

Investigating the Distribution of L1 and L2 in Student-Student Interaction

A mixed-method study of student-student interaction in a Norwegian
EFL classroom

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Abstract

In English as a foreign language (EFL) learning, communicative competence is viewed as an important skill according to the English subject curriculum in Norway. In Norwegian EFL classrooms, pupils are often tasked with speaking together in pairs, however, what outcomes do these activities offer and how much English do the pupils speak when the teacher is not around? In Norway, little research has examined language use during peer interaction. This thesis investigates the distribution of L1 and L2 in student-student interaction in a 9th grade Norwegian EFL classroom. This research aims to determine the pupils' attitudes towards peer-interaction activities and investigates how much Norwegian (L1) and how much English (L2) the pupils speak during different peer activities and in which situations the L1 episodes occurs.

This study is based on sociocultural and cognitive language learning theories using a mixed-method approach involving qualitative data from a class of 9th graders. Eight participants were placed in four dyad groups and engaged in four different activities: speed dating, information gaps, word puzzles and role cards. The data from the eight participants were collected via group interviews, surveys, observations and audio/video recordings. The rest of the class completed a survey and were observed, and then the data were analysed and transcribed.

The results suggest that English is spoken more frequently than Norwegian during peer interactions. The use of Norwegian is also common, but its frequency differs as it is mostly used to process the activity and scaffolding. Some pupils find it safer to use Norwegian before producing English for the main task. The activities used in this study promote language output for all pupils, but when the activity provides room for less output, the difference in output increases and silent learners produce short and simple utterances. The pupils showed a high number of errors and provided a low amount of feedback. Some pupils claimed to avoid giving feedback due to the feeling of offending peers. It is also possible that the errors are so small that they do not break down the communication. Although, L1 limits the L2 frequency, it might contribute to a safe environment and to helping pupils better understand the task in the long run.

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Transcription Key

<i>Italic</i>	Norwegian
*	English words that are common to use in the Norwegian language
'	Wrong pronunciation
(words)	Contextual information
“words”	Reads from the task
. . .	Stops

1.0 Introduction

1.1 Background

Peer interaction is a common approach to allowing pupils to speak English in the EFL¹ classroom. Producing the target language is necessary to develop proficiency, and negotiating meaning and language production through an interaction will contribute to language learning (Foster, 1998; Krashen, 1998; Long & Porter, 1985). Including both teacher-student interaction and student-student interaction is a common approach for L2 teachers, however, both pedagogies' learning outcomes involve ongoing debate (Lightbown & Spada, 2013). For teacher-student interaction, some argue that L2 learners produce short and few utterances, while in student-student interaction, some criticise the lack of a proficient speaker who can promote feedback and correct errors (Adams, 2018; Philip et al., 2014; Tognini, 2013). Furthermore, language theories support the idea of having a proficient teacher, who can teach the L2. This can be found in theories such as Vygotsky's zone of proximal development (ZPD) and Krashen's monitoring hypothesis of $i+1$ (Benati & Angelovska, 2016; Krashen, 1985).

International research has examined a wide range of educational peer interaction (e.g., Adams, 2018; Foster & Ohta, 2005; Lightbown & Spada, 2013; Long, 1981; Philip et al., 2014; Swain & Lapkin, 2000). The literature addresses the importance of negotiation for meaning (henceforth, NfM) and target language production in interactions. NfM also occurs outside the target language and can happen in L1, however, studies examining the NfM episodes often investigate the NfM occurrences between native speakers (NS) and L2 learners (Foster, 1998; Nakahama et al., 2001; Sato, 2015). The studies indicate a lower instance of NfM than expected; instead, pupils contribute through encouragement and support.

A part of NfM regards using one's own language or first language (L1). The use of L1 limits the use of the target language, which might limit the learning outcome of the target language production. The literature shows that one's own-language is commonly used but as scaffolding and a process language before the communicative goal (Kim, 2011; Philip et al., 2014; Scheffler et al., 2016).

¹ The English language's role in Norway is in transition. Norwegians have a relatively high proficiency in English and combine the language out-of-school. Therefore, it is argued that English is no longer just a "foreign" language to Norwegians. However, Norwegians do not need English to communicate among themselves. Brevik and Rindal suggest that English is neither a foreign language nor a second language, but in transition (2020; 31).

Peer interaction is complex, and several factors are crucial in promoting the use of target language and gain learning during an interaction, including factors such as group dynamics, proficiency, willingness to communicate, motivation and tension need to be accounted for (Dörnyei, 2002; Oliver & Philip, 2014; Philip et al., 2014). If a pupil has low proficiency level, feels tension, is unmotivated and is not willing to communicate, it is likely that they will produce as little L2 as possible and might try to use L1 off-topic (Drew & Sørheim, 2016; Imsen, 2017; Philip et al., 2014).

In Norway, studies have indicated that Norwegian is often used as scaffolding or a process language before pupils interpret the target language for the communicative goal (Scheffler et al., 2014). Brevik and Rindal have identified the use of Norwegian in English classrooms, but their study concerns both teachers and students during whole lessons (2020). They found that pupils often use English, but also utilise Norwegian (2020), which is similar to Scheffler et al.'s study (2014). Other studies have investigated L1 use in Norwegian EFL classrooms but not through peer interactions. Previous studies involved using L1 to teach and learn grammar (Askland, 2019; Hoff, 2013), and they investigated the teachers' attitude towards using L1 in L2 teaching (Kjøstvedt, 2020). Little research has examined language use during peer interactions in Norwegian EFL classrooms, and thus additional research is needed since this approach is commonly used in Norwegian EFL classrooms.

1.2 The aim of the thesis

This study aims to investigate the distribution of L1 and L2 in dyad groups during different activities in a Norwegian EFL classroom. This research investigates how often pupils use L1 during peer activities; which situations relate to these L1 episodes; the influence of activity design on L2 production; and whether some activities lead to greater L1 use. To date, little research has investigated language production and participation during peer interactions in Norway, although some have investigated the use of Norwegian in Norwegian EFL classrooms (Askland, 2019; Brevik & Rindal, 2020; Hoff, 2013; Kjøstvedt; Sheffler et al., 2014).

This research regards a case study with mixed methods to investigate a class of 9th graders. The qualitative research presents rich data concerning a few participants. A motivation for using a case study was to demonstrate the real situation from a Norwegian EFL classroom. And the study's results might provide English teachers with information about what is going on during the peer interaction approach. Investigating the distribution of L1 and L2

might help teachers to construct peer interaction tasks differently, and investigating the use of L1 might provide Norwegian English teachers with some different aspects and attitudes towards using L1. The aim of thesis is achieving using four research questions:

RQ1: How often do the pupils use L1 vs L2 during peer interaction activities?

RQ2: Which situations are the L1 episodes related to?

RQ3: To what extent can the activity design matter for L2 production?

RQ4: Do some activities lead to greater L1 use?

These questions are answered using mixed methods of observation, survey, group interview, and video/audio recordings. The participants were divided into dyads and participated in four different activities, such as: speed dating, information gap, word puzzle and role cards. The data were then analysed and transcribed.

1.3 Thesis outline

This thesis includes six chapters. The current chapter presents the aim of the study and its structure. Chapter 2 contains the theoretical framework with relevant literature, focusing on international and Norwegian studies of peer interaction, important features for L2 learners and using L1 during peer interactions. Chapter 3 describes the study design and data collection, while Chapter 4 describes the findings, which are discussed in Chapter 5. The final chapter provides concluding remarks and suggests further research.

2.0 Theory

2.1 Introduction

This chapter overviews central language learning theories related to peer interaction and L2 production, including relevant international research. The last part of the chapter discusses research concerning the use of L1 in L2 learning, and it discusses individual learner characteristics which influence the L2 learner. Throughout the thesis, student-student interaction and peer interaction refer to L2 learners who speak and listen to one another in the classroom, with minimal or no participation from the teacher (Philip et al., 2014).

2.2 Language learning theories

Sociocultural and cognitive theory are two approaches that affect language learning. According to Lightbown and Spada, the sociocultural theory is defined as “a theory where the assumption on learning is first social then individual. Learning is viewed as a social process that is dependent on dialogue in face-to-face interaction” (2013:223). Foster and Otha, similarly mention that “For sociocultural approaches (. . .) language development is essentially a social process. These approaches view the mind as distributed and learning as something inter-mental, embedded in social interaction” (2005:403). According to Brevik, a sociocultural environment regards when students actively participate in their learning and development (2015:210). A sociocultural theorist views learning as a social process where learners shape and are shaped by the practice they inhabit (Brevik & Rindal, 2020:4). Hall and Cook mention Vygotsky’s statement that sociocultural theories of learning best promote learning best when it is scaffolded onto existing knowledge (2013:9), which has led to discussions about how learners acquire a second language. The sociocultural theory states, however, that the second language is acquired through social interactions and that the teacher must offer students a range of activities that promote such interactions (Benati & Angelovska, 2016:121).

The sociocultural theory originates from Vygotsky (Benati & Angelovska, 2015:119). Vygotsky’s hypothesised the zone of proximal development (ZPD), which distinguishes the distance between what the learner can accomplish alone and with the support of others to reach the highest possible level of development (Benati & Angelovska, 2015:121; Imsen, 2017:192). According to the ZPD, it is only during interaction with others that a person can achieve a higher level of development and that the interacting person will assist and help the learner, which therefore represents hidden scaffolding in ZPD. Scaffolding was first

introduced by Bruner and initially referred to all assistance performance in adult-child or expert-novice situations to achieve a higher level of development, however, scaffolding can also be used in peer groups, between peers (Benati & Angelovska, 2015:122; Imsen, 2017:194). Davin and Donato define peer scaffolding as “those supportive behaviours by which one partner in a semiotically mediated interactive situation can help another to achieve higher levels of regulation” (2013:6).

The cognitive perspective can be defined as “(. . .) the mental process of acquiring systems of knowledge (morphosyntactic, phonological, lexical), which make up the target language” (Foster & Ohta, 2005:402). This perspective concerns how the brain processes, stores and retrieves information, where the focus is on internal learning mechanism, which is believed to be essential for all learning beyond language learning (Lightbown & Spada, 2013:214). Bandura’s social cognitive theory represents a cognitive perspective (Bandura, 2001:1). To complete a task, Bandura states that the learner must be motivated and have self-efficacy (Bandura, 2001; Imsen, 2017:352). The level of self-efficacy depends on the pupil’s motivation and how much effort they must provide during an activity (Imsen, 2017:352). For L2 acquisition, motivation is probably one of the most important factors (Drew & Sørheim, 2016).

Krashen’s theories belong to the cognitive perspective, such as his input hypothesis, which emphasises that learners understand input containing structures somewhat beyond their level. Krashen uses the formula $i+1$, where the learner develops from i (current level) to $+1$ (the next level) by understanding the input (Krashen, 1985:2). In addition to the input hypothesis, Krashen also developed the affective filter hypothesis, which is “a mental block that prevents acquires from fully utilising the comprehensible input they receive for language acquisition” (Krashen, 1985:3). When this block is active, the student will be unable to reach the language acquisition device (LAD) in the brain, to receive the input. Chomsky argued that humans are born with an innate structure that could assist learning grammar, which he called the LAD (Harley, 2014: 111). The affective filter might occur since the student is unmotivated, lacks self-confidence or is anxious (Krashen, 1985:3). On the other hand, when the student is motivated, has self-confidence and is in a safe environment, the filter is at its lowest, which is when the learner can acquire and learn a language (Krashen, 1985:4).

The interaction approach can be found between the social-cultural and cognitive theory. This approach is based on Long’s interaction hypothesis (1981), which emphasized that comprehensible input through interaction can result in learning. This is similar to Krashen’s input hypothesis but with greater focus on interaction.

2.3 L2 production during peer interaction

This section discusses why peer interaction can be used in the classroom as well as the role of English in the Norwegian EFL classroom. Peer interaction is currently an important feature of communicative classrooms and possibly represents the most common type of interaction used in EFL/ESL classroom environments (Kang, 2015; Philip et al., 2010).

In Norway, communicative competence is the most important concept in second/foreign language learning and teaching, because for the past fifty years, the aim for second and foreign language has been to develop a learner's communicative competence (Fenner & Skulstad, 2015: 43). A common communication method is through speaking, and oral skills represents one of the five basic skills in the Norwegian education system (National Directorate for Education and Training, 2017:10). The definition of oral skills in the English subject curriculum is creating meaning through listening, speaking and communication (National Directorate for Education and Training, 2020: 3). After year 10 in the English curriculum, several competence aims concern oral skills, such as "introduce, maintain and terminate conversations on different topics by asking questions and following up on input" and "express oneself fluently and coherently, suited to the purpose and situation" (National Directorate for Education and Training 2020: 8). Therefore, peer interaction can be used to achieve oral competence aims in a Norwegian EFL classroom.

A broader understanding of the Norwegian EFL classroom can be achieved by examine the English language's role for pupils in Norwegian lower secondary schools. The amount of time in the classroom is limited in Norway, where a class often lasts for only 45 minutes at lower secondary school. On average, pupils in ninth grade have two English lessons per week, which is obligatory from 1st-11th grade. Pupils are also exposed to English outside the classroom, and many might use English during situations such as gaming, music and social media (Brevik & Rindal, 2020).

Bonnet studied pupil's achievements in English as a foreign language in several European countries, representing follow-up research of a previous study done in 1996 (2004). The study examined Norwegian pupils and their English scores compared to other countries, which included 65 Norwegian schools with 1314 pupils from 10th grade. The pupils answered a survey and test booklet, and the results were compared with those from Denmark, Finland, France, Netherlands, Spain and Sweden. The findings demonstrated that Norwegian pupils often feel highly motivated for developing proficiency and recognise the advantage of learning English (2004:146). Furthermore, Norwegian pupils believed that as much as 34% of their knowledge of English originates from media from their surroundings (ibid). In a more

recent study, Sletten et al. state that adolescents who play online games several times per week, had higher grades in L2 English than other subjects in Norway (2015). Brevik's study indicates that pupils who spend significant time using multimedia such as online gaming, internet surfing and social media gain a higher English proficiency level due to their interest and extensive use of English technology and tools outside school (2019: 595).

2.3.1 Perspectives on peer interactions

There is debate regarding how interaction activities should be performed, and how they can contribute to learning outcomes. Both the teacher-student and student-student interaction complementarily contribute to learning (Philip, 2016:380). The main arguments for and against both of the strategies often concern opportunities to produce target language, feedback and negotiation of meaning (NfM) (Adams, 2018; Foster & Otha, 2005; Lightbown & Spada, 2013; Oliver & Philip, 2014; Sato, 2015). This section discusses these arguments using international and national studies.

In a teacher-fronted classroom in Norway, pupils have few opportunities to produce language during the limited time of a 45-minute class. During teacher conversations with pupils, each individual usually produces short responses to the teacher's questions. During student-student interaction, pupils have opportunities to produce and respond more and to use more varied language (Lightbown & Spada, 2013:128). According to Kang, L2 learners' development could be increased through interactions with a teacher or a native speaker who adapt the L2 resources required to satisfy learning needs (2015:85). Peer interaction is thus used to complement for teacher-student interaction when there are fewer opportunities to encounter the language outside the classroom. For English as a second language, this might not be the case in the Norwegian EFL classroom, because as Bonnet mentioned, as much as 35% of the pupils' knowledge of English is from surrounding media (2004:146).

The pupils do not need classroom peer interaction to encounter the language. Adams argues that learners tend to use language in social settings in the classroom, which can enhance understanding how to use the language outside of the classroom (2018:6). This is ideally for languages not surrounding pupils, however, classroom learners are often exposed to language that is more formal than what is used outside school. It is therefore important to teach pupils how to use the English language in different situations, with peer interaction representing one method.

Feedback and negotiation of meaning (NfM)

Feedback and negotiation of meaning (NfM) are important learning features during interaction in the EFL classroom. This section presents studies which investigate feedback and NfM in teacher-student and student-student interactions, and it discusses the arguments for and against using peer-interaction.

With teacher-student interaction, the pupils can receive feedback on their English (L2) use while listening and speaking to an “expert”, which also scaffolds where it is needed. This scaffolding is similar to Krashen’s 1+I hypothesis and Vygotsky’s ZPD (Benati & Angelovska, 2016; Krashen, 1985). Many researchers have highlighted the importance of interacting with a teacher or a native speaker to receive input that consists of comprehension, superior proficiency and expert scaffolding (Adams, 2018; Long & Porter, 1985; Oliver & Philip, 2014; Sato, 2015). Educational psychology researchers such as Damon and Phelps (1987), Hartup (1992) and O’Donnell (2006), however, all believe that peer interaction can benefit learning since the peers are equal in that they share similar status, their output is receptive for negation or discussion, and their knowledge, language and viewpoints are often congruent (Oliver & Philip, 2014:97). An example is through play with language.

Several studies state that peer interaction can contribute to an environment where pupils “play” with language (Adams, 2018; Oliver & Philip, 2014; Philip et al., 2014). Philip et al. overview of Cekaite and Aronsson’s (2005) study, where a group of four Swedish children (age 7-10) from different L1 backgrounds played a memory card game to practice plural, which involves laughter, instruction and commands. One learner commands her peer to play by its rules, they laugh at each other’s responses, correct the right form and play further with the wrong form.

Hiwa: A two shoe

Layla: a he he pair of shoes

Hiwa: a pair of shoe

Layla: it is two shoe he he he he

(Cekaite & Aronsson (2005) in Philip et al., 2014:88)

This example illustrates that language play can engage learner’s attention to form as they experiment with the language’s form. It also might contribute to pleasure and fun during the learning situation (Philip et al., 2014:89).

