPTATION

Carrying out a research project is a process that can be compared to walking a staircase, one goes step by step. (Holand, 2018, p. 96). We were two MA- students, Oda Elise Grindahl and me, who did the preparations and teaching for this classroom research. One of our biggest challenges was to turn a full-fledged RTTP game for a US college level into something we could use for two weeks. Each class was given a handbook, and in appendix 2 the student handbook given to the VG1 class is presented to show the middle ground. We tried to indicate what was essential for them to consider while debating and we gave them an overview of what they would be doing during classes and as homework. We had twenty-eight characters to sort through, where we cut some down from three pages to one and translated difficult words. In appendix 3, two of the characters are presented (VG1). Due to time limitations we asked the teacher in each class to prepare the students on the topic. The teaching was done over two weeks and consisted of eight school hours; one information day, three game days and a conclusion day, where they also conducted the survey.

4.2 THE RESEARCH DESIGN

What I have been conducting is empirical research. The word empirical comes from Greek: *empeiria*, which is usually translated with experience or knowledge based on experience. (Kleven, Tveit, & Hjordemaal, 2011, p. 11). When the primary purpose is to develop knowledge such as illuminating or solving a practical problem, it is called *applied research* (p. 15).

4.2.1 Methodological choices

The methodological choices one makes should reflect what one is trying to figure out. In other words, research methods are the approaches one uses to answer or shed light on the questions one has asked (Kleven et al., 2011, p. 16). According to Tjora (2012), efficacy is an important factor, besides ethical justifiability, it might be the most crucial requirement for a research method (p. 15). The decision to choose both qualitative and quantitatively methods in this research have to do with the considerations of both efficacy and ethical attention. Interviewing over sixty students would be too time-consuming, and by just selecting a few of them, one does not get the opinion of the entire class, which was an aim of mine to do in this research.

In the field of social research, qualitative and quantitative research appears to be two major ways of thinking or paradigms in terms of how to obtain or generate information about society (Kuhn, 1962). In many cases, a combination of qualitative and quantitative approaches is beneficial. Differences between the two are understanding (qualitative) rather than explanation (quantitative), proximity to the ones being researched "on" (qualitative) rather than distance to their respondents (quantitative), data in the form of text (qualitative) rather than numbers (quantitative), and an inductive (exploratory and empirically- driven) approach rather than a deductive (theory and hypothesis- driven) approach (Tjora, 2012, p. 18). The two traditions have strengths and weaknesses and therefore can complement each other (Kleven et al., 2011, p. 18). It has become much more common to combine qualitative and quantitative methods in the same research project. This is often referred to as "mixed methods" (p. 20).

4.3 SELECTING THE SAMPLE

It was challenging to select the sample. I wanted to have a few classes from lower-and upper- secondary school. However, it was not an easy task to persuade teachers to give up two weeks of their already planned schedule. The teachers were found through the research project addressed in the introduction (1.2). They were introduced to RTTP at a teacher conference at the University of Agder. I contacted the teachers by sending them an e-mail with general information about the research project. When they responded positively, I sent them guidance on what they should prepare their students for before the game. I ended up with a 10th grade class in lower secondary school and a 1st and 3rd grade class in upper secondary school. Not every student was able to take the survey or be a part of the project, but I am pleased to say that the survey for this research project got over sixty respondents. The school administration, teachers, and students all signed consent forms before the research started (appendix 4-5). The teachers' background and experience with roleplay, and their students are shown in tables 1 and 2:

Table 1: The participating teachers and their experience with role-playing. They are anonymous and given aliases.

Name	Gender	Years of teaching	Used role-plays before?	Used RTTP before?
Hannah	Female	10	Yes	No
Sophia	Female	15	Yes	No
Lily	Female	15	Yes	Yes

Table 2: Information about the participating students.

Grade	Subject	Teacher	Participants in the survey
10 th Grade – Lower secondary school	10 th grade English	Hannah	15
VG1 – Upper secondary school (Health and Engineer students)	VG1 English	Sophia	26
VG3 – Upper secondary school	Social science English	Lily	23

4.4 RESEARCH TOOLS

The students in the research were not mine; therefore, I wanted the teachers to be observers, together with me, during the game. After the game, they were interviewed about impressions of the pedagogy, as well as whether it affected their students. I also wanted to know the students' thoughts about RTTP and figured a questionnaire would give the most authentic and honest answers.

4.4.1 Semi-structured observation

Observation studies can give access to social situations that those involved in the situation have not first interpreted themselves (as one can access in interviews). Participant observation and collection of naturally occurring conversation can entail collection of verbal data, but the researcher must conclude the participants' meaning less directly than is possible through in-depth interviewing (Brenner, 2006, p. 357). One can imagine that with observation we study what people do, while in interviews we study what people say that they do.

In many cases, even a minimal amount of observation can provide relatively useful additional data, for example in a study that otherwise uses interviews. It is a supplement to interview data and questionnaire data (Tjora, 2012, p. 47). If one aims to note down all the details in different situations, one will get the writer's cramp and a feeling of impression drowning. One concentrates on what one is specifically curious about, not everything (p. 90).

4.4.2 Semi-structured interview

Semi-structured interviews are interviews that use an interview protocol to help guide the researcher through the interview process. The interview maintains some structure, but it also provides the researcher with the ability to probe the participant for additional details (Brenner, 2006, p. 357). The structure helps in the purpose of comparability across informants. A semi-structured protocol has the advantage of asking all informants the same core questions with the freedom to ask follow-up questions that build on the responses received, to get more details about participants' thoughts, feelings, and opinions (Brenner, 2006, p. 362). These are the reasons I decided to go with a semi-structured interview.

One of the biggest challenges with making an interview guide is framing rich questions. Part of the art of interviewing is encouraging the informant to open up an expand on his or her responses in a way that is distinctive from ordinary conversations. One

characteristic of a good interview is that the informant is encouraged to speak more than the interviewer (Brenner, 2006, p. 363). Patton (2002) noted that the interviewer must establish an understanding with the informant while maintaining neutrality in questions (Brenner, p. 364). I focused on posing the questions plainly so that its purpose was clear and avoided asking multiple questions at one time to avoid confusion.

The interview guide (appendix 6) was sent to the informants a few days before the face-to-face interview. This was to give them time to think and make them feel more relaxed during the interview, knowing what was coming. The teachers indicated that they appreciated it. The interview was conducted in Norwegian for them to express themselves easily. I wanted to be as free as possible during the interviews; therefore, two of the three interviews were recorded. The third one was done over e-mail because it suited the situation of that teacher. The use of sound recordings gives the certainty that one gets a complete record of the informant's actual words. In the interview situation, one can concentrate more on the participants who speak, to ensure proper communication and flow in the interview as well as ask for elaboration and concretization where needed (Tjora, 2012, p. 137). The interviews took place at their schools so that they would feel at "home" during the questioning.

4.4.3 Questionnaire

A questionnaire is typically used to find particular pieces of information or to determine the frequency of different responses in preset categories (Brenner, 2006, p. 357). The questions in a questionnaire should be unambiguous and written in a simple and clear language (Kleven et al., 2011, p. 36). As Jaeger (1997) stated: "You don't want every respondent to give you the same answer, but you do want every respondent to hear or read the same question" (p. 461) (Berends, 2006, p. 631). A fixed answer option is usually used in a questionnaire, at least in most of the questions. Fixed response options are efficiently and time-saving for anyone who answers the questionnaire. More importantly, it facilitates the processing of the answered forms very much. It is more accessible, count and process data check answers (Kleven et al., 2011, p. 36). However, for them to be able to express themselves in their own words, I included some open-ended questions.

Reviewing previous surveys may be well used time (Holand, 2018, p. 103). In the book *Playing to Learn with Reacting to the Past...* (Hagood & Watson, 2018) I got inspiration to form my questionnaire. I used some of the questions they have asked students in America about RTTP. This is where I got the idea of using the Likert scale. A Likert scale consists of a

several statements with closed answer possibilities. The answers express the degree of agreement or disagreement with the statement (Holand, 2018, p. 108).

Programs used to construct web-based surveys also set up to allow for automated coding of the data. I used Survey-Xact because of the collaboration with the University of Agder, and they met NSD's requirements for data processing. I e-mailed the survey link to the teachers, so they could post it on the digital learning platform "itslearning" to make it easier for the students to access. The questions were in Norwegian (appendix 7) and the students answered in Norwegian to avoid misunderstandings.

4.5 DATA ANALYSIS

4.5.1 Registration of observations

In pedagogical research, one will face the problem with measurement. What one wants to study and find out about will often be theoretical concepts that are not directly observable. One needs to analyze concepts and activities that will describe experience, emotions, situations or people (Næss & Sjøvoll, 2018, pp. 192-193). Kleven et al. (2011) claim that one cannot observe an actual phenomenon, such as engagement. However, one can see the repercussions of what engagement does to people. I wrote down in a note form with specified themes; on engagement and oral skills. The coding happened concerning the selected focus. To separate what I was observing and my tentative interpretations and reviews, they were put side by side in different columns. My observations (appendix 8) were mainly a tool to complement the results from students' surveys and teachers' interviews.

4.5.2 Transcribing and analyzing the interviews

I transcribed the recorded interview right after it was held at the teacher's school. By transcribing the interviews, they become structured and suitable for analyzing. After I had transcribed the interview, I listened through the recordings again to verify that I had written everything properly. The coding of the data was done when all interviews were completed and transcribed. I was present during Oda Elise Grindahl's interviews, and some of the data is collected from them as well.

When analyzing the data from the interviews, it is often a good strategy to start with the starting point in the interview guide's superior questions (Kvale, Brinkmann, Anderssen, & Rygge, 2015). On the one hand, similar statements form a textual synthesis, while different

statements, on the other hand, reflect the width of the material. If two of the teachers agreed on something, they got a homonymous text under the category A, while the third teacher, for instance, stands alone in a category B (Johnsen, 2018, pp. 207-208). In chapter 5.1, I have tried to categorize the answers sensibly to help readers follow my train of thoughts in the “Discussion” (chapter 6).

4.5.3 Analyzing the questionnaires

When analyzing questionnaires, it is important to remember that it does not give answers to more than what is asked. While interpreting why people have answered the way they have, it is significant to be aware that it usually is more than one interpretation of this. It is the reader’s job to judge if the interpretations given are logically necessary, or not (Kleven et al., 2011, pp. 37-38). In the same way as with the interviews I tried to collect the similar voices of the students and some of the ones who stood out in different categories. In chapter 5.2, the survey results will be presented in a careful matter, through text and statistics.

4.6 RESEARCH CREDIBILITY

4.6.1 Validity and reliability

The quality of the study is judged based on the two units of reliability and validity. High reliability means that others can verify the methods and give the same result. Small shades in question text can be of great importance (Holand, 2018, p. 99). My questions, both interview and survey, were checked by a research supervisor, to ensure they were clear and appropriate for this study. However, this research has only been investigated in three different classes, who had different teachers preparing them for the role-play. Subsequently, it is not a given that someone else will get the exact same results over time. Good reliability means that data is unaffected by random measurement errors (Kleven et al., 2011, p. 89). In chapter 4.6.3, limitations that can affect the research reliability are mentioned. *External validity* shows that the measurements made on the sample apply to the entire population and are valid for the entire population and perhaps also other populations (Holand, 2018, p. 100).

Although my study had a relatively small sample, two of the three classes have not chosen English as a subject, which means that not everyone enjoys English, or are engaged and motivated to do well in the subject. Thus, the results can be considered valuable in figuring out if RTTP can work well in EFL classes in lower and upper secondary schools in

Norway. The degree of correspondence between what an investigation aims to measure, and what is measured, we call *theoretical validity*. A result is theoretically valid if it is based on a clearly stated theoretical basis, based on a clear connection between a theoretical concept and a measured size and can be explained by a theory supported by the result (Holand, 2018, p. 100). My research was based on findings in the USA on RTTP, and my own personal experience with the pedagogy. The term *internal validity* is based on whether the findings describe reality, which is why I decided to get several opinions on the method.

Triangulation is a term used to refer to the attempt to establish the validity of multiple method studies. It tries to confirm the inference made from the findings of several research methods and approaches (Smith, 2006, pp. 464-465). Patton (2001) advocates the use of triangulation by stating: “triangulation strengthens a study by combining methods” (p. 247). This includes using both quantitative and qualitative approaches (Golafshani, p. 603). I used a mixed method approach, which can counterbalance the weaknesses of one approach with the strengths of another. This leads to a higher internal validity, external validity, and reliability of the findings in this research.

4.6.2 Ethical considerations

The Norwegian Centre for Research Data (NSD) has approved this research project (appendix 1). Everything that has been done in this project has been conducted after NSD’s guidelines. From the clarification of the implementation of the project with the school administration (appendix 4) to the consent forms of participants (appendix 5), and the storage of audiotapes. All the recordings were deleted after transcription.

Since the participation is voluntary, all participants were informed that they could pull out of the project at any time if they wanted to. They received my e-mail address and phone number, allowing them to withdraw from the study or ask questions. All the students that were a part of the project were fifteen years old or older and could give their consent. Anonymity is essential, and the teachers have been given aliases, and the students took the questionnaire anonymously. The questions have a non-sensitive nature, which makes it easier to avoid identification.

4.6.3 Limitations

I was aware that two weeks of RTTP was not sufficient time for every student to grasp what the point with role-playing was. Nevertheless, I am grateful for the three teachers, who allowed Grindahl and I to test our mini-game on their students. Due to time restrictions, we gave the responsibility of teaching about the Civil Rights Movement in advance to the teachers. They might have given the task different emphasis and used different methods, consequently, preparing the students in different ways.

Another limitation has to do with the number of participating students. Some decided right away that they would not be a part of the project. However, these students observed when the discussion took place, and without my knowledge answered the survey. In other classes, students did not participate in every class, which was unfortunate for them and us due to the progression in the game. Especially unfortunate was it when they missed out on the last game day. These students might not have gotten the right idea of what RTTP is about. I also encountered some bureaucratic hinders. NSD used more time than anticipated to approve my research project according to their regulations. Therefore, the first class answered the survey a few weeks after the game. We also, due to ethical considerations, had to give the students information about our projects, which might have influenced the performance of the students and how they answered the survey. This can lead to measurement problems depending on how good the questions are and on the students' willingness and ability to answer the questions as well and honestly as possible.

According to Kleven et al. (2011), research results are associated with a greater or lesser degree of uncertainty in the social sciences. It should be seen as circumstantial evidence rather than as evidence. Nevertheless, the results can still be of professional and practical value (p. 9).

5 RESULTS

This chapter will provide the results of this MA thesis. It is excessive, however, due to the uniqueness of the data I have decided to present most of it. It consists of three major parts: the results from the teacher interviews (5.1), the student questionnaire (5.2) and own observations (5.3). All the quotations from teachers and students are extracts from the interview or survey and are used to illustrate the results. They have been translated from Norwegian to English, appendix 9 and 10 contain the extracts in Norwegian. The names of the teachers in this chapter are aliases to secure their anonymity. Hannah is the teacher in the 10th grade class, in lower secondary school, and Sophia is the 1st and Lily the 3rd grade teachers in upper secondary school.

5.1 TEACHERS' PERCEPTIONS OF RTTP

5.1.1 View of role-playing (RTTP) as a teaching method

All of the teachers had some experience with role-playing in the classroom. I wanted to know in what way, and how they experienced the outcome of this method.

Hannah: I have used role-play several times in both English and Norwegian. This has been successful most times, and in fact most successful the times I've done it in English.

Lily had tried role-playing before and a Reacting to the Past game as well. She was the teacher who gave us the material we needed to make a mini-game of the 'Struggle for Civil Rights.'

Lily: ... I always think it is fun and really rewarding for both students and teachers. For some, it does not fit, and some never prepare for lessons...

Sophia's experience with role-playing is through designing her own with her students about Rosa Parks, and trying it out in two 10th grade classes when she worked in a lower secondary school. She used nine weeks to prepare them and complete the role-play.

Sophia: My experience is that students are very ready for something more than the typical classroom teaching.

When asked what the advantages and disadvantages with using role-playing as a method are in English teaching, they agree there are many advantages. Such as spontaneous oral

activity and engaged students, who remember more. However, there are some challenges as well, mostly due to the time it takes and students who do not want to take part in this method of learning.

Hannah: Many of the students are so engaged that they speak without thinking too much about how to say things in relation to grammar and pronunciation... The disadvantage is for those students who are so unsure of themselves that they avoid getting involved.

However, Hannah believes that by giving the students time to get familiarized with role playing, doing it more than just once, will lead to increased participation by everyone in her class.

Lily believes there are mostly benefits to this method of teaching,

Lily: ... because you can always put it in a relevant context in the English subject. However, it does take some time especially if you have to have some prerequisites...

