Students' Attitudes Towards Speaking English in the Classroom

A mixed methods study investigating causes and prevention of unwillingness to communicate

WALTER BJØRKMANN

SUPERVISOR

Ingrid Kristine Hasund

Abstract

Communication is considered an essential part of the English subject, yet teachers often find it challenging to encourage their students to speak English. While there is a lot of research on willingness to communicate in the EFL classroom and how teachers can increase participation, little research has been done on students' attitudes towards this issue. Therefore, the current study investigates students' obstacles when speaking English and how they think teachers could improve the communicative classroom environment. The results show that students may feel embarrassed or uncomfortable when speaking English and tend to use Norwegian instead. However, students believe that teachers, by speaking more English and using content-focused tasks, can create a safe speaking environment and significantly improve their language skills.

Table of contents

1.0 Introduction

1.1 Background

Speaking is one of the four basic skills in the Norwegian English curriculum, and it is key to accessing a multicultural and globalised society. The curriculum underscores the importance of communication, stating that it equips students to interact with others, locally and globally, irrespective of cultural or linguistic differences (Ministry of Education and Research, 2019). Speaking English is seen as an advantage in both school and society. However, despite this emphasis, many English teachers in Norway struggle to get students to speak English in the classroom. This issue is not unique to Norway, and "in language classrooms all over the world teachers struggle to get learners to talk in the target language" (Yashima et al., 2018, p. 116). Therefore, the question of how to encourage students to speak has been a long-standing and significant topic of discussion.

A reluctance to speak not only decreases the production of the target language but limits the very essence of why we need English: to be able to communicate. It is essential to speak the language to learn it and actively participate in the learning process (Vygotskij & Kozulin, 1986). As opposed to passive input, producing the target language pushes the learner to process the language more deeply and exposes shortcomings in one's language competence (Swain, 2000; Zaccaron, 2018). It is, therefore, important that students not only get exposed to English but produce it. It is believed that the best way to learn a language is to use it for its intended purpose: communication (Yule, 2014). By using the language, students can subconsciously acquire it (Krashen, 1987).

Much research examines what causes willingness to communicate (WTC) in a foreign language and how this affects learning. Many studies from different countries point to motivation, self-image, students' perceived level of proficiency, and other personal and situational factors affecting the students' willingness to communicate (MacIntyre, 2020; Yashima et al., 2018; Zhou, 2015). In the Norwegian context, Horverak et al. (2022) investigated what affects oral participation and gathered data on students' attitudes towards speaking English. Norderud (2017) and Austnes (2020) (master's theses) also investigated the variables that affect Norwegian students' WTC. However, researchers differ on how these obstacles should be alleviated. Positive self-talk (Young, 1991), having the students work together in groups (Austnes, 2020; Baran-Łucarz, 2014; Norderud, 2017), giving them tools for identifying what to improve (Horverak et al., 2022), or rating their self-perceived proficiency (Liu & Jackson, 2008) are all suggestions for motivating and comforting students

to speak more in the English as a foreign language (EFL) classroom. Knowing the different variables that hinder students' desire to speak is essential before choosing how to alleviate them.

Research also exists on teachers' and students' attitudes towards speaking the target language in the English classroom. Zaccaron (2018) found that repetition is a good tool for increasing oral competence, consequently making students better suited to talk in different situations. Zhou (2015) found that many students value speaking skills more than the other core elements of English, and Scheffler et al. (2017) reported that Norwegian students are positive about including their first language in English lessons. It reportedly creates a low-anxiety classroom environment, a crucial component if one wants students to talk. Therefore, there are suggestions for increasing oral participation and reports of students' attitudes towards speaking skills and using their first language in the EFL classroom.

However, there needs to be more research on students' attitudes towards what decreases their willingness to speak English with peers and what students believe the teacher should do to combat this. While there are existing studies on the causes of reluctance to speak and suggestions for increasing oral activity in the target language, few delve into students' perspectives. Even less research has been done on this in the Norwegian school context. The present study will, therefore, investigate these two research questions:

1. "What do 8th-grade students think causes a reluctance to speak English?"
2. "What strategies do students believe can be employed in the EFL classroom to increase English oral production?"

1.2 Aims of the Study

Throughout the teacher education program, when teaching English in practice periods, I learned that getting students to speak English in class and in groups was a challenge. Several teachers shared this challenge and expressed opinions on why students were reluctant to talk in class. This problem would arise, especially when the students were asked to work together and discuss different topics. Students tended to code-switch to Norwegian when the teachers were not hovering over them. This study will, therefore, place extra emphasis on student interactions and explore student attitudes towards how teachers can facilitate a more open and unrestrained use of the target language in communicative settings.

1.3 Outline

This study is divided into four parts. Chapter 2 presents the study's theoretical background and reviews previous research on the theories. Chapter 3 presents the mixed-methods approach for data collection and analysis. The methods are discussed, their advantages and disadvantages elaborated, the participants are presented, and a brief survey overview is included. Chapter 4 presents the most notable findings from the preliminary interview and the survey. The findings are grouped, and the quantitative and qualitative results are presented thematically. Chapter 5 discusses the findings from the present study, considering previous research and how they answer the research questions. The conclusion presents the study's most important findings and suggests further research in the field.

2.0 Theoretical Background

This Chapter sets the theoretical foundation for the paper. Section 2.1 presents pedagogical and language learning theories, including the central concept of WTC in the EFL classroom. Then, in Section 2.2, previous research on the presented pedagogical and language learning theories is presented, some essential emotional and environmental factors that affect students' desire to speak are elaborated on, and lines to Norwegian classroom research are drawn. Research on the role of first language (L1) use in the second language (L2) classroom is also discussed. The theories are chosen for their relevance to the topic and to help structure, analyse and discuss the findings in the present study.

2.1 Language Learning and Pedagogical Theories

First, the concept of WTC and how it is used in the L2 context is presented. It is then essential to view classroom research through the lens of social, learning, and language development theories. The study's theoretical foundation is based on theories such as Vygotsky's Sociocultural Learning theory (1986), Krashen's input hypothesis and affective filter (1987), and Swain's output hypothesis (2000). These theories help us understand student behaviour and language development and emphasise the significance of communication. In addition to looking at how the social aspects affect students' willingness to communicate in the target language, it is also essential to consider why students should practice speaking. Different models for learning languages and other practices have been used throughout the years. There are also distinctive differences between learning an L1 and an L2 language. While there are differences, most theories and models agree on at least one

thing: communication is essential. This Section examines relevant parts of the theories and draws lines to the current Norwegian English curriculum (LK20).

2.1.1 Willingness to Communicate and the WTC Pyramid

Willingness to communicate (WTC) is a model from the 1980s initially targeting predictions for communication in the L1 (MacIntyre et al., 1998). It was initially viewed as a trait and a stable individual difference variable; individuals either talk a lot or little (MacIntyre, 2020). WTC was conceptualised "as the probability of engaging in communication when free to choose to do so" (MacIntyre et al., 1998, p. 546). WTC is affected by many variables, such as self-esteem, perceived proficiency, and discourse language. However, MacIntyre et al. (1998) emphasise crucial differences between WTC in L1 and L2. There are significantly more variables affecting WTC in L2, primarily due to the uncertainty inherent to L2 communication. They mention that one difference is most apparent in adult language learners because, unlike the first language, where proficiency often correlates to age, proficiency in the second language can vary from no competence to fluent speakers of the same age. MacIntyre et al. (1998) reviewed existing literature on WTC and proposed that there were over 30 variables affecting WTC in a foreign language. They further mentioned how individual and situational factors were revealed when viewing WTC as a personal and individual construct. Viewing how situational and personal characteristics affect FL learners' WTC applies well to pedagogical and practical use for teachers. MacIntyre et al. (1998) version of the model predicts how probable it is that a learner will use the target language in authentic interaction with another person.

The study by MacIntyre et al. (1998) shows that high proficiency and excellent target language communication skills only sometimes result in WTC. Many learners considered less proficient in the language may engage in TL communication more often than more experienced users. The concept is complex, and to visualise its complexity, the researchers created a heuristic model of the different components of WTC and what lies beyond L2 communication, which is layer 1 in the pyramid (see Figure 1).
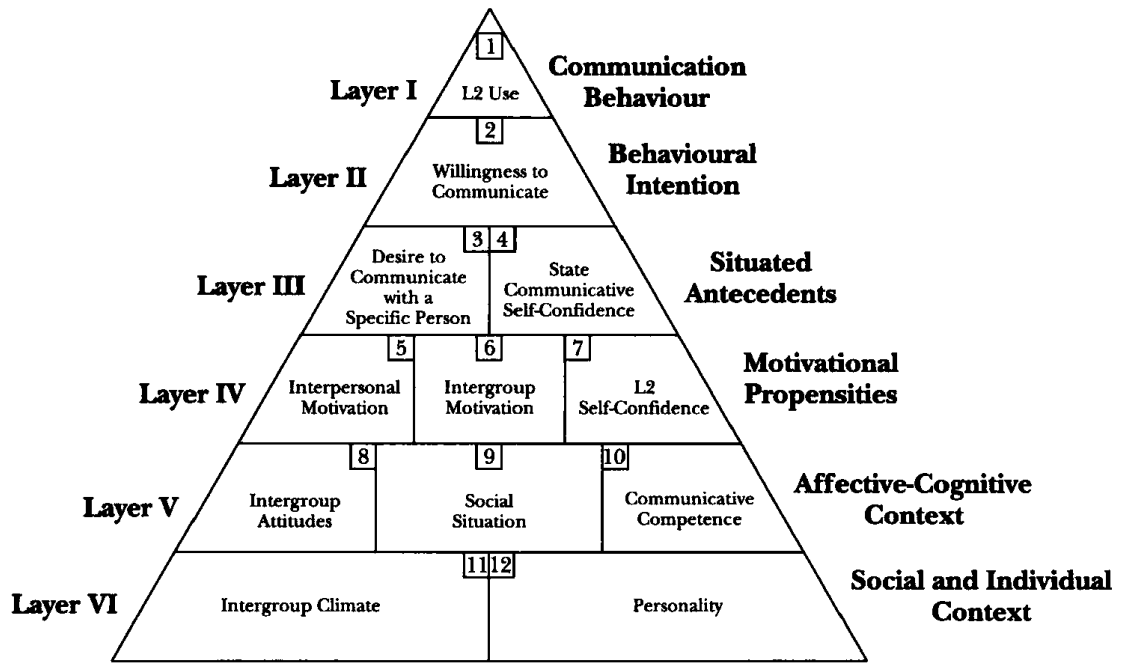
Figure 1: Heuristic Model of Variables Influencing WTC (MacIntyre et al., 1998, p. 547)

The model shows six levels, from communication behaviour to social and individual context, each level including predictors for L2 use. The layers of the pyramid are organised by time and breadth of concept, meaning that the bottom layer (Layer VI) represents long-term, stable processes. These changes very little, if at all. Further up in the pyramid are more volatile processes, which can change quickly. The model illustrates how, for example, the social situation may hinder WTC even if other characteristics are in place, such as communicative competence. "Combining the notion of having something to say with the self-confidence to say it creates the behavioural intention to communicate at a particular time, which by definition is WTC" (MacIntyre, 2020, p. 115).

This model can be used to structure and analyse research on WTC, and many of the model's perspectives are included in this study's research. The model provides a framework for considering why a person is willing to talk or not in the EFL classroom. Individuals with low WTC tend to shy away from conversation when possible. "By considering why a person is willing to talk at one time and not another, we can appreciate the important factors influencing classroom communication and "real world" contact" (MacIntyre et al., 1998, p. 558).

2.1.2 Sociocultural Learning Theory

The research topic cannot be viewed without Vygotsky's view on learning as a social process. It is essential to look at the social aspects and students' interactions to understand the dynamics of language learning and communicative situations in general. Children are shaped through their social interactions throughout childhood, and the environment in which they grow up heavily influences most children's identity (Imsen, 2014). According to Sociocultural Learning theory, we are a part of and affected by an environment and cannot be separated from it (Castanelli, 2023).

Vygotsky claims that learning happens in interaction with society. He emphasises the significant role of communication and how individuals experience society through language. Vygotsky holds that language serves a communicative and reflective purpose (Imsen, 2014). Learning how to communicate is therefore crucial in meeting with others, and it is with others that communication is learned (Lyngsnes & Rismark, 2014). Vygotsky emphasises that the primary function of speech is communication (Vygotskij & Kozulin, 1986), which further supports the importance of learning how to speak English in various situations.

Through social interaction, Vygotsky states that knowledge has an internalisation process, and learning occurs when a person is in what he calls the *Zone of Proximal Development* (ZPD) (Alkhudiry, 2022). This process engages when an individual collaborates with a more 'knowledgeable other', for example, a teacher or peer. Later research on collaborative learning also suggests that individuals of the same competence can achieve learning in the ZPD (see Section 2.2.4, research on language output). In this zone, the individual cannot access the information alone but needs support to internalise it. What you already know or can achieve is what Vygotsky calls the *Zone of Achieved Development* (ZAD); tasks can be completed without help. However, no learning occurs in this zone (Lyngsnes & Rismark, 2014). Once the information is internalised, it becomes 'internally available', meaning that it is accessible and can be used without the help of others. In other words, the information is learned and becomes a part of the ZAD. This is both a model of the internalisation process and a guideline for teachers to expand the student knowledge base (Alkhudiry, 2022). According to Lyngsnes and Rismark (2014), teachers should constantly tailor the learning environment to get students in the ZPD.

Vygotsky also focuses on the close relationship between thoughts and language, linking the cognitive processes to the communicative. It would be wrong to regard thought and speech as separate units. "A word without meaning is an empty sound, no longer a part of human speech" (Vygotskij & Kozulin, 1986, p. 6). Throughout his theory, Vygotsky

emphasises that the development of meaning and thought occurs in interaction with others and is a historical product of human development (Vygotskij et al., 1962). This stands in contrast to earlier theories about learning, where learning is viewed as an isolated process in the head of the learner. Piaget's cognitive learning theory is an example of this. Instead, Vygotsky emphasises the importance of engagement, communication, and social interaction in learning (Lyngsnes & Rismark, 2014).

According to Vygotsky's theory, an individual learns and develops through interaction. To learn a skill, one must engage in authentic practice (Castanelli, 2023). His theory can, therefore, be linked to context-based language learning and introduces practical L2 instruction methods (Alkhudiry, 2022). Students will learn content and communicative skills by communicating in the targeted language. If something is difficult, they can learn from interaction with others. According to Vygotsky's theory, the answers should not be given straight away to the learner. However, through hints and tips, you guide the learner to achieve the goal or overcome the obstacle, and this is what Vygotsky calls *scaffolding* (Lyngsnes & Rismark, 2014, p. 70). By using scaffolding, the students can be supported in the learning process, and combined with active engagement, it creates a good foundation for learning. The best learning happens when the learner interacts with the cultural environment of the practice, with the guidance of others (Alkhudiry, 2022; Lyngsnes & Rismark, 2014).

According to Sociocultural Learning theory, learning is enhanced through active participation by the learner. Although the learner is active, the learning outcome is only sometimes intentional. Where there appears to be an absence of intended learning, "there will still be other learning" (Castanelli, 2023, p. 383). This means that not just teaching and activities designed for learning yield results, but all activities are learning. From a sociocultural viewpoint, learning is integral to the learning environment, which shows the importance of looking at the context. A student learns through interaction, and all activities facilitate learning, though not always the intended learning outcomes.

2.1.3 Krashen's Theory of L2 Acquisition

Stephen D. Krashen is a well-known name in language theory. His work, especially on language acquisition, the input hypothesis and the affective filter, has affected language teaching practices in Norwegian schools. His theory on language development provides knowledge on how to facilitate language learning and in which environments it occurs. He presents five hypotheses: the acquisition-learning, monitor, input, affective filter, and the natural order hypothesis (Krashen, 1987). The following three Sections will focus on the

acquisition-learning, input, and affective filter hypotheses that are the most relevant to the present study.

2.1.3.1 Acquisition-Learning Hypothesis

Krashen distinguishes between learning a language and acquiring a language. Language learning is a conscious process of developing language competence. This includes learning grammar, rules, and pronunciation and being able to talk about them. It is the process of ambulating essential knowledge about the language (Krashen, 1987; Yule, 2014). The second way is language acquisition, a subconscious process where the learner 'picks up' the language. The word acquisition refers to knowledge built up over time, often in the absence of a teacher (Yule, 2014). This happens when the learner is exposed to the target language. The learner is not usually aware of the process, only aware that they use the language for communicative purposes (Krashen, 1987). Language acquisition happens when communicating because that is what the language is designed for. As a result, Krashen says that acquired language is often used subconsciously compared to learned language. This is usually expressed when you have a 'feel' for correctness and cannot explicitly tell what rule was violated (Krashen, 1987).

2.1.3.2 The Input Hypothesis

The *input hypothesis* explains when a learner acquires language. If the competence level is 'i', Krashen states that the acquirer understands i + 1. 'Plus one' is knowledge "a little beyond" an individual's current competence level (Krashen, 1987, pp. 20-21). Much like Vygotsky's ZPD, this is a model for how individuals gain knowledge. The biggest difference between the two models is that Krashen's does not require interaction with another person. He looks at how we perceive language instead and holds that we use more than the elements in the language we understand, like utilising the context of language elements (Krashen, 1987). For example, if a person were presented with a sentence including one unknown word, he might still be able to decipher the sentence's meaning based on the context.

Vygotsky and Krashen emphasise the environment and its effect on the learner. They view language as the key to knowledge, and by communicating with others, we facilitate learning. They have also created widely used frameworks for language learning and describe how students must be challenged to progress in L2 learning.

An extreme version of the input hypothesis suggests that one can acquire a language without communicating at all and that input alone is enough. Krashen (1987) writes that other

theories often suggest that to become fluent in the target language, one must first learn the language's structures and then practice communication. The input hypothesis disagrees and holds that an individual can become fluent if one goes for meaning first and receives comprehensible input (Krashen, 1987).