Some researchers are concerned about peer interaction (Adams, 2018; Long & Porter, 1985; Sato, 2015; Tognini, 2008). According to her study, Tognini (2008) is concerned because learners might not be able to provide useful models, accurate feedback or help each

other during the interaction (Oliver & Philip, 2014:109). Adams states that teachers may worry because students provide each other with imperfect language input and avoid feedback regarding important language errors (2018:3). An older study by Adams (2007) indicates that pupils can provide faulty feedback (Adams, 2018). Sato's study suggests that the learning outcome of language learning was higher when a learner spoke to a native speaker rather than an L2 peer (2015). She examined conversational interaction between L2 learners and native speakers (NSs). Participants of Sato's study included eight Japanese EFL learners and four NSs of English and it focused on linguistic indices during interaction between L2 learners as well as between L2 learner and NSs (2015:312). Sato found that L2 learners and NSs produced the same amount of output, but NSs spoke with a greater grammatical and lexical variability, while L2 learners produced more errors (2015). According to Sato, nothing is like speaking to an expert (teacher or native speaker); however, Japanese EFL learners might not be exposed to as much English as Norwegian EFL learners, which might result in a lower proficiency for Japanese English learners.

Tognini's study investigated the interaction between learners of languages other than English (2008). She found that feedback scaffolded learners' participation in teacher-learner exchanges. Tognini calls this collaborative dialogue, where the language is used for communication but also as a cognitive tool when learners work together to co-construct language, knowledge or solve grammatical problems. Collaborative dialogue also occurred between the teacher and the students, which was surprising since the collaborative dialogue often relates to student-student interaction. This was also the case, but was often conducted in L1 during the student-student interaction (2008:313). The limitation of Tognini's study is that it concerns languages other than English, but it can still be relevant to discuss teacher-student interaction and its importance for feedback.

Another finding from Tognini's study regards where pupils speak together and produce parallel utterances instead of responding to what the interlocutor is saying. Pupils produce errors such as omitting verbs and have difficulties with nouns and adjectives agreement (2008: 224). Findings suggest that pupils ignore errors and do not provide feedback, which Tognini suggests is because these errors are not important to understanding the context for the learners (ibid).

Lightbown and Spada have observed different communication tasks for teacher-student interaction and student-student interaction, and they sought six characteristics (Lightbown & Spada, 2013:130):

1. Errors: "are there errors in the language of either the teacher or the students?"

2. Feedback on errors: “When students make errors, do they receive feedback? From whom?”
3. Genuine questions: “Do teachers and students ask questions to which they don’t know the answer in advance?”
4. Display questions: “Do teachers and students ask questions that they know the answers to so that learners can display their knowledge of the language (or lack of it)?”
5. Negotiation of meaning: “Do the teachers and students work to understand what the other speakers are saying? What efforts are made by the teacher? By the students?”
6. Metalinguistic comments: “Do the teachers and students talk about language in addition to using it to transmit information?”

In the first study, the samples are 15-year-old French learners who speak with the teacher in a structure-based class. The study confirms Lightbown and Spada’s claim of less language production during teacher-student interaction and of students making fewer errors due to the low language production. When students make errors, the teacher provides feedback. The questions asked by the teacher during the interaction regard display questions, but here the students sometimes interpret the question as genuine, which means that the pupils often seek genuine meaning in language (Lightbown & Spada, 2013:134). There was no NfM. The next observation of a teacher-student activity involves 10-year-old French speakers. The task requested telling a classmate and the teacher what bugs them. The pupils produce errors during this communication task, which is similar to what Sato states in her study (2015). The teacher provides feedback, but the feedback is not consistent. This time, there are nearly only genuine questions from the teacher and none from the student, and there are no display questions, which is because the activity focuses on meaning not form. Negotiation of meaning occurs but only from the teacher’s side. For this study, the last activity is the most relevant because it focuses on meaning. The studies demonstrate that pupils produce errors during communicative tasks, and when the tasks focus on meaning, the feedback on language does not occur often, even if the pupils interact with a teacher.

For the student-student observations, the first is from Mackey, Oliver and Leeman (unpublished), where the sample regards ESL learners aged 11-12 years (Lightbown & Spada, 2013:134). During this activity, a learner describes a picture that another learner must draw. Adams states that teachers often worry about whether the students provide each other imperfect language input without feedback on important language errors (2018). This occurs

during the first activity, where the pupils produce several errors, including pronunciation and grammatical errors. There are no error corrections since they struggle to understand each other's meaning; however, there is a great number of NfM as both learners try to understand each other, even if they often fail. The pupils include many comprehension questions and clarification requests, and they often repeat each other's utterances with emphasis (Lightbown & Spada, 2013:138).

The second student-student interaction regards an immersion classroom with 7th grade French learners and is conducted by Swain and Lapkin (2002) (Lightbown & Spada, 2013:136). A jigsaw activity is used, where the pupils tell a story with the help of 8 pictures. One student receives pictures 1,3,5 and 7, and the other the rest. During this activity, pupils make several grammatical errors, and no error feedback is provided, although they discuss and reflect on using a verb correctly. They provide genuine questions, and the pupils negotiate form rather than meaning (Lightbown & Spada, 2013:139). This study regards French rather than Norwegian English learners, and because it is an immersion class, French is used more frequently and in different situations compared to English in a Norwegian classroom.

Lightbown and Spada mention that negotiation of meaning or form occurs during student-student interaction (2013). Other studies have indicated that student-student interaction can create space where pupils question their use of language, which might involve NfM, which is clarified during an interaction (Adams, 2018; Philip et al., 2010). Negotiation of meaning regards when comprehension difficulties lead to clarification during an interaction (Philip et al., 2010: 261). Lightbown and Spada define NfM as something that happens when speakers interact and adjust their speech to repair a breakdown in communication (2013:221). According to Foster and Otha, NfM can lead to Krashen's $i+1$ input, which might enable learners to increase their language level (2005:405). Negotiation of meaning ideally occurs during student-student interactions, where comprehension questions and clarification requests are necessary to understand each other (Lightbown & Spada, 2013). In a Norwegian second language classroom, however, this might also occur in Norwegian, or not at all.

Foster and Otha's study indicates that NfM does not occur as often as encouragement, peer assistance and support during peer interaction (2005). Foster and Otha's study involved two data samples: one group of 20 participants from varied L1 backgrounds who studied English in London, and one group of 19 American college students who studied Japanese (2005). The task was to interview each other in pairs from a list of questions, with the aim to determine the value of language classroom NfM. The result indicated that NfM did not occur often. Several clarification requests occurred, but only 11 out of 27 were found to function as

NfM. This was because the clarification functioned more as an encouragement for the the interlocutor to continue (Foster & Otha, 2005:418).

M1: I wasn't so fat before I came to England

V2: Fat?

M2: Yeah, but now I eat a lot of bread

(Foster & Otha, 2005: 421)

This example illustrates clarification to allow the interlocutor to continue and express interest in what is said, and it provides a supportive environment which encourages L2 production (Foster & Otha, 2005: 421). The dialogue is similar to collective dialogue as mentioned by Tognini, which according to her occurs both in teacher-student interaction and student-student interaction (2008).

Foster suggests that the few occurrences of NfM are because the pupils feel incompetent, as it may feel frustrating to repair the interaction and it makes the task frustratingly slow (Foster, 1998:18). In other words, the task becomes un motivating and less fun. Philip et al. state that NfM seems to increase when the learners have different proficiency levels and is more likely to occur when the students have different levels of proficiency, or it might not occur at all because the fun aspect of the activity might disappear (2014:80). The aspect of proficiency will be discussed later.

Research suggests that teacher-student interactions provide the pupil with expert help, scaffolding and feedback (Adams, 2018; Long & Porter, 1985; Oliver & Philip, 2014; Sato, 2015). Several teachers are concerned that student-student interactions provide each other with language errors and faulty or no feedback, however, peer interaction is a useful method of playing and experimenting with language, and it provides room for NfM (Adams, 2018; Foster & Otha, 2005; Lightbown & Spada, 2013; Philip et al., 2014 Sato,2015; Tognini, 2008). Foster & Otha further state that NfM does not occur as often as expected, and the reason might involve pupils' proficiency levels which make the task frustratingly slow.

2.4 The L2 learner and the use of L1 in peer interaction

According to Fenner and Skulstad, English should be spoken as much as possible in EFL classrooms, however, this does not always occur in the Norwegian EFL classroom (2008). The reasons might concern L2 learners' features that influence the L2 learner. Therefore, before discussing L1 use during peer interactions, this section firstly discusses individual learner characteristics for L2 learners such as proficiency, willingness to communicate

(WTC), silent learners and tension. The second part of this section contains information about L1 use during peer interaction.

2.4.1 Individual learner characteristics for L2 learners

Proficiency

It might be difficult to determine a Norwegian pupil's proficiency in English due to substantial individual differences, however, a few factors can provide relevant information. English is an obligatory subject in grade 1-11. The language competence is generally at B1 level for lower secondary pupils, which indicates an intermediate level on the council of Europe's 2001 scale (Brevik, 2020:5). In contrast to other European countries, Norwegian 10th graders pupils seem to master oral comprehension better than many other European countries (Bonnet, 2004:143). In writing, however, Hellekjær has argued that there are weaknesses in university and college students' writing in addition to academic reading proficiency (2008). Even if this is not the target group for this thesis, it indicates that there are differences and that the expectations of English proficiency might be higher than the outcome.

Another factor that can indicate the Norwegian pupils' English proficiency is the national tests of 8th graders. According to the result of 8th graders mastering levels in English, 42.4 % are at the 3rd level, where the 5th level is the best (SSB, 2020). The 3rd level indicates that pupils partly understand less frequent normal words and phrases; can comprehend some complex sentences; can understand the content in a text; and can recognise and use basic grammatical structure and functions in context (Norwegian Directorate for Education and Training: 2017). In other words, the proficiency level of Norwegian pupils in English is intermediate for pupils in 8th and 9th grade, which is similar to what Brevik stated when using the term *level B1* (2020:5).

Regarding proficiency and peer interaction, Swain states that conversational interaction is only appropriate for certain proficiency levels (Philip et al., 2014:71). Furthermore, Philip et al. state that proficiency can impact the learning outcomes of the peer interaction, however, many factors play a crucial role during peer interaction, such as the nature of tasks and social relationships. It is therefore difficult to identify the impact of L2 proficiency (Philip et al., 2014:84). Some studies have investigated the group dynamics of high and low proficiency during peer interaction (Lightbown & Spada, 2014; Philip et al., 2014:72). In Yule and Macdonald's study (1990), the communication was strongly influenced by whether the low or high proficiency learner adapted the dominant role (Philip et al., 2014:72). When a high proficiency learner adapted the dominant role, the lower proficiency

learner participated little in the conversation, and there were few utterances with the NfM. If the low proficiency learner adopted the dominant role, however, both learners participated more, and more incidences with NfM occurred and they collaborated more during conversation.

Proficiency can also be linked to L1 use, which can both promote and detract from learning, depending on how learners use their L1 (Philip et al., 2014:84). If the L2 learners use L1 to extend the ability to overcome task challenges, it can promote learning, but if L1 is used to avoid the challenge, it will detract from learning. More about L1 use is presented in Section 2.4.2.

Willingness to Communicate (WTC)

Philip et al. state that low proficiency learners may participate less when a high proficiency learner takes the dominant role during an interaction, which does not mean that L2 production is only influenced by proficiency. Willingness to communicate (WTC) concerns a personality trait that influences the amount and regularity of communication behaviour (Dörnyei, 2002:145). Lightbown and Spada define the term as “the predisposition of learners toward or away from communicating in a second/foreign language. Several factors contribute to WTC including social, individual, situational and motivational” (2013:224).

WTC is an important language learning variable (Al-Murtadha; 2018). Pupils could remain silent and be unwilling to communicate for several reasons, such as the number of people they talk to, the topic of communication, formality circumstances or being too tired (Lightbown & Spada, 2013:86). On the other hand, pupils who are willing to communicate in a wide range of conversational interactions might be able to do so due to communicative confidence, which depends on how relaxed the L2 learners are and on how competent or incompetent the L2 learners feel about their ability (ibid; Gałajda, 2017:60). This is similar to Krashen’s affective filter hypothesis as mentioned earlier (Krashen, 1985).

Dörnyei states that WTC is different in L2 than in L1 (2003:12). In L1, WTC regards a personality trait, but in L2 the proficiency plays a larger role; however, he further states that WTC and communicative competence are not the same, because some competent L2 speakers may tend to avoid L2 communication, whereas some less-proficient learners seek the opportunity to speak in L2. WTC is complex and, in this study, it functions as a feature for target language production.

Silent learners and tension

Pupils might remain silent in EFL classrooms for reasons beyond proficiency level and communicative confidence, such as the loss of face, tension, interest in L2, group dynamic and interest in the topics. Instead of focusing on why pupils remain silent, we can examine which outcomes silent learners gain from the interaction.

First, an important advantage of peer interaction regards the difficulty of students remaining silent or to saying little during dyad grouping (Foster, 1998:10). No one in Foster's study was able to remain silent in dyad groups, as peer interaction forces pupils to speak and interact (1998:10). Dobao states, however, that groups of four contributed to more language-related episodes and shared more information compared to dyad groups (2016). In her study, she examined whether all learners, including silent learners, could benefit from language-related episodes produced during small-group interaction. She found that silent learners can benefit from group work and confirmed Foster's theory that it is difficult to remain silent in dyads. To acquire new knowledge, however, the silent learner needs to adopt an observer's role and, in this case, acquires nearly as much knowledge as the participants (Dobao, 2016:55). If the learner does not adopt an active observer's role, the task would not increase their knowledge.

The focus of the present study is on dyad groups, where it is difficult to remain silent but the production level can be unequal. One reason why a person contributes to less output can be the feeling of anxiety or tension. For this study, anxiety is related to language classroom anxiety, which can be defined as anxiety about learning a second language with a strong speaking anxiety element (Cheng et al., 1999:417). The word anxiety is often a negatively loaded term, and therefore the term tension is suggested, because tension can positively influence the learning process (Lighbown & Spada, 2014:85). Some amount of tension is useful finding the right combination of motivation and focus to succeed.

An advantage of peer interaction is that it reduces the level of anxiety since there are only a few people to communicate with, however, pupils can feel anxious during the activity, and it is not always easy to spot (Adams, 2018). According to Dörnyei's study, learners who more seriously solved the task in peer interaction experienced more nervousness when speaking L2 (2002:148). This might indicate that nervousness or anxiety can be related to performance and engagement, however, the anxiety is often related to difficulty speaking to others, which is also called communication apprehension (Horwitz et al., 1986). In the classroom, different second language learning methods and the type of peer interaction activity can promote anxiety.

According to several studies, pupils feel tension when they are not allowed to use their L1 (Hall & Cook, 2013:18; Bruen & Kelly 2014:378; Scheffler et al., 2017:208). It can therefore be helpful to examine what studies reveal about the use of L1 in L2 learning.

4.2.2 The use of L1 during peer interactions

Several studies indicate that as much use of L2 as possible results in higher proficiency in the target language, however, learners might rely too much on their first language during peer interaction (Hall & Cook, 2013; Philip et al., 2014; Swain & Lapkin, 2000). Swain and Lapkin conclude that “L1 should not be prohibited in the immersion classroom, but neither should it be actively encouraged as it may substitute for, rather than support, second language learning” (2000:268). Although immersion classrooms are different from Norwegian EFL classrooms, Swain and Lapkin’s conclusion is similar to what Norwegian pupils express about their attitude towards L1 use in English learning.

Scheffler et al. investigated pupils’ attitude towards their L1 use using 400 Polish and Norwegian secondary school learners of English (2006). Using questionnaires and interviews, the learners were asked about how they used L1 in the classroom, at home and when studying English as well as how they thought their L1 use was useful to learn English. Norwegian pupils stated that they found it helpful to use Norwegian at the beginning of a task, to identify the content and discuss the complex topic before writing sentences in English. Norwegian pupils also feel more tension if their native language could not be used in the classroom (Scheffler et al., 2016:208).

Furthermore, Kim indicates that L1 can be used as scaffolding to learn a second language, where L1 is used as a process approach rather than the communicative goal (Kim, 2011:160). It seems that the use of L1 can contribute to motivation, safer learning environment and scaffolding to learning a second language. L1 is not only a negative concern in EFL classrooms, as learners may use L1 to continue communication during the interaction (Brevik & Rindal, 2020; Crawford et al., 2004; Hall & Cook, 2013; Philip et al., 2014; Swain & Lapkin, 2000). When learners become comfortable and accustomed to peer interaction, they often limit their L1 use. Antón and DiCamilla suggested that L1 use during peer interaction allows pupils to establish understanding and support one another as they co-construct the task (Philip et al., 2014:83).

Brevik and Rindal conducted a video study of English lessons in Norwegian lower secondary classrooms to investigate language use (2020). The videos were recorded during 2015-2019, in 8th grade classrooms in 7 schools (49 schools for the nationwide study). The

findings indicated differing language use, where Norwegian was used 16% of the time by students and teachers, while English was spoken 77% of the time (2020:11). The pupils most often responded in the same language used by the teacher. The most frequent use of Norwegian was related to scaffolding (40%) to ensure pupils' comprehension. On the other hand, the pupils used Norwegian to scaffold responses to the teacher and other students' questions (2020:15). In summary, English is often used during English lessons in the Norwegian classroom, but there is some use of Norwegian. The study supports the studies of Kim (2011) and Scheffler's et al. (2016) that the use of Norwegian in English lessons does not necessarily indicate poor learning outcomes. LK20 for the English subject mentions that pupils should explore and describe similarities and differences between English and other languages the pupils know of and use this information for their own language learning (National Directorate for Education and Training, 2020: 8).

Kerr presents a paper about the use of L1 in English language teaching, including four different pedagogical justifications behind the policy of excluding the L1 (Kerr, 2019:6):

- 1 "Learners need to learn to think in English, and the use of L1 discourages them from doing so".
- 2 "The use of L1, especially translation, will exacerbate the problems of first language interference because it encourages the false belief that there is a word for word equivalence between languages".
- 3 "The time that is spent using the L1 is time that is not spent in using English, so L1 use deprives learners of valuable learning opportunities".
- 4 "Translation is not a valuable skill to practice; learners should focus on the four main skills of speaking, listening, reading and writing".