When Sophia designed her own role-play, she experienced an incredible engagement and students got really into their character during the role-play. At the same time, they learned history through active learning. The challenge for her as a teacher was to,

Sophia: ...explain to the students that you have to get out of your comfort zone...to free yourself because it is not you, you play a character.

The disadvantage according to Sophia is that not every student wants to or are comfortable using role-play as a way of learning and speaking English.

5.1.2 Engaged students

Hannah believes that students, and people in general, are motivated by experiencing a sense of accomplishment,

Hannah: ...which also provides favorable conditions for pupil engagement and positive interest and participation. A combination of auditory, visual and tactile learning, where appropriate, such as RTTP, is an optimal blend...

Lily claims that because they have chosen to have English as a subject in their 3rd year in upper secondary school the motivation should be there already, however she tries to vary her classes and bring relevant content to make sure they stay motivated.

Lily: ...linking it [topic] to something that is happening now and show that everything has a connection... Variation and being relevant even if you go back in time.

Sophia believes that giving the students more responsibility for their own learning is a motivating factor for them.

Sophia: In upper secondary school, I think giving them confidence that they can work independently motivates them. Because they are quite done with the very ruled class form...

Students want a shift from a teacher-centered classroom to one that revolves around them. When Sophia ran the “Rosa Parks” role-play her students told her that they would never forget the role-play, or Rosa Parks. Sophia believes they will remember her for this because it was different.

When asked if they were surprised about or noticed something in their students during the game Hannah said she knew her class very well after three years so not really any surprises, however she noticed some confusion in her students in the beginning of the game:

Hannah: In the beginning, many of the students were very confused ... The clever students understood the scheme and were instantly engaged... During the actual debate, the discussion and engagement took off as they got used to the conditions. At the end of the discussion, they were ready to continue...

In Lily’s class there were many active and clever students, so that these students were engaged did not surprise her, however she was surprised by someone who was quiet.

Lily: ...there were a few who surprised me very positively, who were working hard to show that they were prepared to have a good debate and arguments... However, a little half-hearted participation from someone I had expected more of.

She explains that sometimes this occurs in periods when students have a lot of other tests and assignments.

Sophia was surprised by some of the boys in her class who were very engaged. One of them usually does not participate during class. While, during the role-play he was engaged, and spoke English where he used many new terms appropriate within the Civil Rights Movement. She also discovered a girl who usually is not orally active in English, who showcased very good vocabulary and Sophia told her that:

Sophia: "You impressed me, both with your engagement and your vocabulary." She had really acquired many of the new subject terms within Civil Rights Movement. She was very specific, and she also had lovely English.

Sophia also commented that this girl sat next to her best friend, who backed her up during the play, and probably made her feel safe.

Most of Hannah's students told her they thought role-playing was fun, while some thought it was difficult. Lily's students were generally positive, these are some of the comments they gave her: "Awesome," "fun," "different," "good with teams," "unifying socially," "educational," and "exciting." She asked those who had been surprisingly quiet for reasons why. They had found it difficult to throw themselves into the debate, when it was very heated.

Lily: Some people thought it was a lot of fun and they were some of those who were very active, and it is no wonder that they experienced a sense of accomplishment. While others will probably have a feeling that "I was sidelined."

Nevertheless, they were still positive and thought it was educational. The negative feedback had to do with the time it took, some students wanted more time to read and get prepared for debate and some people thought it took too much time away from regular teaching.

Several students in Sophia's class commented on the first day 'this is great fun' and "we are looking forward to it". She heard very little complaining from her students, however, some of the students were confused by what it meant to be "a wildcard". Sophia's class wanted her to use role-playing again in the spring semester.

5.1.3 Developing oral skills

The teachers all agree that using role-plays such as RTTP is a great tool to develop oral skills. When Oda Elise Grindahl asked Sophia if she thought RTTP could contribute to language learning Sophia pointed to the fact that there is no blueprint in what to say, and the students can protect themselves by using a strange dialect and act like somebody else. They talk without worrying too much about the grammar.

Sophia: ... because nobody speaks grammatically correct all the time.

When asked about what they believe are the teaching methods that will help students gain higher oral competence in English, they all agree that variation is very important.

Hannah: [Teaching] ...requires a varied instruction to "hit" the various pupils and their preferred learning style.

Lily uses authentic texts in class, and she encourages oral activity in every possible way, that everyone speaks but not everyone has to speak as much.:

Lily: ... it will not be as embarrassing because everyone has to.

Sophia asks her students how they like to show oral competence, and usually they give her tips from previous learning experiences they liked. She thinks it is important to have a good interaction and make it clear to them that,

Sophia: "...when you sit and talk in groups I do not go around and correct your language, if I hear you speak English, I am pleased."

Grindahl asked Sophia what she taught about the level of proficiency in English in her class during the discussion. She said it was "very varied." However, she enjoyed seeing her students engaged even though the sentence construction was not correct, according to her,

Sophia: It is better to be engaged than be afraid to not express oneself well enough. It is a matter of exercise.

They also think active learning methods such as role-playing games can be motivating for learners when it comes to language learning. However, Hannah wants to underscore that it needs to be used as an additional approach, not the only one, at least not in lower secondary school where she teaches.

Hannah: This is because in this kind of approach they have to find out a lot on their own, and this is something few of them are good at, unfortunately.

Lily thinks active methods such as role-play motivates students because it is a different arena to show oral competence. She hopes that students realize that they also should have substance behind their utterances and adapt their language to the situation and context. In her opinion the game we introduced to her class helped them,

Lily: ... learn some words and expressions that have to do with the racial divide, organizations, types of law, customs and traditions and a lot really. I think this is very good for language learning.

Sophia is convinced that it is important to introduce the methodology one uses in the classroom properly, so students understand why they do it. For instance, you have to explain the logic

behind using a role-play instead of having a normal oral presentation. When it comes to oral competence she agrees with Lily that they are introduced to a lot of new words and expressions. However, they need to understand what the terms really mean before they can use it in a discussion.

Sophia: ...to give an example of the term... get the overall understanding.

The oral activity in the classroom compared to an ordinary English lesson was something I was curious about and both Hannah and Lily felt it was pretty much the same, all in all.

Hannah: The activity was as good as usual for most students. Some contributed to a greater extent than usual, while others participated to a lesser extent.

Lily: Quite as expected.

Sophia counted students who took part in the discussion on game day 3 and found that,

Sophia: ...there were twice as many people involved in the role-play than it usually is in an ordinary class. Honestly.

5.1.4 Classroom environment

The teachers all see the positive effect role-playing can have on the classroom environment.

Hannah: ...it can be positive with this type of learning and teaching as a supplement to other more typical teaching.

Though, Hannah believes it might suit the stronger students better than the weaker ones.

Lily's students come from different classes, which have resulted in some cliques, and she thinks RTTP is a good way to break these up,

Lily: ...it can be positive when someone who is not usually together is joined in the same group and have to work for the same strategy... I think they worked well in those groups.

Sophia believes role-playing can create a safe classroom environment. Everybody feels a little uneasy, and they understand they are not alone.

Sophia: ... to be spontaneous and show engagement we need to step out of the comfort zone.

When I asked what to do with students who are insecure and do not want to be a part of the role-play the teachers were understanding, however,

Hannah: ...it's okay that they are involved, but that they get the easier roles the first few times.

Hannah thinks most students will participate more when they get used to the concept. Lily agrees with Hannah that it is not enough to introduce something once and expect everyone to get it right away.

Lily: I would have understood. This is not for everyone and at least when it is completely unknown.

If teachers do it several times it will become easier for students to contribute. She planned to use role-play again later in the term.

In Sophia's class four students did not want to take part in RTTP and she gave them a written assignment instead and I wanted to know if she would do the same over again,

Sophia: I might have thought of an alternative... I didn't have a mini role-play game they could have done together...

She encouraged these students to experience the engagement of their classmates during the discussion. She believes this is better than leaving them completely out of it, and maybe they will consider joining the next time.

Lily has used this method on other occasions and as a follow up question I wondered if she had ever come across a more silent classroom than the one we encountered.

Lily: Yes, perhaps to a greater extent positive surprises when students who suddenly join in where they otherwise do not in oral contexts.

5.1.5 A teacher friendly teaching method?

Sophia has experience with colleagues who are critical to the use of role-playing in their teaching. It is still very unknown. She believes "the more variety the better," however it must work for the teacher that are going to use it. Nevertheless, in Grindahl's interview she said that,

Sophia: ...when they heard how engaged my classes were...they were more responsive. And then they thought this might be something for them ... And I think why cannot everyone try some role-play!?!...

I wanted to know what motivates and engages them in a teaching situation:

Hannah: That the pupils show interest and commitment, and that they get an experience of accomplishment.

Lily: It is the commitment and participation of the students first and foremost.

Sophia: What engages me...is first and foremost to get in touch with the class...

In the new curriculum that will be set in motion in 2020 there is more focus on interdisciplinarity. I wanted to know whether RTTP fits in the new curriculum in that regard, according to them.

Hannah: ...RTTP fits perfectly into the new curriculum in terms of interdisciplinary focus. The challenge is teachers and how they accept the interdisciplinary approach...it also eases the workload / pressure with fewer tasks for the students, as they already have too much work pressure.

Lily: ... in the class we did it in now, it's naturally interdisciplinary.... here you embrace both linguistic instruments that they have had about in the Norwegian subject, history and social studies in particular, and politics...

Sophia: It's a gift pack... So, you don't necessarily have to think about practicing speaking English, but you think about gaining new knowledge through a role-play. But the communication language is in English.

Sophia views RTTP as a great opportunity to cooperate with fellow colleagues, as well.

In the end of the interview I asked whether they would consider the use of role-play, such as RTTP, again in their English classes. They stated that they would;

Hannah: I am absolutely motivated for this type of teaching method in the future, as I consider it a fun, varied and complementary addition...

Lily: I'm pretty positive about it... It is a good approach to learning.

Sophia: ... I am very interested in role-playing because I have had positive experience with it and the students have given me positive feedback on it... teachers have to get out of their comfort zone. We have to step away from the blackboard lesson, from the very controlled class...

Sophia appreciates the focus in RTTP, which is not on the teacher, but the students.

5.2 STUDENTS’ PERCEPTIONS OF RTTP

Sixty-four students finished the survey, two students completed some of it. Fifteen students from lower secondary school (10th grade), and forty-nine students from upper secondary school (VG1 and VG3). Here are the findings from the survey of the students’ perceptions of RTTP.

5.2.1 Students’ relationship to English as a subject

Firstly, I wanted to know the students’ relationship to English. As many as forty-six of sixty-six (70%) respondents answered that they enjoy learning English and forty respondents (60%) have a sense of achievement in English. Four respondents (6%) do not like learning English and thirteen respondents (20%) do not have a sense of achievement in English. The rest was indecisive.

Furthermore, I wanted to know how the students learn the English language and what they enjoy doing in English class at school. This was an open-ended question and the results are in the following figures (1-2):

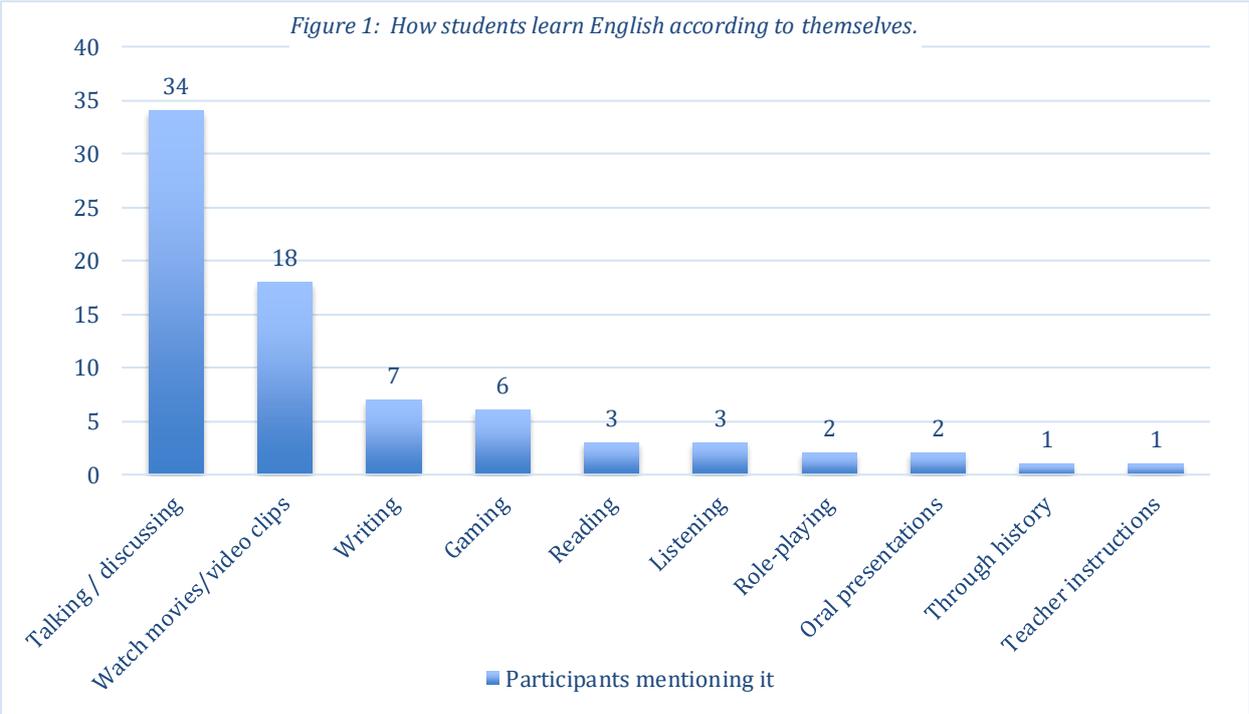
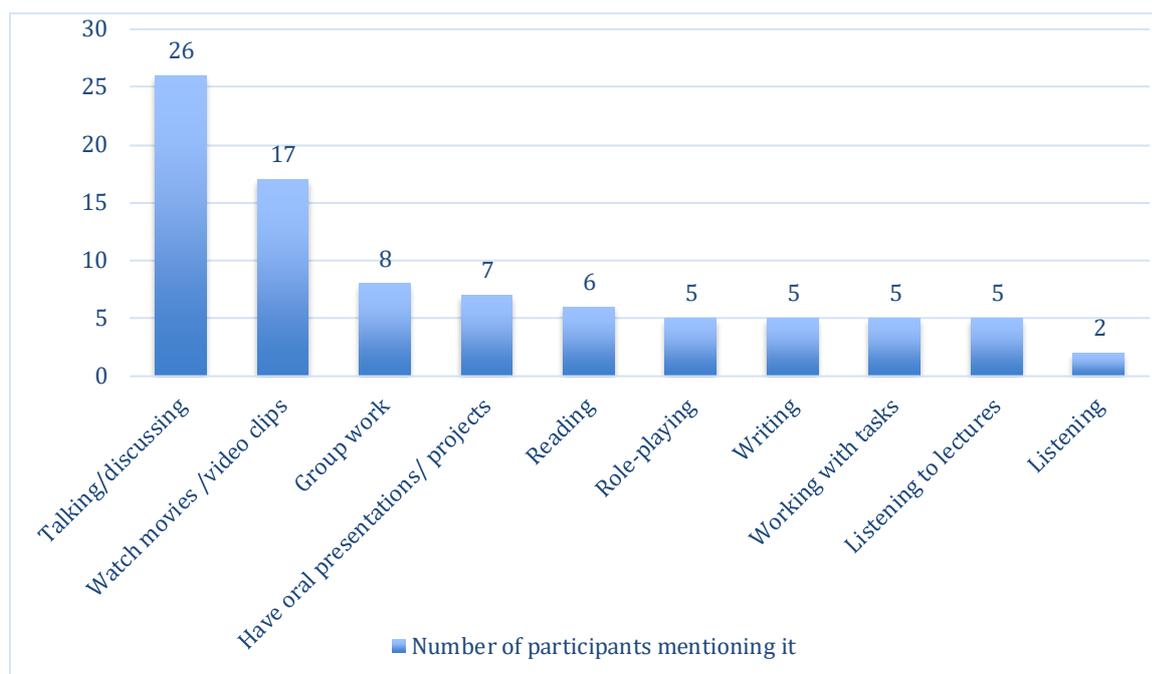


Figure 2: What students enjoy doing in English class at school.



The figures illustrate that the top two categories for both how they learn and what they enjoy doing in English classes are talking and discussing and watch movies and video clips. “Listening / listening to lectures” and “teacher instructions” are at the bottom.

5.2.2 View of role-playing (RTTP) as a learning method

For some of the students this was their first encounter with role-playing in a classroom setting. Twenty-two (33%) respondents had never experienced role-play before and thirty-three (50%) had done it once or twice. One respondent had done it three-four times, and four respondents (6%) had done it more times than that.