However, other parts of Krashen's theory are less extreme and include communication as an essential part of language acquisition. He holds that i + 1 will be provided automatically when communication is successful. Communication is successful when it is understood and there is enough of it. Therefore, he emphasises that comprehensible input comes naturally and should not be forced. In addition, the theory states that the production of the target language emerges and is not taught directly. This moderates the hypothesis compared to the extreme version but still emphasises the importance of receiving content that challenges the receiver yet is understandable through context and extra-linguistic information (Krashen, 1987).

2.1.3.3 The Affective Filter Hypothesis

The Affective filter (AF) is a hypothesis proposed by Krashen in 1985 stating how affective variables relate to second language learning. In short, emotional factors can distract a learner while engaged in a second language activity, hindering success in acquisition (Krashen, 1987). Yule (2014) explains affective factors as a type of emotional reaction caused by, for example, dull textbooks, the classroom environment or student's self-consciousness. They are negative feelings that can cause barriers to acquisition. Krashen mentions that most of the factors in studies of this hypothesis fit into three categories: Motivation, Self-confidence and Anxiety. High levels of motivation and self-confidence and low levels of Anxiety often relate to good results in second language acquisition. Conversely, low self-esteem and motivation and high levels of anxiety trigger the affective filter and create a "mental block" harming language acquisition (Lemana et al., 2023, p. 91).

Krashen has several places hypothesised that the AF relates to language acquisition rather than the learned system. That is because affective factors often interfere in communicative situations that require the use of acquired language. He holds that other activities are not always similarly affected by the factors (Krashen, 1987). Learners who are stressed, uncomfortable or in an unsafe environment generally perform worse in TL communicative situations. Affective variables have a limited constraint on children as they quickly overcome their inhibitions. As they grow older, however, they become more self-conscious (Yule, 2014). Therefore, teenagers in 8th grade are often influenced by emotion in

different settings, which is vital to be aware of when planning EFL lessons. It is also important to emphasise the choices the teacher can make to alleviate the challenges highlighted in the AF theory.

2.1.4 The Output Hypothesis

Swain (2000) advocates for more production in L2 learning, highlighting in her research the importance of target language output. Her earlier works on the theory were influenced by cognitive theory. However, her later research has also been influenced by the sociocultural perspective, suggesting collaborative dialogue to be effective in L2 acquisition (Lightbown & Spada, 2021). Swain (2000) holds that output pushes learners to process the language more deeply, requiring more cognitive effort than input. She holds that Krashen's input hypothesis is insufficient when explaining L2 acquisition and that students must produce pushed output to become fluent (Zaccaron, 2018). Swain's research links to Vygotsky's sociocultural theory regarding the theory's views on interaction and active engagement. In both theories, active engagement from the learner is a vital part of the learning process. To produce, the learner must do something. It is no passive process and differs from input in that the learner is in control (Swain, 2000).

One benefit of producing language in the learning process is that it makes learners aware of knowledge gaps and differences from L1 to L2 (Zaccaron, 2018). For example, there may be expressions or words in the first language that, when learners try to produce in English, they notice a "hole" in their interlanguage (Swain, 2000, p. 100). In addition, when speaking the internal language spontaneously, the learner often experiences pronunciation and sentence structure difficulties. Verbalisation is, therefore, not just a tool for research, but it has significant consequences for language acquisition (Swain, 2000). Swain holds that the research on output gives additional reasons for encouraging collaborative work among students (see Section 2.2.4).

The output hypothesis encourages communicative approaches to language learning as a reaction against 'pattern practice'. By using the language for its intended purpose, communication, and focusing on function rather than form, the learner is believed to acquire language more effectively (Yule, 2014). Swain believes, therefore, that language acquisition takes effect when communicating in the target language. In addition, language becomes familiar through the production process.

2.2 Previous Research on L2 Communication

As established, affective variables are an important part of WTC and a determining factor for L2 communication. This section discusses, therefore, relevant research relating to WTC, L2 communication, emotions, and the theories previously presented in Section 2.1. Section 2.2.1 presents research on WTC, followed by research on FLA and other relevant affective variables in Section 2.2.2. How the research suggests negative emotions in the L2 environment should be reduced is included in Section 2.2.3, research on the importance of L2 output in Section 2.3.4, and studies from the Norwegian context are presented in Section 2.3.3. Lastly, international and Norwegian studies on using L1 in the L2 classroom are presented in Section 2.3.4.

2.2.1 Research on Willingness to Communicate

Most of the studies done on WTC are from countries with a different teaching tradition than Norwegian schools, which is essential to remember in the present study (Austnes, 2020).

Yashima et al. (2018) conducted an intervention in a Japanese EFL classroom with 21 first-year university students to improve the student's listening and speaking skills in English. The research focused on WTC and the interplay between individual characteristics and the environment. Each lesson was structured the same: Students studied a textbook for the first half of the lesson and participated in a whole-class 20-minute discussion about the studied text, followed by 10 minutes of reflection. Before the discussions, students were given the opportunity to discuss the assigned topic in groups of 3-6 people, with each group assigned randomly to practice speaking with different individuals. During the discussions, the teacher kept communication control at a minimum, avoiding IRF (Initiation, Response, Feedback) patterns. All 21 students took part in the whole-class discussions. The results revealed that the students communicated much more in English than measured previously, which showed that the teaching method significantly affects oral participation. By combining different communicative tasks, TL speaking among students increased. When students were given more control over the communicative situation, attitudes changed, and students who were previously reluctant to speak acknowledged the value of communicating (Yashima et al., 2018).

As the age of the students and the country in which the study took place differ from a Norwegian 8th-grade context, the results cannot directly be applied to the research in the present study. However, the research shows how different parts of the WTC theory apply to

an EFL classroom context and how teacher influence and student attitudes affect English communication. The research could, therefore, be interesting to compare to the results of the present study.

2.2.2 Research on Affective Variables

Lemana et al. (2023) studied students' perceptions of how emotional elements affect oral communication and participation. The participants went to an upper secondary school in the Philippines and were given a questionnaire with 30 items, 10 for each part of the AF hypothesis (Self-motivation, Self-confidence and Anxiety). The students answered how much they agreed with the statements using a Likert scale from 1 (strongly disagree) to 4 (strongly agree). The study showed that affective variables influenced oral communication to a "moderate extent" (Lemana et al., 2023, p. 101). The results revealed that students' motivation and self-confidence were criteria for success and that students needed to lower their anxiety because it influenced communicative situations in numerous ways. The researchers emphasise the importance of effective teaching strategies and the fact that the institution must support the teacher in decreasing classroom anxiety. They also encourage learning English outside of the classroom and utilising the language in all settings available (Lemana et al., 2023).

Liu and Jackson (2008) also conducted a survey on Foreign Language Anxiety and unwillingness to communicate among Chinese learners of English. 547 first-year non-English major university students participated in their study. Their ages ranged from 14 to 21, with an average of 18.5 years. The participant completed a series of previously developed scales for measuring different components of unwillingness to communicate and anxiety. One of their most important findings was that different negative emotions and unwillingness to communicate correlated. For example, if students reported anxiety, they would very often also report an unwillingness to speak and a lower self-reported English proficiency. Further, they reported that the older a student was when he or she started to learn English, the more unwilling the student generally was to communicate in English (Liu & Jackson, 2008).

It is important to note that in the study by Liu and Jackson (2008), many participants (27.2%) started learning English at the age of 12, a significantly shorter time period for English learning in school than students of the same age in Norway. Although the participants are not identical in age or cultural background to the present study's participants, the results contribute to understanding the variables affecting EFL learners.

Boudreau et al. (2018) researched the relationship between enjoyment and anxiety when working with a foreign language communication task. They define anxiety as a negative emotion disrupting the learning process with, for example, self-focused thinking, nervousness, sweaty hands and elevated heart rate. They describe Foreign Language Anxiety (FLA) as a negative feeling occurring when learning or using a foreign language and enjoyment as the opposite. They hold that enjoyment is a positive feeling that boosts learning, concentration, and motivation and takes pleasure a step further. This emotion can occur when completing a task, overcoming an obstacle, or if a situation exceeds an individual's expectation (Boudreau et al., 2018).

They recorded a communication task and reviewed it with the participant, who gave moment-by-moment ratings for the variables tested (anxiety and enjoyment) using specially designed software. The ratings were generated as a graph, then discussed, and the process was transcribed. Using this method, the researchers could investigate when the feeling of anxiety was high or low in the communication task and when the sense of enjoyment was high or low. Since anxiety is often described as the opposite of enjoyment, one would assume they would show a constant correlation; as anxiety increases, enjoyment decreases and vice versa, but the variables did not always show the same trajectory. Sometimes, they did, but other times, they behaved as independent variables of each other. The research also revealed the interpersonal variation of emotions from one participant to another (Boudreau et al., 2018).

2.2.3 Measures to Reduce Negative Emotions

According to Young (1991), emotions are linked to the situation or learning method, and the lesson structure and the type of activities chosen play an important role in students' anxiety in foreign language classrooms. He studied how the literature on language anxiety suggests lowering anxiety in the classroom. Reportedly, some studies suggest that if students become aware of their irrational fear of speaking, they can challenge the situation instead of avoiding it. Positive self-talk is also reported to help students lower their anxiety and acknowledge more realistic goals for their own language production (Young, 1991).

According to Baran-Łucarz (2014), students are less likely to participate orally in groups of people they do not know well but are more eager to speak in groups of friends. He suggests creating smaller groups of students who work well together, at least to establish a speaking tradition.

Liu and Jackson (2008) recommend that English teachers rate their students' self-perceived proficiency, which helps the teacher create good student profiles. They mention that this can be done easily at the beginning or end of a lesson on a note from each student. They also suggest that teachers give the most careful and quiet students opportunities to speak in a caring environment. In turn, the teacher can tailor the teaching to motivate the students and increase their self-perception, boosting communication confidence (Liu & Jackson, 2008)

Research suggests that our task as foreign language teachers is to decrease our students' anxiety levels by making the learning and communicative environment as inclusive and comfortable as possible (Young, 1991).

2.2.4 The Importance of Output

Zaccaron (2018) studied the effect of an immediate repetition task in light of the output hypothesis. The participants were eight beginner Brazilian English learners given a decision-making task where the participants would discuss what they wanted to order from a menu and argue why. The goal was to produce pushed TL output, and the task was repeated several times under different circumstances (changing the menu). The research revealed that by producing the target language repeatedly, learners corrected mistakes because they heard their own language. Most of the participants reported that by practising speaking, they were able to correct themselves. By analysing the participants' language, the researchers agreed that there was progress in the produced language. The research findings concurred with Swain's theory: "The output helped learners in realising gaps in their production of the target language, to test hypothesis and also reflect about language aspects through metatalk" (Zaccaron, 2018, p. 1417).

The role output has in collaboration with others has also been examined. Alkhudiry (2022) examined how sociocultural learning theory can be used to encourage collaborative L2 communication. He mentions that in the ZPD, a learner needs another person to access information that lies beyond the current competence level. What the learner needs is situationally and individually determined. Sometimes, it is explicit instruction for communicating; sometimes, it is just a slight hint. What Alkhudiry (2022) focuses on is less the competence of the 'other person' and more the type of instruction the learner needs. This suggests peer L2 interaction can contribute to language progression, not just interaction with a more 'knowledgeable other' as early sociocultural theories suggested. What is important is to produce L2 output in a way that fits the learner's competence level (Alkhudiry, 2022).

Output is not only helpful in discovering gaps in one's own language but can be used to help other students fill theirs.

2.2.5 The Norwegian Context

Although most studies on WTC, affective variables and speaking skills are conducted in countries with different teaching traditions than Norway, some research includes the Norwegian context on relevant topics.

From the Norwegian context, Anna Marøy Austnes (2020) wrote a master's thesis studying the variables affecting students' oral participation in Norwegian upper-secondary classes. Like this study, she investigated how emotions, classroom activities, and students' perceptions of their speaking ability affect WTC. Her thesis is also similar to the present study in that she uses the students' perspectives to answer the research questions. While she provides additional data on oral participation studies in Norway, she also analyses previous WTC and FLA (Foreign Language Anxiety) research. She refers to studies done in Japan, China, Turkey, Poland and Iran, all of which have looked at one or several variables investigated in her thesis and the present study. Although most of the research is conducted in other countries, comparing Norwegian students' perceptions of the variables affecting oral participation to international research is fascinating.

Like Austnes, Norderud (2017) wrote a master's thesis on what variables affect oral participation in the Norwegian EFL classroom. He interviewed both 10th-grade students and 8th to 10th-grade teachers in Norway. Both teachers and students acknowledged that emotions affect WTC, but classroom activities can be tailored to be less anxiety-provoking. Most participants acknowledged group work as a safe arena for oral participation (Norderud, 2017). Both MA's theses emphasise how emotions are interconnected with the learner and can interfere with or boost the language learning process. They also mention the critical relationship between the learning environment and students' WTC and the individual differences in what factors of the WTC model affect students the most.

Horverak et al. (2022) investigated how systematic work with motivation and speaking skills could decrease FLA in a Norwegian and Polish context. They intervened over 3 to 4 lessons in Spanish and English classes. The researchers presented a structure the students would follow to identify obstacles in the language learning process and how to overcome them. The following questions were the basis for the lessons, and the students reflected on them individually and in participation with the teacher and peers:

"1) What is important to me when learning to speak English/Spanish?

2) What do I already master?

3) What hinders me from speaking English/Spanish?

4) What do I need to focus on?

5) What specifically will I do to keep this focus?" (Horverak et al., 2022, p. 38)
Students' reflections were collected through logbooks, an evaluation form was completed after the intervention, and results from a Foreign Language Anxiety scale developed by Horwitz et al. (1986) were gathered before and after the intervention.

They reported from the student reflections that many Norwegian students hold that practising and using English in class is essential to learning (Horverak et al., 2022). Most participating Norwegian students viewed themselves as good speakers and reported understanding much of spoken English. They viewed this as an important success factor for speaking the target language. Comparing this to the Polish students in their study, much fewer students reported this. Norwegian students mentioned that they watched TV and films regularly. The same went for using social media, which both Norwegian and Polish students viewed as a success factor. An important difference noted by the researcher was that fewer Norwegian students reported vocabulary and grammar as strengths, but more Polish students viewed this as theirs (Horverak et al., 2022).

Anxiety was the dominant factor when the students reported obstacles to speaking English, and self-confidence was also often mentioned. Anxiety was found to affect many contexts of English learning, and it did not only affect the weaker students; "all types of students seemed to be nervous about speaking out loud" (Horverak et al., 2022, p. 48). Further, Some Norwegian students mentioned not getting enough speaking practice, which contributed to poor oral participation. Perhaps their most important finding was that many students appreciated a systematic approach to language learning. When the students identified their language strengths and obstacles hindering communication, they became aware of what to practice to reach the desired goal (Horverak et al., 2022).

2.2.5 The Role of L1 in the L2 Classroom

Munden and Sandhaug (2017) hold that, fortunately, most English teachers in Norway agree that one must use English to learn English. They further mention the importance of communicating as much as possible in English during lessons. This can be challenging for many Norwegian teachers, especially those with less experience teaching. Nevertheless, doing so sends an important message to the students: communication matters and it does not have to be perfect (Munden & Sandhaug, 2017).

It has long been accepted that the target language should be used exclusively when learning a new language. Scheffler et al. (2017) mention that much of the ELT research during the twentieth century was characterised by suggesting little or no L1 usage and as much L2 usage as possible. This *monolingual approach* has characterised many EFL classrooms around the world since the 1900s, and it was not until later in the century that researchers started challenging this view (Hall & Cook, 2012). Hall and Cook (2012) studied how teachers worldwide use their L1 in the EFL classroom. They compared teacher traditions and attitudes and found that many teachers included their L1 to explain vocabulary and grammar and to compare English and students' first language. They report that many teachers feel guilty when including the first language in the classroom while at the same time viewing it as necessary. They reported that teachers' views on using L1 in the L2 classroom have changed and that many who previously practised the monolingual approach started to acknowledge the benefit of including the student's first language. They conclude that overall, teachers try to use English as much as possible but do not try to exclude the learners' first language (Hall & Cook, 2012).

Students' attitudes to using L1 in the L2 classroom also affect language teaching traditions. Rolin-Ianziti and Varshney (2008) investigated students' attitudes towards their language use in a French class in Austria. They found that many students preferred using their language for classroom management purposes and mentioned that it could decrease anxiety levels in the classroom. However, the students in their study reported that if L1 is overused, it can diminish the challenge of FL classes and demotivate students. Other studies on students' attitudes towards using L1 report that many students are contemptuous of how their teacher uses L1 in the classroom, regardless of the amount (Hall & Cook, 2012).

Scheffler et al. (2017) asked over 400 secondary school students in Norway and Poland about using L1 in the L2 classroom. In addition, the students were asked how they use their first language when studying English at home and how useful they view their own language use for different aspects of English learning. Through a questionnaire and interviews, the researchers found that Norwegian English teachers often use the first language to explain complex tasks in English lessons. They link the findings to some of the complex learning aims in the Norwegian English curriculum, such as reflecting on the state of different English-speaking countries (Ministry of Education and Research, 2019). The researchers also emphasised that the curricular differences contributed to a content-learning attitude to English in Norway and a language-learning focus in Poland. They tied this to the results that Norwegian students rarely used translation methods at home, while Polish

students reported extensive use of dictionaries and grammar books (Scheffler et al., 2017). Both groups of participants in the study appreciate the use of L1 for cognitive support; "However, when it comes to practising speaking skills and free production, they feel that English should clearly dominate or even be used exclusively" (Scheffler et al., 2017, p. 208).