Kerr agrees with other researchers' statements that L1 can support the learning of English (Breivik & Rindal: 2020; Kim, 2011; Scheffler et al., 2006). A problem stated by Kerr that teacher might support is that L1 is often used to speak off-topic or misbehaviour as Kerr calls it (2019). This is typically prevalent in groups of children at lower grades of secondary school because they want to talk the "right" talk, thereby limiting embarrassment or negative peer evaluation (Kerr, 2019:9).

Kerr substantiates arguments concerning WTC and proficiency when he states that language learning can be tiring, especially for low proficiency learners (2014). He emphasises that if the teacher or student continue to speak English in these situations, the communication can suffer and become total if they do not turn to L1, which can result in nothing of value

occurring. The communication using L1 does not have to last for more than a few minutes (Kerr, 2014:5).

In summary, learner characteristics play a role in the pupils' target language output such as proficiency level, WTC and tension. The use of L1 during the interactions can deprive learners of valuable learning opportunities, however, studies argue that learners often feel tension if they cannot use their L1 as a process language at the start of the activity (Breivik & Rindal: 2020; Kim, 2011; Scheffler et al., 2006). Norwegian is used in the EFL classroom as scaffolding to ensure comprehension (Breivik & Rindal, 2020).

3.0 Method

3.1 Research questions and study design

This study aims to examine the distribution of L1 and L2 in student-student interactions. The main idea is to examine the use of L1 and L2 during different peer activities and to investigate to what extent the activity design can matter for L2 production. The research question is divided into the following sub questions:

RQ1: How often do the pupils use L1 vs L2 during peer interaction activities?

RQ2: Which situations are the L1 episodes related to?

RQ3: To what extent can the activity design matter for L2 production?

RQ4: Do some activities lead to greater L1 use?

To address these questions, a case study design was applied, which can be defined as “a study of an instance in action” (Cohen et al., 2011:289). A case study is suitable to investigate what occurs during peer interactions in the classroom by studying real people in real situations.

This is suitable since case studies often use mixed methods to assemble many types of data to better understand the research problem (Cohen et al., 2011: 290; Creswell, 2008). This means that a case study deeply analyses a few cases to offer strong data concerning reality, however, some criticise case studies since they can be difficult to organise and can be biased if the study relies on participants’ memories (Cohen et al., 2011:292). It is easier to be personal and subjective because case studies may be impressionistic and self-reporting, however, case study is suitable for this thesis due to the advantages such as catching unique features regarding real situations, giving strong evidence based in reality and because it investigates a few cases which results in rich data.

This study is based on four different peer interaction activities: (1) speed dating, (2) information gap, (3) word puzzle and (4) role cards. The next section presents more details about the activities. The data collection lasted for two English lessons of 45 minutes in a Norwegian 9th grade. There were three days between the first and second lessons. Table 1 overviews the varied timeframe and the lessons in which the activity was completed.

Table 1 *Overview of the interaction activities' timeframe*

Interaction activities	Timeframe	Lessons
#1 Speed dating	7 min	Lesson 1
#2 Information gap	11 min	Lesson 1
#3 Word puzzle	12 min	Lesson 2
#4 Role cards	5 min	Lesson 2

Four groups (dyads) were audio recorded, videotaped and observed with the help of field notes for each activity. The four groups were also interviewed in a group interview (in groups of four) following the activity (cf. Section 3.3.4 interview), and they answered a survey (cf. Section 3.3.1 Survey). The rest of the class were observed and answered a survey after the last lesson. The following sections describe the methods used in this study.

3.1.2 Activity design

The four activities used in the study were: (1) speed dating, (2) information gap, (3) word puzzle and (4) role cards. The instructions provided to the participants stated that the activities aimed to produce English and that the pupils should try to complete the tasks in the same manner as during an ordinary English lesson. The pupils were told to use as much English and Norwegian as usually.

Activity 1 [Speed Dating]: Speed dating is a modern concept in love-based societies but can be used in the classroom to interact and discuss different topics (Jones & Ritter, 2020:105). The activity is oral which is similar to what Drew and Sørheim call a “large group activity” (2016:73). A large group within the class communicates with each other to achieve an aim (ibid). In this case, the aim was to produce target language and allow pupils to orally express their opinions. The activity provided discussion topics where pupils needed to ask and answer questions to each other. An example can be “How did you find home-schooling?” (Appendix 5). The pupils stand in two rows where one from each row face each other. The pairs have a conversation for 1 minute, and after a minute they rotate, where one row moved to the next person (see Figure 1).

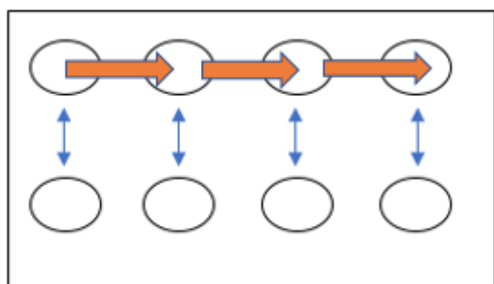


Figure 1: Setup for speed dating activity.

Students facing each other in the speed date activity. Blue arrows illustrate the setup for the activity. Orange arrows present the rotation of the activity.

The activity lasted for seven minutes, and the aim was to produce the target language and allow pupils to be standing on the floor and speak to different people.

Activity 2 [Information Gap]: Information gap is an oral activity where pupils work in dyads. Each person obtained a sheet missing relevant information that the other pupil had (see Figure 2 and Appendix 6). The aim of the activity was to produce the target language but also to make pupils ask questions and collaborate to achieve the correct information. After filling the gaps, there were seven questions that the pupils had to answer, which contributed to the comprehension of the texts and forced the pupils to fill the gaps to answer the questions correctly. The information gap activity lasted 11 minutes, during which the dyads were not changed. The first part of the activity was adapted from ESL library², and the questions for the second part were constructed by the researcher.

Figure 2: *Information gap activity*

Student A	
Sun & Sand Vacations	
<p>Hawaii</p> <ul style="list-style-type: none"> • ____ days for \$1,299 • Maui Grand Pacific Hotel (5-star) • Air, hotel, and ground transportation • ____ swimming pools, 4 tennis courts • 3 restaurants, casual and fine dining, poolside snack bar • Located right on the beach! 	<p>Mexico</p> <ul style="list-style-type: none"> • 14 days for \$1,699 • Acapulco Vacation Lodge (____-star) • Air, hotel, and ground transportation • All-inclusive (meals, drinks, water, and beach sports) • Ocean view – across the street from the ____ • Children under 12 stay for free! (air only – \$499)
Student B	
Sun & Sand Vacations	
<p>Hawaii</p> <ul style="list-style-type: none"> • 7 days for \$1,299 • Maui Grand Pacific Hotel (____-star) • Air, hotel, and ground transportation • 3 swimming pools, 4 tennis courts • ____ restaurants, casual and fine dining, poolside snack bar • Located right on the beach! 	<p>Mexico</p> <ul style="list-style-type: none"> • ____ days for \$1,699 • Acapulco Vacation Lodge (3-star) • Air, hotel, and ground transportation • All inclusive (meals, drinks, water and beach sports) • Ocean view – across the street from the beach • Children under 12 stay for free! (air only – \$____)



Note. Example of information gap sheet for student A and student B.

Activity 3 [Word puzzle]: The word puzzle involved 13 words with a definition and a picture (Appendix 7). These 39 cards were placed on the pupils' desks, and they had to find which word suited which definition and which picture best described the word. Figure 3 presents an example of the involved words, definitions and pictures. This activity was performed in the same dyads and lasted for 12 minutes. The aim was to introduce new vocabulary and produce the target language, however, it was considered an activity that required a higher level of proficiency to be able to perform correctly. The words were inspired by one of the core values of the education of training, human dignity, which is represented in the core curriculum

² <https://esllibrary.com/>

(National Directorate for Education and Training, 2017:4). Definitions were used from Cambridge Dictionary (2020).

Figure 3 *Word puzzle activity*

Item		
Word	Definition	Picture
slavery	The <u>activity</u> of <u>legally owning</u> other <u>people</u> who are <u>forced to work</u> for or <u>obey</u> you	
Genocide	The <u>murder</u> of a <u>whole group</u> of <u>people</u> , <u>especially</u> a <u>whole nation</u> , <u>race</u> , or <u>religious group</u>	

Note. Overview of activity 3, word puzzle. Note that these cards were placed randomly on the pupils' desks, and the aim was to link the right word to the right definition and picture.

Activity 4 [Role cards]: The use of role cards is one type of roleplaying which, according to Drew and Sørheim regards when the context is defined and at least two persons must speak to each other (2016:60). In this activity, the pupils had significant freedom in deciding what to say. The role cards used were complementary roles (see Figure 4 and Appendix 8). The participants received four situations, and the activity lasted for five minutes. The activity aimed to produce as much target language use as possible, and to create relevant situations in the classroom, so that pupils felt they were performing an activity with purpose. There was no scaffolding support or relevant vocabulary provided to complete the task. The role cards were found at ESL library and English Current.

Figure 4 *Role cards*

Item		
Situations	Student A	Student B
#1	You are a teenager flying out of the country for the first time. You receive a declaration form on the plane. You aren't sure what to do. Aske the flight attendant for help. Explain that it's your	You are a flight attendant. A young passenger doesn't know what to do with the declaration form. Explain that he/she needs to fill in his/her home address, destination, and value

	first time travelling abroad. Ask for a pen too	of any goods he/she is bringing into the country. Advise the teen to use clear writing and capital letters.
#2	You are an emergency telephone operator. You are at your desk, waiting to assist the next caller.	You are out golfing, and your partner suddenly grabs his/her chest and falls to the ground. She/he is not breathing. You decide to call the emergency medical service (Student A) for help.

Note. Two examples of the role cards used in activity 4.

3.2 Participants

One class of 9th graders was recruited for the study through a purposeful qualitative sampling strategy based on a homogenous sampling procedure, which means that the sample was already a part of a subgroup, in this case an English class in the Norwegian secondary school (Creswell, 2008:216). NSD approved the study, including the use of video/audio recordings and interviews. In addition, an e-mail inquiry was sent to the principal of the school, which included essential information about the research purpose (Appendix 1). Both teachers of this particular class approved the class for my sample. Eight of 18 participants agreed to video/audiotape of the activities, followed by a group interview. 18 participants approved to answering a survey and to be observed during the activities.

3.3. Data collection

3.3.1 Survey

A survey is a useful data source to obtain a large amount of data from a broader group and to answer research questions (Cohen et al., 2011:412). The questionnaire mostly contained questions to determine pupils' attitudes, opinions and beliefs about L2 use, L1 use and different peer interaction approaches (Dörnyei & Taguchi, 2010:5). The survey was conducted as an electronic questionnaire, using the web-based survey tool Survey-Xact³, which does not record respondents' IP addresses.

The questionnaire was divided into two topics: (1) The English Language and (2) The Activities, (see Table 2 below). The first three questions in the first part regarded proficiency, first language and motivation in L2 using multiple-choice questions. One question in part one

³ <https://www.survey-xact.dk/>

was an open-ended question where pupils could write what they found to be difficult about English. Questions 5-10 were Likert rating scales, providing a 5-point labelled frequency from strongly agree to strongly disagree. This also included a choice of “I don’t know”.

The second part concerning the activities began with an open-ended question regarding which activity the pupils found most engaging and why. This was followed by a multiple-choice question, where pupils needed to choose yes or no to whether they spoke Norwegian. The third question was an open-ended question where the pupils had to comment concerning which situations they spoke Norwegian. Questions 14-17 involved choosing activities that suited the question, such as “Which activity did you feel nervous or socially awkward in?” (Appendix 3). Questions 18-21 asked about L2 speaking in different settings such as “I find it easier to talk English when I’m standing” or “I find it easier to speak English in roleplays (role-cards)” (Appendix 3). The last question was again open ended about pupil’s attitudes towards peer interaction and regarded suggestions of how peer interaction can promote greater target language production. An overview of questions and their language production functions are presented in Table 2. Some of the questions may provide information about more than one language production function in Table 2, and sometimes it is difficult to tell which function is measured, however, the questions were designed to achieve information about the following language production functions. The survey questions were ordinarily written in Norwegian (Appendix 3), and the following table is translated.

Table 2 *Language production functions related to the survey questions*

Language production function
Proficiency
Q3. Do you find the English subject difficult?
Q4. What do you find difficult with the English subject?
Tense and nervousness
Q5 I get nervous when I have to speak English in the classroom
Q6 I get nervous when I have to speak English and am not prepared for it
Q16 Which activity contributed to most nervousness?
Target language production and target language production in a different context
Q8 I speak a lot of English in our English classes
Q15 Which activity do you think contributed to most English production?
Q18 I find it easier to speak English in roleplay
Q19 I find it easier to speak English when I do not need to sit at my place in the classroom
Q20 I find it easier to speak English in the information gap activity
Q21 I think the activity context is irrelevant for language production
Q22 What is your attitude towards peer interaction? What improvement and suggestions can be done to contribute to more language production?

L1 use

Q9 I often switch to Norwegian in the activity

Q12 Did you talk Norwegian during the activity situation?

Q13 In which situations did you talk Norwegian?

Q14 Which activity contributed to most Norwegian?

Questions 9, 12, 13 and 14 were designed to overview how often pupils use L1 and in which contexts. The results may confirm or dismiss Brevik and Rindal's study where L1 was used 16% of the time (2020:99). The questions related to L1 use were also to confirm whether students need to use their own language to distinguish what to do during the task before they start (Scheffler et al., 2016: 208).

The questions concerning language production functions such as nervousness attempted to apprehend whether peer interaction can reduce the level of tension (Adams, 2018; Davin & Donato, 2013). These questions also interpret whether several contexts or activities contributed to less or more nervousness, however, the most interesting language production function in the questionnaire is the target language production, which is related to different peer interaction activities and settings. The questionnaire tries to answer the research questions and investigate pupils' attitude towards peer interaction activities.

3.3.2. Observation

According to Creswell, observation is "the process of gathering open-ended, first-hand information by observing people and places at a research site" (2008:221). According to Wellington, observation regards behaviour and not only reported behaviour (2015:247). Observation is a useful tool for obtaining data from real events occurring in the classroom. Changing observational roles often occurs when the researcher enters as a nonparticipant and becomes involved as a participant (Creswell, 2008:223). I had a changing observational role, where I had to explain the activity, start and end it. During the activity, I wanted to observe as much as possible with the help of field notes (see Table 3 below). Using observation enabled reflecting and observing in addition to the voice recordings, survey and interview to better apprehend what was occurring during the peer activities. The disadvantages of using observation included the influence of features such as beliefs, values, assumptions, theories, focus and intentions (Wellington, 2015:245).

I wrote one observation sheet for each activity during the four peer activities. The length of the observation varied from 8-15 minutes. Due to my changing observational role, my observation notes support the audio and video recordings.

Table 3 *Observation sheet*

Content		
Setting: Classroom and a study room.		
Participants: 9 th graders		
Role of observer: Changing observational role		
Activity:		
Time:		
Length of observation:		
Time	Descriptive fieldnotes	Reflective fieldnotes

Note. The observation sheet is inspired by Creswell's sample of fieldnotes (2008:224). There were no a priori categories.

3.3.3 Video and audio recordings

In addition to the observation notes, video and audio recordings were used to support my fieldnotes and observation notes. To perceive natural language from the peer interaction, four audio recordings were transcribed. The audio recorders were placed on the pupils' desk between the two interacting pupils. During activity 1 [Speed Dating], only pupils from one of the rows held the audio recorders. The pupils were provided instructions from the researcher when to start and stop the audio recorder, because the data following the activity are also considered as important data for language production.

The video recordings were used as additional information. Four videos were recorded, one for each activity. The camera was placed in the corner of the study room and facing the students. In one activity (speed date), the pupils were moving around in the room, which made it difficult to catch the students' faces. According to Creswell, issues with audio-visual material regard the focus and position of the camera to be able to videotape small rooms and catch the room's sounds (2008:237). The main advantages of using video recordings are that they allow detailed, systematic investigation of educational situations (Brevik & Rindal, 2020). Video recording are convenient in this study by catching the non-verbal data that audio recordings cannot, which is particularly useful during peer interaction since the observer may miss important details (Cohen et al., 2011:530). Audio and video recordings are useful in this study to catch what the teacher usually cannot during a lesson. The recordings present an overview of the situation instead of only when the teacher is around. The audio files were transcribed into Microsoft Word documents. To categorise types of errors from the audio files, the observation scheme was inspired by Lightbown and Spada (2014:130). The video recordings were only used to complement the audiotapes and observations.

3.3.4. Interview

As qualitative data in this study, the aim of the interview is to provide participants a voice and a platform to express their attitude towards peer interaction activities (Wellington, 2015). The interviews were conducted using a semi-structured approach, which means that some questions were planned and there was a flexibility regarding which order the questions were asked, to add questions or ignore questions during the interview (Wellington, 2015:140). The interviews were performed as a group interview with four participants, which allowed the interviews to feel safer, especially for teenagers. In addition, the participants can help each other “jog each other’s memories and thoughts” (Wellington, 2015:148). On the other hand, a group interview can contribute to dominant individuals answering and each individual receiving less time to speak.

In this study, the group interview was performed immediately following the activity. Since the activities were divided between two different days, the interviews were performed twice. The first interview lasted for 15-18 min, while the second lasted for 6-8 min. The questions were divided into three parts (Appendix 4): The first part included questions about participants’ L1, use of L2 outside the classroom and motivation for schoolwork; the second contained questions about the English subject, thoughts about proficiency, motivation, speaking English when others listen, use of L1 in English lessons and about English and nervousness; the last part of the interview involved the activities, where the participants had to compare activities and identify which they used L2 and L1 the most and to reflect on their language use. Some interview questions overlapped with the survey questions, especially the second part in the interview, which contained questions about the English subject and use of L1. This overlap was intended to acquire additional details and to allow pupils to express their thoughts to receive a larger picture of their attitudes and beliefs. The third part of the interview also overlapped with the survey questions for the same reason.