Thirty-five respondents (54%) enjoyed working with RTTP, while thirteen (20%) did not and seventeen was unsure (26%). I wanted them to explain why they answered the way they did. The comments given by the negative and unsure respondents, had to do with the role-play forcing them out of their comfort-zone to succeed. Some of these are the students who find it stressful to talk in front of many people.

It would have been better if we were split into smaller groups where I think people would have been more comfortable and talked more.

I am not very fond of talking in front of many people.

Furthermore, the complaints had to do with either using too much time or too little time on the game. There were comments like “*not fun*” and “*a waste of time.*” Someone said they liked the topic, however not the role-play.

I did not know what to do or how it worked.

A respondent also wrote that he or she did not feel like they learned anything due to chaos in the classroom and another felt we should have given more information before we started.

The positive feedbacks were prominent and as follows. Some students found it different, practical and educational.

I liked it because it was a practical thing where one could work a little in groups.

Because I feel I learn a lot when I can immerse myself.

I liked it because it was a little different and I felt it was educational.

Others enjoyed the topic and the way of looking at the past,

It's a good way to familiarize yourself with the past.

It was an interesting topic and created a lot of entertaining discussion.

Some students enjoyed having a role to play in an arena where more students were speaking.

I think it was fun because we all spoke a great deal.

Because it was fun to play another role.

Playing a character

A big part of role-playing is receiving a character to play, who might be quite opposite of yourself. Some found it helpful, while others found it confusing. The confused ones were mainly the students who were “wildcards” or “indeterminates.” Some students found it challenging both in a positive and negative way:

Can be a bit difficult if I don't agree with my character's thoughts.

It was exciting but difficult to immerse myself.

It was fun to be challenged to play someone completely different from who I am.

Very fun. Getting a demanding role contributed to pushing me a little out of my comfort zone, and it became completely natural to be in the role.

It's good to have a role that one might not agree with.

The positive feedback concerned the way it helped with the involvement in the game and the ability to “hide” behind your character’s opinions. Many found it interesting and fun as well.

In a way, it was liberating to be able to discuss as another. One does not have to be responsible for claims that go on people’s nerves.

I think it was very fun. You learn a lot when you can familiarize yourself with a role.

It was fun because one had to understand someone else's point of view.

Interesting. Made a "personal" relationship with the situation.

It made it easier to get into the right mindset, while providing a political view that I could follow.

Except for being a challenge for some students the negative and indifferent comments were few and not elaborate: “No thank you,” “weird,” “terrible,” and “I did not really care” Ten participants said in one way or another, “It was fine.”

The most challenging part about RTTP?

The biggest challenge for many students was the language. Twenty-one participants mentioned this.

Talking, reflecting and explaining in English.

... was discussing with others, at the same time it was exciting and fun too.

To debate in front of the class in English.

Find arguments and speak English.

Eight people mentioned the workload and preparations as the most challenging. The comments on reading are likely to be from students in the VG3 class, because they were the only ones encouraged by their teacher to read extensively in the original handbook (Highland, 2009b).

Read through the insanely long handbook.

The preparations were a bit demanding but worth it on Game Day 3...

A lot of history to read.

Ten participants found it difficult to stay in character,

Playing a different character, it's not quite in my comfort zone.

To set aside my own views and still be able to discuss thoroughly.

Having to have opinions adapted to your character.

Six participants mentioned that working in groups was a challenge or how other students behaved during the role-play,

My group did not work well together.

There are some who get very involved, making it harder for everyone to participate.

Difficult to concentrate in the groups.

Then it was the group of students who struggled with the more technical sides

To understand how the game worked.

Didn't understand the point or why we did it.

Too little time.

To understand what we were supposed to convince the "wildcards" about.

5.2.3 Engagement and learning

An important part of the pedagogy behind RTTP is that by immersing yourself in the game you learn in an impactful and deeper way. However, did the students feel they learned anything about the Civil Rights Movement? Forty of the Sixty-five (62%) respondents answered "yes", two respondents answered "no" (3%) and twenty-three respondents answered, "a little" (35%).

When asked whether they were engaged during the role-play, eight-teen people disagreed. On the other hand, thirty-one people agreed, which is nearly 50 percent of the participants. Eleven people were neutral, and four people did not know, which is likely to be the four girls in VG1 who did not participate in the role-play.

We should have this more often.

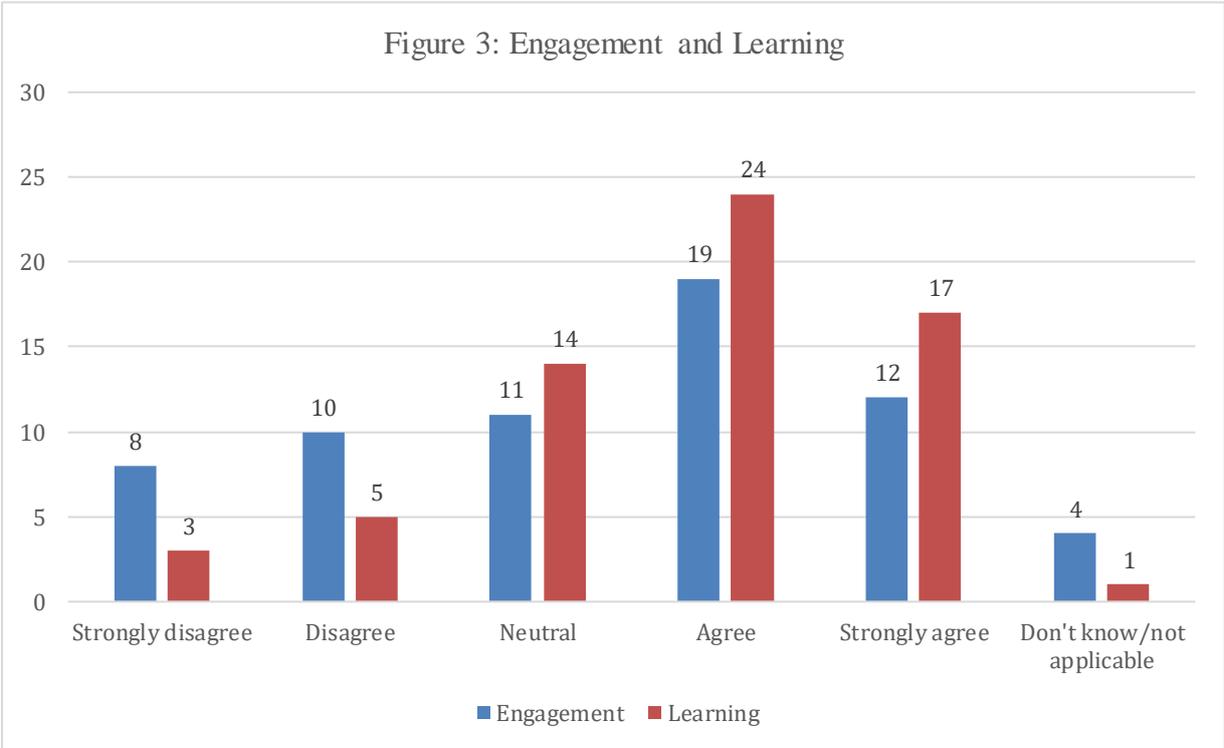
Very fun, innovative and educational.

Almost sixty percent (thirty – eight of sixty-four students) think reading about historical events are exciting, while ten percent (six students) do not. Twenty-seven students were motivated by RTTP being a game they could win, and seventeen were not.

It made an impression on my fellow students and me. One is quickly engaged when competing.

I enjoyed it because it was engaging and contributed to the oral activity of many of the participants. I also think it was quite informative in terms of history.

To see the connection between engagement and learning they answered whether they left the game with more knowledge than before. Number of students who answered the different degrees about whether they were engaged and if they learnt anything during the game is shown in figure 3. Although, the connection between the two is not interwoven, it would have been a bigger concern if the students were highly engaged but did not learn anything. Many students believe RTTP both contributes to engagement and learning, however there are also someone who disagrees.



The students were given statements to answer, where the focus was on how often they did something during the role-play. These statements indicate signs of engagement and is presented in table 3:

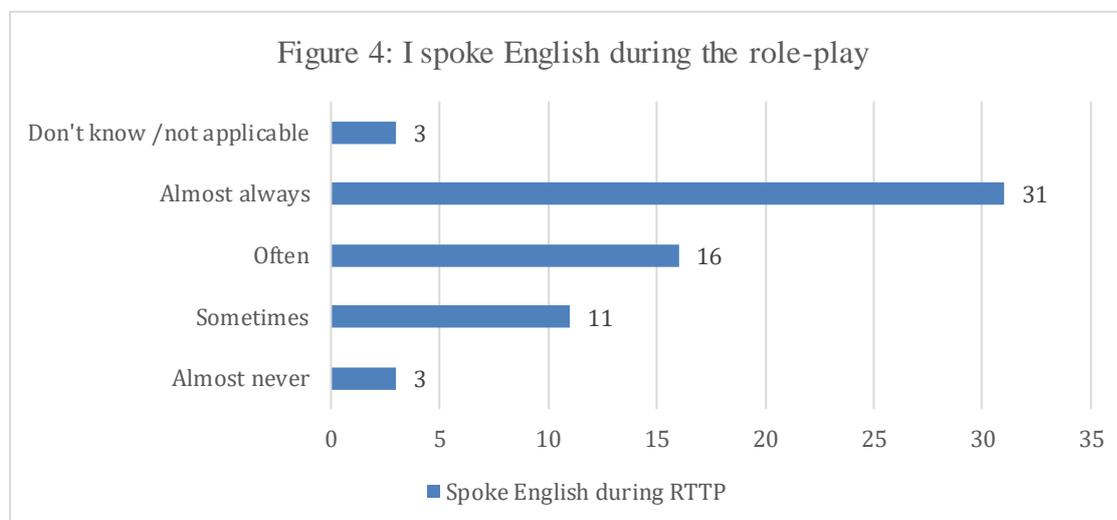
Table 3: How often did you do this during the role-play? The students' response:

Statements:	Almost never	Sometimes	Often	Almost always	Do not know/ not applicable
I was present during the role - play	2 (3%)	3 (5%)	6 (9%)	50 (78%)	3 (5%)
I finished relevant reading	5 (8%)	18 (28%)	19 (30%)	19 (29%)	3(5%)
I felt well prepared	12 (19%)	20 (31%)	16 (25%)	14 (22%)	2 (3%)
I made good arguments true to my character	15 (23%)	9 (14%)	15 (23%)	18 (28%)	7 (11%)
I paid attention to others when they spoke	2 (3%)	5 (8%)	16 (25%)	37 (58%)	4 (6%)
I gathered with/ talked to my faction outside of class	22 (34%)	19 (30%)	9 (14%)	11 (17%)	3 (5%)
I tried to convince someone outside of class (e.g. wildcards)	24 (38%)	13 (20%)	6 (9%)	9 (14%)	12 (19%)

On the last statement, many answered, “almost never” and “not applicable.” This might be those who played wildcards. This statement got the lowest percentage according to engagement, together with gathering outside of class and talking with your teammates. Nevertheless, many of the students paid attention to each other, finished relevant reading, and was present during the whole game.

5.2.4 Developing oral skills

The respondents were asked if they spoke English the entire role-play. When I observed them, I could hear Norwegian from time to time. “I spoke English” was a statement in the questionnaire and the results are shown in figure 4.



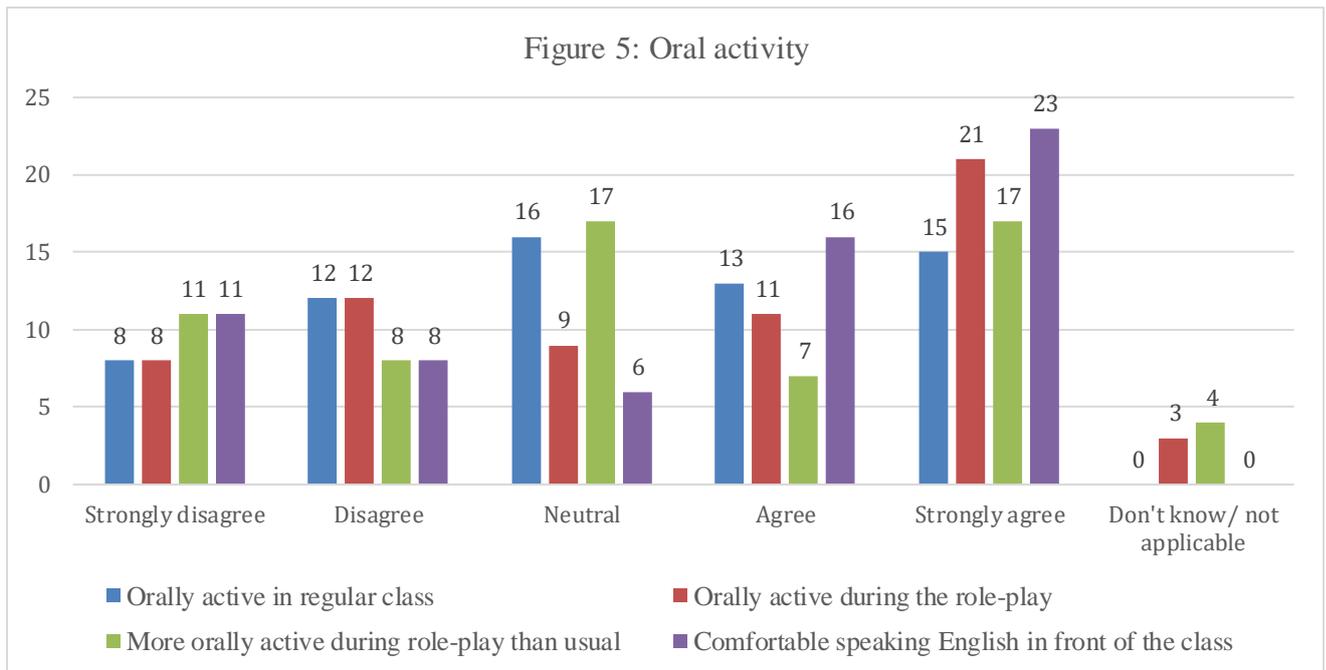
It seems like they at least tried to speak as much English as they were able to, and some felt they learned new words:

I got to learn some new words, which I found very exciting.

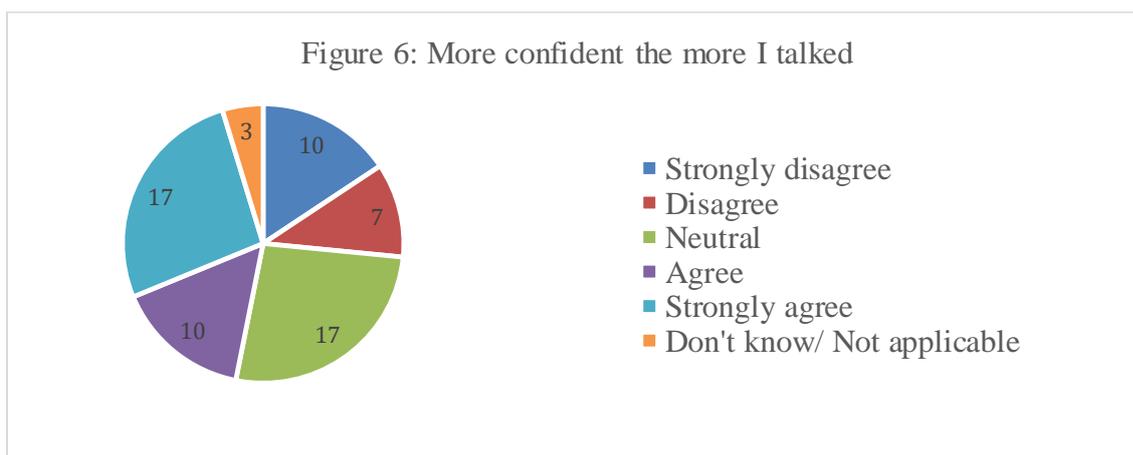
When they were asked whether they think it is more important to be understood while talking English than having correct grammar, forty-eight participants agreed while four disagreed. A student commented on this,

I think the teaching program was good because I thought less about saying words wrong and more about expressing my opinions in a good way.

I was curious to know whether RTTP did something with the oral activity in the classroom and the results of four statements are shown in figure 5. The figure suggests that students who normally do not want to participate during English class were also the ones not talking during the role-play. Thirty-two people (50%) claim they were orally active during the role-play, and twenty-four people (38%) claim they were more orally active during the role-play than they usually are in English class. There are also a few neutral answers to these statements that is not easy to decipher.