A change in the academic and political climate around the world has, according to Hall and Cook (2012), made using L1 in the L2 classroom a common practice. Recent research agrees that L1 is not to be excluded from English teaching. However, Munden and Sandhaug (2017) warn teachers about using too much Norwegian. They mention that with the amount of English exposure students experience in Norway, English should always be the first option when teaching teens. Norwegian can be used if needed; however, by routinely speaking English and then translating to Norwegian afterwards, you risk denying students "the chance to learn how to make sense of English" (Munden & Sandhaug, 2017, p. 82).

3.0 Methodology

To answer the research questions of this study, I have chosen to use a mixed-methods research design with a survey as my main quantitative data-collecting method and an interview to collect qualitative data. The interview was unstructured and conducted with a group of students before surveying to establish what the survey would focus on. A survey could reveal patterns and establish trends among 8th graders and give insight into their attitudes towards speaking English in the classroom. Section 4.1 provides information on the procedure and survey participants. Further, Section 4.2 explains the interview and its position in the study. The considerations for making the questionnaire will be elaborated in Section 4.3, including the reasoning for the method chosen and a brief explanation of the survey research. Then, in Section 4.4, the advantages and disadvantages of the method will be discussed, and the choices made to minimise some of the downsides considered. Lastly, in Section 4.5, the method's reliability and the study's ethics will be examined.

3.1 Participants and Procedure

8th-grade students from Norway participated in the research. Before the survey was carried out, 16 8th-grade students from a school in Agder participated in an informal preliminary interview in the fall of 2023. The goal of the interview was to map out what questions were relevant to ask 8th-grade students in the survey about speaking in the EFL classroom. The class were divided into four focus groups, and I interviewed each group for 20 minutes. The

interviews were more like discussions and were not recorded, but the key points were noted down. Using the information gathered from the interview and previous studies on the topic (Chapter 2), I could assess what topics were relevant to ask students and what questions best supplement previous research to answer my research questions. When doing any research, it is important to know your audience (Story & Tait, 2019).

A version of the survey was run with the 16 students who participated in the interview to get their responses on possible changes and improvements. The survey was altered according to their feedback and sent to my supervisor for additional comments before distributing. Although there is no such thing as a perfect survey, running a pilot test can "significantly enhance the effectiveness of any survey" (Story & Tait, 2019, p. 198). The survey was conducted over four weeks, from January to February 2024. I reached out through Facebook groups for teachers in Norway and asked if they would like to get their students to answer. In addition, I directly emailed schools from each county in Norway, hoping to get a geographical distribution of the respondents. The goal was to get as many 8th-grade students as possible to answer. Other than the direct emails to diverse parts of Norway, there were no criteria for the respondents, only that they were 8th-grade students in a Norwegian school.

3.2 The Interview

An unstructured interview is a less commonly used research method, but one that Creswell and Guetterman (2021) suggest opens new perspectives to research. The interviewer has few or no questions prepared and often takes an observer role. I printed out the two research questions:

1. "What do 8th-grade students think causes a reluctance to speak English?"
2. "What strategies do students believe can be employed in the EFL classroom to increase English oral production?"

and asked the students to discuss them with each other. I observed, took notes, and occasionally asked questions to help the conversation or dig deeper into emerging thoughts. The notes were then summarised at the end of the interview, and I read the summary to the students to ensure they represented the conversation or if I missed anything important. The untranslated notes from the interviews can be found in Appendix 2. When the students approved the summary, I used content analysis (Creswell & Guetterman, 2021) to identify what parts of WTC were relevant for 8th-grade students and their thoughts on the teacher's role when speaking in the classroom.

As the interview was originally meant to guide the Survey, a more elaborate interview approach and analysis of the answers were not planned. However, the interview findings were relevant and in line with the survey results; they will, therefore, be included in the results Section.

3.3 The Questionnaire

A questionnaire is a type of survey in which the questions are formulated before execution, typically by sending them to many people. It is often used to establish patterns or trends in a population and can be used when gathering research on general opinions (Creswell & Guetterman, 2021). A questionnaire can collect both qualitative data using open-ended and quantitative data using closed-ended questions. The closed-ended questions can provide useful information supporting "theories and concepts in the literature" (Creswell & Guetterman, 2021, p. 254). Although they give concrete answers, they cannot necessarily be elaborated on, and the participants are limited to the question type. Open-ended questions, however, can contribute to the elaboration of answers given in the close-ended questions. They are especially helpful when the researcher is unclear about how the respondent will answer because they can respond in the words and manner they choose (Story & Tait, 2019). Combining both types can give a more holistic view of the survey topic (Creswell & Guetterman, 2021).

The survey was cross-sectional, meaning that respondents answered at one point in time. This type of survey research is typically used when collecting data on present views and students' attitudes (Creswell & Guetterman, 2021).

When designing a survey, some important choices must be considered before it can be effective. Relevant questions are one of the most important aspects of surveys in answering research questions. Making good questions is difficult, but using questions from previous well-established research can improve the questionnaire. Story and Tait (2019, p. 194) hold that validated questions on the same topic should be used "whenever possible". Short and clear questions are a baseline for a good survey because they decrease time and increase response rates (Story & Tait, 2019). Making the questionnaire take too long can result in some participants not completing the survey. This goes for making questions that are too complicated as well.

The questionnaire was created using SurveyXact for its many advantages. It is an online survey platform used for anonymous research that ensures easy questionnaire distribution and safe personal data storage. Additionally, it offers good customizability of the

survey, with different question types and scales suited to your needs, and it presents the collected data in a structured manner with graphs for quantitative and a clear overview of the qualitative data. The study's questionnaire combines multiple-choice, rating scales, Likert scales, and open-ended questions. The choice of questions depends on the type of answers needed (Story & Tait, 2019). Likert scales, for example, are used in the present study to determine how much or how little students agree with different statements. At the same time, the open-ended questions allow the participants to formulate opinions in their own words. The complete questionnaire can be found in Appendix 1.

The questionnaire was in Norwegian and consisted of four main parts and 12 questions. The first Section was background information, mainly used for reliability (see Section 4.6). Students were asked their gender (Male, female, or no answer), their county, and what L1 they had. Asking the students about their L1 (Question 2) made it possible to analyse how having Norwegian or another language as their L1 affected their English use in class. When analysing and discussing the present survey, the Norwegian L1 students are referred to as NL (Norwegian language), and students with another language as their L1 are referred to as OL (Other language).

The second Section was on basic skills and being orally active. A multiple-choice question was asked about what basic skills students thought were most important to succeed in English (Question 4). The students could answer multiple alternatives as written clearly in the lead text. The following questions asked the participants if they get opportunities to speak English in class (Question 5) and if they actually use English in class (Question 6a). In addition to the main Question 6a, two follow-up questions were made for students who answered 'occasionally' and 'rarely' orally active in class. The questions were: "Do you want to be orally active?" (Question 6b) and "Can the teacher do something to make you more orally active?" (6c).

The third part of the survey focused on speaking English to peers, in what language (Question 7), and what emotions are associated with it (Question 8). It also included an open-ended question on why the participants think students are often reluctant to speak (Question 9). Regarding Question 7, students with Norwegian as their L1 and students with another language as their L1 were given a slightly different version. Norwegian L1 students could answer from 1 (only English) to 5 (only Norwegian), and students with another L1 answered from 1 (only English) to 5 (only another language) (see Section 4.3). Question 8 was a series of Likert scales where students answered how much they agreed with different statements on a scale from 1 (disagree) to 5 (agree). A scale from one to five was chosen because it is

suggested that questions on personal opinions should include a neutral (3) answer to decrease the chance of abandonment (Story & Tait, 2019).

The fourth survey Section focused on how the teacher can affect oral participation in English classes. Question 10 had the same layout as Question 8, with statements on teacher practices. If the student answered a score of 3 (neutral), 4 (somewhat agree) or 5 (agree) on the statement that 'the way teachers plan the lesson affects the amount of oral activity', there was a follow-up question. An open-ended question allowed the students to elaborate on how the teacher should plan lessons to help the students speak more English. The last question (Question 12) allowed students to suggest other measures teachers could take to increase English use in class.

Various questions were chosen to accurately identify 8th-grade students' attitudes towards speaking practices while minimising the difficulty of conducting an online survey for students of that age.

3.4 Analysis

The results from the questionnaire were analysed quantitatively and qualitatively. The open-ended questions were first analysed qualitatively and interpreted using previous research and theories on WTC and Emotion in language learning. This process also ensured that nonsensical answers were ruled out when looking at trends in the results. Then, the answers were coded in NVivo 12 and categorised similarly to the WTC pyramid (MacIntyre et al., 1998). This established patterns in answers to the open-ended questions.

The graphs from the numerical quantitative data were compared to the open-ended questions to elaborate on the participants' attitudes towards the survey questions. The results were viewed through the two research questions for this study to identify what affects willingness to communicate in the L2 classroom and how the teacher influences students' WTC positively.

3.5 Advantages and Disadvantages

One of the biggest advantages of having focus group interviews is that they gather more data quickly. As the interview was conducted during two 45-minute lessons, focus groups seemed the best option. There are, however, some downsides to consider when choosing focus groups. One strong voice can sway the group in one direction. One individual's opinions might produce an unprecise representation of the group's attitudes. In addition, some students might not be completely honest when discussing in groups. Some students only agree with

the 'strong voice' and bury their honest opinions. One of the measures taken to minimise the effects of the downsides was to ensure that everybody said something during the interview. If one person was quieter than the rest, they were asked directly if they had anything to add to the conversation. Though this does not ensure better results, it improves the chances of sharing different aspects and opinions.

Fast response times, cost-effectiveness, and access to a large population are some advantages of surveys, which is why they are an attractive research method (Story & Tait, 2019). Using tools like SurveyXact allows researchers to reach people with the click of a button. In this case, sharing on Facebook and emailing different schools allowed students to participate.

Survey research has advantages, such as its ability to produce generalisable results and data for statistical analyses and anonymity. Suppose the size of the sample and the selection of respondents are representative of the population being studied. In that case, survey results can be more easily generalised than qualitative data collection methods. By using close-ended questions, researchers can more easily discern trends and attitudes within the population being studied because numerical data is more accessible to apply to the population than individual responses or subjective experiences. Another advantage of surveys is that they can be anonymous. Using software like SurveyXact ensures that the answers cannot be traced back to the participant.

Although surveys are a widely used research tool, they have some disadvantages. Firstly, the questionnaire is limited to the planned questions and provides little nuances beyond what the researcher thinks are the right questions. As mentioned, one measure taken to prevent asking irrelevant questions was a preliminary interview with 16 8th-graders. Another measure was to include open-ended questions after close-ended ones so that students could elaborate on previous answers. The limit to planned questions presents another obstacle: self-reporting. Since the survey questions target opinions and personal experiences, the perception of those experiences can differ from student to student. The perception of Question 5: "Do you get the opportunity to speak English in class?", for example, can be vastly different among participants. Some might regard 'opportunity' as when the teacher allows them to speak, while others might associate it with their inner readiness to speak. For some, their anxiety level can determine if they experience the 'opportunity to speak' or not (Boudreau et al., 2018). In addition, survey data alone cannot answer cause-and-effect questions. As mentioned, results can identify trends and attitudes but not why they occur

(Creswell & Guetterman, 2021). How students perceive the planned questions is important to consider when analysing the gathered data.

Another disadvantage that surveys have been critiqued for is low response rates and the creation of a nonrespondent bias (Pedersen et al., 2021). When distributing a survey, there will always be several individuals not responding; thus, this can create a bias towards the group who chooses to respond. If all the targeted individuals had to respond, the results might have been different. This is an integral part of the external validity of the survey, and it is therefore essential to be aware of when analysing the data.

To combat low response rates, using a brief instrument, incentives, and optional questions can be effective (Creswell & Guetterman, 2021). Story and Tait (2019, p. 193) emphasise that surveys should generally "be short, relevant, focused, interesting, easy to read, and complete. Surveys that lack these attributes often suffer from poor response rates and decreased reliability." The survey was, therefore, made short, only including the most essential questions. For online questionnaires, "respondents may also be more likely to abandon surveys with compulsory questions" (Story & Tait, 2019, p. 195). Having optional questions might increase the chances of respondents finishing the survey. This is especially important with open-ended questions, which require more input from the participants than closed-ended questions. The participants could, therefore, choose to skip several questions.

One obstacle when distributing the survey was getting it to the students. The distribution went through the teachers, which could potentially have hindered responses. If the survey targeted teacher opinions, it would have been easier for the participants to answer when the email hit their inbox. Instead, this approach demanded that the teacher use 10 minutes of a lesson to conduct the survey. By using both Facebook and direct emails, enough responses were eventually gathered.

3.6 Validity and Reliability

A survey must measure what it is supposed to measure (validity) and be reproducible with other individuals in different settings (reliability) (Story & Tait, 2019). Several measures were taken to make the research valid and reliable, such as transparency, based on previous research, and considering how representative the sample is compared to the population.

By describing the research process in detail, one can ensure that the research can be replicated and yield the same results under different circumstances.

Although the questionnaire reached over 200 students, eight did not complete it, and 22 did not answer the survey. The partial responses were individually considered to

determine whether the answers seemed reasonable. Most partial responses stopped when approaching an open-ended question, signalling too much resistance for the students to continue. The partial answers were included in the survey, although leaving them out would not have altered the results much.

Some questions were inspired or taken from other studies, such as what basic skills students view as crucial to English language success. This question was chosen because of Zhou's reported patterns from administrators, teachers, and students regarding the value of the four basic skills (Zhou, 2015). Students' views on the objective of L2 learning influence their performance in the classroom, and comparing my results to Zhou's would be interesting. Using already validated questions from existing research increases the validity of the survey (Story & Tait, 2019).

The students had to choose which county they lived in. This was to monitor where the results came from in Norway to ensure a geographical spread of answers. Responses from only one part of Norway could lead to a geographical bias. In contrast, a diverse group of students makes the responses more comparable to those of all 8th-grade students in Norway. The following figure shows the geographical distribution of the survey participants (Figure 2).
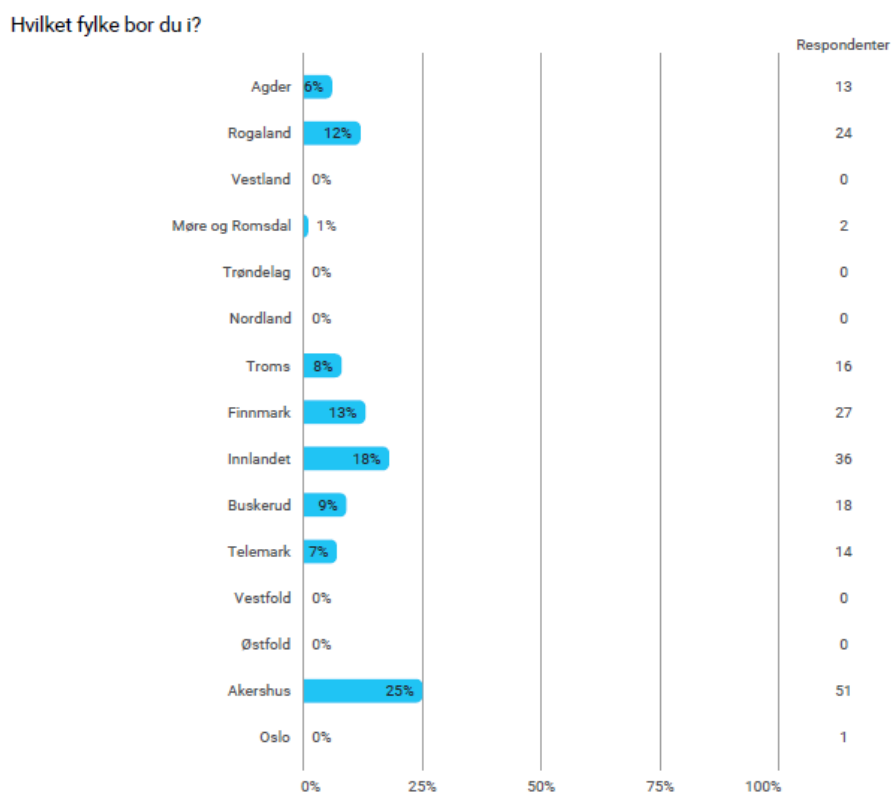

Figure 2: Question 3: What county do you live in?

The figure shows student answers from the southernmost to the northmost county in Norway. A more precise geographical question was not posed because it was not deemed relevant and to ensure that the survey remained anonymous. Some municipalities in Norway have very few schools, and some even have just one.

4.0 Results

This Chapter of the paper presents the preliminary interview and survey results. The Chapter is organised by themes from previous WTC and L2 communication research. The answers to the survey also highlighted which parts of WTC were most relevant to students. Since the Chapter is divided into Sections thematically, the interview answers are included where relevant and are not presented as a separate part.

First, in Section 4.1, students' views on the basic skills are presented, followed by their reported opportunities to speak in class in Section 4.2. Then, in Section 4.3, the results of questions regarding the use of L1 in English classes will be presented, as well as how emotions influence L2 communication in Section 4.4. Finally, Section 4.5 presents the results from questions concerning the teacher's impact on oral participation in class, including general attitudes and specific teaching suggestions.

224 eighth-grade students received the questionnaire, 194 of whom completed the survey, eight answered partially, and 22 did not answer the survey. The respondents are evenly distributed between boys and girls and live in geographically diverse parts of Norway (see Section 4.6). 168 students answered that their first language was Norwegian, four answered English, and 34 answered that they had another first language.

Before analysing the survey results, it is essential to mention that data from the Likert scales used in the survey, often containing five variables, are sometimes combined into one category. For example, "agree" and "somewhat agree" can be combined into one category of students who agree with a statement. As the survey and interviews were conducted in Norwegian, I have translated all the cited answers into English (the original answers are found in Appendix 1).