Since the activities were performed in two days with three days apart, the first interview only asked about the first two activities (speed date and information gap), while the other two were asked about following the last lesson. The interviews were audiotaped to enable transcribing the participants’ words.

4.0 Results

4.1 Introduction

The following chapter presents the results and is divided into two parts, with the first focusing on L2 production during peer interaction and the second focusing on L1 use. The recordings were transcribed into word documents for each activity, where the output of words was word counted and transported to Microsoft Excel to calculate the percentage of L1 use. Each of the eight participants and the teacher were provided a fictitious name. 16 of 17 participants completed the survey, whose open-ended answers were also transcribed into a Microsoft Word document. For one activity (Speed date), there is a missing audio file due to a recording error. One of the eight participants for the activities did not attend the first interview after activities 1 and 2. To apprehend a larger picture of the participants, some contextual information is first presented.

4.2 Descriptive data

4.2.1 Participants' background information

Table 4 summarises the participants' demographics such as L1 language, motivation and English as a difficult subject.

Table 4 *Participants' demographics*

Characteristics	n	%
L1		
Norwegian	11	65
Other	6	35
Motivation		
No	6	6
Yes	1	35
Sometimes	10	59
Difficulties with English		
Yes	1	6
No	4	24
Sometimes	12	71

Note. n= number of participant responses for each characteristic.

The participants were mostly Norwegian L1 speakers (65%), whose motivation and difficulties with the subject depended on the topic, activities, form etc. There was only one person who felt motivated for English, but as much as 59% were motivated sometimes. Of the

eight participants of the audio/video recordings, three spoke a language other than Norwegian at home such as Polish, Turkish and Serbian. The pupil who spoke Polish at home also used to speak English at home in some circumstances: “I’ve got family that speak English, so we speak English with them”. Four others answered that they use English at home while playing video games.

Table 5 displays what the participants find difficult with English. The pupils were asked an open-ended question for question 4, but all responses are combined in Table 5. The numbers of responses thus do not match the number of participants since the responses have been counted into several categories. An example is the response “If we are going to write long texts or if there are words I do not understand”, which has been counted both for writing English and understanding difficult words. For a full overview of the responses, see Appendix 9. Six responses relate to difficulties with vocabulary and three to grammar, however, it is challenging for 9th graders to express what they find difficult in a subject, and seven responses illustrate that pupils do not know or cannot find anything to report as being difficult with the subject. Table 5 reveals the responses.

Table 5 Q4: *What do you find difficult with the English subject?*

Participants’ responses	number of responses
Writing English	2
Speaking English	1
Pronunciation of difficult words	1
Understand difficult words	4
Use difficult words	1
Grammar	3
Understand the task	1
Do not know	3
Nothing	4

Participants who agreed to audio/video recordings and interviews (n = 8), could provide a broader explanation and reflect more about the English subject and the use of English. The eight participants’ attitude towards English were mostly “ok”. The survey stated similar results that grammar, writing certain types of texts and working with difficult words were claimed to be difficult with English by eight participants.

To understand the eight participants and their attitude towards peer interaction, they were asked how they found speaking English in front of others and pupil 4’s response was: “For me, it depends on the task and know what to do. So, it doesn’t matter. If I’m unsure of what to do or doing it right or not, I won’t do it”. Pupil 4 indicates that he needs to be sure

about the task to feel comfortable speaking, but he would not like to speak when not completely sure about the task and his skills. Pupil 2 agreed and mentioned, “It depends if we are having presentations or just normal tasks in pairs. It depends on the task”. Pupil 7 found speaking awkward, but it often turned out ok, however, pupil 8 had doubts “mm... aa...I don’t know. I don’t like it that much”. Most participants find speaking English ok, but it is task-dependent, as the pupils do not like presentations but find it ok to speak to peers. One pupil disliked speaking English in all situations.

The class reported different answers regarding their attitude towards peer interaction and English production. The pupils were asked to describe their attitude towards peer interaction for question 22, where a pupil stated, “I can speak English, but I feel really uncomfortable, but it is ok if I speak to people that I find comfortable speaking to” (Appendix 9). Figure 5 presents the Likert scale of attitude. The participants both agree and disagree that they feel nervous when speaking English in the classroom, as 36% (n =6) disagree and 41% (n = 7) agree. On the second question, however, 47% (n = 8) agree that the nervousness is related to being unprepared to speak English. It might be possible that the nervousness of the 41% is related to the feeling of being unprepared. Although 41% feel nervous when speaking English, only 24% (n = 4) do not like to speak English during peer activities, while 76% (n = 13) really like/like to do so.

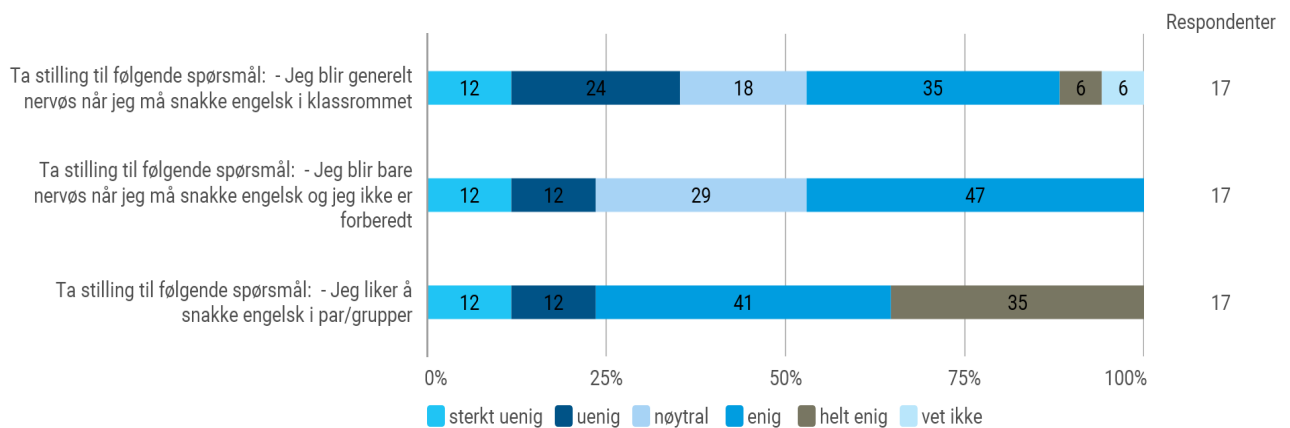


Figure 5. Q5-7. Likert scale of pupils’ attitude to L2 production and peer interaction.

Strongly disagree to strongly agree. Light blue to the right indicates the choice “I don’t know”.

The participants seem to have a positive attitude towards peer interaction thus far, and their feelings of nervousness are often related to being unprepared or unsure of doing the task correctly.

4.2.2 L2 production in peer interaction

If the pupils have a positive attitude towards peer interaction, what is the outcome? The participants were asked to estimate which activity that they thought provided the most L2 production (see Figure 6). Here, 56% (n = 9) noted the role cards, and 31% (n = 5) chose speed dating. No one thought that they produced the highest amount of L2 through the word puzzle.

Q15: In which activity do you think you spoke the most English?

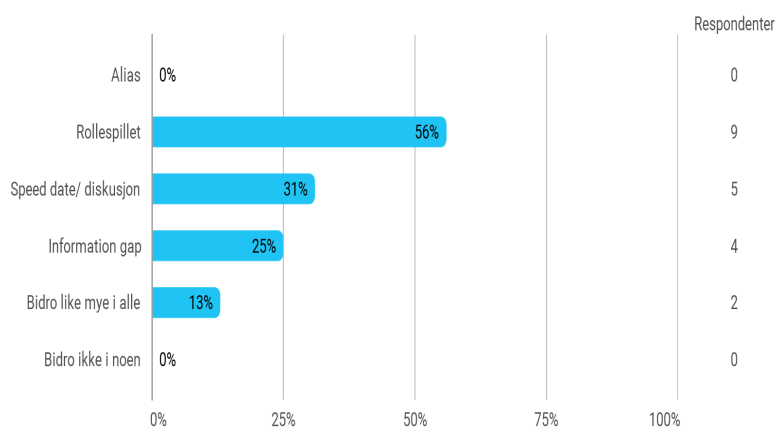


Figure 6. Overview of the answers to Q15 in the survey.

Following the first two activities (speed dating and information gap), the participants expressed thoughts about their English production in the different activities. Pupil 2 said he spoke more English during the speed dating activity “because, like, we asked in English and answered in English”. Pupil 3 said he spoke the most English during the information gap activity:

Last one [information gap], everything was written in English there, when it is written much in English, it is also easier to speak more English. On the first one [speed date], you could answer with just a yes or no. On the last one [information gap], there was more text to read. (Pupil 3)

Pupil 7 found it more difficult to choose but stated “I spoke English all the time, but I think it was too chaotic in the first one [speed date], so suddenly I said like “hæ, hva sa du?”.

The L2 production in these different activities is clearly individual, as the chart and interviews demonstrate that some pupils find it easier to speak English when they can express themselves without a script/text etc. Others, however, solved the information gap by reading the texts that were written, and in this way produced more English, but the output was not

necessarily created by themselves. The result illustrates that dyads 2 and 3 produced more words during the information gap activity, while during the word puzzle, dyads 1 and 2 have a markedly lower amount of word production compared to the rest of the groups. An overview of word output is shown in Table 6 below. The speed dating activity might promote more English production if it continued for the same duration as the information gap. Table 7 further down presents an overview of words per minute per individual.

Table 6 *Overview of word production in the activities*

Activity	Dyad	English words	Norwegian words	Percentage of Norwegian words	Percentage of English words	Total number of words	Words per min
Word puzzle	5 & 6	607	2	0.33	99.67	609	50.75
Word puzzle	1 & 2	159	62	38.99	61.01	221	18.42
Word puzzle	7 & 8	672	33	4.91	95.09	705	58.75
Word puzzle	3 & 4	532	153	28.76	71.24	685	57.08
Total		1970	250	12.69	87.31	2220	185
Information gap	5 & 6	644	58	9.01	90.99	702	62.82
Information gap	1 & 2	457	94	20.57	79.43	551	50.09
Information gap	7 & 8	591	12	2.03	97.97	603	54.82
Information gap	3 & 4	804	11	1.37	98.63	815	74.09
Total		2496	175	7.01	92.99	2671	242.82
Speed date #1	3 & 4	131	9	6.87	93.13	140	80
Speed date #2	3 & 7	167	0	0.00	100.00	167	95.43
Speed date #3	3 & 1	150	5	3.33	96.67	155	88.57
Speed date #4	3 & 6	222	0	0.00	100.00	222	126.86
Speed date #5	5 & 6	93	0	0.00	100.00	93	53.14
Speed date #6	5 & 4	150	7	4.67	95.33	157	89.71
Speed date #7	5 & 7	107	0	0.00	100.00	107	61.14
Speed date #8	5 & 1	116	9	7.76	92.24	125	71.43
Speed date #9	2 & 1	72	2	2.78	97.22	74	42.29
Speed date #10	2 & 6	108	16	14.81	85.19	124	70.86
Speed date #11	2 & 4	119	5	4.20	95.80	124	70.86
Speed date #12	2 & 7	107	8	7.48	92.52	115	65.71
Total		1542	61	3.96	96.04	1603	229
Role cards	1 & 2	289	113	39.10	60.90	402	67
Role cards	5 & 6	443	0	0	100.00	443	73.83
Role cards	7 & 8	382	94	24.61	75.39	476	79.33
Role cards	3 o& 4	279	64	22.94	77.06	343	57.17
Total		1393	271	19.45	80.55	1664	277.33

Table 7 Overview of the number of words per minute for each pupil

Activity	Dyad	Word per min	Word per min for each participant	Norwegian words per min	English words per min
Word puzzle	5 & 6	50.75		0.17	50.58
	Pupil 5		16	0	16
	Pupil 6		34.75	0.17	34.58
	1 & 2	18.42		5.17	13.25
	Pupil 1		8.42	2.25	6.17
	Pupil 2		10	2.92	7.08
	7 & 8	58.75		2.75	56.00
	Pupil 7		50.75	1.58	49.17*
	Pupil 8		8	1.17	6.83*
	3 & 4	57.08		12.75	44.33
Pupil 3		36	7.92	28.08	
Pupil 4		21.08	4.83	16.25	
Total		185.00		20.83	164.17
Information gap	5 & 6	63.82		5.27	58.55
	Pupil 5		25	2.36	22.64
	Pupil 6		38.82	2.91	35.91
	1 & 2	50.09		8.55	41.55
	Pupil 1		27.64	6.36	21.27
	Pupil 2		22.45	2.18	20.27
	7 & 8	54.82		1.09	53.73
	Pupil 7		31.91	0.36	31.55*
	Pupil 8		22.91	0.73	22.18*
	3 & 4	74.09		1.00	73.09
Pupil 3		51.18	0.64	50.55	
Pupil 4		22.91	0,36	22.55	
Total		242.82		15.91	226.91
Speed date #1	3 & 4	80		5.14	74.86
	Pupil 3		53,14	4.57	48.57
	Pupil 4		26.86	0.57	26.29
Speed date #2	3 & 8	95.43		0.00	95.43
	Pupil 3		86.86	0	86.86*
	Pupil 8		8.57	0	8.57*
Speed date #3	3 & 1	88.57		2.86	85.71
	Pupil 3		70.86	0.00	70.85*
	Pupil 1		17.71	2.86	17.71*

Table 7 continues

Activity	Dyad	Word per min	Word per min for each participant	Norwegian words per min	English words per min
Speed date #4	3 & 6	126.86		0.00	126.86
	Pupil 3		91.43	0.00	91.43
	Pupil 6		36.43	0.00	35.43
Speed date #5	5 & 6	53.14		0.00	53.14
	Pupil 5		33.14	0.00	33.14
	Pupil 6		20.00	0.00	20.00
Speed date #6	5 & 4	89.71		4.00	85.71
	Pupil 5		56.57	0.00	56.57
	Pupil 4		33.14	4.00	28.00

	5 & 7	61.14		0.00	61.14
Speed	Pupil 5		38.28	0.00	38.28
date #7	Pupil 8		22.85	0.00	22.85
	5 & 1	71.43		5.14	66.29
Speed	Pupil 5		44.57	0.00	44.57
date #8	Pupil 1		26.85	5.14	21.71
	2 & 1	42.29		1.14	41.14
Speed	Pupil 1		16.57	0.00	16.57
date #9	Pupil 2		25.71	1.14	24.57
	2 & 6	70.86		9.14	61.71
Speed	Pupil 2		37.14	9.14	28.00
date #10	Pupil 6		33.71	0.00	33.71
	2 & 4	70.86		2.86	68.00
Speed	Pupil 2		34.28	2.28	32.00
date #11	Pupil 4		36.57	0.57	36.00
	2 & 7	65.71		4.57	61.14
Speed	Pupil 2		37.71	4.57	33.13
date #12	Pupil 8		28.00	0.00	28.00
Total		229.00		8.71	220.29
	1 & 2	67.00		18.83	48.17
	Pupil 1		34.6	7.66	26.83
	Pupil 2		32.5	11.16	21.33
	5 & 6	73.83		0.00	73.83
	Pupil 5		31.5	0.00	31.6
	Pupil 6		42.33	0.00	42.44
	7 & 8	79.33		15.67	63.67
	Pupil 7		43.33	3.83	39.5
	Pupil 8		36.00	11.83	24.33
	3 & 4	57.17		10.67	46.50
	Pupil 3		29.33	5.83	23.50
	Pupil 4		27.83	4.83	23.00
Total		277.33		45.17	232.17

Note. * indicates notable findings discussed in Chapter 5.

Table 6 shows that the information gap activity promoted the greatest English word production (2496 words in total). Table 7 illustrates, however, that the role cards activity promoted the most word production per minute, but also the most Norwegian per minute. Table 7 also presents the differences in word output for each individual. Pupil 8 has a much lower amount of L2 production in the word puzzle activity and the *speed date #2*, however, for activities such as roleplay and information gap where roles are provided, pupil 8 produces a similar amount as the rest of the peers. Table 7 reveals that the differences vary. The next section examines the individual differences in L2 production.

Individual differences in L2 production

The word puzzle activity contributed to the lowest word production considering the time duration. Pupils 1 and 2 produced the fewest words in the activity, which was clearly much

lower than the others. In addition, 39 % of the word production was spoken in Norwegian (see Tables 6 and 7). Pupils 1 and 2 produced 18 words per minute, which is low compared to the other dyads who produced 50-58 words per min. The activity gave room for thinking and less for speaking. Most of the word production regarded phrases such as “I don’t know”, “maybe this?”, and “yeah, yes or yep”, the following example demonstrates pupils 1 and 2 during the word puzzle activity.

- 1 Pupil 1: *denne?* this?
- 2 Pupil 2: yeah
- 3 Pupil 2: demonstrations
- 4 Pupil 1: yeah
- 5 Pupil 2: *kanskje den er til den da?*
- 6 Pupil 1: Yes
- 7 Pupil 2: Hmm... *kanskje*
- 8 Pupil 1: slavery maybe?
- 9 Pupil 2: *jeg tror det er den*
- 10 Pupil 1: yep
- 11 Pupil 2: *det er mange ord her som jeg ikke vet hva er.*
- 12 Pupil 1: *ja* same
- 13 Pupil 2: maybe this, and this and this
- 14 Pupil 1: yeah
- 15 Pupil 1: and *hva betyr det?* What does that mean?
- 16 Pupil 2: hmm I don’t know.
- 17 Pupil 2: hmm
- 18 Pupil 1: *dette er hvertfall* forgiveness (looks at a picture which says
- 19 sorry).
- 20 Pupil 1: *også* violation, this maybe? I don’t know
- 21 Pupil 2: *sikkert*
- 22 Pupil 1: this maybe? I don’t know. Violation, I don’t know.
- 23 Pupil 2: I don’t know what this means but?
- 24 Pupil 1: yeah
- 25 Pupil 2: this was hard.
- 26 Pupil 1: yes

During the interaction above, pupils 1 and 2 produced some questions, short answers and participated in the activity. Pupil 2 expressed that the activity is difficult and that there are words she does not understand, to which pupil 1 agrees. It seems like the pupils use English when they discuss the words but never translate the English words into Norwegian, so pupil 1 produce utterances with a mix of English and Norwegian, such as “dette er hvertfall forgiveness” (line 18).