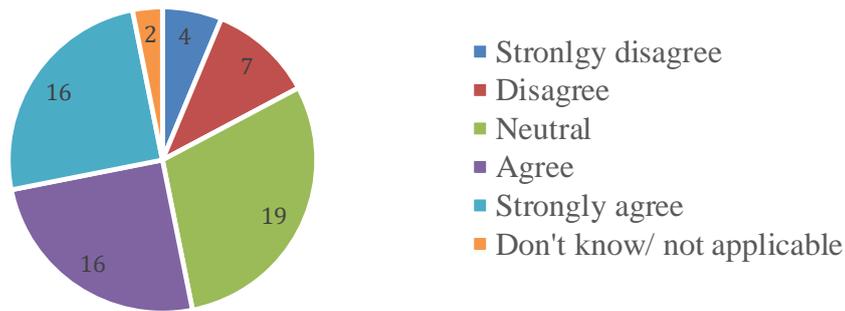
Twenty-seven students (43%) experienced becoming more confident in themselves the more they talked during the role-play, seventeen students (27%) did not. The specifics are shown in figure 6:



5.2.5 Classroom environment

In the “Likert-scale”-questioning the students answered if they felt more secure with their fellow students during RTTP. As the pie chart (figure 7) shows thirty-two respondents (50%) believes in some degree that it did, eleven respondents (17%) believes it did nothing for the classroom environment.

Figure 7: I felt safer with fellow students during RTTP



Forty-six people of sixty-four (72%) respondents claim they work well in groups, while five people (8%) say they do not. When asked if they helped their fellow students when they struggled with something during RTTP thirteen students (20%) claim they almost never did, twenty students (31%) say they did sometimes and seventeen students (40%) claim they did it often or almost always.

They were given an open-ended question about RTTP and the classroom environment: “A positive classroom environment is safe, encourages teamwork, participation, and increases students’ engagement. How do you think role-playing affected this in your class?”

In a positive way, at least.

Role-playing is a very social method that I believe helps in all these areas.

As previously mentioned, many students work well in teams and some of them mentioned that the teamwork contributed to a more positive classroom environment.

The teams...created good collaboration between students you might not have worked with before. I liked it very much.

We get better cooperation by sitting in groups and working on tasks together.

I think we got a little better acquainted with each other by being together in groups.

The sense of safety and confidence in the class was mentioned a couple of times:

I think we got somewhat confident with each other, and that it can help...that one gets to speak, because the more times one does it the easier it becomes. It also helped that we were part of factions and had characters because then there is a lesser chance that someone does not say anything because they are afraid that people will think their opinions are stupid.

I think the role play helped students become more confident in challenging each other orally in debate.

I think people became confident in themselves and less afraid to say something wrong.

Some people believed it increased participation, and eight people mentioned it.

People became better acquainted with each other and several I had never heard speak English before participated in the role play.

I think the role play helped lower the threshold to say something out loud in the classroom.

It gives everyone an opportunity to talk. It can push students who really have a lot of good things to say to be active.

I think playing another character gives students more confidence to talk. The fact that they do not necessarily express their own arguments makes them less afraid to speak ...

Several were verbally active (during the game) and I believe the trend will continue in the lessons that follow.

Students also believed RTTP increased their engagement:

More excited, more motivated to have English.

Many became more engaged and wanted to win, and most people dared to talk.

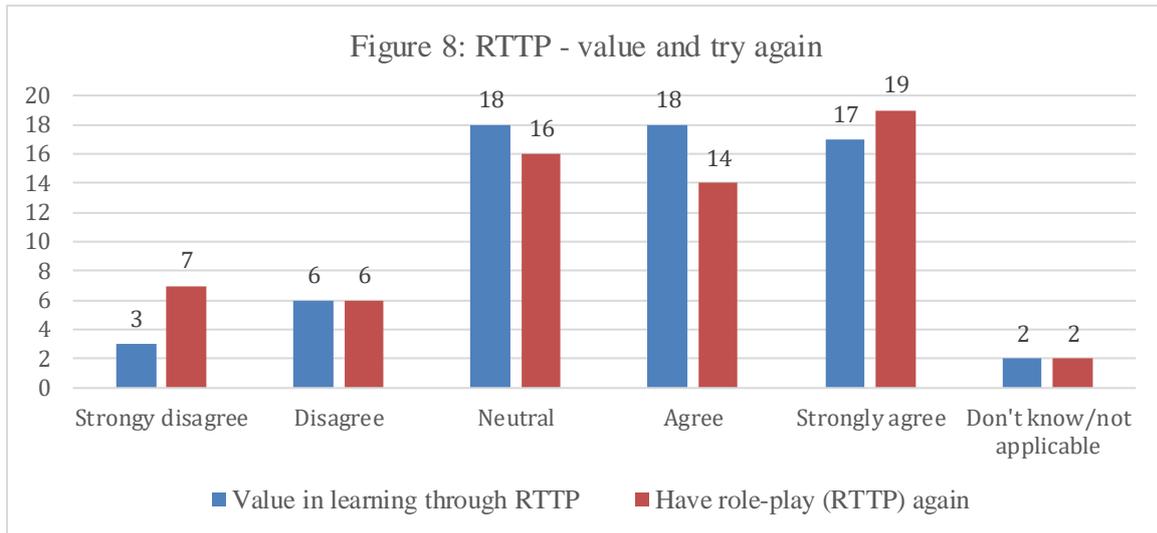
Not everyone agreed that RTTP contributed in these areas,

Don't think it influenced the class.

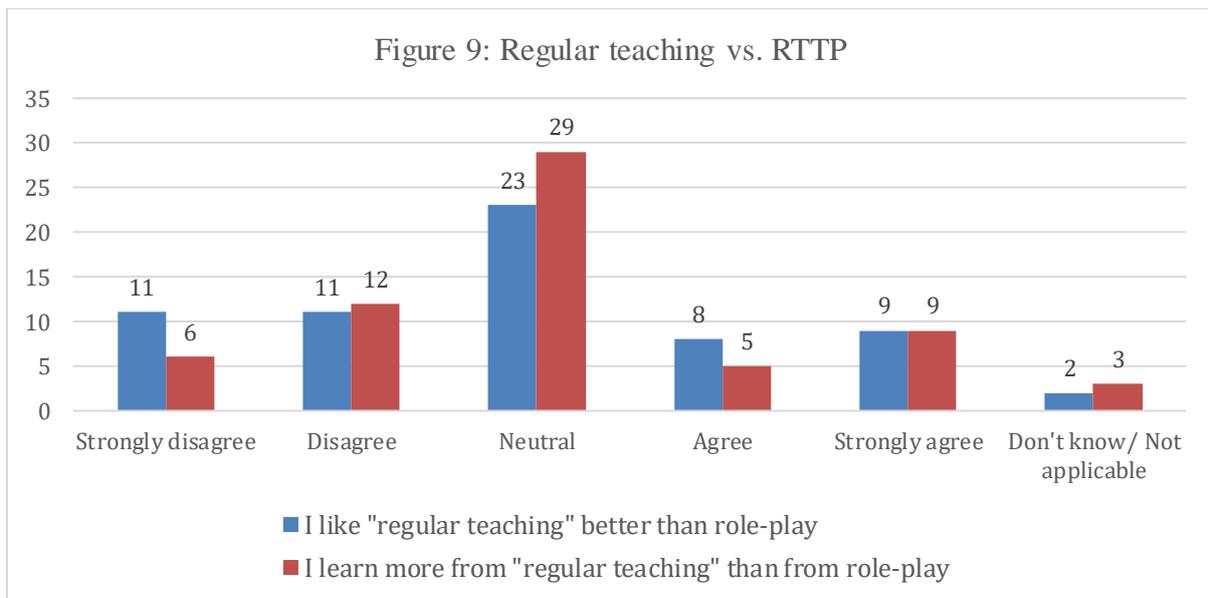
I think somebody thought it was uncomfortable to speak in front of others, especially when the whole class was gathered. So, for some, this means they do not talk but become passive participants, which is unfortunate. But it is impossible to do something that is perfect for everyone. For the majority, it was engaging and fun.

5.2.6 A student friendly learning method?

When the students were asked if they could see the value in learning through RTTP thirty-five participants (55%) could and nine participants (14%) could not. When they were asked whether they would like to have role-playing (RTTP) again, thirty-three students would (50%), and thirteen (20%) would not. Although some students are neutral there is a majority of over 50% who would try role-playing (RTTP) again. Below figure 8 compares the results of the two statements.



To see if role-playing is a method that is better than “regular teaching” they answered the statements “I learn more from ‘regular teaching’ than from role-playing,” and “I like ‘regular teaching’ better than role-playing.” The compared results are shown in figure 9. Many participants are neutral to these statements, almost fifty percent, on whether they learn better from regular teaching than role-playing. There is no clear preference, though, many people seem to enjoy and learn from both methods. Fourteen participants (22%) claim they learn more from regular teaching, and eighteen (34%) claim they learn more from role-playing. Seventeen participants (27%) like regular teaching better than role-playing and twenty-two (34%) like role-playing better than regular teaching.



When asked if they had any additional comments on their experience with RTTP, the majority had no additional comments, still, twenty-seven students had something to say.

Ten people commented that they thought it was fun to learn through role-playing:

I liked it very well, hope you continue to do it with other classes :)

... I think it was the most fun thing we have done thus far.

It was fun and educational.

I thought it was different, and fun.

It was surprisingly fun...

Other positive comments were:

...role-playing is incredibly interesting and engaging in a way that ordinary teaching is not.

I think it was exciting and educational, and would like to do it again with other parts of American / world history ...

It was very nice with a different way of teaching...

There was some criticism towards the arrangement that needs to be taken seriously:

A little unnecessary and time consuming and we didn't get that much out of it.

It was probably very useful for some of the students... However, I would have learned more had it been regular teaching.

Some of the students wanted more information to avoid confusion:

I think it was fun, but struggled to understand what happened ... maybe you could explain more about the meaning of the game?

...the role you got should have been better described in addition to the play being more explained. Was confusing.

I think it was a little unclear how, as a wildcard, I could win without departing from my character's views.

Others wanted there to be more time and especially for the discussion:

It was a fun experience, but I wish we had had more time on the discussion.

Very good arrangements. Was a little short, could have been going on for a longer period of time.

5.3 OBSERVATIONS

Since I was a participating observer, I tried to help students understand RTTP as the gamemaster, while noting down what was relevant for the focus in my thesis. In appendix 8 you the observation notes are presented.

5.3.1 Introduction and game days 1-2

After the introduction of RTTP, we handed out posters for them to draw and write slogans on that were common during the Civil Rights Movement. In appendix 11 examples of posters are presented. Because of time limitations, Sophia made the posters for the VG1 class. These were hung in the classroom during game day 3. This was done for them to gain some ownership to the cause they were fighting for. I encouraged them to dress up in nice clothes because the setting was in a church. In the VG3 class, a few of the students had on a shirt and tie. However, most of the students were wearing their regular clothes.

In the 10th grade they said things like “We will win!” and seemed eager to do the role-play. There was a group of three people in the faction SNCC who did not get the point of the role-play and did not want to do anything on game day 1. In the 1st grade, they worked in different group rooms, and there was some reluctance to talk about this topic in English. Someone said: “I cannot say this in English,” however, fellow students were there to help, and together they figured out how to say it properly. There was a girl who got a character with a Latino background, and she developed an accent.

The VG3 class seemed to work consistently in their groups. Grindahl and I talked with the leaders of each faction to make sure they understood the concept. The leader of SCLC, Reverend Ernest Jones, had an important job as the one who invited everyone to Dorchester retreat. He took it upon himself to begin and close each session with a prayer and give information when needed. After each prayer, he said, “Can I get an Amen” and the whole class would say “Amen.” When we talked with him, he told us he thought it was exciting to do something different and new. All the leaders were ready to motivate their groups and win the game. The student playing Bernice Lewis had a leader role for the wildcards as she had the prominent role of worship leader. Every game day she led them in a freedom song and explained the importance behind them.

5.3.2 Discussion and voting (game day 3)

The discussion and voting in the three different classes began and ended quite differently. In appendix 12 one sees the outcome of the pre-voting and voting after the discussion on game day 3 in each class. Many contributed, nevertheless, there were a few who did not say anything at all, on average two in each faction and a few wildcards. In VG1 and the 10th grade, we only had the discussion and voting during a forty-five-minute session. By the time we had the VG3-class, we had understood that more time was needed, therefore they got to discuss for two forty-five-minute sessions, and still there could have been more time.

When it comes to the discussion the slow starters were the 10th graders; however, during the last twenty minutes, many of the students contributed to the conversation. Although, the conversation had side-tracked a little, arguing who had the most funds to support radio stations and newspapers. When they voted they decided to go for sit-ins and swim-ins which meant that the group less eager to have RTTP were the ones who had turned a leaf on game day 3 and won the game.

In the 1st grade, there were mainly two students who talked back and forth with each other. Slowly but surely more and more students dared to speak. The time we had was coming to an end, and almost everyone had cast their vote except for two girls, they were unsure whether to vote for court-challenges or sit-ins and swim-ins. They asked the leaders of SNCC and NAACP to give some brief reasons why to choose their way of thinking. After the leaders delivered a mini- speech, the girls voted for court-challenges and NAACP won the game. I noticed that their teacher Sophia walked straight up to one of the two girls. She told her: “I did not know you had such a good vocabulary” and she also complemented her efforts during the role-play. It seemed to mean a lot for the student.

In the 3rd grade class, many people wanted to talk. Furthermore, I could see some raised hands go down, maybe because someone else already said what they were going to say. Especially the two reverends on SCLC were in character throughout the discussion and used many references from the Bible. Although SNCC only had two members on game day 3 they were active during the discussion. I sat right beside them and looked at sheets of paper with color coordinated text. During the debate, I could see them pointing to something in their text and then agreeing whether it was time to use the argument or not. When the VG3- class voted, non-violent marches gained the most votes (11 out of 23), and SCLC won the game.

Before each class answered the survey, we introduced them to what was decided in 1963 and showed them a video clip from the civil rights march led by Martin Luther King and the SCLC. Many protesters were beaten and put in jail. However, the consequences of the violence on peaceful protesters had tremendous effects on the segregation laws in the city of Birmingham.

6 DISCUSSION

The data collection of interviews, surveys and observations were all done to learn more about the usage of RTTP role-immersion games in Norwegian EFL-classrooms. The findings illuminate students' and teachers' perceptions of RTTP and suggest the pedagogy's ability to engage students, create a positive classroom environment, and develop communication skills. The main research questions that have been examined are:

Does RTTP engage students and teachers more than other teaching methods?

How can RTTP improve students' communication skills?

In what way can RTTP improve a classroom environment?

In accordance with these questions, three parts of this chapter will discuss these considering pupil's benefits with RTTP (6.1), teacher's benefits with RTTP (6.3) and whether RTTP is better than other pedagogies (6.2).

6.1 PUPILS' BENEFITS OF RTTP

Although, one does not get the whole picture of each student through the survey, interviews, and observations it can point out some indicators. Several students (33%) had never experienced role-playing in class before we introduced RTTP, and half of them had only done it once or twice (5.2.2). This might have been the first time students encountered the responsibility of a characters' words and actions when we gave them responsibility for their learning. In RTTP students need to use their cognitive skills in a new fashion, and some students handled it with ease while others did not. Thirty-five students (54%) enjoyed working with RTTP, while thirteen did not (20%), which is discussed in section 6.2. Nevertheless, was RTTP beneficial for most students' oral participation and communication, and did it improve the classroom environment?

6.1.1 Improved communication skills?

Many students found the most challenging part of playing an RTTP game that it had to be done in English. Discussing in a foreign language can be a great challenge, especially when one is not used to it or has never been expected to do it before (Davison & Goldhaber,

2007; Carnes, 2014). One student mentioned that the challenge was “talking, reflecting and explaining in English” (5.2.2). However, communication is a skill with great importance for students’ future and apparently what they enjoy and believe they learn the most from (Drew and Sørheim, 2013; 5.2.1). To develop their language, they need to feel the same urgency as a child who wants people to understand him. When students realize they need more knowledge about the language to make themselves understood they learn the language faster (Macnamara, 1973). In RTTP there is always a conflict at the heart of the game, and this urges students to express themselves and to do this in the best way possible (Raz, 1985). A few of the students felt they had learned new words and a student wrote: “I got to learn some new words, which I found very exciting.” Lily is convinced that her students acquired new words and expressions connected to the topic (5.1.3). To become better in a language, students need a “language bath,” and to read extensively can help with this (Krashen, 2004; Birketveit & Rugesæter, 2014).

Hymes (1972), Chomsky (1965), and Canale and Swain (1980) agree that language learners need both knowledge and an arena to express this knowledge. To become a good communicator trial and error are essential. When teachers tell students that it is alright to mess up and that “nobody speaks grammatically correct all the time” (5.1.3) this can help them relax when speaking in the foreign language. Sophia puts it nicely: “It is better to be engaged than be afraid to not express oneself well enough. It is a matter of exercise” (5.1.3). Most of the students (75%) believe that it is of greater importance to be understood while talking English than having perfect grammar, and a student mentioned that “...the program was good because I thought less about saying words wrong and more about expressing my opinions...” (5.2.4). Hannah believes the engagement helped her students to not think too much about grammar and pronunciation. RTTP is basically a CLIL-approach where the focus is on the content and not the language one learns it in. Consequently, making language learning more natural for students (McKinley, 2013; 3.1.3).