4.1 What Basic Skills Are Most Important in English?

One of the first questions in the survey establishes views on what skills are important to succeed in English (Question 4). According to the students, the most critical skill is oral competence, which 82% of participants agree with. Number two is writing skills, and third

place is listening and reading (figure 3). It is important to remember that students could choose multiple alternatives, so the percentages add up to more than 100%.
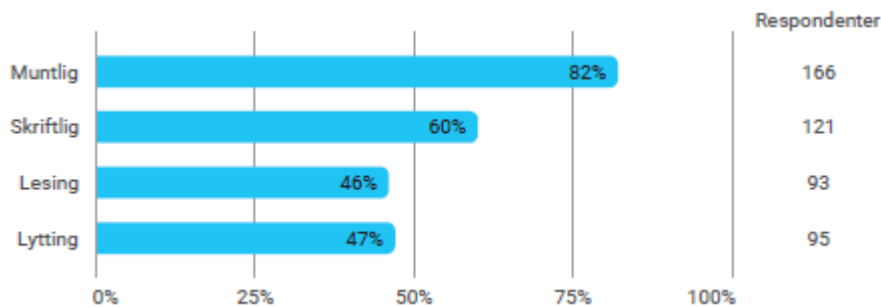
Figure 3: Question 4 To become good at English, which quality is most important?

The participants of the present survey agree that English-speaking skills are essential to become good in English. The number of participants choosing oral competence was almost double that of those who chose reading or listening.

4.2 Opportunities to Speak in Class

Figures 4 and 5 show the answers to two survey questions about the students' opportunities to speak English in class (Questions 5 and 6):
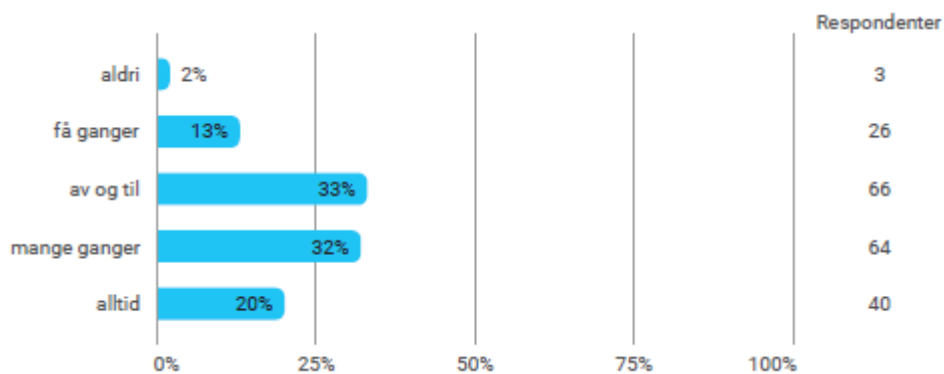
Figure 4: Question 5: Do you get the opportunity to speak English in lessons?
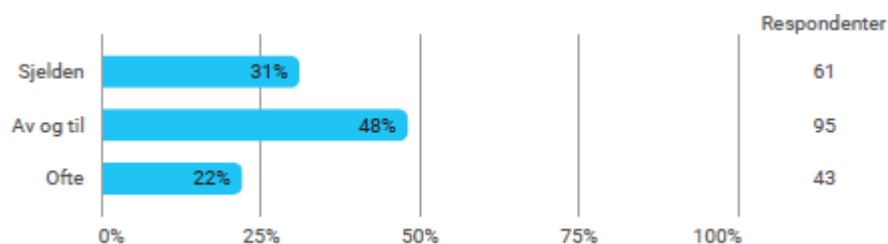
Figure 5: Question 6a: How often are you orally active in English lessons?

The tables above show that most students felt they got the chance to speak in class. Over half of the respondents reported having the opportunity often, with a further 33% occasionally

having the chance. Although few felt they rarely or never got the chance to speak, some students answered this. It is important to remember that the questions target the students' personal experiences, as discussed in Section 4.5. The question may, therefore, be interpreted differently among participants.

Although most students in the present study experience having many opportunities to speak English, engaging in conversation is not always given. Therefore, the students were asked how often they were orally active in class. As Figure 5 shows, almost half the students answered that they occasionally were orally active, while 31% answered that they rarely were. It is apparent that although there are many opportunities, 8th-grade students in the present study are less active than they could be. There was a follow-up question (Question 6b) for those who 'occasionally' and 'rarely' were orally active. The question was, "Do you want to be more orally active?" Twenty-eight students answered 'Yes', and 33 answered 'No'. Almost half of the students who were orally engaged in the class wanted to improve, while the other half did not.

An additional open-ended question was asked to the same students about what the teacher could do to encourage their participation. Some students answered:

Example 1: "I do not speak much in other subjects either."
Example 2: "I am afraid of speaking a foreign language in front of the class […]"

Answer one shows that some students are not talkative and are usually silent in different subjects. In contrast, Example 2 mentions the foreign language as the reason for not speaking, and the student reports being 'afraid' to speak.

4.3 The use of L1 in the L2 Classroom

The participants were asked how much they used their L1 when speaking to peers (see Figures 6 and 7).
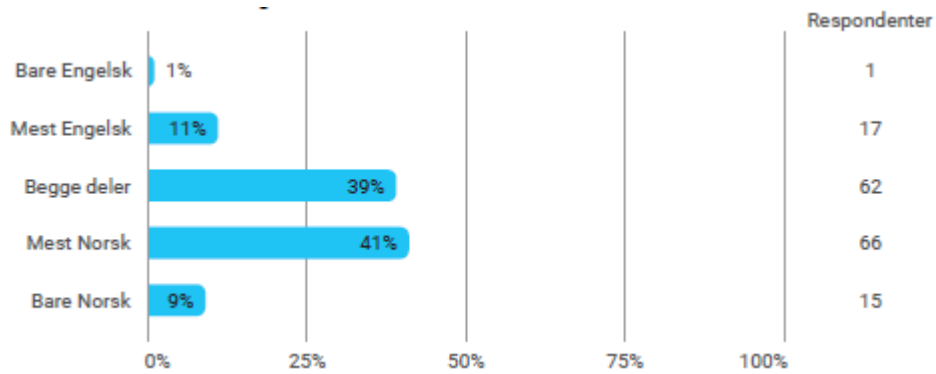
Figure 6: Question 7a for students with Norwegian L1: How do you talk to your fellow students in English class?
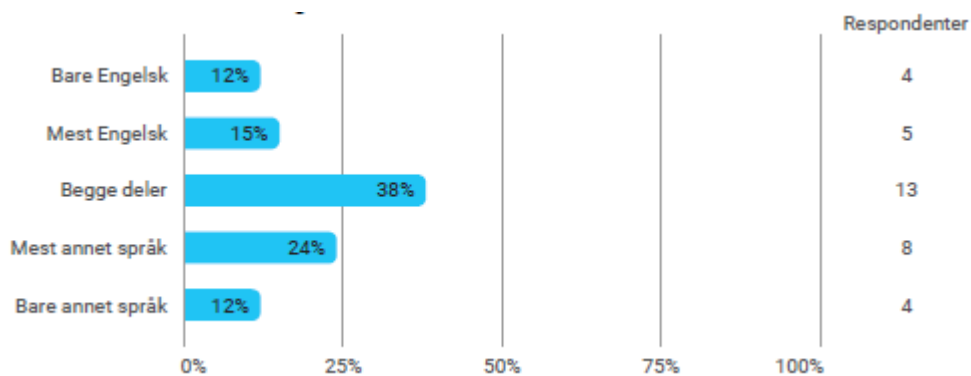
Figure 7: Question 7b for students with another language L1: How do you talk to your fellow students in English class?

At the beginning of the survey, students were asked to choose if they had Norwegian, English, or another language as their L1, and this separated the respondents into the groups NL (Norwegian language) and OL (Other language) (see Section 4.3). When speaking to their peers, most NL students communicate in Norwegian. 39% of the students use Norwegian and English, and only 12% mostly or only use English in class. In other words, most NL students use Norwegian frequently in English classes.

The OL students' answers differed slightly from the NL students' answers. Most OL students still answered that they used both languages in class, but the number of respondents who mostly spoke English to peers increased to 27%. It is important to note that in the OL group, more students still preferred another language than those preferring to speak mostly English.

Some students answered the open-ended Question 9 about not choosing English when speaking to peers in an English lesson, saying that choosing Norwegian is the most natural.

Example 3: "We are Norwegian, not English, and it is more natural to speak Norwegian".
Example 4: "English is not their [the students'] original language".

Several similar answers indicated that some students use the fact that they are Norwegian as a reason for not speaking English. The answers show that L2 communication is sometimes hindered by unfamiliarity or students' perception that communicating in English with peers is unnecessary. Many students say they would instead use their L1 than converse in English.

Among the survey participants, there is extensive use of both L1 and English. Using both languages interchangeably comes naturally to many students, as one student exemplifies:

Example 5: "Sometimes, you don't know how to say something in English, so you say some words in Norwegian."

The results from the Survey were similar to the results from the preliminary interview. When discussing why some students were reluctant to speak English, the interviewees mentioned that it was easier to speak Norwegian. Several students also said that they "forgot" to speak English. They reported that when given a reminder from the teacher to speak English, it starts as an English conversation and gradually glides back to Norwegian. Some students also mentioned that if the teacher explicitly tells the students that speaking in English is optional, most students choose Norwegian.

The interviews also revealed that many students knew words in English that they often forget in Norwegian or that the word does not exist in Norwegian. Since English is a much richer language (more words) than Norwegian, using the L2 can sometimes be more precise.

4.4 Emotion in L2 Oral Communication

When the students were asked to give their opinions on statements about speaking English to peers, some students agreed that fear of doing something wrong or that it is embarrassing were reasons hindering WTC. Figure 9 shows how the students answered the Likert scales in Question 8. The nine statements in the question are compiled in one chart, with green representing agreement, yellow natural, and red representing disagreement. The numbers within the coloured areas are the percentage of students who answered this alternative (see Figure 9).
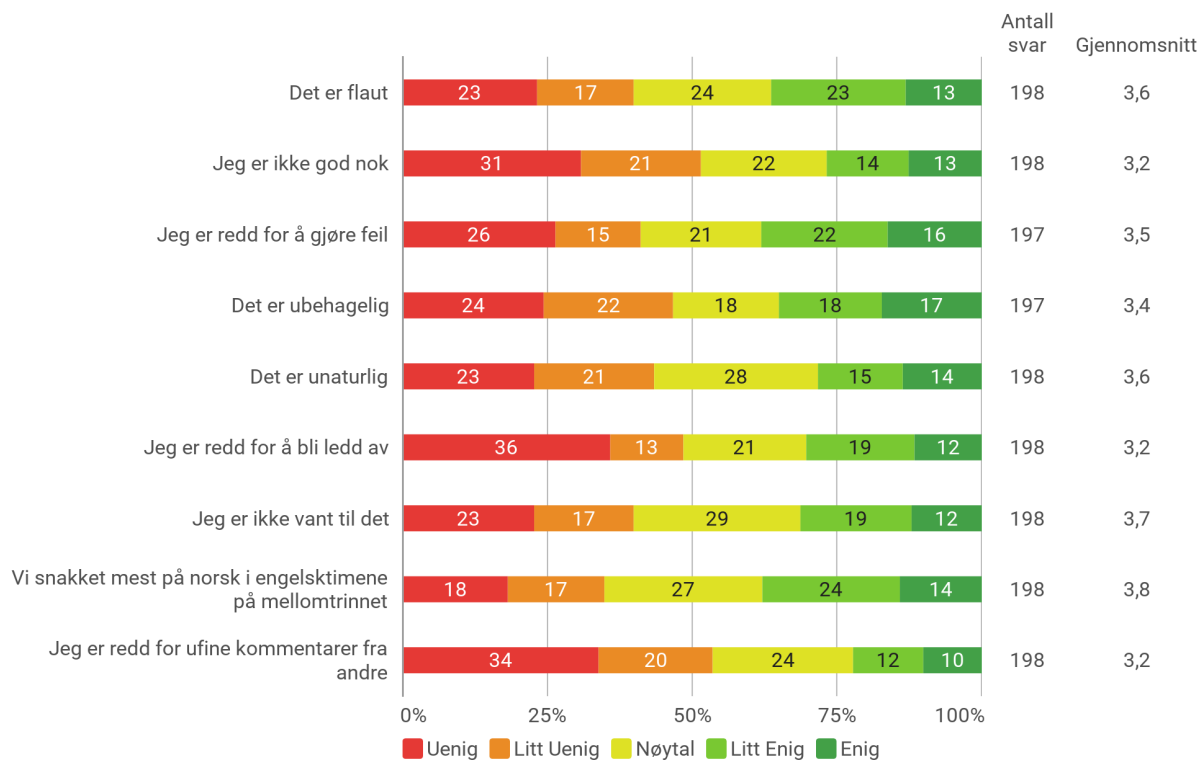
Figure 8: Question 8: How much do you agree with the statements about speaking English with fellow students?

75 students (38%) agreed they feared doing something wrong when speaking English to peers. Although many students agreed on emotional factors hindering English oral communication, more disagreed. This is perhaps unsurprising, as emotions relate to individual experiences, as previously discussed, and students react differently to different situations. Not all students consider these affective variables problematic for English communication with peers.

The statement most students disagreed with was "I am afraid of being laughed at", with almost half of the respondents either somewhat or entirely disagreeing. Most participating students experience the classroom as an atmosphere in which one does not laugh at others trying to speak English. This can signify a positive norm for speaking when learning a new language. Still, it could also signal other reactions from peers, like facial expressions, body language, or negative talk after the lesson. Students commented on this in the following open-ended question:

Example 6: "I think most students choose not to speak English in class because they quickly become insecure for many reasons, such as being laughed at or hearing comments afterwards."

Example 7: "Some students are afraid of being stared at."

Example 8: "I know why some people are afraid to speak English: They are afraid of making mistakes. Plus, if this happens in front of the whole class and you say it wrong, they are afraid of ridicule or gossip."

Over 50% of the students also disagreed with fearing mean comments from classmates. According to the results from Question 8, direct adverse reactions to someone speaking English seem less of an issue than more subtle negative consequences, like gossip, being stared at and hearing comments after class.

Another statement in Question 8 that over half of the students disagreed with was that they were not proficient enough to speak English with others. 27% of the students felt this was an issue when conversing, but the other students were neutral or disagreed with the statement. The results from the present survey indicate that other affective variables affect the students more than perceived proficiency.

What students reported as more influential when speaking English with peers were feelings of embarrassment, unnatural situations and that the students were not used to it. 35% of the students reported that speaking English to peers was uncomfortable, and another 21% neither agreed nor disagreed with the statement. 36% reported it was embarrassing, and 38% feared doing something wrong. Question 9 was open-ended, asking why many students refrain from using English when communicating in English lessons. This question targets the participants' thoughts on other students' feelings. More than 38% of the answers believed students think speaking English to peers is embarrassing, unnatural, or fearful.

Although ridicule and other negative reactions by some participants were reported as a problem, doing something wrong was reported to be more influential on an unwillingness to communicate. Making mistakes seems to not only be feared because of adverse outer reactions from other students, but when compared to what other factors were reported as more influential, feelings of failure played an essential role. Students reported that when speaking, you expose yourself to others and making mistakes when speaking is more apparent than, for example, doing written work. Even though there are no visible reactions from others, students can still feel embarrassed and develop a bad relationship with speaking English. In the open-ended Question 9, a student reported that we do not want to feel less competent than others (Example 8):

Example 8: "Because it's not fun when we don't do it well and then have to hear others speak really well, I don't want to speak my bad English."

Several students answered the same in the open-ended question as the statements in Question 8 and agreed that students' attitudes and feelings contribute to their unwillingness to speak. Although the self-reported answers to Question 8 revealed that most students view proficiency as less of a problem in communicative situations, students reported in Question 9 that they believed proficiency was a problem for other students, like some students wrote:

Example 9: "Some students have lousy pronunciation, so no one understands what you say."
Example 10: "It can be uncomfortable to communicate in another language. Not everyone is equally good, which can make someone embarrassed or afraid of doing it wrong."
Example 11: "Maybe they do not know English that well, do not understand what the others are saying, and know, therefore, not what to answer."

These students shared their concerns about being proficient enough to engage in conversations and understand what others are saying. Multiple answers to Question 9 agreed that some students are not good enough and would rather be silent than expose their level of English.

A couple of responses stated that many students forget to speak English. If the students are used to not speaking English in class and are not reminded by peers or the teacher to do so, one can understand how this becomes an issue. Most answers to Question 9 focused on feelings towards speaking English to peers and how internal fear, perceived proficiency and relation to the other students hindered communication in English. Some students mentioned other factors, such as teachers "not caring" about whether they spoke English or Norwegian, resulting in less English use when conversing. Alternatively, that they were not used to speaking English to each other, which made it unnatural. These reported hindrances to WTC focus on factors outside the students, and some explicitly targeted the teacher's practice.

The preliminary interview revealed many of the same answers to Questions 8 and 9 in the survey. The interviewees also reported that creating grammatically correct sentences on the go was exhausting when speaking English. Other participants mentioned that students compare themselves to others, which creates a hostile competitive environment.

4.5 What Can the Teacher Do?

The previous survey questions focused on why some students were reluctant to speak in the EFL classroom. The last survey questions focus on what the teacher can do to increase target language communication. However, two of the statements from Question 8 were related to factors within the teacher's influence. One statement was: 'We talked mostly in Norwegian in years 5-7', to which 38% of the students agreed, 29% chose neutral, and 35% disagreed. The statement: 'I am not used to it (speaking English to peers)' was also agreed upon by 31% of the respondents, with 29% of the students neutral. The students who agree with the statements experience English speaking to peers as unnatural, most likely having little practice with this from earlier school years.

Those two statements were in question because of the preliminary interviews. Students said there was a crucial difference between primary and lower secondary school teaching practices. They reported much more communication-oriented teaching in 8th grade than in earlier years and were not used to it. The survey results concur with the statements from the interview because speaking mostly Norwegian in 5th-7th grade was the least disagreed statement in Question 8.

To combat the unfamiliarity with speaking reported in Questions 8 and 9, one student answered Question 12 with a concrete example of how to start introducing speaking aloud in class:

Example 12: "Teachers should let everyone speak English. We can read a text aloud".