During the interaction between pupils 7 and 8, the production frequency is unequal, as pupil 7 produces more language utterances. Pupil 8 stated in the interview that he did not like to speak English in front of the class nor in peers. The following example presents the unequal frequency of production between pupils 7 and 8.

- 1 Pupil 7: let's do this, are you ready?
- 2 Pupil 8: yeah
- 3 Pupil 7: I think this has something to do with Black Lives Matter
- 4 Pupil 7: ok, slavery. What do you think is combined with slavery? I
- 5 think maybe this one?
- 6 Pupil 8: yeah
- 7 Pupil 7: or do you think that's right?
- 8 Pupil 8: yeah
- 9 Pupil 7: I think so too.
- 10 Pupil 8: this is racism
- 11 Pupil 7: yeah, I think so too.
- 12 Pupil 7: I think this is demonstrations. Are you, do you agree?
- 13 Pupil 8: yes.
- 14 Pupil 7: equal opportunity
- 15 Pupil 7: I think this is Nelson Mandela, so maybe find something about
- 16 him.
- 17 Pupil 7: hmm... equal opportunities, I think it must be this, I think.
- 18 Because it is like...
- 19 Pupil 8: yeah
- 20 Pupil 7: no or
- 21 Pupil 8: yeah I think that's right. Ee...
- 22 Pupil 7: violation, universal maybe?
- 23 Pupil 7: I don't know, we can wait with this.

From Table 7 above, the individual differences in word output reveal that the differences between pupils 7 and 8 are 6.83 words per minute to 49.17 words per minute. The example from the conversation presents what pupil 8 produced, where five instances are utterances of “yeah” and “yes”. Pupil 7 produces longer sentences and keeps the conversation going.

Negotiation for meaning (NfM) and Feedback:

To produce the most L2, the information gap activity also contributed to NfM. Pupils 5 and 6 did not understand the task before until 4 minutes into it. The following information gap occurs after 5 minutes into the task, and the pupils displays both NfM, misbehaviour and the social aspects of laughing and having fun.

- 1 Pupil 5: It is air and hotel. The regal Palace in the centre of the theatre’
- 2 district.
- 3 Pupil 6: the what?
- 4 Pupil 5: theatre
- 5 Pupil 5: see the Tower of London and Buckingham Palace. (Clear
- 6 pronunciation)
- 7 Pupil 6: what? And?
- 8 Pupil 5: Buckingham Palace
- 9 Pupil 5: explore, experience history, enjoy.
- 10 Pupil 6: buckling... (tries to write down the answer)
- 11 Pupil 5: So now we are on ski package. 5 days for nine ninety-nine, air hotel
- 12 and bus from the airport
- 13 Pupil 6: No wait on me. Wait (laughs)
- 14 Pupil 5: Banff inn- right on the...
- 15 Pupil 6: You need to wait.

Pupil 5 mispronounces the word theatre (line 1), Pupil 6 does not understand/pay attention to what Pupil 5 says and needs to ask. The same occurred when Pupil 5 tells Pupil 6 that you can see the Tower of London and Buckingham Palace. In the example above (line 9), Pupil 5 tries to continue even if he knows that Pupil 6 is not done writing the answer of Buckingham palace. Pupil 6 tells Pupil 5 to wait (line 12), and he knows he is doing it just to be funny, so Pupil 5 starts to laugh.

The following example demonstrates another situation of NfM in the information gap activity. Here pupils 3 and 4 have communication problems related to the number fourteen and pronunciation of romantic.

- 1 Pupil 3: done. Mexico, how many days?
- 2 Pupil 4: forty
- 3 Pupil 3: forty?
- 4 Pupil 4: fourteen
- 5 Pupil 4: four one
- 6 Pupil 3: four one, or one four?
- 7 Pupil 4: one four.
- 8 Pupil 3: last one, air only, how many dollars?
- 9 Pupil 4: four hundred and ninety-nine.
- 10 Pupil 3: four ninety-nine?
- 11 Pupil 4: yeah
- 12 Pupil 3: ok* nice*, Paris. It is only one, in the fourth “enjoy the sight and
- 13 sounds of the most?”
- 14 Pupil 4: romantic` city
- 15 Pupil 3: romantic?
- 16 Pupil 4: romantic

It seems like when a pupil depends on the correct answer in a task, the frequency of NfM increases. Table 8 illustrates the frequency of NfM in each activity, both in L1 and L2 and also separate, which shows that the information gap promoted far more NfM utterances than the rest of the activities. The situations were related to L2 except for two.

Table 8 *NfM utterances by activity and language*

Activities	L1	L2	Total NfM utterances
Information gap	1	8	9
Speed date		1	1
Word puzzle		1	1
Role cards	1	2	3

In the information gap activity, Pupil 3 provides feedback on errors once, which is uttered as a recast. Pupil 4 asks “which trip is the longest?” and Pupil 3 replies “the longer”, which is written in the task (Appendix 6). This is the only feedback on errors that occur in the information gap activity. It could be discussed whether to say “longer” is an error, but according to the task, the question asks for “the longer”, not “the longest”. For this reason, Pupil 3 thinks it is an error and provides feedback concerning recast, however, in the speed

dating activity, the same pupil (Pupil 3) provides feedback as a clarification request when Pupil 6 struggles to pronounce the word “death penalty”.

- 1 Pupil 6: Eee... What do you think about death pen... no, no, no
- 2 Pupil 3: death penalty?
- 3 Pupil 6: yes.

A similar situation occurred when pupil 8 struggled to phrase a question in the information gap activity. Pupil 7 needs to look and help, but instead of helping Pupil 8 to express the question, she provides feedback as a clarification request and replies with the answer.

- 1 Pupil 7: how many days is the trip to Paris?
- 2 Pupil 8: 10 days
- 3 Pupil 8: emm... emm... I don't emm... how to ask this... emm... what, what is
- 4 the...
- 5 Pupil 7: the most romantic? The most romantic. It is the most romantic city in
- 6 the world.
- 7 Pupil 8: ok*

The activities promoted some utterances with errors. Table 9 presents an overview of errors, feedback, genuine questions and NfM during the four activities.

Table 9 *Overview of categories related to the pupils' language production in the interaction*

	IG	SD	WP	RC
Errors	31	18	9	17
Feedback on errors	1	1	0	0
Genuine questions	135	53	94	63
Display questions	0	0	0	0
NfM	9	1	1	3

The errors that occurred were often grammatical or related to pronunciation, and mispronunciation sometimes resulted in NfM, but the errors were mostly not noticed. There were also instances where the pupils used self-repair while making the error. One example is Pupil 7, who stated “I think this is demonstrations. Are you, do you agree?”.

During the interviews the pupils were asked about giving feedback on errors, especially if they heard a person mispronounce a word, and they replied:

“Yes, I tell them” (Pupil 3)

“I do not” (pupil 4)

Why not?

“I don’t know” (Pupil 4)

“Because the person you correct can feel offended” (Pupil 3)

But if you hear a person make grammatical errors, do you correct them then?

“no” (Pupil 3)

But do you recognise it?

“yes” (Pupil 3)

Both incidences with feedback on errors concern Pupil 3, who is the only person who provides feedback, but there are several incidences where he avoids it. Genuine questions are often asked during all the activities. The information gap activity contributes to most genuine questions because they need to receive information from the other pupil, however, several genuine questions concern clarification and confirmation, while the display questions do not occur at all. This might be because the activities contribute to focusing on meaning rather than form.

4.2.3 Use of L1 in peer interaction

As shown in the examples above, the pupils used L1 during the activities. Table 6 above (see page 34) shows that the role cards activity contributed to the most L1 output. This activity was also the briefest, which means that 20% of the L1 use was a high amount considering the duration. Table 6 (p. 34) also demonstrates that the first lesson (information gap and speed dating) gave a total L1 word output of 19%, while the second lesson gave a significant higher L1 word output of 23%. The table also presents individual differences and shows that dyads 1 and 2 always have the highest amount of L1 during each activity. They also produced a low number of words during the word puzzle activity compared to the other dyads. In the role cards activity, dyads 1 and 2 produced almost 40% Norwegian, which often involved start-up or closure of the activity. The example below shows the beginning of the role cards activity for dyads 1 and 2.

1 Pupil 1: *Skal jeg bare begynne?*

2 Pupil 1: “You are a teenager flying out of the country for the first time.

3 You receive a declaration form on the plane. Ask the flight attendant for

4 help. Explain that it is your first time travelling abroad. Ask for a pen

5 too”.

6 Pupil 1: *Skal jeg liksom trekke ny?*

- 7 Pupil 2: ee ... *Jeg skjønte det ikke.*
- 8 Pupil 1: *Ikke jeg heller*
- 9 Pupil 2: (asks the teacher by using the teacher's name) *skal vi liksom*
- 10 *bare finne på noe? Ok*.*
- 11 Pupil 1: *Så jeg skal bare ... Hva skal jeg gjøre nå liksom?*
- 12 Pupil 2: *Emm ... lage skuespill, eller*
- 13 Pupil 2: *Å jaa, du skal lage på en måte egne setninger til den, så skal*
- 14 *jeg lage til denne. Så skal vi snakke sammen eller noe sånn*

Pupils 1 and 2 clearly do not understand the task and use Norwegian to organise how they should proceed. For the word puzzle activity, the same problem occurred at the beginning:

- 1 Pupil 1: *forsto du hva vi skal gjør?*
- 2 Pupil 2: *ja vi skal finne sånn ord og definition og bilde.*
- 3 Pupil 2: *racism*
- 4 Pupil 1: *hmm jeg tror ... liksom sånn? Eller?*
- 5 Pupil 2: *ja*

Negotiation concerning form often occurred in Norwegian. Dyads 7 and 8 had some trouble understanding the role cards activity too., and this time the organisational problem led to the negotiation of meaning in Norwegian.

- 1 Pupil 8: *emm... ok*, I can try*
- 2 Pupil 7: *you can start. (...)*
- 3 Pupil 8: *hvordan skal jeg begynne?*
- 4 Pupil 7: *you will figure it out. I really don't like this one*
- 5 Pupil 8: *men hvis de henger sammen og du er A? (...)*
- 6 Pupil 8: *men du må ikke se hva jeg har.*
- 7 Pupil 7: *we don't have the same one.*
- 8 Pupil 8: *selvfølgelig har vi ikke samme.*
- 9 Pupil 7: *ok*, det gir mening. Ok* start du.*
- 10 Pupil 8: *men det gir jo ikke mening. (...)*
- 11 Pupil 7: *hva? skal jeg begynne?*
- 12 Pupil 8: *jeg vet ikke, jeg vet jo ikke hva som står på din.*
- 13 Pupil 8: *emm... you need to fill in the home address, destination and ...*
- 14 Pupil 7: *ok* ok*, jeg må begynne.*

The examples above demonstrate that the pupils often speak Norwegian when the organisation is unclear. When the pupils were asked which situations they thought they used Norwegian, most answered, “when I did not know the English word” (Appendix 9). Appendix 10 provides an overview of the pupils’ open answers from the survey regarding which situations they spoke Norwegian. The answers are translated from Norwegian to English. Most pupils think they used Norwegian when they did not know the English word, but some stated they used Norwegian if they did not know what to do (Appendix 10). Two pupils stated they switched to Norwegian because they could not bother or were tired of speaking English. During the interviews, the participants claimed that they spoke the most Norwegian during the word puzzle activity due to the numerous words they did not understand.

Proficiency

Some of the activities were created to increase the challenge for the pupils, such as the word puzzle, where the pupils used words they did not know with the aim to work with new vocabulary and speak English during a more cognitive-based task. The pupils expressed that the words were difficult, but they figured out many of them. During the speed dating activity, most questions were easy to discuss, but some topics were included that were harder to understand to check whether the pupils started to talk about the meaning of the topic and negotiate for meaning. The examples below present what occurring during the speed dating and the role card activities:

Speed date - Pupil 3 & 4	Speed date - Pupil 2 & 4	Role cards – Pupil 3 & 4
1 Pupil 4: ok*. “How does	1 Pupil 2: “How did you find	1 Pupil 3: ok* but I’m allergic to a
2 lack of enforcement	2 homeschooling?”	2 lot of things. I can describe my
3 contribute to distracted	3 Pupil 4: What?	3 allergy, emm... I’m allergic to oat,
4 driving accidents?”	4 Pupil 2: <i>Det er nummer ni.</i>	4 ee... to flour’, I’m also allergic to
5 Pupil 3: I’m sorry I don’t	5 Pupil 4: I don’t know what	5 milk, to squid, octopus, calamari
6 know this question.	6 that is.	6 and eee... I’m also allergic to eggs.
	7 Pupil 2: ok*	7 Ee... can I get a substitution?
		8 Pupil 4: ee... sure. What do you
		9 want?
		10 Pupil 3: ee..
		11 Pupil 4: <i>jeg vet ikke hva det er?</i>
		12 Pupil 3: <i>ikke jeg heller</i>
		13 Pupil 4: ok* <i>bytt, neste.</i>

In all three examples, the pupils skip the current task and continue to the next question or next role card. In the last example, where Pupil 3's role is allergic, the reason why they continue to the next role card might be because Pupil 3 did not know the menu or options, and instead of using the time to think, they skip the task and continues to the next.

- 1 Pupil 7: what is vulnerable`
- 2 Pupil 8: that is . . .
- 3 Pupil 7: do you know?
- 4 Pupil 8: yeah, it's when. . .
- 5 Pupil 7: damn
- 6 Pupil 8: *Jeg må bare sjekke*
- 7 Pupil 8: maybe, you know when they are like weak
- 8 Pupil 7: *kan du det på norsk?*
- 9 Pupil 8: *ja sånn svak, svake punkter*
- 10 Pupil 7: *å ja svake punkter liksom, så det er svake punkter?*
- 11 Pupil 8: *ja*
- 12 Pupil 7: *ja ok**

The example above shows an instance where the dyad discusses a word that only one pupil knows. Pupil 7 who does not know the word and expresses encouragement and excitement since pupil 8 knows. Pupil 8 thinks he knows the word vulnerable, but struggles to express it in English, and to help, Pupil 7 asks whether he knows the word in Norwegian, and the conversation continues in Norwegian as they try to negotiate the meaning and scaffold the language learning.

As mentioned in Section 4.2.1, difficult words and grammar were the two characteristics that the participants found most difficult with English. According to the pupils' answers in the survey, the difficulties with words often result in using Norwegian. The examples above confirm that the struggle of understanding difficult words or lack of vocabulary cause pupils to skip the task, speak Norwegian or use it as scaffolding for the conversation. More about proficiency is discussed in the next section.

5.0 Discussion

This section discusses the pupils' distribution of L1 and L2 during the peer interactions considering the findings and previous research. The discussion is based on the results of the four research questions stated in Chapter 3. Section 5.1 discusses research questions one and two, which will consider the frequency of L1- vs L2 -and - L1- related episodes through different activities. Section 5.2 discusses research question three about L2 and activity design, and lastly, 5.3 contains the fourth research question about L1 and activity design.

5.1 Frequency and related episodes of L1

As stated in Chapter 2, there is evidence that L2 learners use Norwegian during English lessons in the Norwegian classroom. The first and second research questions were designed to investigate how often L1 occurred during the peer interaction activities and which situations the L1 episodes regarded. The findings indicate that in the first lesson, 19% of the word output was Norwegian, followed by 23% in the second lesson. Brevik and Rindal similarly stated that during a whole English lesson, the pupils and teachers spoke Norwegian 16% of the time, however, it is difficult to compare the percentages from these studies because Brevik and Rindal's findings are based on timestamps. The results show that L1 is used during the lesson, but most of the word production was achieved by using L2.

The pupils from the present study reported that the most common episodes of using Norwegian were related to a lack of English vocabulary. Some pupils also mentioned that they would switch to Norwegian if they were tired of speaking English, could not be bothered to speak English or forgot that they had to speak English. No pupils reported using L1 to ensure that they performed the task correctly. The findings demonstrate that numerous L1 episodes were to confirm what the pupils were supposed to do. Perhaps this concerns the activity instructions from the teacher's side, but Pupil 4 stated in the interview that his attitude towards peer interaction depended on the task. If this person was unsure of what to do or unsure of performing the task correctly, he would avoid doing it. One explanation for this regards the willingness to communicate (WTC), which Dörnyei stated is different in L2 because proficiency plays a larger role (2003:3). Pupil 4 does not mention his proficiency level or the level of the task, but he indicates that he does not like to speak English if he is not 100% sure of the task.

The L1-related episodes that occurred in this study, are similar to Kim's who concludes that first language is used as scaffolding but also as a process approach rather than

the communicative goal (2011:160). Some dyads used Norwegian at the start of the activity to determine what to do before using English for the communicative goal, which was similar to the results of Scheffler et. al. who gave evidence that Norwegian was used at the start of the activity before the target language for the communicative goal (2016). In a dyad, however different factors require consideration. The evidence for using Norwegian at the start of the activity is found at the same dyad group twice, which might be because they feel insecure about each other and use the same strategy as Pupil 4 above stated. This strategy indicates that they want to feel sure about the task before speaking, but the high amount of Norwegian can also be a result of poor teaching instruction or lack of attention when explaining the tasks. According to Philip et al., the frequency of L1 might increase when pupils feel uncomfortable during the interaction (2014). Both Scheffler et al. and Kim's studies confirm the use of L1 as a process language before the communicative goal can occur (2016; 2011).