In RTTP one of the main outcomes is improved oral communication, and many professors claim that even shy students bloom after a while of playing (Carnes, 2014; 2.1.2). The teachers were positively surprised with some of the student’s oral activity, and others did not quite figure out the concept before it was over. Still, when Sophia counted the students who spoke during the discussion, she admitted that there were twice as many students compared to a regular class. According to figure 5 (5.2.4), the people who normally do not speak during regular English class are also the ones not talking during the role-play, of course

with some exceptions. For example, the girl and the boy in Sophia's class who bloomed during the discussion and were able to use many of the terms connected to the topic. Twenty-four students (38%) believe they were more orally active during the role-play than in regular teaching. Some of the comments were: "It was fun because we all spoke a great deal" (5.2.2) and "I think the role-play helped lower the threshold to say something out loud in the classroom" (5.2.5).

Both motivation and confidence are key elements in language learning (Drew and Sørheim, 2013). Several students experience RTTP as motivating because of the game factor (Hagood et al. 2018; Olwell and Stevens, 2015). Sophia argues that students are motivated when they are given responsibility for their own learning. Twenty-seven students (43%) experienced more confidence when talking during the role-play and the same amount experienced motivation because it was a game they could win. A student wrote that "I think people became confident in themselves and less afraid to say something wrong" (5.2.5), and another said, "I think the role-play helped students become more confident to challenge each other orally in a debate" (5.2.5). Playing a role also helped some students "I think playing another character gives students more confidence to speak. The fact that they do not necessarily express their own arguments makes them less afraid to talk" (5.2.5). Sophia assumed that being able to disguise themselves behind a character or an accent, as someone did in her class, is a way of protecting themselves. During observations, it was easy to see who was willing to give it their all to win the game, through expressions like "we will win" (5.3.1) and the eagerness to persuade two wildcards at the end of a voting, and students who constantly wanted to talk during the discussion (5.3).

Vygotsky (1978), Krashen (1982), and Lightbown and Spada (2006), among others, suggest that a second language is most successfully acquired when the focus is on meaning instead of form. The content needs to be just outside the proficiency of the learner where there is plenty of opportunities to use the knowledge in meaningful conversation with fellow students in a safe classroom environment.

6.1.2 Safer classroom environment

A part of making a good classroom environment for learning is to challenge students to participate and take risks (Goss, Sonnemann, & Griffiths, 2017). Buscholz and Sheffler (2009) argue that teachers should use methods that foster cooperation, acceptance, and the skill of active listening. During the game as many as 83% said they paid attention 'often' or

'almost always' when co-students spoke. According to Raz (1985), role-playing can be used to improve social relations. In a game like RTTP, the students in each faction cooperate with people they might not know as well, to win the game and persuade the "wildcards" (Burke, 2014; Carnes, 2014). Webb and Engar (2016) researched how social connections are being made during RTTP, and how role-playing is beneficial both educationally and socially (Higbee, 2008). Several students experienced becoming closer with their classmates after only two weeks of RTTP. It was "unifying socially," "good with teams," and "...created good collaboration between students you might not have worked with before" (5.1.2; 5.2.5). Lily's experience is that: "it can be positive when someone who is not usually together is joined in the same group and have to work for the same strategy" (5.1.4).

Forty-six students (72%) believe they work well in teams and twenty-seven (40%) helped fellow-students 'often' or 'almost always' if they struggled with something in the game. Thirty-two respondents (50%) felt more secure with their fellow students during RTTP. Lazrus (2017) believes that interaction and cooperation can sometimes be a challenge for students because the world of technology cuts them off from each other. She suggests that to avoid conflicts in groups one gives them guidance in how to work in groups when it comes to "workload distribution, communication plans, and conflict resolution" (p. 356). In this way, everyone has a responsibility in the group, and no one feels left out.

One of the elements of a safe classroom environment is that students feel confident enough to participate. Students have commented on this as well: "People became better acquainted with each other and several I had never heard speak English before participated in the role-play" (5.2.5), and "It gives everyone an opportunity to talk. It can push students who really have a lot of good things to say to be active" (5.2.5). Being in a smaller group working towards a common goal is a sure way to increase their learning according to Vygotsky (1978) and Strandberg (2008), and social competence is vital in every part of a person's life. It is also an excellent way of making sure every student is seen and heard during a class. In *Minds on Fire...* (2014), Carnes addresses how the silent classroom often ebbs away because students become invested in their characters. Although the students probably needed more time to become truly invested in their role many people found reinsurance in having a character to play, whose opinions one could hide behind:

I think we became somewhat confident with each other... It also helped that we were part of factions and had characters because then there is a lesser chance that someone does not say anything because they are afraid that people will think their opinions are stupid (5.2.5).

6.2 BETTER THAN OTHER PEDAGOGIES?

Although, students found it challenging and some struggled to understand the concept right away, many people mentioned that they thought it was both "...fun and educational" (5.2.6). Is that a combination that is even possible in a classroom? With RTTP it apparently is, and both Hagood and Watson (2018) and Carnes (2014) write about this as a common perception in college classrooms in the USA thanks to RTTP. This leads me to the assumption that it is not about who the students are or what country one does it in, rather, the pedagogy behind RTTP is merely solid and increases both engagement and learning. This is not to assume that it is flawless and that can motivate every single student. In this part, I will look closer at why RTTP might be better than other pedagogies, predominantly referring to teacher-centered teaching.

6.2.1 Engagement and learning

In Sophia's experience, "students are very ready for something more than the typical classroom teaching" (5.1.1). It seems like many students liked RTTP because it was different from regular teaching, yet, if students are used to a format for an "x number" of years, they might struggle to adapt to this way of learning, and the adjustment does not take only two weeks. As many as thirty-five participants see the value in learning through RTTP, and thirty-three participants (52%) would like to do something similar again. What they might not have realized is that the teaching introducing them to the topic of the role-play was a part of the pedagogy; students are not just left to themselves to figure everything out. Yet, role-playing is a way to internalize the teaching and help them think for themselves (Vygotsky, 1978).

When students are engaged, they learn more (Goss et al., 2017). Immordino- Yang et al.'s (2016) research has connected emotions to learning, memory, and retention. They believe people only think deeply about things they care about. Lily emphasizes this element when she understands the importance of creating a connection between the past, which the role-play is set in, and the present that the students live in. They have to integrate the new knowledge within their own patterns of thought (Carnes, 2005). Active learning engages students because they feel they can contribute to and be responsible for their own learning (Ogden, 2012), which Sophia mentioned as especially important for students in upper secondary school. Carnes (2014) believes that RTTP is a method that makes students realize they "are the class" (p. 136). When he took a supporting role in the game students stepped up

to fill the void he left. Especially in the 3rd grade, one could see how some students took a leadership role and were confident in that role.

Hagood et al. (2018) believe that traditional teaching might be comfortable for most students; nevertheless, it often leads to disengagement. Impactful active learning, such as role-playing, does the opposite. A student commented on this by writing "...role-playing is incredibly interesting and engaging in a way that ordinary teaching is not" (5.2.6). Playing a character helps students get more emotionally involved, to have someone else's point of view helps to process knowledge more deeply and profoundly, "I think it was fun. You learn a lot when you familiarize yourself with a role" (5.2.2). Sophia views RTTP as a method that helps students get out of their comfort zone in an environment that is safe. A student experienced it: "Getting a demanding role contributed to pushing me a little out of my comfort zone and it became completely natural to be in the role" (5.2.2).

Many students claim to have been engaged during the role-play, "It made an impression on my fellow students and me. One quickly becomes engaged when competing" (5.2.3), and "many people became engaged and wanted to win, and most people dared to talk" (5.2.5). Almost 50 of the students claim to have been engaged during RTTP, forty-one students (64%) believe they left with a knowledge they did not have before. Several students found the topic relevant and interesting and could easily engage in the game. Comments from students were "It was an interesting topic and created a lot of entertaining discussion" (5.2.2), and "I enjoyed it because it was engaging and contributed to the oral activity of many of the participants. I also think it was quite informative in terms of history" (5.2.3). Only two of sixty-five people felt they did not learn anything from RTTP. The experience of RTTP faculty is that a greater percentage are engaged and turn in work on a higher level than in a traditional class (Higbee, 2008).

It was not hard to spot the engaged students in the classroom, and often it was the students who had a leading role. They received a responsibility, and with that responsibility, there might have been a sense of achievement. Hannah believes this is crucial in ensuring students are motivated and engaged. She also believes that RTTP is a method that suits the stronger students best, though, Raz (1985) claims that many weak students enjoy role-playing and make progress in language through this method.

6.2.2 Time and clarity

It was a fun experience, but I wish we had more time on the discussion (5.2.6).

Sophia is convinced that it is vital to introduce the methodology one uses in the classroom properly, to make students understand why they do it. One must explain the logic behind using role-playing instead of having a standard oral presentation. Learners' expectations play a crucial role in their learning when they are used to formal methods, they need help to see the value in spontaneous expression in a foreign language (Raz, 1985). This is in accordance with Binnington's (2015) recommendations to reveal the pedagogy before they get their role sheets and other readings assigned. Due to time issues we only had a short presentation with the most important elements of RTTP, however, in hindsight, I could have avoided some confusion if I had used more time introducing them to the concept before we began the game. There are plenty of RTTP videos on YouTube from colleges in the USA, which could have given them an idea of the concept.

According to Hannah, many students were confused and needed additional guidance. A student commented, "I think it was fun, but struggled to understand... maybe you could explain more about the meaning of the game?" (5.2.6). Binnington (2015) also believes in preparing them in the amount of work it takes to handle the role-play well and how to find and use historical sources. Lily thought it might also have been an idea to go through how a good discussion should be held. One could test-run a game such as "Bomb the Church" in one class period, both to prepare them for role-playing and how to have a discussion.

The students who struggled the most with confusion were the wildcards. Although I tried to make their goals as clear as possible on their character description, it was not enough (appendix 3): "I think it was a little unclear how, as a wildcard, I could win without departing from my character's views" (5.2.6). One way to avoid this might be talking to them one on one before the game starts, in case they have any questions. Weidenfeld (2017) have experienced the passive role many "wildcards" tend to take during a role-play because they often feel that it is the faction's task to persuade them and therefore do all the work. The gamemaster should focus on these students and try to make them realize that they have an important voice as well. Another solution might be to give these students a more prominent role in the next role-play that one runs, a challenge to make them bloom (Weidenfeld, 2017).

Both Hannah and Lily address the importance of having role-playing several times with the same class. Hannah believes it will help more students participate when they get used

to the concept. Lily emphasizes that the concept is new and relatively unknown in Norway, and one cannot expect everyone to get it the first time, especially not after two weeks. If a teacher tries it out more than once it will make it easier for the students to know what to expect and what is expected of them during the role-play. Hagood et al. (2018) found out that students thought the impact of RTTP game was meaningful after trying it once. Furthermore, doing it several times increased the impact. They felt more connected to the learning process of RTTP the more they experienced the pedagogy, which may lead to deeper learning.

6.2.3 One size fits all?

It [RTTP] was probably very useful for some of the students...

However, I would have learned more had it been regular teaching (5.2.6).

I would have been worried if the survey only gave positive feedback on this method of teaching. It would also lead me to question the reliability of the results, considering one of the limitations might have been that students are not honest when they answer the questions. It is therefore reassuring that some students are critical to some of the aspects of the game. This also helps to make it better in the future, and we can be aware of circumstances that can occur during RTTP. There is a difference between being a student and an instructor in RTTP and being on both sides have been a learning experience. I can relate to both the positive and negative responses, and the uncertainty about whether you are doing it right the first time around is quite the challenge.

In a ‘one-size-fits-all’ approach to education, the idea is that something intends to be “suitable for everyone or every purpose.”⁷ This is not the case, students learn in different ways, and some people thrive in a traditional classroom, however, in accordance with Vygotsky (1978) most people thrive when they can work with other people and use their own minds to come up with answers. All three of the teachers are strong believers of a varied education and Hannah claims that it should “‘hit’ the various pupils and their preferred learning style.” (5.1.3) Most of the students enjoyed RTTP, and a few did not, however as mentioned in 6.2.2 the dislike of the concept might have to do with the concept being unfamiliar and uncomfortable for some of the students. Those who avoid work or effort have also been evident in RTTP (Carnes, 2014). Lily has experience with this: “For some it does not fit, and some never prepare for lessons” (5.1.1). It might be a good idea, at least in the first

⁷ <https://dictionary.cambridge.org/dictionary/english/one-size-fits-all>

game students play, to follow Kamran Swanson's example, who gave clear guidance to every student. He experienced improvement in the run of games (2.1.2). A student wrote:

I think somebody thought it was uncomfortable to speak in front of others, especially when the whole class was gathered. So, for some, this means they do not talk but become passive participants, which is unfortunate. But it is impossible to do something that is perfect for everyone. For the majority, it was engaging and fun (5.2.5).

Some of the more conscientious students, who take notes and listen carefully when the teacher is speaking, might not handle the role reversal right away. However, if we create a school system that is more focused on the students and their abilities through active learning, they might positively surprise us (Hellekjær, 2016). As mentioned in 6.2.2 being clear about the pedagogy behind playing games might help students realize that it can be fun at the same time as one learns something that lasts longer than a week. For students to take the pedagogy of RTTP seriously, they need reasons to do so, because the traditional classroom has been forced upon them for many years. Lazrus and McKay (2017) have the impression that although the experience of RTTP can be discomfoting for many, they often have a go at it and enjoy the opportunity to take control of their own learning. Shy students might bloom like the ones Sophia mentioned in her interview and students become leaders, which was especially evident in Lily's 3rd grade class. They also learn how to collaborate, and step into another person's shoes.

My own experience with RTTP is part of the reason I believe in the skills it can give you. When I was assigned the prominent role as the governor of Kentucky, during my exchange to the USA, I was terrified. Nevertheless, I soon realized that I could either worry about making a fool out of myself or try to do my character justice. I was far from perfect; still, it forced me to participate in class more than I usually would, and I became more familiar with my fellow students. I believe RTTP helped me change my attitude in that class because I was not as conscious about my language and what people thought of me and my opinions. I gained confidence during the game that my opinion matters. I would have done a better job if I had the chance to play another game.

Although the 3rd grade class was closest to running an actual RTTP game, because they are more mature and confident in their own abilities in the language, I believe all three classes took away something from the experience. If Norwegian students are going to get used to the concept of role-playing, they should start as early as possible. Even though it might fit best for intermediate and advanced learners, weaker students can still feel accomplishment

during a role-play (Raz, 1985). Lazrus and McKay (2017) believe that this pedagogy can be quite stressful for some learners, and that “no pedagogy serves all students” (p.356).

However, students who cannot stand traditional teaching are longing for something different and advanced learners are longing for something that can challenge them and develop their abilities (Hellekjær, 2016).

6.3 TEACHER’S BENEFITS OF RTTP

The teachers have a similar view on what motivates them as teachers; that their pupils show interest, commitment and participation and the ability to get in touch with them. They believe RTTP can encourage this and each of them wants to use role-playing in the future (5.1.5). Sophia has already dealt with skeptical colleagues who do not believe it is a compelling enough pedagogy; however, when they heard about the engagement it created in her classes, they became curious. Sophia understands that not every teacher might be comfortable in that setting, however she asks, “why cannot everyone try some role-play!?” (5.1.5). Before they judge whether it can work for them or their students. Lily believes RTTP is beneficial for both students and teachers, “... I always think it is fun and really rewarding for both the students and teachers” (5.1.1). Lazrus and McKay (2017) indicate that the reason RTTP has spread to many colleges in America is because professors have gladly shared their experience and insight in how the pedagogy can be a powerful teaching and learning tool.

6.3.1 Time well spent

Sophia used nine weeks to do the role-play on Rosa Parks, which she believes was time well-spent. She thinks that it is the role-play the students are going to remember her for because it was different and memorable, and they learned something from the experience. Lily is excited for this concept because one can put games in relevant contexts in the English subject, though, a disadvantage is that it takes up much time, both before, during, and after the game to give the students the most out of it. This concern has also been expressed by RTTP faculty, especially about content coverage. However, a professor wrote in a survey from Hagood et al. (2018) that, “You cannot cover everything. If you try, students will forget everything. I’d rather cover a few things well and have students retain what they learned” (p. 173). The goal of teaching should be quality, not quantity. If students can go more comprehensively through topics instead of rushing through one topic after the other, they can

retain the knowledge in a better and more profound way. RTTP faculty in America will argue that there is no trade-off between the strategy of active learning and content.