As an entry to speaking English freely, reading something that is not your own can be safer for some students who otherwise feel unsafe speaking in class.

In Question 10, the students were asked how much they agreed with statements about how the teacher can affect students' oral English usage in class. This does not explicitly target what their teacher does but, more generally, what they think should be practised.

	Antall svar	Gjennomsnitt
Snakke mye engelsk selv	195	4,5
Være strengere på at elevene skal snakke engelsk	195	3,6
Gi påminnelser om å snakke engelsk	195	4,3
Ha debatter	195	4,3
Ha samtale som hel klasse	195	4,3
Ha samtale i grupper	195	4,3
Undervise på en måte som gjør det enkelt å snakke engelsk	195	4,7

Legend: Uenig, Litt Uenig, Nøytral, Litt Enig, Enig
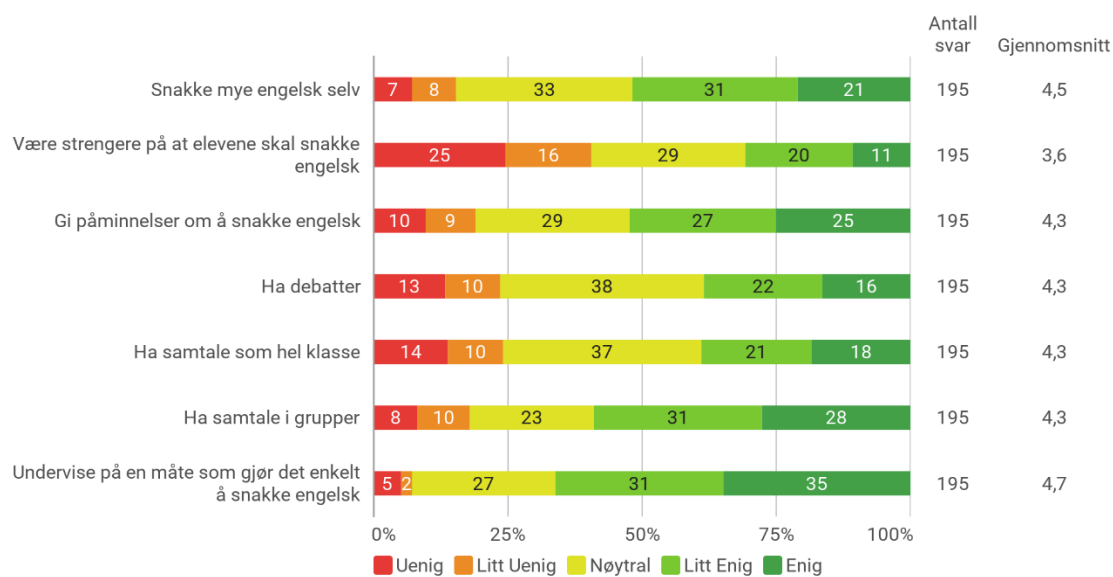
Figure 9: Question 10: How much do you agree with the statements? The teacher can influence oral activity in the lessons by…

66% of students in the present study agree that teachers' way of teaching can enhance oral participation. Only 7% of the students disagreed with this statement. In contrast, 41% of the students disagree that teachers should be stricter about the students speaking English in class. The survey results show a difference between giving reminders to speak English and the teacher being stricter in the rules for speaking English. In the students' opinion, the latter is less preferred. Over 50% of the students agree, and only 19% disagree that reminding students to speak in English is effective.

Further, the results reveal that more students prefer speaking in smaller groups than when the whole class is present and that the amount of English the teacher speaks matters. More than 50% of the students in Question 10 believed that if the teacher spoke more English and reminded them to speak, it would positively influence English use in class.

Two statements in Question 10 were on speaking in small groups and when the whole class is present. More students agreed than disagreed on both categories, but as established earlier, some students have fewer problems with communicative situations than others. They may increase the average score on each question. To view what is regarded as most favourable, it is essential to compare the answers. Groupwork was the clear winner when

comparing speaking in class and speaking in smaller groups (39% positive to speaking in class, 59% positive to speaking in groups). This was also apparent in the following open-ended question, which several students answered:

Example 11: "Let us speak English in groups."

However, some students mentioned that the groups should not be too small:

Example 12: "I feel like groups of two become embarrassing, and maybe others think so too, so I prefer groups of 3-4 students."

Other answers reveal that besides speaking in small groups, having someone you trust or are comfortable with is important:

Example 13: "Setting it up so that those who know each other can talk together because it might not be so difficult."

The participants reported that trusting their speaking partner can make students more confident and increase their English use. Another variable students mentioned as favourable to the speaking environment was the opportunity to choose who to speak with.

Other suggestions from the open-ended Questions 11 and 12 concurred with speaking in groups and practising speaking English in general. Some students suggested that if teachers practised speaking more with the class, they would be more used to using the target language in discussions and group work. A student wrote:

Example 12: "The teacher should speak more English and remind peers to do the same."
Example 13: "If the teacher speaks a lot of English and says that everyone must do so, it is easier for people since they know they are not the only ones who speak English in class."

Over 26 students specifically wrote that teachers need to speak more English themselves and that the opposite does not encourage English use by the students, like Example 13. Multiple students mentioned how teacher practice affects the class environment and that more English usage equals more language learning. This was a common factor in many of the suggestions from the open-ended questions, and students reported needing to exercise speaking English

more to use it in the classroom. Debates and teamwork were also mentioned as good exercises for practising speaking English to peers.

In the last two survey questions, suggestions were made on how the teaching should be done, what the teacher should do, and specific suggestions for activities that would increase oral engagement. Most suggestions were to use more games and fun activities where the students had to speak English. Some concrete examples were suggested, like Kahoot, Minecraft education or quizzes as shown in Examples 14-16 below:

Example 14: "Have fun games for everyone, with the rule that everyone must speak English."
Example 15: "Use group quizzes where you must discuss and write in English."
Example 16: "Norwegian students are very insecure, so having many oral games and tasks in class is important."

The suggestions from the survey show that using competitive tasks in the classroom engages many students and increases English use. In the preliminary interviews, students mentioned that these activities motivate them, and they also suggested using bingo, physical games, board games, and scribble.io (a game where one person draws, and the others must guess the drawing). These activities target increased motivation and are context-based learning activities where the content is in focus, not the form. This can result in less insecurity, as one student mentioned in Example 16. Students in the survey also made other suggestions, like using more movies in the lessons. Another wrote that students should make more podcasts.

Many students consider practising English speaking in class important (Example 17), and 19 students explicitly wrote this in the open-ended questions. Classroom climate was also reported as an important factor that influences speaking practice. In different ways, students reported in the present study that the learning climate in the classroom greatly affected their desire to speak. Ensuring that making mistakes is accepted lowers the bar for engaging in conversations and consequently opens the door for more oral English use (Example 18).

Example 17: "Speak English often in lessons, do group tasks where you must speak English, and have debates."
Example 18: "Make sure it is okay to make mistakes and help if someone gets stuck."

5.0 Discussion

This Chapter discusses the preliminary interviews and survey findings in light of previous research and theories. The findings are discussed with respect to the research questions posed in the study:

1. "What do 8th-grade students think causes a reluctance to speak English?"
2. "What strategies do students believe can be employed in the EFL classroom to increase English oral production?"

The Sections are organised by topics relating to the two research questions: first, topics regarding question number one, and then topics regarding question number two.

5.1 What Causes a Reluctance to Speak English?

Students in the present study report that self-motivation and feelings of embarrassment are essential contributors to their unwillingness to communicate. Many students reported being less orally active than they have opportunities, and many have no interest in improving their oral participation in class. Self-motivation is one of the most important parts of getting students to speak (Lemana et al., 2023). Students who do not see the value of learning a new language will lack the motivation to work with it. A lack of motivation hinders WTC and increases the affective filter (Krashen, 1987; MacIntyre et al., 1998). When "we speak Norwegian because we are Norwegian" is a view among some students, they misunderstand the role of English in Norway. Students need to learn the growing need for English in the multicultural and globalised society Norway has become and how their ability to communicate in English has become increasingly important. In addition to students' perception of why they need to learn English, reflection on the role of the English language in Norway is a central goal of the English subject (Ministry of Education and Research, 2019).

Students report oral participation as embarrassing because of how vulnerable speaking situations are. Spontaneous production of target language was reported as strenuous, with a fear of saying something wrong in front of other peers. When speaking in class, students reveal their competence to other students. Some students do not want to speak because they view themselves as less competent than others. Some found speaking English embarrassing regardless of their perceived proficiency. Horverak et al. (2022) mention that when speaking feels embarrassing, it adds additional stress to the language context, which can create a mental block because of the affective filter (Krashen, 1987).

Students reported that speaking English was viewed by other students as "uncool". When choosing to speak English, you take a stance. When students report feeling embarrassed to speak English, Vygotskij and Kozulin (1986) emphasise that language cannot be separated from our person and thoughts. Language is therefore not 'neutral', but choosing to speak English may, in some contexts, tell the other students that you are a 'nerd' regardless of what you are saying.

If one chooses to speak, negative reactions from peers is something that is feared among students. Adverse reactions from peers could result in a reluctance to speak. Although many students in the present study disagreed that they feared getting laughed at, some students emphasised that it is important not to be naive and think that where there is no laughter, there is no pressure from the other students. Staring and gossip were mentioned as reasons why some students choose not to speak English in class. The same fear was reported by Horverak et al. (2022). Students were afraid of laughter or tease, and even though they know it is just for fun, it still makes the students uncertain.

Although the participants of the present study thought other students were reluctant to speak because of their perceived proficiency, it seemed less of an issue when self-reporting. Many students viewed themselves as competent. This aligns with the study by Horverak et al. (2022), who reported that Norwegian students view themselves as good English speakers even though they also reported a feeling of anxiety when asked to speak.

Despite the reported emotional hindrances to speaking English, and an uninterest in progressing in the language, many students view speaking skills as essential to English success. Many students consider communication central, as emphasised in the curriculum (Ministry of Education and Research, 2019). Most students valued speaking competence as more important than other basic skills in English. This aligns with the results from Zhou (2015), where most participants also viewed English speaking skills as most important. Although the participants in Zhou's study were university students and teachers, the results are interesting, nonetheless. As Zhou's questionnaire was not a digital survey but executed as an interview, the interviewer could elaborate on the thought process behind the answers. This revealed that although most students in their study regarded speaking skills as important, many were contradictory in their immediate answers. Zhou mentions that the national guidelines and institutional goals can determine how students view basic skills. If the only tests students get are grammar and translation tasks, many would perhaps view writing and reading skills as most important. The clear emphasis on spoken language is positive for

student participation in the classroom. It motivates them to experience that speaking English is an asset.

Many students experience many opportunities to speak. However, students from the same class can experience the opportunity to speak differently. Some might regard opportunity when the teacher gives them a chance, while others focus on their inner readiness and if they let themselves speak. *The affective filter* may be up, which can, from the student's point of view, hinder them from engaging in conversation (Krashen, 1987). As discussed in Section 3.5, it is important to consider individual differences when interpreting self-reported experiences. As Boudreau et al. (2018) emphasise in their study, interpersonal variations contribute to these differences.

Because students are anxious and reluctant to speak, many choose Norwegian or refrain from speaking altogether. Students report an extensive use of Norwegian in English lessons. There are several reasons for using L1 in the L2 classroom, but many students in the present study find it comforting and more natural. This is in line with the study by Rolin-Ianziti and Varshney (2008), in which students also reported that L1 can alleviate anxiety in the TL classroom. Interestingly, the present study's results show that the use of L1 in class differs slightly between the NL and OL students. The OL students used more English in peer conversations percentage-wise. Different variables can explain this, but one might be that they need English more when expressing themselves to peers. Maybe they are the only ones in the class with a different L1 than Norwegian; consequently, English becomes a more natural choice. In addition, four participants had English as their first language, naturally increasing English use.

As mentioned, the use of L1 in the L2 classroom has long been debated, but contemporary trends support L1 use for scaffolding purposes such as translation, classroom management and general student-student conversation (Hall & Cook, 2012). Studies also show that L1 and L2 can be used interchangeably when students collaborate to complete a task (Cromdal, 2005). This can, therefore, also explain the extensive use of Norwegian or other languages than the target language in Norwegian English classrooms. Using both languages interchangeably comes naturally to many students, as answers to the open-ended questions in the present study revealed.

Using L1 in the L2 classroom is not always bad; however, if the target language is used more rarely than the L1, some of the language input is lost, and, more importantly, the output of oral TL becomes restricted. This is why Munden and Sandhaug (2017) warn

teachers to use too little of the target language. Maximising the input and output of the target language in English lessons increases language acquisition (Krashen, 1987; Swain, 2000).

In the Norwegian English curriculum, under the interdisciplinary topic of *health and life* skills, one important aspect is becoming confident in one's language skills. It is mentioned that the subject should "help them [students] develop a positive self-image and a secure identity" (Ministry of Education and Research, 2019, p. 3). Students expressing themselves and exploring others' ideas and new perspectives are essential to this process. For the students to become "secure" language users, they must feel a sense of achievement. This can happen when they experience how to handle communicative situations well. But they will not get the sense of achievement if they do not participate in communicative situations. When a student always shies away from using English, the individual will never experience the positive boost of overcoming communicative English challenges.

Using Norwegian in the English classroom or not speaking at all is considered comfortable. However, there is no learning if the student remains comfortable and is not pushed into the ZPD. To progress in the language, one must interact, speak the target language, and expose oneself to uncertain situations (Alkhudiry, 2022). These can feel uncomfortable, mainly because you are progressing and learning, so students must not shy away from those situations. Teachers play an essential role in pushing the students into the ZPD.

5.2 Teacher Choices and Their Impact on Oral Activity

Students in the present study agreed that the teacher greatly influences oral English production. This aligns with Young (1991), who found that emotions and other factors contributing to WTC were linked to the learning situation or lesson type. Some students reported that they were not used to speaking English in class and that in primary school, the teaching style was much different than in 8th grade. Munden and Sandhaug (2017) report that English teaching in 5th -7th grade is characterised by more tests, vocabulary, grammar, and situations with right and wrong answers. As discussed, this can affect the student's perception of the most important English skills. In lower secondary, however, there are more open tasks targeting oral activity and a higher focus on communication. They mention that this reflects not just the curricular differences between the grades but is more a historically institutional practice (Munden & Sandhaug, 2017).

As researchers have pointed out, there are differences in teaching from primary to lower secondary, and some problems arise when establishing a speaking environment later.

Students must practice speaking to make communicative situations natural (Zaccaron, 2018). If the students are not used to the communicative classroom, it will be more difficult to establish it later. As Swain (2000) emphasises, output is necessary for earlier years of education to make learners more familiar with English. Liu and Jackson (2008) also reported that the later one starts to learn English, the more likely it is that the student becomes reluctant to speak. To create a communicative classroom, one must, therefore, start early.

Students hold that participation would increase if teachers spoke more English and reminded students to do the same. This is a concrete measure that teachers should consider. In the present study, participants emphasised the impact of the teacher's language use on student's language choice, with a clear suggestion to speak more English. Explicit reminders were also regarded as effective in increasing TL language use in English lessons. This is in line with the result from Hall and Cook (2012), who reported that teacher language choices and reminders affected target language use in many classrooms. If the teachers use L2 extensively, students are reported to have higher chances of using it themselves.

Another variable that teachers can control is the focus of the lesson. When having communication activities in class, it is important not to correct grammatical errors. This should be saved for times when the emphasis is on accuracy. If students are continuously corrected the communicative stream is interrupted, and the students become more anxious to speak, in fear of saying something wrong. Creating a more relaxed communication atmosphere is more important when increasing oral participation (Drew & Sørheim, 2016). Perfect communication is not the goal; the goal is for communication to happen (Munden & Sandhaug, 2017).

In the present study, there was an emphasis on which activities could be used to encourage speaking. The students provided several concrete suggestions, such as using games, having speaking activities to practice using the target language, and dividing the class into groups when discussing. Games and activities can motivate students and shift the focus on content instead of communication form, which could make the learning environment feel safer. The present study's most suggested teaching method was games and fun activities. Students in both the interviews and survey mentioned that English use comes more naturally when focusing on the content or task, not communication accuracy. They also reported that competitive tasks can increase motivation. Using games in the classroom is a context-based learning activity, which concurs with a sociocultural view of language learning (Alkhudiry, 2022). This is a concrete example of how a teacher can create communicative situations without focusing on speaking 'perfect' English.

A couple of students mentioned movies as a tool for improving their English. Watching movies in class does not increase spoken English because it is a passive activity, but it can be a good introduction to discussions about relevant topics. In addition, movies are good content for learning pronunciation and getting authentic input. Lemana et al. (2023) hold that using podcasts or movies in teaching increases authentic input, reduces some affective filters, and improves the student's spoken English. Students in the present study also mentioned making podcasts to increase oral activity. Podcasts allow for more speaking practice while preventing the students from fearing speaking in front of someone else. Another benefit is that mistakes can be undone and rerecorded.

In addition, students in the present study and previous research emphasise that training to speak English makes students more familiar with it and increases oral proficiency through input and output. Several students reported in the present study that practising speaking English was essential to lower the negative emotions associated with speaking. This aligns with Horverak et al. (2022), who reported that Norwegian students view speaking practice as necessary for language learning success. If students are familiar with the topic and teaching method, they more often initiate conversation (Yashima et al., 2018). Practising speaking English also influences language learning; one becomes better and more familiar with it by doing something repeatedly. Zaccaron (2018) emphasises that repetition is critical to language development and accuracy.

Students need teachers' guidance on how to practice effectively. An approach like Horverak et al. (2022) can help students identify what they need to work on and find the right approach to improve. Young (1991) also emphasised identification when teaching students that some irrational thoughts contribute to a fear of speaking. Therefore, the survey results and previous research on L2 speaking suggest that teachers must practice speaking with the students and help them identify how to increase oral competence and participation in class.