The amount of Norwegian use might consequently limit the frequency of L2 use, however, this does not necessarily mean that the use of Norwegian regards a negative outcome. The use of pupils' first language as scaffolding and as a process language might contribute to a longer communicative goal, according to Kim (2016). If the reason for using Norwegian as a process language, however, is related to poor pre-task instructions, or uncomfortableness as mentioned by Philip et al., the use of Norwegian could be avoided by developing clearer instructions or a safer environment (2014). Nonetheless, other studies have found positive outcomes from using L1 as scaffolding and a process language, but additional research is needed (Kim, 2016; Scheffler et al., 2011; Brevik & Rindal, 2020).

There was interestingly no evidence that Norwegian was used off-topic and as misbehaviour, as Kerr describes (2011). This was surprising because the teacher often thinks that this is the case during peer interaction, however, the context of having an audio recorder might help the pupils focus on the task (Kerr, 2011). Misbehaviour occurred once during pupils 5 and 6's information gap activity, but the situation occurred in English.

5.2 L2 and activity design

As mentioned in Chapter 2, peer interactions enabled producing English and playing with language. Activity 4 (role cards) especially gave the pupils opportunity to experiment with the intonation and vocabulary when they could decide their own output. The role cards was the activity that pupils reported the highest frequency of English production, but the information gap activity promoted the most L2 production. This was interesting because the information

gap often promotes pupils to produce short utterances such as “\$25”, but the study indicates that because of all the text involved, the pupils used the text, read it out loud, and produced more L2 words during this activity compared to the rest. In contrast to speed dating and role cards, however, the output was not necessarily formulated on their own. Teachers should be aware of what they want to accomplish with the peer activity. Do they aim for output formulated by the pupils themselves? Is the aim to use language in different situations? Or is reading a primary method of using L2 in dyad activities because the aim is pronunciation and reading skills? Some pupils expressed that they found it easier to speak English when the task provided text to use in the output production, but not everyone agreed. In conclusion, the activities contributed to differences in L2 production.

Regarding the word puzzle, there was evidence that silent learners and pupils who like to speak as little as possible obtained the chance to do so. Pupil 8 had stated that he did not like to speak English in pairs or groups. During the word puzzle, he produced utterances that were short and easy, while Pupil 7 adopted the dominant role. This is similar to what Yule and Macdonald stated about dominant roles in dyads, where if the higher proficiency learner took the dominant role, the lower proficiency learner participated little during the conversation (Philip et al., 2014). Another example of dominant roles in dyads can be found in the speed date activity #2 (see Table 7), where Pupil 8 speaks to Pupil 3 (ibid). The dialogue presents a significant difference in output (86.86 to 8.57 words per minute). Pupil 3 often takes the dominant role, and when he speaks to a silent learner (Pupil 8), it results in a sizable difference in output. It is difficult to argue whether this is similar to the findings of Yule and Macdonald since the current study does not measure the proficiency level (ibid). In the first example with pupils 7 and 8, however, Pupil 7 expressed that she often spoke English at home with family members, while Pupil 8 did not like to speak English. These facts might contribute to an understanding that Pupil 8 does not necessarily feel the communicative confidence that Gałajda mentions, possibly unlike Pupil 7 (2017:60). Pupil 3 often produces a higher word amount than the person he talks to, and therefore Pupil 3 might also experiences communicative competence.

When Pupil 8 is sure about something, however, he participates and teaches Pupil 7 something new. This occurred when Pupil 8 knew the word “vulnerable”, at which point Pupil 7 encourages and compliments pupil 8 for knowing it. This does not often occur during the activities, but at least there is proof of encouragement from the pupils. During this conversation, the L1 is used as scaffolding since the pupil struggles to explain in English. It is interesting that he finds it difficult to explain even in Norwegian, and a situation of

negotiation of meaning occurs using L1. Pupil 8 also has interesting differences in utterances during different activities. During the role cards and the information gap activities, Pupil 8 produces around the same number of words per minute as the rest of the pupils. Both activities contribute to providing the pupils roles, and the information gap activity promotes controlled utterances to each pupil. When the activity allowed pupils to decide how much they will participate, it often led the silent learner to say less while their partner often took a more dominant role.

A noteworthy observation regards the high number of errors and the low amount of feedback. As stated in Chapter two, many teachers and researchers expressed concern about the errors and lack of feedback during peer interactions (Long & Porter, 1985; Tognini, 2008; Oliver & Philip, 2014: 109; Sato, 2015; Adams, 2018:3). Even when pupils used the text to promote L2 output during the information gap, it still gave the highest frequency of errors, most of which concerned grammar and syntax but also pronunciation. This is similar to Tognini's study, which also found pupils producing errors concerning verbs, nouns and adjectives agreement (2008). The low amount of feedback is noteworthy as it only occurred twice during the two lessons and was produced by the same person. Some pupils used self-repair while they spoke, but it seems like the teachers' concern over the lack of feedback is present, as stated by Philip et al.

The pupils' reasons for avoiding feedback interestingly concern the feeling of offending peers. Pupils reported recognition of grammatical errors but avoided telling their peers, however, observation indicates that the high number of errors occurred from all pupils, which does not necessarily mean that the pupils recognised all the errors. An explanation for this attitude towards giving feedback might be because the instructions before the activities did not involve information about giving feedback on errors, nor was it said to avoid doing so. Another reason for the low number of feedbacks might regard the type of errors. As Tognini stated in her study, a reason for ignoring errors might be because the type of error is not important to understand the interlocutor's context and meaning of the conversation (2008). In other words, most errors that occurred did not prevent communication problems, however, more research is necessary to understand the reasons for the low amount of feedback for this study.

Another noteworthy observation regards the incidences of NfM. As stated in Chapter 2, Foster and Otha's study indicated that NfM did not occur often. Clarification requests occurred, but only a few resulted in NfM occurrences (2005). Moreover, Lightbown and Spada stated that NfM will ideally occur during comprehension questions and clarification

requests (2013). The current study presented similarities to Foster and Otha's study regarding with few incidences of NfM, although, some NfM utterances occurred during comprehension questions during the information gap activity. It seems like the pupils were more aware when their interlocutor spoke during this activity compared to others because their partner had the right answer for the task, which the other interlocutor needed to complete the task. In this way, more NfM utterances occurred during comprehension questions. This result can be linked to Foster and Otha's study investigating NS and L2 speakers, which showed that NfM occurs more often when the pupils speak to a person with a higher proficiency level. In contrast, when someone incorrectly pronounced a word during the speed dating activity or produced a word that the other interlocutor did not know, there was no NfM.

Foster and Otha stated that instead of NfM, the pupils in their study encouraged and provided a supportive environment for L2 production (2005:421). This occurred sometimes during this study but not as often as expected. Instead of speaking through and encouraging each other to determine the meaning of a word or phrase, the pupils instead continued to the next question. It seemed like the goal was to finish instead of learn. This might be related to proficiency and to Swain's claim that some conversational interaction is only appropriate for certain proficiency levels (Philip et al., 2014:71). When the questions were not understandable, the pupils did not use their knowledge or supported each other in using Vygotsky's ZPD and Krashen's $i+1$. Instead, the conversation stopped and they proceeded to the next question.

Another reason why pupils did not support or encourage each other to figure out the task might be the same expressed by Foster in her study (1998). She suggested that the pupils might be frustrated to repair the interaction, and often NfM will make the task frustrating slow (ibid). Foster also suggested that few occurrences of NfM can be explained because the pupils might feel incompetent. In the present study, NfM did not occur often, nor did feedback and encouragement. The tasks gave different outcomes on L2 production, and the text contributed to a higher amount of word production. Silent learners were given the chance to produce less during the word puzzle activity, but even if the L2 production was low, they could contribute with knowledge and teach the interlocutor something new.

The pupils reported different attitudes towards tension and speaking English in class, but most expressed feeling tension if they felt unprepared to speak English. As Lightbown and Spada mention, tension is not necessarily negative (2013). Pupil 7 stated that she found peer interaction awkward, but it always turned out fine, which might indicate that she feels tension, but not in a negative way. Another person expressed that he hated to speak English

out loud, but if he spoke to a person he felt comfortable speaking with, it was okay to speak English. This indicates that Krashen's affective filter remains highly relevant today (Krashen, 1985). The pupils need a safe environment to be able to acquire new knowledge. Some of the survey questions (4-10) are unclear and might not present a clear answer, and it is unclear whether the pupils understood whether the question asked about peer interaction or the classroom in general. Furthermore, it is difficult for such young pupils to express what they find difficult and their attitudes.

5.3 L1 and activity design

The last research question aimed to examine whether some activities contributed to more L1 use than others. The findings above seem to indicate that Norwegian is used as a process language at the start of an activity and as scaffolding to keep the conversation going. Some findings indicate that L1 use is related to the lack of attention towards using L2, however, the current study also demonstrates that the role cards activity provided a higher percentage of L1 compared to the other activities. The related L1 episodes during the role cards activity were often used as process language to start the activity, similar to the findings indicated in Section 5.1.

There were some important differences concerning L1 production during the role cards activity, where one dyad group produced no L1. Throughout all activities, this dyad group produced a much lower L1 word production than the others. Based on observations, it seemed like this dyad group (pupils 5 & 6) was comfortable with each other, which explain why they used such a high amount of target language use. This can be explained both by Krashen's theory of affective filter and also because the pupils may have communicative confidence, as Gałajda mentioned (1985; 2017). Another reason might be a high proficiency level, but more studies are needed to determine the reason for this result.

A hypothesis was that activity 3 (word puzzle) would produce a high amount of L1, because the pupils reported L1 use during situations with a lack of English vocabulary. The pupils stated that new vocabulary was a main difficulty with the English subject. The hypothesis was therefore that the pupils might use Norwegian to say "hus" instead of "house" since they did not know the English word for "house". The results suggested that the word puzzle did not provide the highest amount of L1 production. The pupils used L1 to discuss how to solve the task through utterances such as "do you know what to do?" instead of using L1 as scaffolding. Both incidences occurred, but the L1 word production was higher

regarding discussing how to solve the task. This was also found in the studies of Scheffler et al. as well as Brevik and Rindal (2014; 2020).

The results demonstrate that it might be worth investigating the teacher's role in pre activities. One limitation of the current study is that it does not consider the teacher's role. The frequent use of Norwegian to figure out the task might indicate that the instructions are insufficiently clear before the activity begins. This requires additional investigation, along with the pupil's attention to information before the task begins.

5.3 Limitation and further studies

Peer interaction includes several factors requiring consideration, but they could not all be clarified due to the study's scope. It would therefore be interesting to further investigate the peer dynamics between the dyads used. The current study also discussed the influence of proficiency, and another limitation is that the proficiency level of the dyad groups is not tested. It can also be difficult to measure whether it is lack of proficiency or fear of loss of face that contributed to such low NfM incidences and language-related episodes when the pupils expressed their lack of task understanding.

The group interview has limitations regarding expressing thoughts and attitudes, as one person often took the lead while the others confirmed and agreed. A one-on-one interview could be held, but at the same time, it is difficult to know whether the pupils would contribute reflective thoughts when alone. Furthermore, asking 9th graders about attitudes and reflections on their language use represents a skill in itself. It is difficult for 9th graders to reflect, and therefore a clearer answer may have been provided if the participants were older. On the other hand, peer interaction is common in 9th grade and the current study was therefore necessary for this age group.

The survey asked for reflections on one's own language use, which is a limitation in the survey. Some questions did not necessarily give the desired answers, and some were insufficiently clear regarding what the question sought. In survey questions 6 and 8, for example, it is not specified whether the question requests talking English out loud in class when the teacher asks a question, or whether it is related to peer interactions.

A significant limitation regards the organisation of the activity methodology. The research situation is ideally as similar to their English lessons as possible. Considering NSD and identity privacy, however, the only way to complete the research was to move the dyad groups to another room. This makes the situation different from their normal classroom

teaching, and having the audio recorder between them might make the situation different from what they were used to. The result of L1 and L2 production therefore might have been influenced.

Another limitation was the lack of attention to the teacher's role and the instructions provided before the activities. Considering the teacher's role would ease investigating the need for L1 use as a process language. This is because the focus would have been on what the teacher told the pupils, which would allow one to know that the instructions provided sufficient information and that the pupils would not find it necessary to discuss how to proceed. It would also be interesting to investigate how the teacher's role during the activities can promote further L2 use as well as how the teacher can influence the peer interaction.

Further research should investigate the peer interaction and focus on group dynamics, test proficiency, and consider the teacher's role to obtain a clearer understanding of pupils' distribution of L1 and L2 during student-student interactions. The situation should ideally be more similar to their classroom, and additional research is necessary.

6.0 Conclusion

The current study investigated the distribution of L1 and L2 during peer interactions in a Norwegian EFL classroom, and it examined the frequency of L1 and L2 use and which situations the L1 episodes occurred. It also examined how the activity design mattered for L2 and/or L1 production. The findings showed that L2 was used more frequently than L1 during the interactions and that most of the L1 use concerned process language episodes and scaffolding. In other words, the L1 output did not necessarily provide lower learning outcomes but it did reduce the frequency of L2 use.

Some findings concerning L1 use indicated that the pupils felt insecure and needed to use Norwegian to feel sure about the task before producing English. The proficiency level might have impacted the frequency of L1, however, several factors required consideration to study the proficiency level, which was limited in the current study. Previous studies have indicated that teachers might be concerned about the high number of errors and low amount of feedback during peer interaction. The current study confirmed that this might be a relevant concern due to the low amount of feedback and negotiation of meaning utterances as well as high number of errors. The errors that occurred were so small they did not break down the communication, which might explain why pupils did not provide feedback, and another reason could be the feeling of offending peers. The present study, however, investigated the distribution of L1 and L2 in the student-student interaction rather than learning outcome.

Student-student interaction contributed to language output for all participants, and silent learners had problems remaining silent in dyads. Activities where pupils could read to produce L2 output contributed to greater L2 production. These activities often provided roles to the pupils, which made it difficult to remain silent, however, when the activity gave room for pupils to produce less output or did not provide roles to the pupils, the difference in output between the pupils in the dyad increased. During these activities, the silent learner produced short and simple utterances.

To conclude, the current study suggests that L1 use may contribute to a safer learning environment and that it is often used as a process language. L1 limits the L2 frequency at the beginning of the task but in the long run might help the pupils better understand the task. The target language used in the current study showed student-student interactions with a high number of errors, but they did not break down the communication, and few pupils gave feedback on these errors. On the other hand, these interactions contributed to pupils exploring and playing with the target language. This contributed to a safe learning environment, and the

pupils had a positive attitude towards peer interaction since they felt safe, and most pupils liked to speak English with peers. The hypothesis of using L1 off-topic cannot be proved, and the learning outcome of student-student interaction requires additional research in the Norwegian EFL classroom.

6.1 Further studies

As mentioned in Section 5.3, further studies are needed. Firstly, it would be interesting to study the teacher's role during peer interaction and to investigate whether the amount of L1 differs with different instructions from the teacher. Secondly, it would be interesting to perform the same study to test the pupils' proficiency level and create dyads based on information about group dynamics and proficiency. Such research could provide a wider understanding and possibly more results. Peer interaction is a commonly used approach in the Norwegian EFL classroom, and it would be valuable to determine its learning outcome and to investigate whether this approach should be used in the classroom as commonly as it is.

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Appendices

Appendix 1: Information letter

Vil du delta i forskningsprosjektet «Student-Student interaction in an EFL classroom»

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å få en forståelse om elevenes holdninger til å snakke engelsk i par/grupper. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Prosjektet er en masteroppgave som skal undersøke hva som skal til for å få elever til å snakke engelsk og å delta i muntlig aktivitet ved bruk av par-/gruppearbeid. Masteroppgaven vil også kartlegge hvor mye norsk elevene snakker i disse aktivitetene.

Hvem er ansvarlig for forskningsprosjektet?

Universitetet i Agder, ved Astrid Haugland er ansvarlig for prosjektet.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta i denne undersøkelsen fordi læreren din har sagt seg villig til å gjennomføre ulike undervisningsopplegg som tilrettelegger for pararbeid og muntlig aktivitet i hennes/hans klasserom.

Hva innebærer det for deg å delta?

Hvis du velger å delta i prosjektet, innebærer det at du fyller ut spørreskjema som vil ta deg 5-10 min å fylle ut. Spørreskjemaene inneholder bla. spørsmål om dine synspunkt om språkbruk og pararbeid aktivitetene du har gjennomført. Svarene fra spørreskjema blir registrert elektronisk via SurveyXact. I tillegg godtar du at det blir observasjon i klasserommet. Observasjonen er av vanlig klasseromsundervisning hvor du jobber i par. Det vil bli notert hvor ofte du bruker norsk språk i aktivitetene og hvilke norske ord som blir brukt, i tillegg til om du bidrar med noe muntlig eller er stille i aktiviteten.

Sammen med observasjonen vil jeg også bruke videokamera på noen grupper som tar opp samtalen til gruppen. Dette etterfølges av et fokusintervju etter gjennomføringen hvor en snakker om deres opplevelse av aktivitetene, deres synspunkt på språkbruk, deltakelse og forslag til forbedring av aktivitet.

Hvis dine foreldre/foresatte vil ha innsyn i spørreskjema, intervjuguide eller transkripsjon kan de når som helst ta kontakt med meg på astrih13@uia.no. Samtykkeerklæring må signeres av forelder/foresatte og prosjektdeltaker.

Det er frivillig å delta

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

Å ikke delta i prosjektet innebærer at du fortsatt gjør det samme undervisningsopplegget som resten av klassen, men du vil ikke bli tatt opp på film og heller ikke lydopptak. I tillegg behøver du ikke svare på spørreundersøkelsen.

Ditt personvern – hvordan vi oppbevarer og bruker dine opplysninger

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

Det er kun jeg og min veileder Ingrid Kristine Hasund som har tilgang til observasjonsnotatene, videoklippene og svarene på spørreundersøkelsen og intervjuet. I selve masteroppgaven vil alt være anonymt og transkribert. Videoopptakene slettes etter prosjekt slutt og koder som «elev A» blir brukt i stedet for ditt egentlige navn.