6.3.2 A gift pack

The English subject curriculum created by the Norwegian Ministry of Education and Research is made to ensure that teachers give students the training they need in main subject areas and tools to achieve essential competence aims. In LK06 “methods” are not mentioned; the focus is on competence aims. This gives teachers much freedom to do what they want with the time they have available. Hellekjær (2016) is certain that the *Knowledge Promotion* is no excuse not to make changes in class. The new curriculum, which is set in motion in 2020, is going to have fewer competence aims for teachers to worry about and more focus on thoroughly learning. The goal is to “renew the subjects in school to give the students more in-depth learning and better understanding” (Kunnskapsdepartementet, 2016).

There will also be a focus on interdisciplinary teaching in the curriculum, and the teachers agree that RTTP fits perfectly. Hannah saw the teachers who had to change their teaching methods as a problem. She was convinced that students would benefit greatly from the new focus on interdisciplinarity because it could ease the workload for them. Lily considers RTTP naturally interdisciplinary, with for example English, social science, history, and politics. Sophia considers RTTP to be a “gift pack” for both students and teachers and sees the value in teaching with a focus on content instead of language and cooperating with other teachers and subjects (5.1.5). RTTP is a teaching method that works for several teachers, with different personalities. Hannah considers RTTP, “a fun, varied and complementary addition...”, Lily believes, “it is a good approach to learning” and Sophia claims that teachers can benefit from stepping outside out of their comfort zone and try this approach to teaching (5.1.5).

People do not like to lose control, and sometimes RTTP can give one that feeling. As a teacher one has to learn how to trust one’s students more and equip them well enough with tools and skills, so they can learn on their own (Hagood et al., 2018). Raz (1985) suggests that teachers should experience role-playing themselves before they teach it, to know what to consider as a facilitator and to understand why students might find it nerve-wracking. He also thinks role-playing should be considered as an integral part of teaching programs and RTTP has been conducted at the University of Agder several times. The latest attempt with the greatest amount of success, in the spring of 2019 (Mustad; Taylor, 2019).

7 CONCLUSION

The research questions focus on how we can turn the traditional “silent classroom” into a classroom where it is a matter of course that students speak during an English class no matter what the topic might be. Teachers can help students gain the confidence to speak their minds in a classroom setting through the methods they chose to use, and through letting go of control in the classroom. In this final chapter, I will conclude the thesis statement: “RTTP can transform Norwegian EFL classrooms from silence to engagement,” through two sections, the implications for teaching in an EFL-classroom (7.1) and concluding remarks (7.2).

7.1 IMPLICATIONS FOR TEACHING IN AN EFL CLASSROOM

RTTP is beneficial for most students, and teachers in an EFL classroom and the pedagogy can also be used in other areas as well due to its interdisciplinary qualities. Although RTTP might seem to fit an English and history class like a glove, the skills students are taught through the pedagogy have a broader context and can be beneficial for every subject in school. One can find games with many different themes, from science to art (Higbee, 2008).

It is of relevance that this pedagogy matches some people, both students and teachers, better than others. We have yet to figure out a pedagogy that every student in a class is delighted with, and I do not believe it is possible to find (Lazrus and McKay, 2017). This is due to, among other aspects, different preferences in learning and teaching. That is why variety in the classroom is necessary (Crookes and Schmidt, 1991; 5.1.2), and role-playing should be a part of this variety. This MA-thesis is not a way to promote that English teaching should be all about using RTTP games. However, giving it a shot in your class might come with some pleasant surprises. Teachers need to trust their students more and take risks both in form and content (Hagood et al. 2018). Their job is not to cover everything and fill students with knowledge; it is to equip them to manage on their own in the future.

Although my thesis has focused on the pedagogy’s ability to engage students, create a positive classroom environment and develop oral communication, RTTP can contribute in many other areas, such as critical thinking and empathy, which makes the time spent on role-playing worth it (Burney et al., 2010, p. 16). Students must integrate new ideas within their patterns of thought to contain knowledge (Carnes, 2005), and this does not happen in a day.

Students realize that people of influence were “just people,” like them, who believed in a cause and were willing to fight for it. RTTP can make them realize that their voice matters, which is of great importance. Today’s youth need to feel engagement in class to retain life relevant knowledge in order to engage in the world outside of the classroom as well. It is about time to introduce role-playing (RTTP) properly in Norwegian schools. This MA-thesis has shown positive results in using this method, and it works in similar ways in Norwegian classrooms as in the USA.

7.2 CONCLUDING REMARKS

I have been on both sides of RTTP, as both player and instructor. I have had the chance to experience the pros and cons of the method, and I am in no doubt that there are far more advantages than disadvantages, both for teachers and students. I knew that some of the students would love this pedagogy straight away, because it gives them a break from the regular, and honestly, boring teaching. Nevertheless, I was not expecting that so many people would grasp the concept and enjoy it as much as they did after only two weeks. It was a hard reality to face that we could not continue the game when many of the students had finally gotten the concept and developed high engagement.

I believe role-playing can help transform Norwegian classrooms from being a teacher-controlled and silent one to a classroom where students want to understand the world around them in a more profound way and are not afraid to voice their opinions. I posit that RTTP is a teaching and learning tool that benefits both teachers and students in the search for something that both engages them and makes learning the language and content a natural, instead of a forced, process. RTTP does lead to an increase in student engagement, and all one needs is a devoted teacher set on giving students an “active and engaging opportunity for deeper learning” (Hagood et al., p. 182). Students thought the pedagogy was, “Very fun, innovative and educational” (5.2.3). Can one get a better combination for students? I hope that formal evidence such as this MA-thesis will provide the basis for teachers to dare to introduce this original pedagogy into their classes.

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APPENDICES

Appendix 1: NSD approval



NSD sin vurdering

Prosjekttittel

Role-playing in Norwegian EFL- classrooms - The pedagogy behind 'Reacting to the Past' meeting the 'silent classroom'

Referansenummer

810205

Registrert

09.10.2018 av Elisabeth Selseng Soltveit - elisas13@student.uia.no

Behandlingsansvarlig institusjon

Universitetet i Agder / Avdeling for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

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

Type prosjekt

Studentprosjekt, masterstudium

Prosjektperiode

19.11.2018 - 01.05.2019

Status

06.12.2018 – Vurdert

Vurdering (1)

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 06.12.18, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

MELD ENDRINGER

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

OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 01.05.19

LOVLIG GRUNNLAG

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

PERSONVERNPRINSIPPER

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

DE REGISTRERTES RETTIGHETER

Så lenge de registrerte kan identifiseres i datamaterialet vil de ha følgende rettigheter: åpenhet (art. 12), informasjon (art. 13), innsyn (art. 15), retting (art. 16), sletting (art. 17), begrensning (art. 18), underretning (art. 19), dataportabilitet (art. 20). NSD vurderer at informasjonen om behandlingen som de registrerte vil motta oppfyller lovens krav til form og innhold, jf. art. 12.1 og art. 13. Vi minner om at hvis en registrert tar kontakt om sine rettigheter, har behandlingsansvarlig institusjon plikt til å svare innen en måned.

FØLG DIN INSTITUSJONS RETNINGSLINJER

NSD legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32). Rambøll Management/Surveyxacter databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29. For å forsikre dere om at kravene oppfylles, må dere følge interne retningslinjer og/eller rådføre dere med behandlingsansvarlig institusjon.

OPPFØLGING AV PROSJEKTET

NSD vil følge opp behandlingen ved planlagt avslutning for å avklare om behandlingen av personopplysningene er avsluttet. Lykke til med prosjektet!

Kontaktperson hos NSD: Silje Fjelberg Opsvik

Tlf. Personverntjenester: 55 58 21 17 (tast 1)

Appendix 2: Student handbook (VG1)

-Reacting to the Past-

The Struggle for Civil Rights



Created by Dr. Jim Highland, Northern Michigan University and
Dr. Harold McDougall, Howard University School of Law

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

1500s – 1800s: The Atlantic Slave trade

1776: The Declaration of Independence states that: “all men are created equal...”

1861 – 1865: Civil War, North vs South

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

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

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

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

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

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

Emmet Till

Rosa Parks

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

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

What we are doing at school

Game Day 1 – 20.11

First period - Separate sessions

Faction Members

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

Wildcards

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

Second period – joint sessions

- **Factions present**
 - Members
 - Philosophical ideals
 - Main objectives/ aims in the struggle for civil rights
- **Wildcards present**
 - Themselves
 - Important legal decisions from the 13th Amendment onwards
 - Important events of the 20th century

Game Day 2 – 22.11

Separate sessions

Factions

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

Wildcards

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

Game Day 3 – 27.11

Joint session

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

What you need to do for the next class

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

Before Game Day 1 – 20.11

If you are a member of a faction

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

If you are a wildcard

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

Before Game Day 2 – 22.11

If you are a member of a faction

- Start thinking about arguments for the voting
- Which original texts and historical events can you base your arguments on?

If you are a wildcard

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

Before Game Day 3 – 27.11

If you are a member of a faction

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

If you are a wildcard

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

Birmingham, Alabama

In the 1960s Birmingham was one of the most racially divided cities in the United States. Martin Luther King Jr. called it the most segregated city in the country. Birmingham was a Ku Klux Klan stronghold. 40% of the inhabitants in Birmingham were black.



There were no black police officers, firefighters, sales clerks, bus drivers, store cashiers or bank tellers. Black secretaries could not work for white people. There was no legal or economic justice, and African Americans were faced with violent retribution (voldelig motstand) when they attempted to draw attention to their problems. The unemployment rate for blacks was two and a half times higher than for whites. African Americans earned less than half of that of whites.



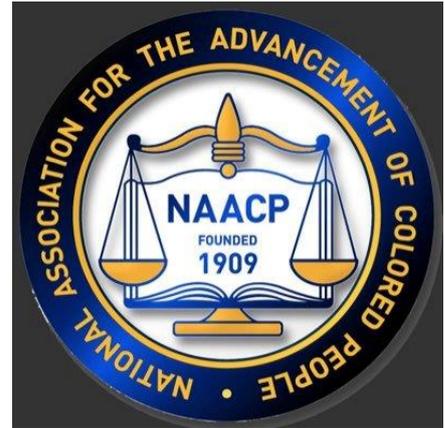
Different forms of protest

- Boycotts (bus, newspaper) and selective buying campaigns to pressure for desegregation
- Door to door voter registration
- Non-violent marches
- Sit-ins and swim-ins (and other similar nonviolent means to pressure for desegregation)
- Establishment of freedom/citizenship schools in Alabama
- Court challenges to unfair registration laws and practices

The Factions

NAACP – National Association for the Advancement of Colored People

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



SCLC – Southern Christian Leadership Conference

SCLC feels a responsibility to fight injustice and create a true community. They say God calls on them to fight injustice, but not fight the sinner. SCLC wants to redeem (innfri) the sinner from his or hers errant (gale) ways.



They want to get rid of segregation and create a peaceful society with non-violent means. This is inspired by Gandhi and his fight for a peaceful India with non-violent methods. They believe injustice will be conquered. SCLC also finds support in the New Testament, ‘when someone has struck you on one check, turn to him the other’, King means that this indicated that they were to stand up to injustice and segregation and not back down.

SNCC – Student Nonviolent Coordinating Committee

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



Word bank

The Struggle for Civil Rights – kampen for borgerrettigheter

The Declaration of Independence – Uavhengighetserklæringen

Amendment – endring i en lov

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

Unemployment rate – arbeidsledighet

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

Justice – rettferdighet

Demand – kreve (We demand justice...)

Legislation – lovgivning

Poverty – fattigdom

Providing – skaffe/ gi

Consensus – enighet

Resources – ressurser (økonomiske midler)

Conduct – oppførsel

Equality – likestilling

Prejudice – fordommer

Integration – integrering

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

Nonviolent – ikke voldelig

Desegregation – prosessen å ende segregasjon mellom to grupper

Abolish – bli kvitt

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

Lynchings – offentlig henrettelse (som oftest av en mobb)

Atrocities – grusomheter

Violating – brudd (på for eksempel en lov eller et forbud)

Marches – marsjer

Injustice - urettferdighet



Appendix 3: Examples of game characters (faction leader and “wildcard”)

Reverend Ernest Jones (Leader: SCLC faction)

Biography and stories/ideas you can share with others:

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

- Each day, after the retreat is led in a freedom song, you or another reverend will say a brief (kort) prayer, and then you will open the meeting.
- You are the faction leader of the SCLC faction at Dorchester and you have the respect of the members of your faction.
- You will need to organize a meeting of your faction as soon as possible to go over the Victory table for your faction. You understand that in order to meet some of your objectives and pass outcomes that give your faction more points, you may need to compromise on other outcomes to gain the votes of wildcards and/or the members of other factions. So, you need to talk strategy, and make plans for which victory outcomes you will argue for/against, and for which you will be willing to work some compromise.

Dorchester Victory Table for SCLC

Outcome	Points
Primary focus of protest will be establishment of freedom/citizenship schools in Alabama	+2
Primary focus of protest will be door to door voter registration in Alabama	-2
Primary focus of protest will be court challenges to unfair voter registration laws and practices	-2
Primary focus of protest will be nonviolent marches	+6
Primary focus of protest will be boycotts and selective buying campaigns to pressure for desegregation	+2
Primary focus of protest will be sit-ins, swim-ins and other similar nonviolent means to pressure for desegregation	+4

Vanessa Hart (Wildcard)

Biography and stories/ideas you can share with others:

- Black woman from Sasser, Georgia
- 48 years old
- You're a former schoolteacher, an activist, and a journalist
- When a person has seen a lynching (offentlig henrettelse) up close; when you know the people and their families, and then see the destruction (ødeleggelse) on their bodies, you cannot believe that there is a soft and gentle solution (mild løsning).
- The animals, the racist people, who kill like this hate you: simple as that. You don't play around with these people; they are organized, violent (voldelige) and murderous (morderiske). They don't care what kind of evil they set off. So know that they are out for you, and never give them a helping hand.
- From your studies of history and contemporary life in the South, white people accept lynchings (offentlig henrettelse) and violence against blacks, just as they accept the slaughter of cattle (slakting av kyr) They are not moved to nonviolence by more nonviolence.
- You have a passion (lidenskap) of reporting local atrocities (grusomheter). You described lynchings in various papers (aviser); you explained the details of Jim Crow rules and your own frustrations when faced with them. You've explained the inequalities of —separate, but equal."
- When you criticized the conditions of the local black schools, the town school board refused to renew your contract. So, you took your classroom teaching to the newspapers and journals, full-time.
- For many years, you've given speeches (taler) and written articles, but never with the kind of reaction that you wanted, especially from other Negro leaders. Blacks need to make everyone in the country and the world aware (klar over) of the brutality in the black community. They need teachers to teach it in schools; they need newspapers to write about it. There ought to be pictures so everyone knows what kind of people we're fighting.

Your victory objectives include:

- a) Funds to provide young people with reporting and photography skills, as well as equipment (utstyr), so that more of the injustices going on can be recorded and reported.
- b) The creation of a national newspaper focused on the atrocities of Jim Crow.
- c) Less funds (midler) and time wasted on pointless, nonviolence training. You are critical of the idea that a person's conscience (samvittighet) will be moved by watching nonviolent protesters getting beaten.

Appendix 4: Information letter and consent form (school administration)

Godkjenning for forskningsprosjektet

«Reacting to the Past in an EFL-classroom»

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

Formål

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

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

Hvem er ansvarlig for forskningsprosjektet?

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

Hvis du har spørsmål til studien, ta kontakt med:

- Universitetet i Agder, ved Jan Erik Mustad (jan.e.mustad@uia.no)
- Vårt personvernombud: Ina Danielsen (ina.danielsen@uia.no)

- NSD – Norsk senter for forskningsdata AS, på epost (personvernombudet@nsd.no) eller telefon: 55 58 21 17.

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

elisas13@uia.no eller oegrin14@uia.no.

Med vennlig hilsen

Jan Erik Mustad

Elisabeth Selseng Soltveit

Oda Elise B. Grindahl

Prosjektansvarlig

Studenter

Samtykkeerklæring

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

(Signert av skoleleder, dato)

Appendix 5: Information letter and consent forms (students and teachers)

Vil du delta i forskningsprosjektet

«Reacting to the Past in an EFL-classroom»?

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

Formål

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

Hvem er ansvarlig for forskningsprosjektet?

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

Hvorfor får du spørsmål om å delta?

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

Hva innebærer det for deg å delta?

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

Fokuset i intervjuet er på hvordan du følte gjennomføringen av opplegget gikk, hvor den muntlige aktiviteten i klasserommet vil bli diskutert bl.a. Obs. Du kan snakke om elever, men ikke nevne de med navn (anonymisere dem).

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

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

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

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

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

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?

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

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

Med vennlig hilsen

Jan Erik Mustad

Elisabeth S. Soltveit

Oda Elise B. Grindahl

Prosjektansvarlig

Studenter

Samtykkeerklæring

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

- å svare på spørsmål i et personlig intervju

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

(Signert av prosjektdeltaker, dato)

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

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

Formål

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

Hvem er ansvarlig for forskningsprosjektet?

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

Hvorfor får du spørsmål om å delta?