Lastly, students reported that they prefer speaking English in smaller groups with individuals they trust. This concurs with Austnes (2020) and Norderud (2017) (master's theses), who also report that Norwegian students feel more comfortable conversing in smaller groups. Smaller groups have also been suggested by Lemana et al. (2023) as an excellent environment to build self-confidence in a language classroom. In addition to the group size, who the group members are is important for students. Students in the present study feel more comfortable speaking English with people they trust or know well than those they do not get along with. A Norwegian student gave a similar answer in the study by Horverak et al. (2022, p. 43): "I can also speak English with people I trust, friends and family, then I can become

more confident". The results from the present study are also in line with Baran-Łucarz (2014), who reported that if students were in a group with someone they know, they are more eager to speak. As El Zaatari and Ibrahim (2021) emphasise, a safe environment can contribute to overcoming challenges such as speaking the target language because students feel a sense of belonging.

Sometimes, the students' suggestions could be met to create a low anxiety environment when practising speaking English and tailor the activities to suit students who struggle to engage in conversation. Other times, students should get training to participate with different individuals. That is why Yashima et al. (2018) chose to randomise groups in their intervention to train students to speak with various people. Most of the suggestions from researchers and students focus on building a communicative environment and how teachers can give students tools they can use when facing speaking situations alone later. Using just one suggestion is not always recommended. Combining the different suggestions and viewing what is most effective for the students through the teacher's discretion is always recommended. Drew and Sørheim (2016) say that one of the most important words in English teaching is 'balance'. The balance between teaching methods, communicative and individual work, fluency and accuracy, and content-specific and language-specific tasks. This includes balancing comforting the students and pushing them into a position where learning occurs (Krashen, 1987; Swain, 2000; Vygotskij & Kozulin, 1986).

6.0 Conclusion

This study has explored Norwegian 8th-grade students' perceptions of what causes a reluctance to speak and what strategies the teacher can use to positively impact English communication in the classroom. The research done in the present study and previous studies on speaking in the EFL classroom reveals that some students find speaking English embarrassing, unnatural, or scary. Several situational and personal factors, like the speaking environment, self-motivation, and self-esteem, affect students' desire to speak the target language. Because of this, the teacher needs to make the learning environment as safe as possible while pushing the students into the Zone of proximal Development. By speaking a lot of English, using motivating games and establishing a speaking tradition early, the teacher can encourage students to be more orally active.

The findings presented in this study can equip teachers with better strategies to enhance their students' oral English skills and provide concrete examples of teaching methods

to address challenges with students WTC. Moreover, understanding the factors that influence WTC and the strategies to encourage students' oral participation and their thoughts is crucial in teachers' collective efforts to enhance English teaching and advance research in the field.

The present study gathered students' perspectives on the research questions above and examined trends in Norwegian 8th-graders' attitudes towards speaking English. Concrete suggestions for increasing oral English use have been suggested, but it would have been interesting to test the effects of the suggested strategies in praxis. Although over 200 students participated in the study, more research should be done on how to get students to speak English in Norwegian classrooms. Perhaps a more detailed interview-based study would be able to elaborate on the results from the survey of this study, and a more significant number of participants could help establish more solid trends among Norwegian students. Lastly, research comparing teacher and student views on English communication can be conducted, much like Zhou (2015), but in a Norwegian EFL context.

References

Alkhudiry, R. (2022). The Contribution of Vygotsky's Sociocultural Theory in Mediating L2 Knowledge Co-Construction. *Theory and practice in language studies*, *12*(10), 2117-2123. https://doi.org/10.17507/tpls.1210.19

Austnes, A. M. (2020). *Oral participation in the EFL classroom: A study of variables that might affect students' oral participation in the Norwegian upper-secondary EFL classroom* [Master's thesis, University of Bergen]. Bergen Open Research Archive. https://hdl.handle.net/1956/21457

Baran-Łucarz, M. (2014). The Link between Pronunciation Anxiety and Willingness to Communicate in the Foreign-Language Classroom: The Polish EFL Context. *Canadian modern language review*, *70*(4), 445-473. https://doi.org/10.3138/cmlr.2666

Boudreau, C., MacIntyre, P. D., & Dewaele, J.-M. (2018). Enjoyment and anxiety in second language communication: An idiodynamic approach. *Studies in second language learning and teaching*, *8*(1), 149-170. https://doi.org/10.14746/ssllt.2018.8.1.7

Castanelli, D. (2023). Sociocultural learning theory and assessment for learning. *Med Educ*, *57*(5), 382-384. https://doi.org/10.1111/medu.15028

Creswell, J. W., & Guetterman, T. C. (2021). *Educational research: planning, conducting, and evaluating quantitative and qualitative research* (Sixth ed.). Pearson Education Limited.

Cromdal, J. (2005). Bilingual order in collaborative word processing: on creating an English text in Swedish. *Journal of pragmatics*, *37*(3), 329-353. https://doi.org/10.1016/j.pragma.2004.10.006

Drew, I., & Sørheim, B. (2016). *English teaching strategies: Methods for English teachers of 10 to 16-year-olds* (3rd ed.). Det Norske Samlaget.

El Zaatari, W., & Ibrahim, A. (2021). What promotes adolescents' sense of school belonging? Students and teachers' convergent and divergent views. *Cogent education*, *8*(1). https://doi.org/10.1080/2331186X.2021.1984628

Hall, G., & Cook, G. (2012). Own-language use in language teaching and learning. *Language teaching*, *45*(3), 271-308. https://doi.org/10.1017/S0261444812000067

Horverak, M. O., Langeland, G. M., Løvik, A., Askland, S., Scheffler, P., & Wach, A. (2022). Systematic Work with Speaking Skills and Motivation in Second Language Classes. *IAFOR journal of education*, *10*(1), 33-52. https://doi.org/10.22492/ije.10.1.02

Imsen, G. (2014). *Elevens verden: innføring i pedagogisk psykologi* (5. ed.). Universitetsforlaget.

Krashen, S. D. (1987). *Principles and practice in second language acquisition*. Prentice-Hall International.

Lemana, H. E., Casamorin, D. B., Aguilar, A. D., Paladin, L. G., Laureano, J. V., & Frediles, J. A. (2023). Affective Filters' Extent of Influence on Oral Communication: L2 Learners' Perceptions. *International Journal of Educational Management and Development Studies*, *4*(1), 88-108. https://doi.org/10.53378/352969

Lightbown, P. M., & Spada, N. (2021). *How languages are learned* (Fifth edition ed.). Oxford University Press.

Liu, M., & Jackson, J. (2008). An Exploration of Chinese EFL Learners' Unwillingness to Communicate and Foreign Language Anxiety. *The Modern language journal (Boulder, Colo.)*, *92*(1), 71-86. https://doi.org/10.1111/j.1540-4781.2008.00687.x

Lyngsnes, K. M., & Rismark, M. (2014). *Didaktisk arbeid* (3. ed.). Gyldendal akademisk.

MacIntyre, P. (2020). Expanding the theoretical base for the dynamics of willingness to communicate. *Studies in second language learning and teaching*, *10*(1), 111-131. https://doi.org/10.14746/ssllt.2020.10.1.6

MacIntyre, P. D., Clément, R., Dörnyei, Z., & Noels, K. A. (1998). Conceptualizing willingness to communicate in a L2: A situational model of L2 confidence and affiliation. *The Modern language journal (Boulder, Colo.)*, *82*(4), 545-562. https://doi.org/10.1111/j.1540-4781.1998.tb05543.x

Ministry of Education and Research. (2019). *Læreplan i engelsk (ENG01-04)*. [Curriculum in English]. Established as regulations. The National curriculum for the Knowledge Promotion 2020. Retrieved from https://www.udir.no/lk20/ENG01-04

Munden, J., & Sandhaug, C. (2017). *Engelsk for secondary school*. Gyldendal akademisk.

Norderud, S. (2017). *It is easier to mend when you know what you are mending. A study of variables that influence students´ oral participation in an EFL classroom and how to mend low oral participation* [Master's Thesis, Høgskolen i Innlandet]. Brage. https://brage.inn.no/inn-xmlui/handle/11250/2467104

Pedersen, M. J., Bojesen, A. B., Rayce, S. B., & Pontoppidan, M. (2021). Using Informational Video to Elicit Participation in Online Survey Research: A Randomized Controlled Trial. *International journal of public opinion research*, *33*(4), 946-959. https://doi.org/10.1093/ijpor/edaa023

Rolin-Ianziti, J., & Varshney, R. (2008). Students' Views Regarding the Use of the First Language: An Exploratory Study in a Tertiary Context Maximizing Target Language Use. *Canadian modern language review*, *65*(2), 249-273. https://doi.org/10.3138/cmlr.65.2.249

Scheffler, P., Horverak, M. O., Krzebietke, W., & Askland, S. (2017). Language background and learners' attitudes to own-language use. *ELT journal*, *71*(2), 197-217. https://doi.org/10.1093/elt/ccw058

Story, D. A., & Tait, A. R. (2019). Survey Research. *Anesthesiology*, *130*(2), 192-202. https://doi.org/10.1097/ALN.0000000000002436

Swain, M. (2000). The Output Hypothesis and beyond: Mediating Acquisition through Collaborative Dialogue. In J. P. Lantolf (Ed.), *Sociocultural Theory and Second Language Learning* (pp. 97-114). Oxford University Press.

Vygotskij, L. S., Hanfmann, E., & Vakar, G. (1962). *Thought and language*. M.I.T Press.

Vygotskij, L. S., & Kozulin, A. (1986). *Thought and language*. MIT Press.

Yashima, T., MacIntyre, P. D., & Ikeda, M. (2018). Situated willingness to communicate in an L2: Interplay of individual characteristics and context. *Language teaching research: LTR*, *22*(1), 115-137. https://doi.org/10.1177/1362168816657851

Young, D. J. (1991). Creating a Low-Anxiety Classroom Environment: What Does Language Anxiety Research Suggest? *The Modern language journal (Boulder, Colo.)*, *75*(4), 426-437. https://doi.org/10.1111/j.1540-4781.1991.tb05378.x

Yule, G. (2014). *The study of language* (5th ed.). Cambridge University Press.

Zaccaron, R. (2018). Again and Again: an immediate repetition oral task viewed in light of Swain's Output Hypothesis. *Domínios de lingu@gem*, *12*(3), 1401-1427. https://doi.org/10.14393/DL35-v12n3a2018-2

Zhou, N. (2015). Oral participation in EFL classroom: Perspectives from the administrator, teachers and learners at a Chinese university. *System (Linköping)*, *53*, 35-46. https://doi.org/10.1016/j.system.2015.06.007

Appendices

Appendix 1 – The Online Questionnaire

Samlet status

		Antall svar
Ny	0%	0
Distribuert	10%	22
Noen svar	4%	8
Gjennomført	87%	194
Frafalt	0%	0

1. Kjønn

		Antall svar
Gutt	48%	96
Jente	50%	102
Ønsker ikke å svare	2%	4

2. Hvilket morsmål har du?

		Antall svar
Norsk	81%	164
Engelsk	2%	4
Annet språk	17%	34

3. Hvilket fylke bor du i?

Fylke	%	Antall svar
Agder	6%	13
Rogaland	12%	24
Vestland	0%	0
Møre og Romsdal	1%	2
Trøndelag	0%	0
Nordland	0%	0
Troms	8%	16
Finnmark	13%	27
Innlandet	18%	36
Buskerud	9%	18
Telemark	7%	14
Vestfold	0%	0
Østfold	0%	0
Akershus	25%	51
Oslo	0%	1
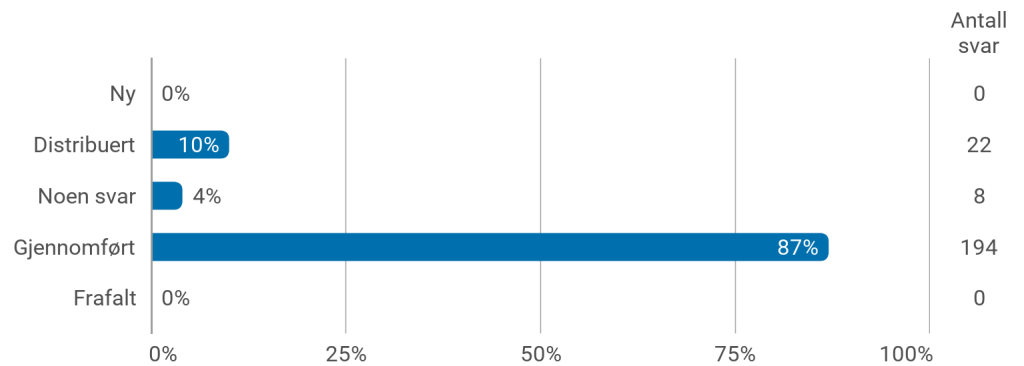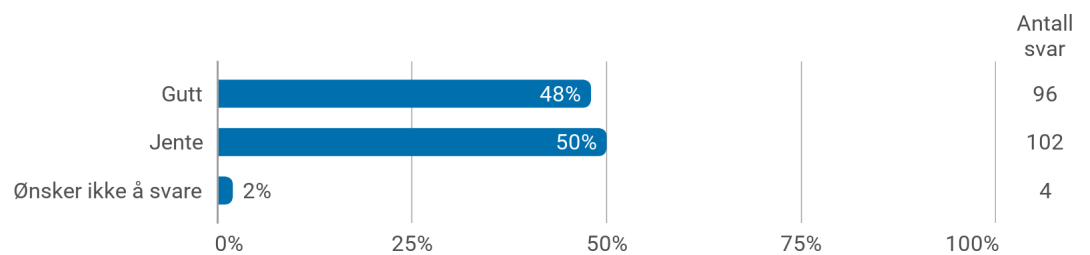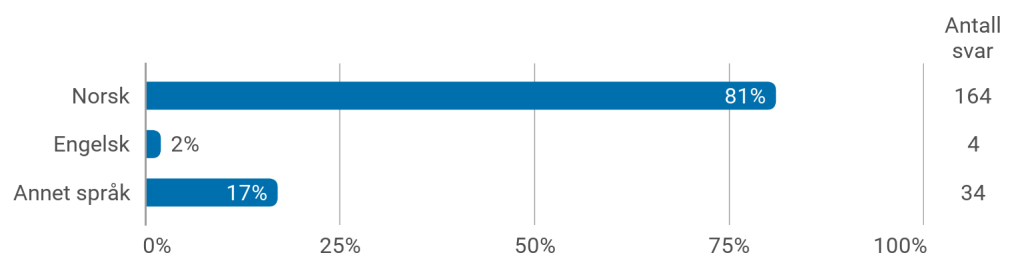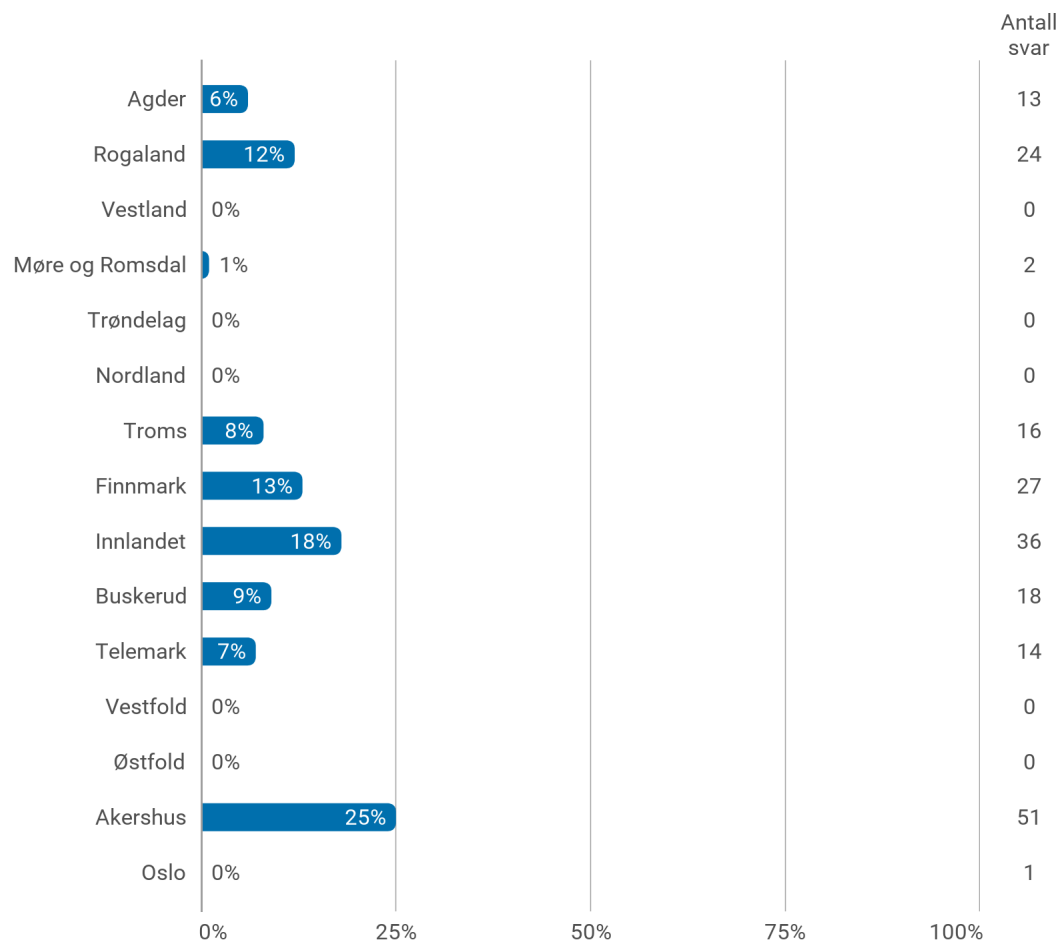
4. For å bli god i engelsk, hvilken egenskap er viktigst? (Du kan svare flere hvis du syntes noen er like viktige)

Egenskap	%	Antall svar
Muntlig	82%	166
Skriftlig	60%	121
Lesing	46%	93
Lytting	47%	95
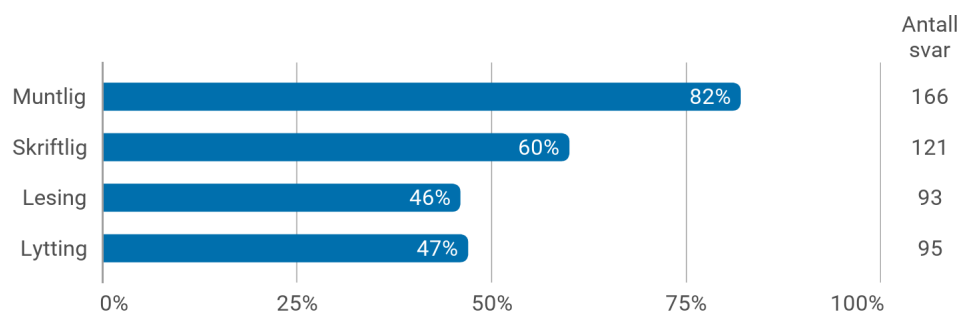
5. Får du mulighet til å snakke engelsk i timene?