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres innen prosjektet avsluttes, noe som etter planen er 03.05.21.

Video opptakene blir slettet og all dataen som er samlet inn er da anonymisert.

Dine rettigheter

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

innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,

å få rettet personopplysninger om deg,

å få slettet personopplysninger om deg, og

å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra 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:

Prosjektansvarlig: Astrid Haugland (astrih13@uia.no)

Vårt personvernombud: Ina Danielsen (Ina.danielsen@uia.no)

Hvis du har spørsmål knyttet til NSD sin vurdering av prosjektet, kan du ta kontakt med:

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

Med vennlig hilsen

Astrid Haugland

(Student)

Samtykkeerklæring

Jeg har mottatt og forstått informasjon om prosjektet «*Student-student interaction 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
- å delta i aktivitet og fokusintervju med hvor det blir tatt opp på video.

Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet
03.05.21

NB! Hvis du er under 16 år kreves det underskrift av foresatte.

(Signert av prosjektdeltaker)

(Signert av foreldre/foresatte til prosjektdeltaker, dato)

Appendix 2: NSD approval letter

29.8.2020

Meldeskjema for behandling av personopplysninger



NSD sin vurdering

Prosjekttittel

Student-student interaction in an EFL classroom

Referansenummer

267792

Registrert

16.08.2020 av Astrid Haugland - astrih13@student.uia.no

Behandlingsansvarlig institusjon

Universitetet i Agder / Avdeling for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

Ingrid Kristine Hasund , kristine.hasund@uia.no, tlf: 95961140

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

Astrid, astrih13@uia.no , tlf: 93655451

Prosjektperiode

12.06.2020 - 03.05.2021

Status

28.08.2020 - Vurdert

Vurdering (1)

28.08.2020 - Vurdert

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet 28.08.2020 med vedlegg, samt i meldingsdialogen mellom innmelder og NSD. Behandlingen kan starte.

DEL PROSJEKTET MED PROSJEKTANSVARLIG

Det er obligatorisk for studenter å dele meldeskjemaet med prosjektansvarlig (veileder). Det gjøres ved å trykke på "Del prosjekt" i meldeskjemaet.

MELD VESENTLIGE ENDRINGER

Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å

melde dette til NSD ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde:
https://nsd.no/personvernombud/meld_prosjekt/meld_endringer.html

Du må vente på svar fra NSD før endringen gjennomføres.

TYPE OPPLYSNINGER OG VARIGHET

Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 03.05.2021.

LOVLIG GRUNNLAG

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

PERSONVERNPRINSIPPER

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

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

DE REGISTRERTES RETTIGHETER

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 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).

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

OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

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

Appendix 3: Survey questions

Spørreundersøkelse – Student-Student interaction in an EFL classroom

Hei!

Du får nå en forespørsel om å gjennomføre denne lille spørreundersøkelsen fordi jeg har gjennomført noen par/gruppe øvelser hvor du har deltatt og snakket engelsk. Jeg setter pris på at du svarer så ærlig som mulig og utfyller så godt du kan.

Tusen takk!

Hilsen Astrid Haugland

ENGELSK SPRÅKET

Denne delen dreier seg om hva du tenker om engelsk som språk og faget engelsk.

1. Er du motivert for å lære engelsk?

- Ja
- Nei
- Vet ikke
- Noen ganger

2. Er engelsk andre språket ditt?

- Ja
- Nei

3. Synes du engelsk faget er vanskelig?

- Ja
- Nei
- Av og til

4. Hva synes du er vanskelig med engelsk faget?

5. Jeg blir generelt nervøs når jeg må snakke engelsk i klasserommet

- | Sterkt uenig
ikke | Uenig | nøytral | Enig | Helt enig | Vet
ikke |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. Jeg blir bare nervøs hvis jeg må snakke engelsk og jeg ikke er forberedt

- | Sterkt uenig
ikke | Uenig | nøytral | Enig | Helt enig | Vet
ikke |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Jeg liker å snakke engelsk i par/gruppe

- | Sterkt uenig
ikke | Uenig | nøytral | Enig | Helt enig | Vet
ikke |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

8. Jeg snakker mye engelsk i engelsktimene

Sterkt uenig Uenig nøytral Enig Helt enig Vet ikke

9. Jeg bytter ofte over til å snakke norsk i gruppearbeid/par arbeid

Sterkt uenig Uenig nøytral Enig Helt enig Vet ikke

10. Jeg vil helst si minst mulig i pararbeid/gruppearbeid

Sterkt uenig Uenig nøytral Enig Helt enig Vet ikke

AKTIVITETENE

11. Hvilken aktivitet synes du var gøyest og hvorfor?

12. Snakket du noen gang norsk i aktiviteten?

- Ja
- Nei

13. I hvilke situasjoner snakket du norsk?

14. Hvilken aktivitet tror du at du snakket mest norsk i?

- Alias
- Rollespillet
- Speed date/ diskusjonen
- Information gap

15. Hvilken aktivitet tror du at du snakket mest engelsk i?

- Alias
- Rollespillet
- Speed date/ diskusjonen
- Information gap

16. Hvilken aktivitet følte du deg mest nervøs/ utilpass i?

- Alias
- Rollespillet
- Speed date/ diskusjonen

- Information gap
- Følte meg aldri nervøs/utilpass
- Følte meg nervøs i alle

17. Hvilken aktivitet følte du at du bidro (snakket) mest i?

- Alias
- Rollespillet
- Speed date/ diskusjonen
- Information gap
- Bidro like mye i alle
- Bidro ikke i noen

18. Jeg synes det er bedre å snakke engelsk i rollespill fordi jeg være en annen person

Sterkt uenig	Uenig	nøytral	Enig	Helt enig	Vet ikke
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Jeg synes det er bedre å snakke engelsk når jeg slipper å sitte ved pulten min

Sterkt uenig	Uenig	nøytral	Enig	Helt enig	Vet ikke
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

20. Jeg synes det er bedre å snakke engelsk når jeg må lete etter svar som jeg ikke har men som partneren min har

Sterkt uenig	Uenig	nøytral	Enig	Helt enig	Vet ikke
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Jeg synes det er like vanskelig/lett å snakke engelsk uavhengig av aktivitet

Sterkt uenig	Uenig	nøytral	Enig	Helt enig	Vet ikke
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Hva synes du om pararbeid/gruppearbeid? Tenker du at du blir bedre til å snakke engelsk i slike situasjoner? Har du forslag til andre måter der du får snakket mer engelsk?

Tusen takk for hjelpen!
 Med vennlig hilsen
 Astrid Haugland

Appendix 4: Interview guide

Intervju guide

Deg selv

1. Hvilket språk snakker du hjemme?
2. Snakker du engelsk uten om engelsk timene?
3. Hvor motivert er du for skole?

Engelsk som fag:

4. Hva synes du om engelsk faget? (hva er vanskelig og hva er lett)
5. Hvordan er motivasjonen din for engelsk faget?
6. Hva tenker du om å snakke engelsk høyt så andre hører det?
7. Synes du selv at du snakker mye norsk i timene?
8. Når snakker du norsk?
9. Blir du noen gang nervøs i engelsk timen? Når?

Aktivitetene:

10. Hva synes du om aktivitetene vi har gjort?
11. Hvilken er din favoritt og hvorfor?
12. Hvilken øvelse følte du deg mest komfortabel og hvorfor?
13. Hvilken øvelse følte du du snakket mest engelsk?
14. Hva tenker du om å snakke engelsk i grupper?
15. Hvorfor tror du at du ikke liker/likes å snakke engelsk i gruppe?
16. Hva synes du om aktiviteter hvor du ikke trenger å sitte på plassen din?

Appendix 5: Speed dating discussion topics

Speed dating discussion topics

1. Should hands-free electronic devices be banned for drivers?
2. How does lack of enforcement contribute to distracted driving accidents?
3. Should pets be allowed to move freely in a moving vehicle? why/why not?
4. What do you do to protect your own privacy when you are online?
5. Is online privacy important to you? why/why not?
6. If you could travel anywhere, where would you go and why?
7. Tell about a time when you were really scared
8. What do you think about electric bicycles?
9. How did you find homeschooling?
10. What do you think about peer interaction?
11. Tell about the music you like to listen to
12. What is your dream?
13. What's your favorite food?
14. Pineapple on pizza?
15. Your hero
16. What do you think about the covid 19?
17. What was the best experience with your camping trip to Hellevika?
18. Do you ever buy some items second hand? What do you think about buying second-hand items?
19. If you could live anywhere in the world, where would it be?
20. What do you think about indigenous culture? Do you find it important to know about it? Why/why not?
21. What do you find most fun in English lessons?
22. What do you think about death penalty?
23. What do you know about apartheid?
24. What do you know about black lives matter?
25. What do you do to avoid covid 19?
26. What are some of the advice from FHI to help the society with covid 19?
27. Tell about your favourite music
28. What do you think about Trump?
29. Do you believe in life after death? Why/why not?
30. Do you believe in ghosts? Why/why not?

Appendix 6: Information gap Activity

Information Gap Activities – Traveling A

- 1) Talk with your group/partner and fill in the gaps. Your partner knows these answers, but you have to ask questions to find them. Write down the answers.

Pair Work (Student A)

A. Reading

You and your partner each have a travel guide listing several different vacation options. Some of the information is missing for each of your guides. Read your guide. Then work with your partner to complete Part B.

Sun & Sand Vacations	
<p>Hawaii</p> <ul style="list-style-type: none"> • _____ days for \$1,299 • Maui Grand Pacific Hotel (5-star) • Air, hotel, and ground transportation • _____ swimming pools, 4 tennis courts • 3 restaurants, casual and fine dining, poolside snack bar • Located right on the beach! 	<p>Mexico</p> <ul style="list-style-type: none"> • 14 days for \$1,699 • Acapulco Vacation Lodge (_____-star) • Air, hotel, and ground transportation • All-inclusive (meals, drinks, water, and beach sports) • Ocean view – across the street from the _____ • Children under 12 stay for free! (air only – \$499)
City Lights	
<p>Paris</p> <ul style="list-style-type: none"> • _____ days for \$1,599 • Air, hotel, and daily breakfast • Le Chateau – a charming little hotel in the heart of the _____ district • Enjoy the sights and sounds of the most romantic city in the world. • Shopping, museums, fabulous food, the Eiffel Tower, and much more! 	<p>London</p> <ul style="list-style-type: none"> • 7 days for \$_____ • Air and hotel • The Regal Palace – in the center of the theater district • See the Tower of London and Buckingham Palace. • Explore, experience history, enjoy!
Ski Package	Cruise
<p>Canadian Rockies</p> <ul style="list-style-type: none"> • 5 days for \$999 • Air, hotel, and bus from airport • Banff Inn – right on the _____ • Hiking, skiing, snowboarding, indoor pool, hot tub • Each room has a kitchenette and fireplace. • Daily ski lift ticket included! 	<p>The Caribbean</p> <ul style="list-style-type: none"> • 7-day cruise for \$_____ • Airfare to _____ • Stop in 7 ports • Swimming, tennis, nightly entertainment, fabulous dining – all included • Escape to tropical paradise!

- 2) Find the answers to the following questions. You may have some answers yourself, but your partner provides the rest.
- Which sun and sand vacation is longer?

- b. How much would a five-year-old have to pay for the Acapulaco Vacation?
What about a 14-year-old?
- c. Which city does the cruise leave from?
- d. What two tourist sites are mentioned in the London trip?
- e. How many dining choices do you have at the Maui Hotel?
- f. How much does the Canadian Rockies cost in Norwegian kroner?
<https://www.norges-bank.no/tema/Statistikk/Valutakurser/?tab=currency&id=USD>
- g. Which of these vacations would you go to, and why?

Information Gap Activities – Traveling B

- 1) Talk with your group/partner and fill in the gaps. Your partner knows these answers, but you have to ask questions to find them. Write down the answers.

Pair Work (Student B)

A. Reading

You and your partner each have a travel guide listing several different vacation options. Some of the information is missing for each of your guides. Read your guide, then work with your partner to complete Part B.

Sun & Sand Vacations	
<p>Hawaii</p> <ul style="list-style-type: none"> • 7 days for \$1,299 • Maui Grand Pacific Hotel (____-star) • Air, hotel, and ground transportation • 3 swimming pools, 4 tennis courts • ____ restaurants, casual and fine dining, poolside snack bar • Located right on the beach! 	<p>Mexico</p> <ul style="list-style-type: none"> • ____ days for \$1,699 • Acapulco Vacation Lodge (3-star) • Air, hotel, and ground transportation • All inclusive (meals, drinks, water and beach sports) • Ocean view – across the street from the beach • Children under 12 stay for free! (air only – \$____)
City Lights	
<p>Paris</p> <ul style="list-style-type: none"> • 10 days for \$1,599 • Air, hotel, and daily breakfast • Le Chateau – a charming little hotel in the heart of the shopping district • Enjoy the sights and sounds of the most ____ city in the world. • Shopping, museums, fabulous food, the Eiffel Tower, and much more! 	<p>London</p> <ul style="list-style-type: none"> • ____ days for \$1,050 • Air and hotel • The Regal Palace – in the center of the ____ district • See the Tower of London and ____. • Explore, experience history, enjoy!
Ski Package	Cruise
<p>Canadian Rockies</p> <ul style="list-style-type: none"> • ____ days for \$999 • Air, hotel, and bus from airport • Banff Inn – right on the edge of downtown • Hiking, skiing, snowboarding, indoor pool, hot tub • Each room has a kitchenette and fireplace. • Daily ski lift ticket included! 	<p>The Caribbean</p> <ul style="list-style-type: none"> • 7-day cruise for \$1,300 • Airfare to Miami • Stop in ____ ports • Swimming, tennis, nightly entertainment, fabulous dining – all included • Escape to tropical paradise!

- 2) Find the answers to the following questions. You may have some answers yourself, but your partner provides the rest.
- a. Which sun and sand vacation is longer?
 - b. How much would a five-year-old have to pay for the Acapulco Vacation?
What about a 14-year-old?
 - c. Which city does the cruise leave from?
 - d. What two tourist sites are mentioned in the London trip?
 - e. How many dining choices do you have at the Maui Hotel?



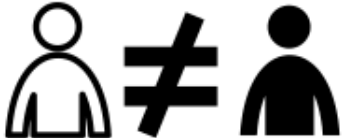
f. How much does the Canadian Rockies cost in Norwegian kroner?


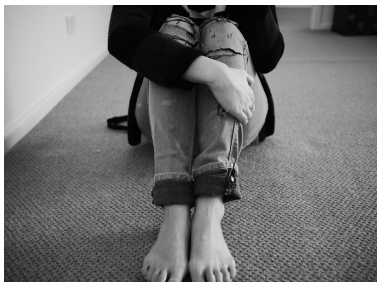


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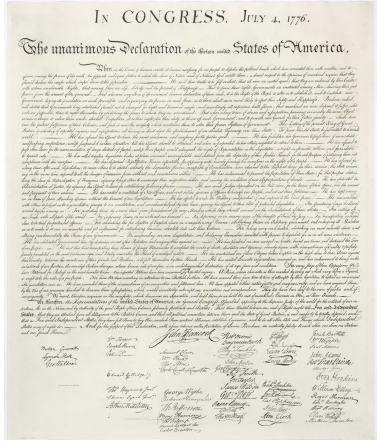




[bank.no/tema/Statistikk/Valutakurser/?tab=currency&id=USD](https://www.norges-bank.no/tema/Statistikk/Valutakurser/?tab=currency&id=USD)

g. Which of these vacations would you go to, and why?

Appendix 7: Word puzzle

Assimilate	The process of becoming a part, or making someone become a part, of a group, country, society, etc.	
Equal opportunity	The concept of treating all people the same.	
Racism	Policies, behaviours, rules, etc. that result in a continued unfair advantage to some people and unfair or harmful treatment of others based on race	

<p>Apartheid</p>	<p>(Especially in the past in South Africa) a political system in which people of different races are separated</p>	
<p>Vulnerable</p>	<p>Able to be easily physically, emotionally, or mentally hurt, influenced, or attacked</p>	
<p>Forgiveness</p>	<p>The act of forgiving or the willingness to forgive</p>	
<p>Genocide</p>	<p>The murder of a whole group of people, especially a whole nation, race, or religious group</p>	
<p>Neglect</p>	<p>Lack of care and attention</p>	

<p>Declaration</p>	<p>An official announcement</p>	
<p>universal</p>	<p>Involves everyone</p>	
<p>violation</p>	<p>An action that breaks or acts against something, especially a law, agreement, principle, or something that should be treated with respect</p>	
<p>slavery</p>	<p>The activity of legally owning other people who are forced to work for or obey you</p>	
<p>Demonstrations</p>	<p>A public meeting or march that protests or raises awareness about an issue</p>	

Appendix 8: Role cards

Student A:	You were a witness to an accident between a cyclist and a motorist. A police officer comes to your home to ask you about the accident. Explain that the motorist turned right on a red light when the way was not clear. Provide a description of the bike, cyclist and a car.
Student B:	You are a police officer. You are visiting a witness to get a statement about an accident between a cyclist and a motorist. Ask the witness what he/she saw. Then ask the witness to provide a description of the bike, cyclist and car. ask the witness to be as detailed as possible.

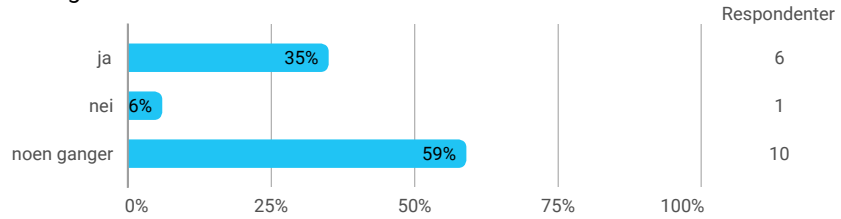
Student A:	You are an emergency telephone operator. You are at your desk, waiting to assist the next caller.
Student B:	You are out golfing and your partner suddenly grabs his/her chest and falls to the ground. She/he is not breathing. You decide to call the emergency medical service (Student A) for help.