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

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut et spørreskjema og at du godtar at vi observerer det som foregår i klasserommet, derav også deg. Det vil ta deg 10-15 minutter å svare på spørreskjemaet. Spørreskjemaet inneholder spørsmål bla. om hva du synes om denne læringsmetoden. Dine svar fra spørreskjemaet blir registrert elektronisk og observasjoner vil bli notert.

Jeg skal også intervju din lærer med fokus på hvordan han/hun følte gjennomføringen gikk, hvor den muntlige aktiviteten i klasserommet vil bli diskutert. Der kan elevens (din) deltakelse bli nevnt, men det vil bli anonymisert.

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

Det er frivillig å delta

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

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

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

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

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

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

Dine rettigheter

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

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

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

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

Hvor kan jeg finne ut mer?

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

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

Med vennlig hilsen

Jan Erik Mustad

Elisabeth S. Soltveit

Oda Elise B. Grindahl

Prosjektansvarlig

Studenter

Samtykkeerklæring

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

- å bli observert under undervisningsopplegget
- å svare på en spørreundersøkelse

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

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

(Signert av prosjektdeltaker/foresatte, dato)

Appendix 6: Interview guide (teachers)

Generelt:

- Hvilke andre fag enn engelsk har du og hvor lenge har du jobbet som lærer?
- Har du brukt rollespill tidligere som undervisningsmetode? Hvis du har, hvordan gikk det?
- Hva mener du er fordeler og ulemper med rollespill som undervisningsmetode, slik som for eksempel RTTP?
- Hva synes du om vanskelighetsgraden på opplegget?

Engasjement:

- Hva overrasket deg ved elevene dine når de holdt på med RTTP?
- Hva engasjerer deg som lærer i en undervisningssituasjon?
- Hva merker du engasjerer elevene dine i en undervisningssituasjon?
- Har du fått noen tilbakemeldinger fra elevene om hva de synes om å drive på med RTTP? Hva har de sagt?
- Hvordan tror du en bør takle elever som ikke vil delta i rollespillet? De som f.eks. synes det virker skummelt/fremmed og ikke vil prate engelsk foran hele klassen.

Muntlig kompetanse:

- Hvordan var den muntlige aktiviteten i klasserommet under rollespillet i forhold til en ordinær engelsktime?
- Hvilke undervisningsmetoder tror du hjelper elever å få høyere kompetanse i muntlig engelsk?
- Tror du at aktive læringsmetoder som rollespill (RTTP) er motiverende for elever når det kommer til læring av språk? Hvorfor, hvorfor ikke?

Klasseromsmiljø:

- Hvordan tror du klasseromsmiljøet kan bli påvirket av et undervisningsopplegg som bruker rollespill, som f.eks. RTTP?
- Nye lærerplan (2020): Der er det større fokus på tverrfaglighet. Hvordan passer dette med RTTP?
- Er du motivert som lærer til å bruke denne eller lignende undervisningsmetoder i framtiden? Hvorfor, hvorfor ikke?

Appendix 7: Questionnaire (students)

- Går du på ungdomsskole eller videregående skole?
 - Ungdomsskole
 - Videregående skole

- Liker du engelskfaget på skolen?
 - Ja
 - Nei
 - Vet ikke

- Føler du mestring i engelskfaget?
 - Ja
 - Nei
 - Vet ikke

- Hva liker du best å gjøre i engelsktimene på skolen?
 - Åpent svar, fyll inn

- Hvordan lærer du best i engelskfaget?
 - Åpent svar, fyll inn

- Har du vært med på å spille rollespill i klasserommet før?
 - Aldri
 - 1-2 ganger
 - 3-4 ganger
 - 5-6 ganger
 - Mer

- Likte du opplegget i disse timene (rollespill)?
 - Ja
 - Nei
 - Litt

Underspørsmål: Hvorfor / hvorfor ikke?

- Åpent svar, fyll inn

- Hva synes du om å få tildelt en karakter å spille?
 - Åpent svar, fyll inn

- Har du lært noe om “The Civil Rights Movement”?
 - Ja
 - Nei
 - Litt

- Hva var det mest utfordrende med denne arbeidsmetoden?
 - Åpent svar, fyll inn

- Et positivt klasserommiljø er trygt, oppmuntrer til samarbeid og deltakelse og øker elevens engasjement. Hvordan tror du rollespill påvirket dette i deres klasse?
 - Åpent svar, fyll inn

- Hvor ofte gjorde du dette under rollespillet?

Fra 1-5: 1. Nesten aldri 2.Noen ganger 3. Ofte 4. Nesten alltid 5. Vet ikke / ikke aktuelt

- Jeg klarte å leve meg inn i rollen min
- Jeg klarte å forstå andre sine synspunkt selv om jeg var uenig i dem
- Jeg fullførte relevant lesning
- Jeg følte meg godt forberedt til timene
- Jeg kom med gode argumenter som var tro til min karakter/rolle
- Jeg fulgte godt med på det andre sa i klassen
- Jeg var tilstede under hele opplegget (hver time)
- Jeg samlet meg med de i fraksjonen/gruppen min utenfor klasserommet
- Jeg prøvde å overtale noen (f.eks. «Wildcards») utenfor klasserommet
- Jeg hjalp mine medelever med å forstå noe de strevde med

- Hvor enig/ uenig er du i disse uttalelsene?

Fra 1- 6: 1. Sterkt uenig 2. uenig 3. nøytral 4. enig 5. Helt enig 6. vet ikke/ ikke aktuelt

- Jeg er komfortabel med å snakke engelsk foran klassen
- Jeg jobber godt i grupper
- Jeg jobber godt selvstendig
- Jeg ble tryggere på mine medelever
- Jeg er en muntlig aktiv elev i engelsk
- Jeg var aktiv i diskusjonene
- Jeg var engasjert i rollespillet
- Jeg var mer muntlig aktiv under rollespillet enn i en vanlig engelsktime
- Jeg hadde lyst til å lære materialet om «The Civil Rights Movement»
- Jeg sitter igjen med kunnskap jeg ikke hadde før
- Å lese om historiske hendelser er spennende
- Jeg ser verdien i å lære på denne måten
- Jeg kunne ha gjort noe lignende igjen
- Jeg liker bedre vanlig tavleundervisning enn rollespill
- Jeg lærer mer av vanlig tavleundervisning enn av rollespill

Appendix 8: Observation notes

VG1:

Game day 1:

Hva skjer?	Mine tanker
Veldig stille	Ikke lett å komme i gang, noen må ta ansvar
Det snakkes, men med veldig lange mellomrom	Ikke alle som er komfortable enda
Leser fra karakterarket. Presenterer seg selv til gruppen sin. Snakker engelsk.	Trygghet bak å lese det opp istedenfor å snakke fritt
En jente som har en karakter med latinsk navn snakke med en spansk/Meksikansk aksent	Lever seg inn i rollen sin

Game day 2:

Hva skjer?	Mine tanker
«Kom med oss»	Skal prøve å overtale et «wildcard»
Snakker norsk og engelsk om hverandre	Enda ikke fått inn et vokabular som gjør at de kan snakke fritt om temaet
«Jeg kan ikke si dette på engelsk» Fikk deretter hjelp av medstudenter til å finne de rette ordene	Godt teamarbeid
Alle introduserer seg kort foran alle sammen i klassen. Hver fraksjonsleder introduserer verdiene og målet til fraksjonen.	Sier ikke så mye, men får fram det viktigste.

Game Day 3:

Hva skjer?	Mine tanker
Et «wildcard» har som oppgave å lede en frihetssang. Får med seg to til og de innleder møtet med sang og litt dans.	Ser ut som om de synes det var en kjekk utfordring og fant trygghet i hverandre.
Førstemming: Wildcards stemmer på hva de lener mot, fraksjonen ser hva de må gjøre for å vinne.	Foreløpig er det å marsjere det de lener mest mot, spent på å se om det ender slik
Det er 9 «wildcards», 4 på SNCC, 5 på SCLC og 5 på NAACP. Noen er veldig aktive, men er mest to-tre på hver gruppe. De andre sier ingenting.	De som ikke sier noe, er de sjenerte? Ikke forberedt seg godt nok? Ikke interessert?

Mye frem og tilbake mellom to studenter	Har gode argumenter, men må kanskje slippe andre til også.
NAACP – lederen tar fram en isboks for å sanke stemmer.	Bestikkelse på gang her. Konkurransinstinkt?
Stemming: Nesten alle stemmer og det er likt mellom Sit-ins / swin-ins og Court- challenges hvis to jenter (wildcards) stemmer på sit-ins /swim-ins.	Interessant hvordan «Court-challenges» som ikke hadde noen stemmer før debatten nå er i førersetet
De er usikre på hvilken de skal velge og ber om å få høre noen siste argumenter fra hver for å bli overbevist. De ulike lederne hiver seg på.	De kommer begge med solide argumenter
Begge to bestemmer seg for å stemme for den rettslige veien og NAACP vinner spillet. Dette er ikke lederen for SNNC irritert over og mener de tapte fordi han bestikket medstudenter med is.	Læreren deres har i ettertid sagt at de pratet om dette og kom fram til at det ikke var så uvanlig med bestikkelser og noe en burde tenke over.
Et tips vi fikk fra læreren deres var å dele ut godteri til dem som pratet som en motivasjon. Vi hadde en Twist-pose og en FOX-pose og det var lite igjen når de 45 minuttene hadde gått.	De snakket veldig mye og kunne nok ha trengt mer enn 45 minutter, tar litt tid å varme opp og det var mest de siste 20 minuttene det var gang på ting.

10. klasse:

Game day 1+2:

Hva skjer?	Mine tanker
“Vi skal vinne!”	Konkurransinstinkt, har forstått det er et spill hun kan vinne.
Wildcards spør om de kan synge og danse og om de kan kle seg ut	Engasjerte, synes det er kjekt med noe annet
Noen forstår ikke meningen med poengtavlen og jeg prøver å forklare så godt jeg kan, samt deres lærer og min medstudent.	
Andre trenger hjelp med å forstå noe på karakterarket sitt	
De jobber med å lage plakater. Er en gruppe (SNNC) som ikke gjør noe. De sier de ikke forstår vitsen med opplegget.	
Alle sa noe under presentasjonsrunden. Noen snakket fritt, men de fleste leste fra arket sitt.	Veldig mange som er flinke på uttalelse av ord

Game day 3:

Hva skjer?	Mine tanker
De er 5 wildcards, 4 NAACP, 4 SNCC og 4 SCLC Pre-voting: 1 march, 2 boycotts, 2 sit-ins/swim-ins	For å vinne - NAACP: Court -challenges, SNCC: Sit-ins/ swim-ins og SCLC: Marches
“Vi skal vinne” fra NAACP	Forstår det er et spill de kan vinne
En elev fra en annen klasse fikk lov til å bli med i debatten. Sa hun syntes det virket kjekt med rollespill.	Var en av de som var veldig aktiv.
Litt usikkerhet rundt hva de skal gjøre. Ingen som starter diskusjonen.	Vanskelig å komme i gang
Oda er den som leder an og prøver å dra i gang samtalen.	En treg start, ikke så mye diskusjon, må dra informasjon ut av elevene. Etter hvert blir det mer fart på sakene.
Elever hiver seg utpå, noen med litt norsk innblandet i engelsken	Får fram det de prøver å si
Diskusjonen går over i hvem som best kan finansiere radio/aviser /tv-kanal	Litt utenfor rammene, men de snakker iallfall engelsk og prøver å overtale «wildcardsene»
Tiden renner ut. De fortsetter å diskutere. Protesterer når de skjønner at spillet er over og vi må stemme over hvem som skal vinne.	Trenger mer tid til å bli varm i trøyen.
De stemmer for at sit-ins og swim-ins er den riktige måten å protestere på. Det gjorde at SNCC vant.	De som ikke forsto poenget i begynnelsen gjorde det godt på diskusjonsdelen.

3. klasse (VGS)

Game day 1:

Hva skjer?	Mine tanker
Samles raskt i gruppene sine, begynner på plakatene som skal henges i klasserommet.	De jobber målrettet og er ikke mye prat om andre ting.
Mange begynner å fortelle om seg selv, hvem de har fått som karakter	
Vi tar ut lederne for en pep-talk og instruksjon på hvordan poengtavlen fungerer.	Alle virker som sterke og engasjerte elever som virkelig vil vinne
Får noen spørsmål fra «wildcards» som er litt forvirret på hvordan de skal «vinne»	

Game day 2:

Hva skjer?	Mine tanker
Alle sammen presenterer seg selv og lederne presenterer fraksjonene	De fleste snakker fritt fra karakterarket, noen leser opp.
Wildcarder presenterer viktige hendelser og lover i historien til afroamerikanerne	De fleste har forberedt seg og snakker kort og greit om de ulike temaene
Samler seg i grupper og planlegger argumenter	De jobber og snakker engelsk omkring tema
Jeg går rundt til hver enkelt å få dem til å trille terning.	De tror det er viktig å slå et høyt tall, veldig konkurranseinnstilt
Jeg triller og får det samme som tre andre elever	
Gir de beskjed om hvorfor vi trillet terning og at de kan hvis de vil komme neste time med «skader» og «blåmerker» som et symbol på at noen har vært ute etter dem pga. sin hudfarge.	De virker giret på ideen, så får vi se om de fullfører planen neste time.

Game day 3:

Hva skjer?	Mine tanker
Starter timen med en frihetssang og en bønn: «Can I get an Amen», «Amen» fra resten av klassen.	Lederen for SCLC har virkelig gått inn i karakteren sin disse ukene
Det er tre elever som enten har skader, en har hånden i fatle en annen har et plaster i ansiktet. De forklarer hva som har skjedd.	De gjennomførte planen
Diskusjonen begynner og armer skyter i været	De skal snakke i 2x45 minutter. Får se om det varer
Vi må begge holde styr på hvem som hadde hånden oppe først.	Mange som er ivrige etter å snakke
Er spesielt noen få som har veldig mye på hjerte og noen som har hånden oppe, men som lar den falle ned etter hvert.	Argumentet ble kanskje brukt
Ved siden meg sitter to jenter som er alene i en fraksjon, med et fargekoordinert ark foran seg. De peker til stadighet ned i papiret blir enig om å bruke det og rekker opp hånden.	Bruker historien og tydeligere hendelser på en god måte
Tiden renner ut og noen få til får si noe. Det stemmes og SCLC vinner for det blir 10 av 23 stemmer som går til ikkevoldelige marsjer.	Diskusjonen kunne nok ha vart lenger. De to pastorene på SCLC var overbevisende, brukte bibelske referanser og historien godt.
Etter spillet kommer jeg i prat med en elev som sier: «Dette var et genialt konsept, Reacting to the Past, het det? Finnes det andre liknende spill? Hadde vært kjekt å prøve med et annet tema.»	Entusiastisk elev som fikk mye ut av metoden

Appendix 9: Interview extracts

All of the extracts from interviews used in the results chapter are found in Norwegian in this appendix.

Hannah:

Jeg har brukt rollespill flere ganger i både engelsk og norsk. Dette har vært vellykket de fleste gangene, og faktisk mest vellykket de gangene jeg har gjort det i engelskfaget.

Mange av elevene blir så engasjert at de snakker uten å tenke for mye over hvordan de skal si ting i forhold til grammatikk og uttale. Bakdelen er for de elevene som er så usikre på seg selv at de unngår å involvere seg.

... noe som også gir grobunn for elevengasjement og positiv interesse og deltagelse. En kombinasjon av auditiv, visuell og taktil læring, der det passer, slik som RTTP, er en optimal blanding ...

I begynnelsen var mange av elevene veldig forvirret ... De flinke elevene skjønnte opplegget og ble kjapt giret ... I løpet av selve debatten tok diskusjonen og engasjementet seg opp etterhvert som de ble «varme i trøya». Ved slutten av diskusjonen var de egentlig klare for å fortsette kampen en stund til.

...krever en variert undervisning for å «treffe» de ulike eleven og deres foretrukne læringsstil.

Dette er fordi de i denne type tilnærming må finne ut av mye mer på egen hånd, og dette er noe som mange dessverre ikke er så flinke til.

Aktiviteten var like bra som vanlig fra de fleste elevene.

Noen deltok i større grad enn de pleier, mens andre deltok i mindre grad enn vanlig.

Tenker at det kan være positivt med denne type læring og undervisning som et supplement til annen mer typisk undervisning.

... det er greit at de er med, men at de får de enklere rollene de første gangene.

At elevene viser interesse og engasjement, og at de får en opplevelse av å mestre noe..

Jeg tenker at RTTP passer perfekt inn i den nye læreplanen i forhold til tverrfaglig fokus. Utfordringen er lærerne, og hvordan de tar imot den tverrfaglige tilnærmingen...det også letter arbeidsbyrden/presset med færre oppgaver til elevene, da de allerede har alt for stort arbeidspres.