	Antall svar
aldri 2%	3
få ganger 13%	26
av og til 33%	66
mange ganger 32%	64
alltid 20%	40
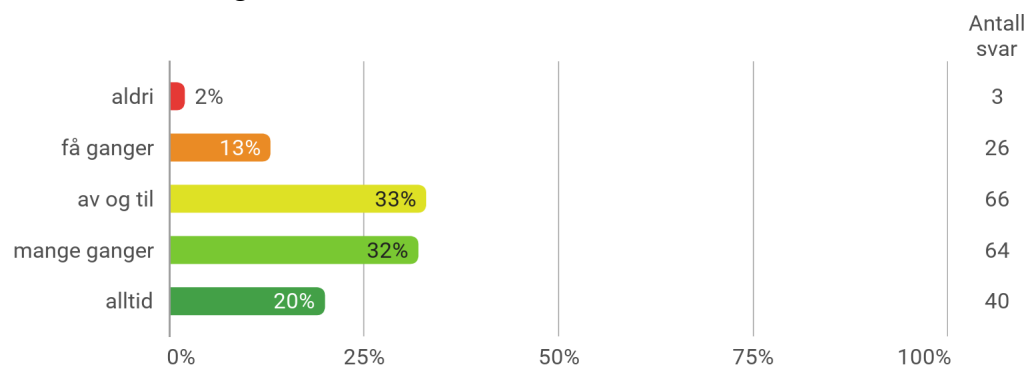
6a. Hvor ofte er du muntlig aktiv i engelsktimene?

	Antall svar
Sjelden 31%	61
Av og til 48%	95
Ofte 22%	43
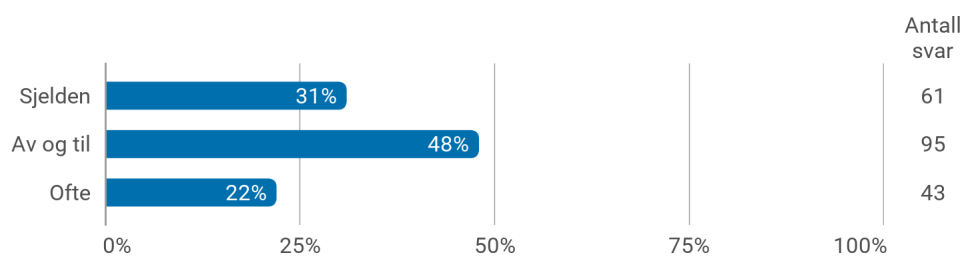
6b. Har du lyst til å bli mer muntlig aktiv?

	Antall svar
Ja 46%	28
Nei 54%	33
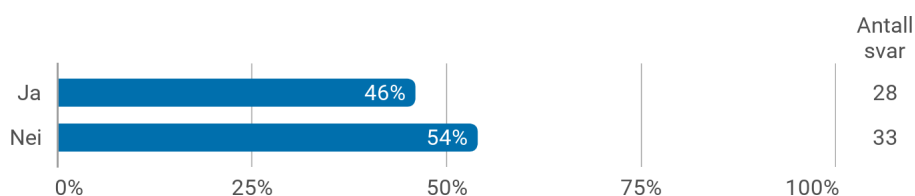
6c.

Kan læreren gjøre noe for at du skal bli mer muntlig aktiv?
vi kan spille fotball
spørre spørsmål som de fleste kan
nei
nei
nei

53

Kan læreren gjøre noe for at du skal bli mer muntlig aktiv?
nei
ja læreren vår tar bare hensyn til de som ikkje klarer engelsk så bra
hjelpe meg med oppgavane
Vet ikke, jeg prater ikke så mye i de andre fagene heller
Vet ikke
Spør flere spørsmål
Presentasjoner
Nei, jeg er mer redd for å si noe feil
Nei
Legge opp til at jeg skal snakke
Kunne bedre engelsk
Kanskje inkludere mer
Kahoot oftere.
Jeg må bare rekke opp hånda.
Jeg er bare redd for å snakke fremmed språk foran hele klassen, med bare lærer går det helt fint.
Idk
Hå noen muntlige oppgaver og fremføringer

Kan læreren gjøre noe for at du skal bli mer muntlig aktiv?
.

7a. (NL) Hvordan snakker du med medelevene i engelsktimen?

	Antall svar
Bare Engelsk 1%	1
Mest Engelsk 11%	17
Begge deler 39%	62
Mest Norsk 41%	66
Bare Norsk 9%	15

0% 25% 50% 75% 100%

7b. (OL) Hvordan snakker du med medelevene i engelsktimen?

	Antall svar
Bare Engelsk 12%	4
Mest Engelsk 15%	5
Begge deler 38%	13
Mest annet språk 24%	8
Bare annet språk 12%	4

0% 25% 50% 75% 100%
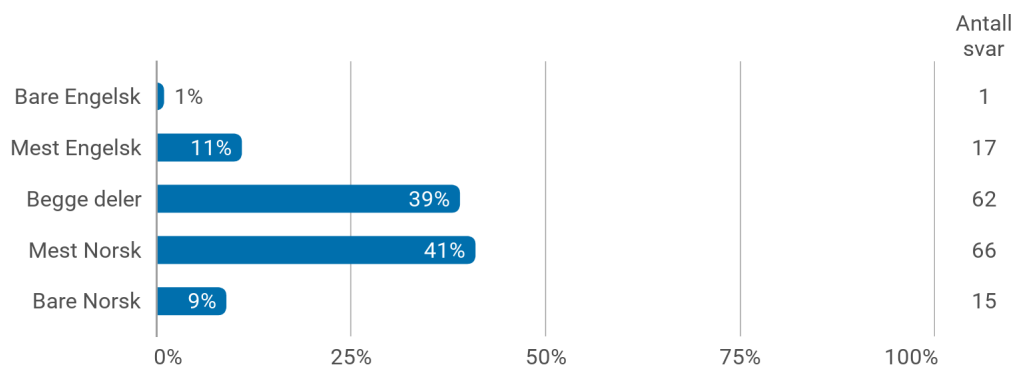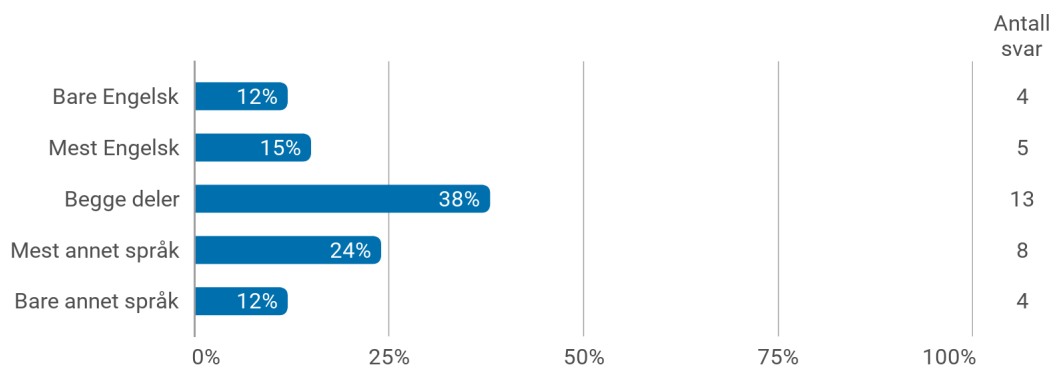
8. Hvor enig er du i påstandene om å snakke engelsk med medelever?

	Antall svar	Gjennomsnitt
Det er flaut	198	3,6
Jeg er ikke god nok	198	3,2
Jeg er redd for å gjøre feil	197	3,5
Det er ubehagelig	197	3,4
Det er unaturlig	198	3,6
Jeg er redd for å bli ledd av	198	3,2
Jeg er ikke vant til det	198	3,7
Vi snakket mest på norsk i engelsktimene på mellomtrinnet	198	3,8
Jeg er redd for ufine kommentarer fra andre	198	3,2

Stacked bar chart:

Påstand	Uenig	Litt Uenig	Nøytal	Litt Enig	Enig
Det er flaut	23	17	24	23	13
Jeg er ikke god nok	31	21	22	14	13
Jeg er redd for å gjøre feil	26	15	21	22	16
Det er ubehagelig	24	22	18	18	17
Det er unaturlig	23	21	28	15	14
Jeg er redd for å bli ledd av	36	13	21	19	12
Jeg er ikke vant til det	23	17	29	19	12
Vi snakket mest på norsk i engelsktimene på mellomtrinnet	18	17	27	24	14
Jeg er redd for ufine kommentarer fra andre	34	20	24	12	10

9.

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
vi er vant og snake andre spørok
vetke
vet ikke
veit ikkje
veit ikkje
tør ikke
norsk er enklere

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
noen synes det er flaut
noen kan ikke veldig mye
kanskje de ikke kan engelsk så bra og klarer ikke og sjønne hva den andre sier og vet ikke va de skal svare
kanskje de er redd.
kanskje de er for flaue eller at de har ikke lyst til å snakke på engelsk fordi de tror at de er dårlig på det eller kanskje de har bare ikke veldig lyst til å snakke i den timen eller, at de er redde for at noen skal le av dem eller at noen av elevene skal si noe stygt om den som snakka høyt i klassen på engelsk
kansje fordi att de er ikke like flink i engelsk som andre. De erradde for att folk skal le, og at folk sen stirre på de osv
jeg vet ikke de er sikkert redd for å domme seg ut
jeg tipper mange føler at de ikke er god nok osv. Men jeg tror også at mange er egt bare redd
jeg synes fordi de er flaue å snakke engelsk.
jeg mener at årsaken til det er at elevene er redd for å si feil og ikke har lært det onklig
idk
har ikke peiling
fordig det er flaut
fordi æ vet ikke kordan æ sir det
fordi vi r vandt til å snakke norsk til vanlig og læreren sier ikke noe om at vi må snakke engelsk

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
fordi vi er norske og da skal vi ikke snakke et annet språk.
fordi vi er norske ikke engelske og da er det mer naturlig og snakke norsk
fordi eg vill ikkje bli ledd av
fordi det ikke er gøy når vi ikke klarer det så bra og da måtte høre andre snakke kjempe bra så vill ikke jeg snakke min dårlige engelsk
fordi det er så unaturlig og det kan være litt ubehagelig, fks. at de kan være redd for å bli led av hvis dem ikke er like flinke som de andre
fordi det er lettere, og hvis det er noen ord du ikke husker sier man de ofte på norsk. i tillegg er det lett å glømme seg
fordi det er kjedelig
fordi de kanskje mener at de ikke er gode nok, at de er redd for at vi skal snakke om hvor dårlig dem var til andre som ikke går i klassen osv. jeg tror det kanskje er fordi de fleste er redde for hva de andre mener om deg.
fordi de ikke vil
fordi de ikke tørr og snakke
fordi de ikke tør
fordi de er redde får å si feil og at andre skal le av deg. Og det kan henne at de ikke vil snakke
fordi de er redd for å bli ledd av
fordi at alle snakker ikke engelsk like ofte
fordi

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
for og å bli bedre
folk kan ikke helt alle orene og er redd for å gjøre feil
folk er redde for at man skal utale feil.
er redd for og gjøre feil.
engelsk
engels suger pong
det kan være ubehagelig for de som er redd for at andre skal le av de og at det er redd for å gjøre en feil eller være dårligere enn de andre
det er skummelt
de syns de er flaut
de liker det ikke, eller klarer ikke
de kan egentlig bare snakke tysk
de er redde for å bli ledd av
de er redd for og gjøre feil
de er nok redde for å gjøre feil, og bli skammet for det.
de er ikke vant til det og føler seg ikke gode
de er flaut

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
bedre og snakke samisk
b..
at man kanskje glemmer det eller vet ikke hva ordet betyr
at det ikke er dems orginale språk og er redd for å si eller utale noe feil foran medelevene. noen syntes kanskje det er vanskelig å utale engelske ord også.
at det er flaut og ubehageli når du tar feil
at de ikke vet hva det di skal si er på engelsk, og da bytter de ut noen ord med norsk
Vet ikke/I don't know
Vet ikke.
Vet ikke
VET IKKE
Tror det er mest fordi de synes det er flaut eller at de ikke er gode nok, jeg vet ikek
Tror de synes det er vannskelig
Tipper jo det er fordi de ikke er konfortable til det. Jeg tror også lærerne burde ta de som heller ikke snakker så ofte. Folk som meg snakke rganske mye, og derfor blir man fort vant til og snakke andre språk
Siden deu synest det er fløt
Redd for å bli ledd av

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
Red for og gjøre feil og ikke være bra nok
Noen snakker ikke så godt engelsk.
Mest vant til norsk
Liker ikke å snakke engelsk
Kanskje fordi folk syntes det er flaut og hvis de ikke er vant til det kan det være litt rart
Kanskje fordi de glemmer å snakke engelsk og er bare vant til å snakke norsk så dem snakker norsk også glemmer ut i setningen.
Jeg trur det kanskje er fordi det er så unormalt og litt ubehagelig
Jeg tror det kan være fordi de syns det er flaut og redd for og få stygge kommentaren eller bli gjort narr av
Jeg tror det er fordi mange er redd for og si og gjøre en feil.
Jeg tror de er redde for å snakke engelsk.
Jeg tror de er redde for det fordi folk er redde for å si feil og bli ledd av
Jeg tror de er redde at folk skal le av dem eller gjøre narr av dem, jeg vil tippe de også er redd for at de skal si noe feil
Jeg tror at de fleste elever velger å ikke snakke engelsk i timene for man blir fort usikker for mange grunner som for eksempel kan være å bli ledd av eller å få høre kommentarer i ettertid. Norske skoleelever er veldige usikkere og derfor er det viktig og ha mye muntelige leker og oppgaver i timene.
Jeg snakke engelsk

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
Ikke noe annet som står over
I myself know why some people are afraid to speak English because they are afraid of making a mistake and making a mistake. Plus, if this happens in front of the whole class and you say it wrong, I'm afraid of ridicule or gossip.
I don't know
I AM THE ENGLISH MASTER MIND
Helt greit
Gidder ikke
Fordi man vil ikke gjøre feil og det kan være ubehglig.
Fordi man mener at man ikke er god nok til å snakke engelsk, så de lar vær å snakke engelsk
Fordi man kan gjøre feil og bli ledd av eller ha dårlig uttalelse så noen ikke skjønner hva man sier
Fordi man ikke er vant til det
Fordi man er redd for å si feil Det er skummelt Det er litt flaut
Fordi man er kanskje redd for å gjøre feil Eller at du trur at du ikke er god nok
Fordi ikke så mange rekker opp hånda i engelsk.
Fordi guttene bruker å le av jentene når de sier ordene feil og vis vi ikke er så god i engelsk.

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
Fordi engelsk er lettere i hodet, enn når man skal prate det. Det kan også være skummelt å si noe feil hvis det er med noen man ikke kjenner så godt.
Fordi det vi ikke er vant til det
Fordi det kan være ukomfortabelt å kommunisere i et annet språk, ikke alle er like god som andre, og da kan de føle seg flau, eller redd for å gjøre det feil.
Fordi det kan være litt flaut å snakke engelsk for noen
Fordi det er veldig flaut
Fordi det er rart og flaut. Føler man ikke er god nok
Fordi det er mange som synes at å snakke engelsk er såkalt <>. så det er mange som ikke tør å snakke Engelsk fordi mange er så negative mot de, i hvert fall hvis de ikke snakker sånn 100% perfekt.
Fordi det er enklere å snakke norsk
Fordi dei ikke kan snakke engelsk
Fordi de ikke kan det så godt.
Fordi de ikke er gode til det, eller at de ikke vil
Fordi de er redd å gjøre feil eller si feil
Fordi de er redd for andre sine kommentarer.
Fordi de er kanskje ikke så go til å lese
Fordi at vi kanske er nere vant til å snakke norsk sia det er det vi gjør i hverdagen.