Student A:	You are ordering a meal at a restaurant. Ask about the specials. Describe your food allergy and request a substitution.
Student B:	You are taking an order at a restaurant. Tell the customer what the specials are. Help the customer solve his/her problem by offering a substitution of one ingredient in the special. Try to get your customer to order an appetizer.

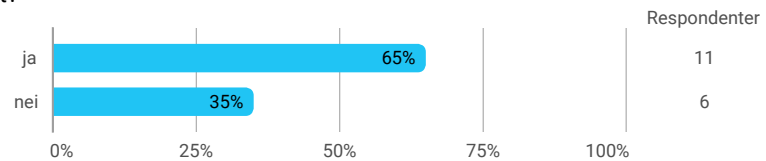
Student A:	You are a teenager flying out of the country for the first time. You receive a declaration form on the plane. You aren't sure what to do. Aske the flight attendant for help. Explain that it's your first time traveling abroad. Ask for a pen too.
Student B:	You are a flight attendant. A young passenger doesn't know what to do with the declaration form. Explain that he/she needs to fill in his/her home address, destination, and value of any goods he/she is bringing into the country. Advise the teen to use clear writing and capital letters.

Appendix 9: Survey answers

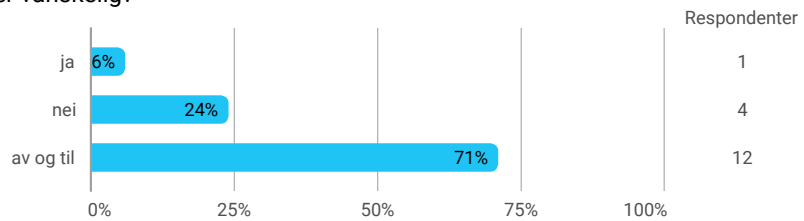
Er du motivert for å lære engelsk?



Er engelsk andre språket ditt?

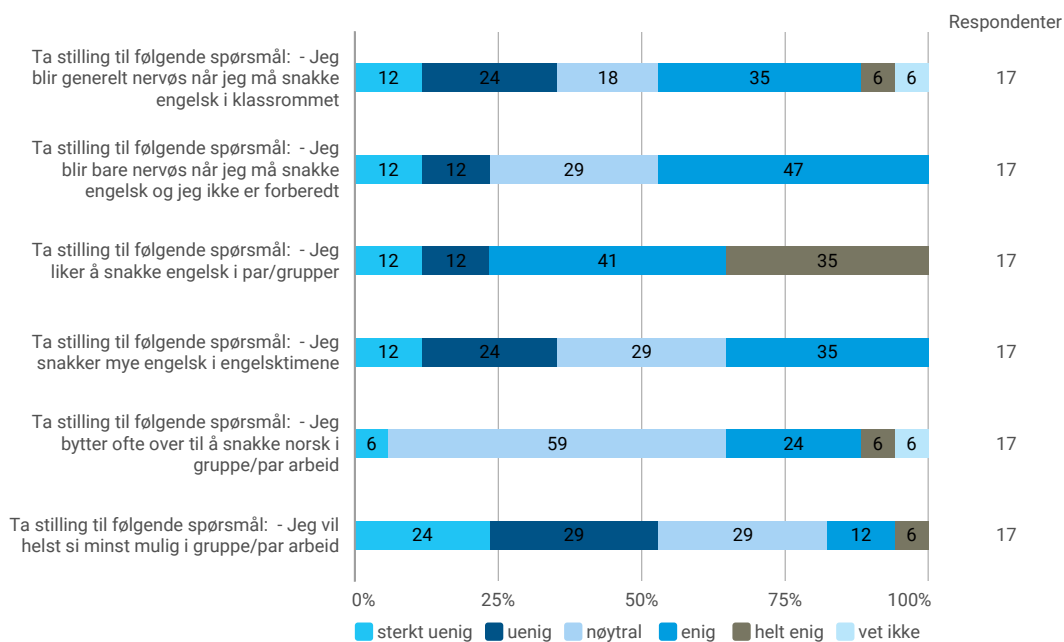


Synes du engelsk faget er vanskelig?

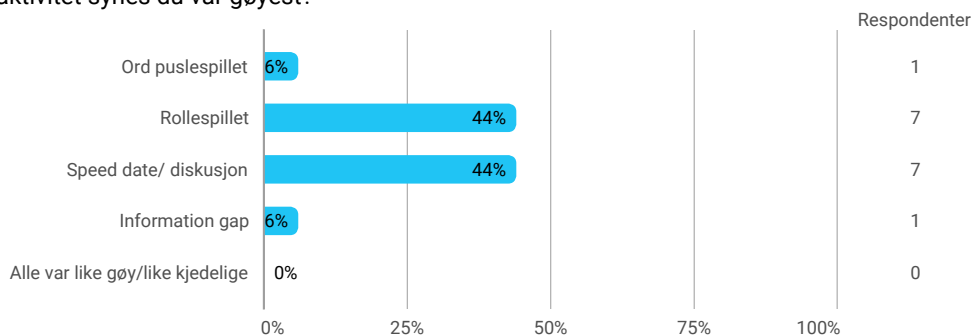


Hva synes du er vanskelig med engelsk faget?

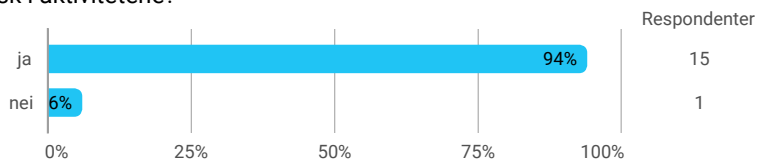
- dh
- Grammatikk
- Vet ikke
- Usikker
- når det er vanskelig er det fordi det er vanskelige ord. Eller bare om det er en avansert oppgave jeg ikke forstår.
- Jeg synes ikke engelsk er vanskelig.
- Ingenting
- det er vanskelig å snakke med vanskelige ord og å skrive i riktige tider og finne riktige ord.
- Snakke i langtid
- Og skrive på engelsk
- Jeg syntes at grammatikken kan være litt vanskelig også det å skrive en hel setning uten at det er grammatiske feil.
- Jeg vet ikke
- Uttale anskelige ord riktig eller forstå ord jeg ikke kan så godt fra før av
- hvis vi skal skrive lange tekster eller at det er ord jeg ikke forstår
- grammatikk
- Jeg synes ikke det er så vanskelig
- ikke no



Hvilken aktivitet synes du var gøyest?



Snakket du noen ganger norsk i aktivitetene?

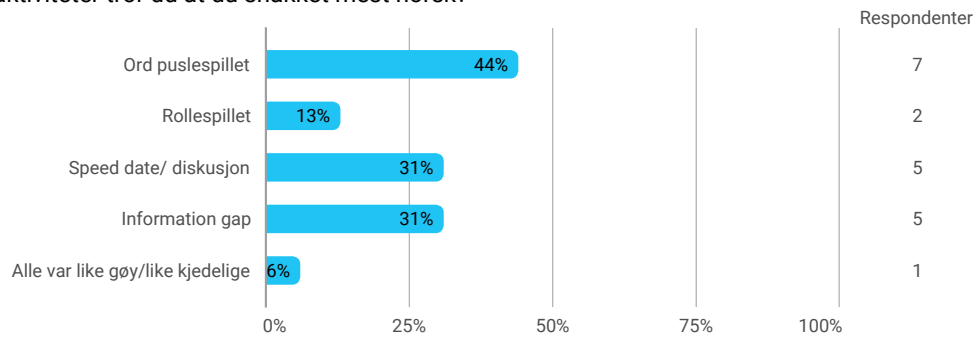


I hvilke situasjoner snakket du norsk?

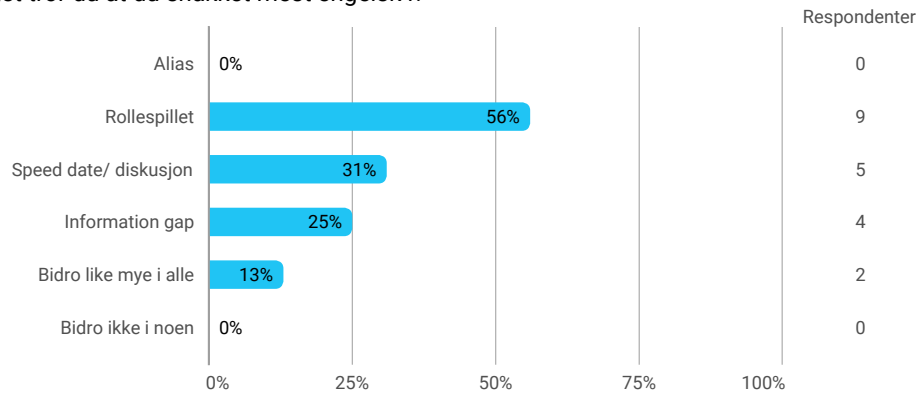
- Når jeg ikke viste hva jeg skulle si
- Når jeg ikke visste hva et ord het på engelsk.
- De fleste egentlig men snakket mest engelsk
- Når jeg ikke gidder å snakke engelsk og bare ikke kan ordene
- Når jeg skulle spør om noe, eller da det var noe jeg ikke skjønnte og var usikker på hvordan man sier det på engelsk.
- Når jeg ikke forsto noe, eller hvis jeg glemte meg
- når jeg ikke visste hva det engelske ordet var
- Når vi ikke viste hva noe betydde
- Når jeg blir lei av engelsk eller ikke vet ordet, jeg vil komme fram til
- Jeg snakket mest engelsk i oppgaven information gap, men jeg prøve å unngå så mye som mulig å snakke engelsk.

- Når vi ikke holdt på med oppgaven og når jeg spurte om hjelp
- snakket litt når jeg skulle spørre astrid om noe
- jeg snakket norsk når jeg ikke forstod hva jeg skulle gjøre eller når jeg liksom var ferdig
- når jeg ikke visste hva et ord betydde
- Når noen andre ikke forsto engelsk ordene
- om jeg glemte hva ordet var

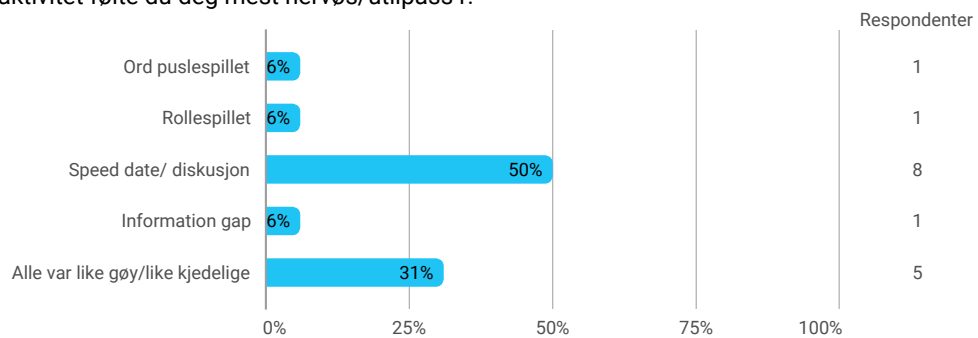
I hvilke aktiviteter tror du at du snakket mest norsk?



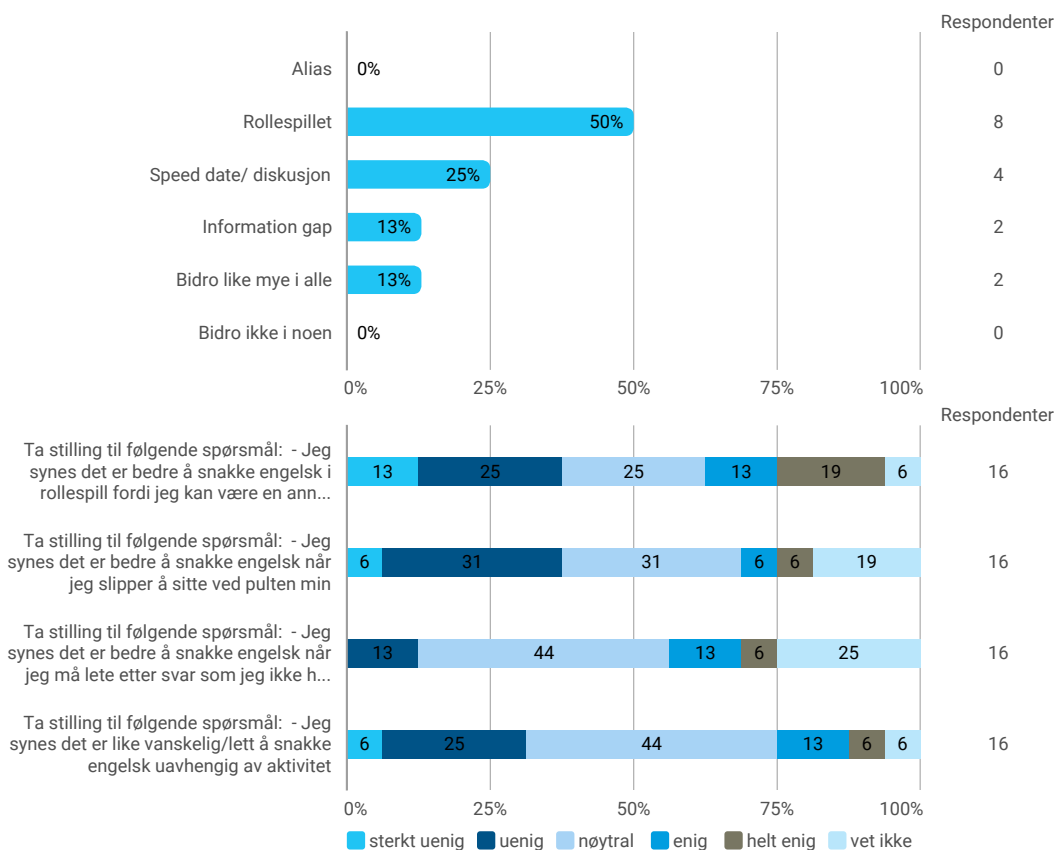
I hvilke aktivitet tror du at du snakket mest engelsk i?



Hvilken aktivitet følte du deg mest nervøs/utilpass i?



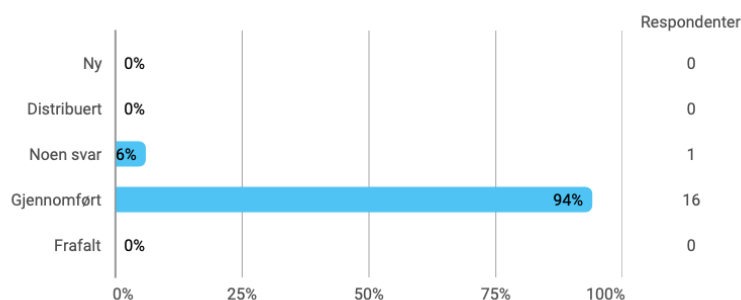
Hvilken aktivitet følte du at du bidro (snakket) mest i?



Hva synes du om gruppearbeid/pararbeid? Tenker du at det blir bedre å snakke engelsk i slike situasjoner? Har du forslag til andre måter der du får snakket mer engelsk?

- Jeg syntet det er gøy og jeg tror jeg lærer mer av det
- Gruppearbeid er gøy. Jeg tror at jeg blir bedre i engelsk når vi jobber i grupper. Nei.
- Jeg tenker det er bra med gruppearbeid og pararbeid
- jeg kan snakke engelsk men synes det er skikkelig ekkelt og ubehagelig, men om jeg snakker med folk jeg er komfortabel rundt går det fint
- gøy. mer rollespill. kanskje lage sanger på engelsk?
- Ja, snakker mye engelsk. Syns deg er mye bedere å jobbe i grupper
- jeg synes gruppearbeid er helt topp og jeg liker det godt å, og jeg ønsker mer gruppearbeid
- Jeg liker bedre når vi snakker i par eller grupper fordi det ikke er like mange personer
- Ja jeg blir bedre i engelsk da.
- Jeg syntet det var gøy oppgaver og jeg tror at jeg kan bli bedre til å snakke engelsk om vi har flere slike oppgaver.
- Jeg liker ikke så godt gruppearbeid med mindre det er noen jeg kjenner godt jeg snakker med
- vet ikke
- Jeg føler jeg får snakket mer engelsk når jeg er med noen som jeg er vant til å snakke mye med og kjenner godt
- pararbeid er snasent
- Ja
- ok

Samlet status



Appendix 10 Survey Q13

In which situations did you talk Norwegian?

Q13: In which situations did you talk Norwegian?

Respondents	Open answer
1	<i>“When I didn’t know what to say”</i>
2	<i>“When I didn’t know what the word was in English”</i>
3	<i>“Most of the situations, but I spoke mostly English”</i>
4	<i>“When I didn’t bother to speak English, and when I didn’t know the words”</i>
5	<i>“When I was asking about something, or when I didn’t understand and was unsure how to say it in English”</i>
6	<i>“When I didn’t understand, or I forgot to speak English”</i>
7	<i>“When I didn’t know the English word”</i>
8	<i>“When I didn’t know the English word”</i>
9	<i>“When I was tired of speaking English or didn’t know the word, I wanted to”</i>
10	<i>“I used English most in the information gap task, but I tried as much as possible to speak English”.</i>
11	<i>“When the task was done or when I asked the teacher for help”</i>
12	<i>“I spoke some Norwegian when I had to ask *name of the teacher* for help”</i>
13	<i>“I spoke Norwegian when I didn’t understand what to do or when we were done with the task”</i>
14	<i>“When I didn’t know the words”</i>
15	<i>“When my peer didn’t understand the English words”</i>
16	<i>“If I forgot about the English word”</i>