Jeg er absolutt motivert til denne type undervisningsmetode i framtiden, da jeg ser på det som et morsomt, varierende og supplerende tillegg..

Lily:

Og jeg synes jo alltid det har vært gøy og givende egentlig både for elevene og for lærere. For noen så passer det ikke og noen forbereder seg uansett aldri til timene ...

... for du kan jo alltid i engelskfaget putte det inn i en relevant sammenheng. Men det er jo det at det tar litt tid spesielt hvis du må ha en del forkunnskaper ...

... knytte det til noe som skjer nå og vise at alt har en forbindelse ... Variasjon og å være relevant selv om du går tilbake i tid.

... noen få som overrasket veldig positivt, som var som virkelig hadde lagt seg i selen for å vise at de var forberedt og for å ha gode innlegg og argumenter. Men ...er litt halvhjertet deltakelse fra noen som jeg hadde forventet mer av.

"Kjempebra, gøy, annerledes, bra med lag, samlende sosialt, lærerikt, spennende.»

Noen synes jo det var kjempegøy og det var jo noen av de som var mest aktive og det er jo klart for de opplevde jo stor mestring i dette, mens andre vil nok sitte med en følelse av at «her kom jeg på sidelinjen.»

... så vil det ikke være så flaut fordi alle må.

... lærer jo en del ord og uttrykk som har med raseskillet å gjøre, organisasjoner, lovtyper, sedvaner og tradisjoner ... Jeg tror dette er veldig bra for språklæring.

Ganske som forventet

Jeg tenker det kan være positivt når noen som ikke ellers er sammen kommer på samme gruppe og skal jobbe for samme strateg ... Og jeg synes de jobbet godt i de gruppene.

Jeg ville hatt forståelse for det. For dette passer ikke for alle og iallfall når det er helt ukjent.

Det er jo engasjement og deltakelse fra elevene først og fremst.

... Og I den klassen vi gjorde det i nå er det jo naturlig tverrfaglig ... For her favner du både språklige virkemidler som de har hatt en del om i norskfaget, historie og samfunnsfag spesielt, politikk ...

Jeg er ganske positiv til det ... Det er en god tilnærming til læring.

Sophia:

Erfaringen min er at elever blir veldig klare for å få noe mer enn det de ser på som typisk klasseromsundervisning.

... forklare elevene at nå må du gå ut av din komfortsone ... for å frigjøre deg mer fordi det ikke er deg, du lever deg inn i en karakter.

På videregående tror jeg at det å gi de tillit til at de kan jobbe selvstendig motiverer. For de er nokså ferdige med den veldig styrte timen ...

“Du imponerte, både med engasjementet og ordforrådet ditt. Hun hadde virkelig tilegnet seg enormt mange av disse nye faguttrykkene innenfor Civil Rights Movement ... Hun var veldig konkret og nydelig engelsk hadde hun også.

“Åh dette blir kjempegøy” og “Dette gleder vi oss til”

... fordi det er ingen som snakker grammatisk riktig hele tiden.

“... når dere sitter og snakker i grupper så går ikke jeg rundt og retter på dere, bare jeg hører dere snakke på engelsk så er jeg fornøyd.”

... det er bedre å engasjere seg enn å være redd for å ikke utrykke seg så godt. For det er en treningssak ...

... gi et eksempel om begrepet ... får vi helhetsforståelsen.

Jeg vet iallfall at det var dobbelt så mange som engasjerte seg i rollespillet som det var i en vanlig time. Så ærlig kan jeg være.

... når vi skal være spontane og vise engasjement da må vi ut av komfortsonen.

Jeg hadde kanskje tenkt ut et alternativ ... jeg hadde ikke et minirolespill jeg kunne legge frem.

... når de hører hvor engasjerte mine klasser var ... var de mer lydhøre, og da tenkte de at dette kanskje hadde vært noe for dem ... Og jeg tenker hvorfor kan ikke alle prøve litt rollespill!?

Det som engasjerer meg ... er først og fremst å få kontakt med klassen ...

Det er en gavepakke ... Altså, du trenger ikke nødvendigvis å tenke på at du skal øve på å snakke engelsk, men du kan tenke at du skal flette inn ny kunnskap gjennom et rollespill. Men kommunikasjonsspråket er på engelsk.

... jeg veldig interessert i rollespill, fordi jeg har hatt en positiv opplevelse med det og elever har gitt meg positive tilbakemeldinger på det ... lærere må ut av komfortsonen sin. Vi må vike fra den tavleundervisningen, fra den veldig kontrollerte timen ...

Appendix 10: Survey extracts

All of the quotations from the students' surveys used in the results chapter are found in Norwegian in this appendix.

View of role-play:

Hadde vært bedre hvis man ble delt opp i mindre grupper hvor jeg tror folk hadde vært mer komfortable og snakket mer.

Er ikke så veldig glad i å snakke foran mange folk.

Ikke gøy.

Borkastet tid.

Skjønte ikke hva jeg skulle gjøre eller hvordan dette fungerte.

Jeg likte det fordi det var en praktisk ting der man kunne jobbe litt i grupper.

Fordi jeg føler at jeg lærer mye når jeg kan fordype meg.

Jeg likte det fordi det var litt annerledes, og jeg følte det var lærerikt.

Det er en god måte å sette seg inn i fortiden på.

Det var et interessant tema og skapte mye underholdende diskusjon.

Jeg synes det var gøy fordi vi alle snakket en god del.

Fordi det er gøy å spille en annen rolle.

Playing a character

Kan være litt strevsomt hvis jeg ikke sier meg enig i karakteren min sine tanker.

Det var spennende, men vanskelig å leve seg inn i den.

Det var artig å få utfordringen med å spille noen helt andre enn den jeg er.

Veldig gøy. Det å få en krevende rolle, bidrar med pushe meg litt ut av komfortsonen og det ble etter hvert helt naturlig å være i rollen.

Det er bra man har en rolle som man kanskje ikke er enig med.

På en måte var det befriende å kunne diskutere som en annen, da man ikke trenger å stå til ansvar for påstander som går andre på nervene.

Synes det var veldig gøy. Man lærer mye når man kan sette seg inn i en rolle.

Det var gøy fordi man måtte seg inn i noen andre sitt synspunkt.

Interessant. Gjorde at man fikk et «personlig» forhold til situasjonen.

Det gjorde det lettere å komme inn i riktig tankegang, samtidig som det ga et politisk syn som jeg skulle følge.

«Nei takk», «rart», «brydde meg egentlig ikke», «forferdelig» og «det var greit»

The most challenging part with RTTP

Å snakke, reflekter og forklare på engelsk.

... var å diskutere med de andre, samtidig var det spennende og gøy også.

Å debattere foran klassen på engelsk.

Å finne argumenter og snakke engelsk

Lese gjennom den sinnssykt lange handboken

Forberedelsene var litt krevende, men var verdt det på Game Day 3 ...

Mye historie å lese.

Å spille en annen karakter, det er ikke helt i min komfortsone.

Å sette egne synspunkter til sides, og allikevel kunne diskutere grundig.

Å måtte ha meninger tilpasset din karakter

Gruppen min funket ikke så bra sammen.

Det er noen som blir veldig engasjerte, som gjør at det blir vanskeligere for alle å komme frem og delta.

Vanskelig å konsentrere seg i gruppene.

Å skjønne hvordan spillet fungerte.

Skjønte ikke poenger i hva eller hvorfor vi gjorde det.

Lite tid

Å forstå hva vi skulle overbevise «wildcardsene» om.

Engagement and learning:

Vi burde ha dette oftere.

Veldig gøy, nytenkende og lærerikt.

Det gjorde inntrykk på meg og mine medelever. Man blir fort engasjert når man konkurrerer.

Likte det da det var engasjerende, og bidro til muntlig aktivitet hos mange av deltakerne. Jeg synes også det var nokså lærerikt ift. Historien.

Developing oral skills:

Fikk lære noen nye ord, som egentlig jeg fant veldig spennende.

Jeg synes opplegget var bra, fordi jeg tenkte mindre over at jeg uttalte ord feil og mer om å uttrykke meningene mine på et bra språk.

Classroom environment:

På en positiv måte iallfall

Rollespill er en veldig sosial læremåte som jeg tror hjelper på alle disse punktene.

De lagene ... skapte også gode samarbeid med elever man kanskje ikke har jobbet med tidligere. Det likte jeg svært godt.

Vi får bedre samarbeid av å sitte i grupper og jobbe med oppgaver sammen.

Jeg tror vi ble litt bedre kjent med hverandre av å være sammen i grupper.

Jeg tror at vi ble noe tryggere på hverandre, og at det kan hjelpe med noe sånt der en får snakket litt muntlig, fordi jo flere ganger en gjør det jo lettere blir det. Det hjalp også at vi var deler av factions og hadde karakterer fordi da er sjansen for at noen ikke sier noe pga. de er redde for at folk skal synes deres meninger er dumme, mindre.

Jeg tenker rollespillet bidro til å gjøre elevene mer trygge på å utfordre hverandre muntlig i en debatt.

Jeg tror folk ble trygge på seg selv og mindre redde for å si feil.

Folk ble bedre kjent med hverandre og flere jeg aldri hadde hørt snakke engelsk, deltok i rollespillet.

Jeg tror rollespillet var med på å senke terskelen for å si noe høyt i klasserommet.

Det gir alle en mulighet til å snakke. Det kan pushe elever som egentlig har mye bra å si til å være aktive.

Jeg tror at det å spille en annen karakter gir elevene mer selvtillit til å snakke. Det at de ikke nødvendigvis uttrykker sine egne argumenter gjør det slik at de er mindre redde for å snakke.

Flere ble muntlige aktive (under spillet) og tror at trenden vil fortsette i timene som følger.

Mer gira, mer motivert for å ha engelsk.

Mange ble mer engasjerte og ville vinne, og de fleste turte å snakke.

Jeg tror ikke det gjorde en veldig stor forskjell

Jeg tror at noen synes det var ubehagelig å snakke foran andre, spesielt når det var hele klassen samlet, så for noen betyr dette at de ikke snakker, men blir passive deltakere, noe som er dumt, men det er umulig å gjøre noe som er perfekt for alle for fleste var det engasjerende og gøy.

Student friendly method:

Likte det veldig godt, håper dere fortsetter å gjøre det med flere klasser :)

... jeg synes det var det gøyeste vi har gjort til nå

Det var gøy og lærerikt

Jeg synes det var annerledes, og gøy.

Det var overraskende gøy ...

... rollespill er utrolig interessant og engasjerer på en måte som vanlig undervisning ikke gjør.

Jeg synes det var spennende og lærerikt, og skulle gjerne gjort det igjen med andre deler av amerikansk/verdenshistorien ...

Veldig deilig med litt annen undervisningsform ...

Litt unødvendig og tidkrevende og vi fikk ikke så mye ut av det

Det var sikkert veldig nyttig for noen av elevene ... Men hadde lært mer om det hadde vært vanlig undervisning.

Jeg synes det var gøy, men slet med å forstå hva som skjedde ... kanskje dere kunne forklart mer om meningen med spillet?

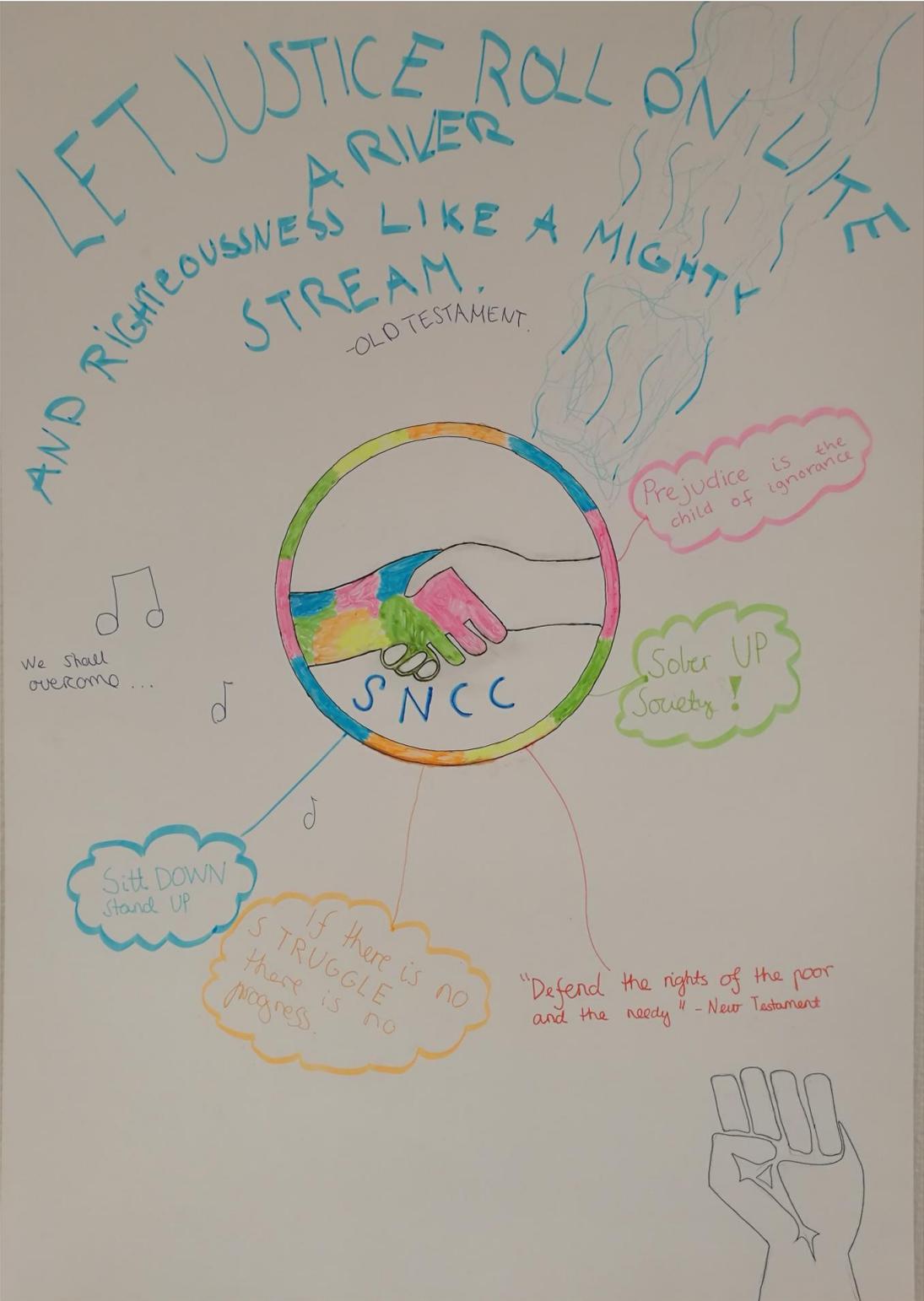
... rollen du fikk utdelt skulle vært bedre beskrevet i tillegg til at skuespillet skulle blitt mer forklart. Ble fort forvirrende.

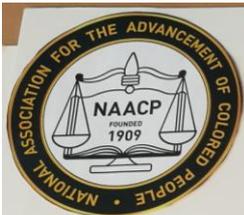
Jeg synes det var litt uklart hvordan jeg som wildcard kunne vinne uten å vike fra min karakters synspunkter.

Det var en gøy opplevelse, men jeg skulle ønske vi hadde hatt mer tid på diskusjonsdelen.

Veldig bra opplegg. Varte litt kort, kunne foregått over lengre tid.

Appendix 11: Examples of Civil Rights posters





JIM CROW
MUST GO

SCIC

THERE IS NO NOISE AS POWERFUL
AS THE SOUND OF THE
MARCHING FEET OF A
DETERMINED PEOPLE

POWER
TO THE
PEOPLE

Appendix 12: Game day 3 voting results

<i>VG1 (21 students)</i>	<i>Court-challenges</i>	<i>Boycotts</i>	<i>Door to door voter registration</i>	<i>Non-violent marches</i>	<i>Sit- ins and swim-ins</i>	<i>Freedom/ citizenship schools</i>
<i>Pre- voting (only wildcards)</i>				6	2	1
<i>Voting:</i>	10			4	6	1

<i>10th grade (17 students)</i>	<i>Court-challenges</i>	<i>Boycotts</i>	<i>Door to door voter registration</i>	<i>Non-violent marches</i>	<i>Sit- ins and swim-ins</i>	<i>Freedom/ citizenship schools</i>
<i>Pre- voting (only wildcards)</i>		2		1	2	
<i>Voting:</i>	5	4			8	

<i>VG3 (23 students)</i>	<i>Court-challenges</i>	<i>Boycotts</i>	<i>Door to door voter registration</i>	<i>Non-violent marches</i>	<i>Sit- ins and swim-ins</i>	<i>Freedom/ citizenship schools</i>
<i>Pre- voting (only wildcards)</i>	2	1	2	1	1	
<i>Voting:</i>	5	2		10		6