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
Forde de er redd for å si noe feil.
Folk liker ikke og snakke engelsk når de kan snakke norsk
Flaut
FLAUT
Det vil ikke
Det kan være flaut å snakke foran hele klassen, og du si noe feil eller du er nervøs.
Det kan være flaut eller bare unaturlig.
Det gjör jo at elever blir mer og mer redd for å snakke en at de blir tryggere med å snakke i timene
Det er vanskeligst å lære
Det er uvant og de er ikke vant til det mest sansynelig
Det er stress og de orker ikke og synes kanskje de ikke vil bli ledd av
Det er nåkk pongtene der oppe
Det er litt rart å snakke engelsk når det ikke er morsmålet til de fleste
Det er litt flaut
Det er kanskje fordi at de ikke føler seg helt komfortable med det ennå.
Det er ikke så viktig hva språk du snakker i timene
Det er ikke så godt på engelsk og synest det er flaut og snakke og gjøre feil

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
Det er ikke gøy
Det er flaut og du veit helt hav vi skal si
Det er flaut hvis du ikke er veldig god og veldig ubehagelig.
Det er et helt annent språk. Kanskje de er redd for at utalen deres er litt feil. Eller at de glemmer et ord.
Det er enklere og snakke norsk enn engelsk noe vi har engelsk time
De tørr ikke. De har dysleksi. De er redd. De har sosial angst. Folk flirer av hverandre. Folk er respektløse.
De tør ikke
De syntes at det er kleint, og de er redde for å gjøre feil eller at folk begynner å le av dem.
De man is en feil og så blir flau og litt sin på seg selv.
De kan være sjenerte.
De kan være redde for å dumme seg ut
De har ikke lyst.
De gidder ikke, eller syntes det er skummelt
De er sikkert redde for at folk kommer til å mobbe dem og liker kanskje ikke og lese engelsk høyt foran klassen
De er redd for og bli ledd av fks

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?
De er redd
De er red for å bli led av
De er sikkert redde for og bli ledd av da vel
De e redd for å bli led av
D
At vi er vant til å snakke norsk
At man synes det er vanskelig, vil ikke bli ledd av og at man kan synes det er litt skummelt.
At man er redd for å si feil og dumme seg ut. Eller at man kanskje ikke er så god på uttale.
At det er enklere å snakke norsk, og at flere ikke kan alle ordene, og da blir det norsk kanskje
At dei føler at dei ikke klarer det
At de er flaut
.

10. Hvor enig er du i påstandene? Læreren kan påvirke muntlig aktivitet i timene ved å...

	Antall svar	Gjennomsnitt
Snakke mye engelsk selv	195	4,5
Være strengere på at elevene skal snakke engelsk	195	3,6
Gi påminnelser om å snakke engelsk	195	4,3
Ha debatter	195	4,3
Ha samtale som hel klasse	195	4,3
Ha samtale i grupper	195	4,3
Undervise på en måte som gjør det enkelt å snakke engelsk	195	4,7

Uenig · Litt Uenig · Nøytral · Litt Enig · Enig
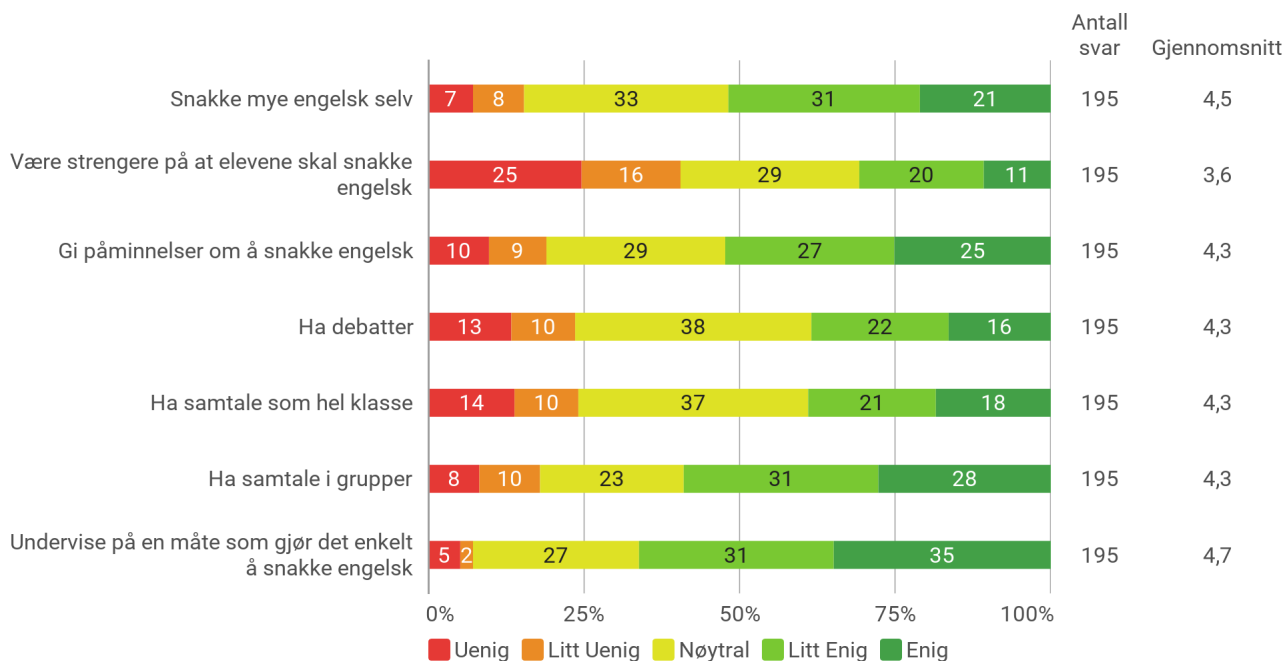
11.

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
æ vet ikke.
Øve på og snakke i grupper
vise vidioer
vise video eller gi oppgaver.
vis man diskuerer
vetikke
vet ikke
vet ikke
vet ikke
vet ikke

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
vet ikke
vet ikke
spørre spørsmål på engelsk å be elevene svare på engelsk
snakke mer engelsk selv
snakke med enkle ord
snakke engelsk selv elr no
snakke engelsk også oversette til norsk
snakke engelsk og si at vi må snakke engelsk
snakke engelsk
sette opp sånn at de som kjenner hverandre bedre kan snakke sammen fordi da blir det kanskje ikke så vanskelig for noen.
se på film
se på engelsk film
se film
prate bare engelsk, lærer engelsk bedre når man ikke prater noe annet enn engelsk
og si at det som er vanskelig kan dere snakke norsk
mine deg på det
lære oss hele settninger og ikke bare ordene

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
lage leker med engelsk
la klassen snakke i grupper og sammen, og at man går på runde og sier noen ting sånn at man blir vandt med og snakke engelsk
kanskje få oss til å snakke om ting i grupper på engelsk
jeg vet ikke
jeg vet ikke
jeg vet ikke
hvis læreren snakker mye engelsk og sier at alle må snakke engelsk så er det enklere for folk siden da vet de at de ikke er de eneste som snakker engelsk i timen når de svarer på spørsmål eller har gruppe samtale
hele klassen snakker sammen
ha valgfrie grupper på 3-4 stykker
ha morsome aktiviteter der man må snakke engelsk
ha mere muntelig å aktiviteter i faget
ha flere oppgaver i grupper
ha debatter
gåre noe gøy
gruppeoppgave der vi må snmakke engelsk
gjøre morsome engelske aktiviteter og oppgaver

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
foreksempel sitte i en ring og si fine ting til hverandre på engelsk
fordi da slipper eg og skrive
det vi gjør nå, gjør det enkelt å snakke engelsk.
det kan dei finne ut av sjølv.
dem kan snakke engelsk selv
bare snakke i grupper eller gjøre oppgaver
at man får en oppgave man skal gjøre sammen
alt utenom individuelt
Vet she
Vet ikke, kanskje oftere bruke mindre grupper
Vet ikke
Vet ikke
Vet ikke
VET IKKE
Spille gjette spill på engelsk
Snakke lit engelsk og norsk
Snakke i små grupper

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
Snakke helle klassen
Snakke engelsk selv, ha samtaler i små grupper som folk er komfortable med.
Snakke engelsk ofte i timene
Snakke engelsk
Sette folk i gruppe for å prate engelsk med folk de er komfortable med, så er det ikke like flaut å si noe feil.
På engelsk
Prøve og finne på artige leker eller aktiviteter som gjør det lett å være muntelig
Prate engelsk selv
Prate engelsk
Oppgaver som gjor det enkelt for å snakke engelsk
Når vi jobber i grupper eller har debatter
Med lek
Man kan ha quiz
Læreren kan velge random folk.
Læreren kan undervise med å kanskje gjøre noe gøy, å ikke bare sitte ved pulten
Læreren kan undervise med engelske leker og gjøre samarbeids oppgaver
Læreren kan gi oss skrive oppgaver også lese svarene høyt

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
La oss lese noe på engelsk så kan vi snakke om det på engelsk
Kanskje debatter og samtaler i klassen. Jeg føler to og to blir litt kleint og kanskje andre også syntes det, Kahooter kan også være en bra læringsmetode
Kahoot
Jeg vet ikke
Jeg kommer ikke på noe
JEG VIL HA BRIAN JEG VIL HA BRIAN
Ikke være der
Ikke ha så vanskelige ord og gjøre noe gøy
Idk
Hæ
Hvis man jobber i litt mindre grupper så er det kanskje ikke like flaut
Hvet ikke helt
Han kan oppfordre til å snakke negelsk, ha aktiviteter som innebærer engelsk osv.
Han kan ha engelsk kahooter sån at svarene er engelske og da må vi lese engelsk når vi svarer
Han kan f.eks spør sprørsmål der vi må svare på engelsk
Ha valgfri gruppe med få folk
Ha noen kule engelske spill.

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
Ha mer engelske leker
Ha leker, og aktiviteter vi må snakke engelsk
Gå nøyere gjennom oppgaver
Gjøre noe morsomt
Gjøre noe gøy
Gjøre det gøyere og at vi ikke må snakke for helle klassa
Få oss til å snakke engelsk men ikke tvinge noen.
Få oss til å snakke engelsk i grupper
Film
Eg vett ikke
Debater
De kan sette opp i grupper der man er med noen man stoler på.
De kan ha leker på engelsk
DEBATTER
Bruke snakkeoppgaver
Bare ha gøye leker i engelsk også få alle til å være med når vi har det også må man snakke engelsk i lekene
At man kan ha en samtale med bare sidemannen. Da er det litt lettere i min mening.

Hvordan kan læreren undervise for å gjøre det enkelt å snakke engelsk?
All is good

12.

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
?? ⚢
Æ vet ikke.
Å gjøre så klassen blir mer komfortable med hverandre, så det blir mindre flaut.
Å få elevene til å delta på en engasjerende måte
vett ikke
vetikke
vetikke
vet ikke
vet ikke
vet ikke
vet ikke
vet ikke
vet ikke
vet ikke
vet ikke

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
vet ikke
vet ikek snakke sammen med noen man er litt ekstra venner med
vet ikek
vet ike
tvinge folk til å prate engelsk, uansett hvor gode eller dårlige de er
tror ikke det
ta enkle ting til de som ikke rekker opp hånda ofte
spørre alle i klassen
spør mer spørsmål
snakke i små grupper.
snakke i grupper og bli vant til og snakke engelsk med medelevene så de tørr og snakke mer og mer foran hele klassen
snakke engelsk selv og minne oss på det
slutte
sikkert noe men kommer ikke på noe akkurat nå
se på engelsk film å lære utale
passe på at det er greit og gjøre feil og hjelpe hvis du gjør feil
nono

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
nein
nei.
nei.
nei jeg tror ikke
nei ikke som jeg tenker
nei
nei
nei
nei
nei
nei
nei
nei
nei
nei
nei

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
nei
nei
nei
kommer ikke på noe
kanskje læreren burde snakke engelsk i engelsk timene, og kanskje vi burde ha en lærer som har mer enn et års utdanning:)
kanskje fler presentasjoner eller noe pdocast laging eller gruppesnakk
jeg vet ikke.
jeg vet ikke
jeg vet egentlig ikke. vi jobber veldig mye sammen og må snakke engelsk sammen og det synes jeg funker veldig bra.
jeg tror je har klart å fått med alt det jeg synes
ja dere kan gåre noe gøy om trent spille spill
ingen lekser mase gøy
ikke som jeg kommer på nå.
ikke si at man skal si noe la dem rekke opp hånden
ikke ha så stor klasse
hjelpe oss hvis dt er vanskelig

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
ha kahoot
ha bedre lærere på mellomtrinnet
h?n kan bli bedre til å snakke engelk selv se på engelsk film ikke sitte inne å gjøre oppgaver
gjøre det gøy
få v bucks
få alle til å prøve å snakke engelsk
fugl fisk by hvor man må snakke og skrive på engelsk
egentlig ikke.
VÆRE STRENGERE
Vetke
Vet ikke/I don't know
Vet ikke.
Vet ikke, jeg kan engelsk så jeg trenger ikke og ha det enklere eg forstår de fleste ordene
Vet ikke jeg
Vet ikke

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
Vet ikke
Vet ikke
Vet ikke
Vet ikke
Vet ikke
Vet ikke
Vet ikke
Vet ikke
Vet ikke
Veit ikke
Utenom å legge opp til det og å debater så tror jeg ikke det
Usikker.
Trokke det.
Ta en lek
Stoppe og si dette skal du si og sette folk med andre folk som ikke liker og snakke muntlig engelsk fordi det motiverer ingen
Spille minecraft education edition
Snakke åpent

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
Snakke mye mere engelsk selv vil gjorde sånn at vi vil lære mere også ha det gøy med faget og språket
Snakke mer engelsk selv og minne på om elever ikke snakker engelsk
Snakke i grupper og bli vant til å snakke engelsk med medelevene.
Si at alle mø snake engels
Sette de som er gode venner sammen siden da er de trygge.
Reise til Usa
Og ikke tvinge noen til og snakke
Nope
No
Ni
Nei
Nei
Nei
Nei
Nei
Nei
Nah

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
NEI GRO NOEN BALLER
Morsomme måter og lære på
MER LEK
Læreren kan la os snakke med de vi vil fordi da er det mindre flaut.
La oss ta oppgaver i små grupper
La oss snakke med noen vi stoler på
Kanskje vis de legger opp til at alle MÅ si noe
Jeg trur det sikkert er flere måter å få folk til a snakke engelsk men jeg vet ikke
Ja, snakke engelsk selv.
Ikke noe som jeg vet om
Ikke ha for vanskelige oppgaver
Ikke få dem til å snakke engelsk foran hele klassen men heller bare med få
Ikke egentlig, ikke noe jeg kommer på akkurat nå
Idk
Idk
Idk
I think no

Er det andre ting læreren kan gjøre for at det skal bli enklere å delta muntlig på engelsk?
Hvis læreren spør spørsmål til klassen vil det bli enklere å delta.
Ha lette oppgaver, så folk kan få selvtillit når de svarer
Ha muntlige spill som blir gøy for elevene sån n at de vil svare mer
Gruppe presentasjoner
Gjøre morsomme ting
Få språket mer normalt og trygt og snakke
Eg veit ikkje!
Det er ikke så mye vi pleier og snakke sånn mye i timene.
De kan la alle snakke engelsk. Bytte på å lese.
De burde ha noen engelske spill
D
At vi blir bedre i engelsk
At læreren snakker engelsk
Alle pongtene du har skreve
?
.

Appendix 2 – Interview Notes

Notes from the preliminary student interview as they were written and shown to the students:

Hva mener du er årsaken til at elever velger å ikke snakke engelsk, når dere må snakke sammen i engelskfaget?

1.

Det er kleint

Ikke vant til det

Ikke brukt på mellomtrinnet

Mer vant til Norsk

Ikke drite seg ut / si noe feil

Anstrengende med grammatikk på engelsk

Når læreren tvinger / legger opp til at det blir engelsk prat

2.

I starten engelsk - så over på norsk

At det er flaut

redd for å si feil

Bli ledd av - mye å være redd

Gruppe er vanskeligst

Mange ord vi kan på engelsk og ikke på norsk

Sjenert / redd

Ubehagelig – Kan ikke engelsk flytende

ikke god nok - Prøver å unngå det

3.

Det er stress

dårlig

lettere med norsk

jeg vet de er Norske

Annerledes hvis det er i utlandet

Jeg vet noe blir feil

vant til å prate norsk

dere kan velge - mange velger å snakke norsk

Fra engelsk til norsk

Hvis jeg ikke kan det på engelsk velger jeg norsk

Det er flaut

4.

Dårlig selvtillit

Sammenlikner seg med andre

Redde for å gjøre feil

Ingen gjør det redd for å være annerledes

Noen snakker engelsk utenfor

I engelskfaget kan man kanskje ikke alle ordene - Velge samtaletema

Det man kan best

På mellomtrinnet snakket vi ikke mye engelsk

Alt på engelsk og alt på norsk etterpå.

Det Tvinge til å snakke engelsk 2 min

Mer på ungdomsskolen - lærere snakker på engelsk

Hvilke strategier tror elevene kan brukes for å øke engelsk samtaler sammen med medelever?

1.

Regel - Ikke snakk norsk

Strengere på å snakke engelsk

Læreren må snakke engelsk

De som er "dårlige" føler det er flaut

Alle de andre kan det jo.

Bruke debatter - Det engasjerer

Ha samtaler - Det er naturlig

Alle må øve

2.

Lærerne må snakke engelsk

Gi påminnelser

Høre på nyheter

oversetting

Lære å si enkeltord - dele i grupper med fokus på forskjellige ting - Hva trenger du øvelse i?

Øve på uttale

Strenge på å snakke engelsk

Man gleder seg ikke til det

prøve å motivere

Gøye oppgaver

Gruppe arbeid

kahoot

bingo

fysiske leker

Debatt

Færre personer

To og to

Noe læreren ikke kan noe med?

Forskjellig nivå

3.

Muntlige engelsklekser - Lese tekster høyt

Det er ikke farlig - Alle gjør feil

Legge opp til en samtale på engelsk

Konkurranse - Hvis du ikke snaker engelsk er du ute / minuspoeng

Det kan også minke motivasjonen

4.

Læreren må snakke mer engelsk selv

Ikke forstår noe - Rekk

Gøyere ting å gjøre

-Brettspill

-Spill

-Scribble.io

-Kahoot

-Samtale om noe gøy - Velge selv

-Bockit

Sitte i amfi - kjedelig

Lettere å snakke i grupper enn i plenum

Svare på engelsk på spørsmål - Forklar hva det er

Forklare hva ord er på engelsk

Latte som dere er nye på jorden - kun på engelsk