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# MASTER'S THESIS

“How well do I speak English?”: Teachers’ and students’ thoughts and perceptions of what is assessed in oral English.

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I confirm that the work is self-prepared and that references/source references to all sources used in the work are provided, cf. Regulation relating to academic studies and examinations at the Western Norway University of Applied Sciences (HVL), § 12-1.

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## Abstract

This thesis explores oral English assessment in classroom settings and what is used as the basis for the final assessment grade through the perspectives of both teachers and students at the lower secondary level in Norway. Previous studies on the field of oral English assessment indicate that there is a lack of a common understanding of what to assess in oral English (Yildiz, 2011; Agasøster, 2015; Bøhn, 2016; Johannessen, 2018). Thus, the aim of the present study is to investigate what teachers focus on in the assessment of oral English in the classroom, and how these different elements are weighted in the assessment. In addition, this study investigates the students' perceptions of what is assessed, to see if they are aware of what their own teacher assesses when it comes to oral English.

The overarching research question in this study is: *What are teachers' and students' thoughts and perceptions on what is assessed in oral English in the classroom and for the final assessment grade?* This research question, and three sub-research questions were created to investigate the issue of not fully understanding which aspects of oral performance are used to assess oral English. The data in this study were collected through semi-structured interviews with five teachers and an online questionnaire with their five 10<sup>th</sup> grade student groups.

The research findings in this study show that the teachers' assessment practice mostly relate to the national guidelines of students' performance for the final assessment after year 10 (The National Directorate for Education and Training, 2017). The findings also show that the teachers emphasise communication as the overall goal of the English subject and that they have some similar thoughts on what is important to assess in oral English. Nevertheless, the teachers do not have a common standard to use when they assess oral English in the classroom, and there are several differences in their assessment practices. The findings indicate that there are several similarities in what the teachers report as important to assess in oral English and what the students perceive is assessed. However, the findings also show that some have the perception that non-curricular criteria are assessed, such as effort and having a native-like accent. The comparison between the teachers' and the students' answers show that the students are not always aware of what is being assessed. The teachers have different thoughts on what the final oral assessment grade is based on, and many of the students do not have the same perception of what the final oral assessment grade is based on. The findings in this study complements several previous studies, and the information that is presented here can hopefully be used in further discussion on the field of oral English assessment.

## Norsk samandrag

Denne studien undersøker vurdering av munnleg engelsk i klasserommet og kva som er brukt som grunnlag for standpunktkarakteren i munnleg engelsk gjennom ungdomsskulelærarar og elevar sine perspektiv. Funn frå tidelegare studiar antyd at lærarar ikkje har ei felles forståing av kva som skal vurderast i munnleg engelsk (Yildiz, 2011; Agasøster, 2015; Bøhn, 2016; Johannessen, 2018). Målet med denne studien er derfor å undersøke kva lærarar fokuserer på i munnleg engelsk i klasserommet, og korleis desse ulike elementa vektast i vurderinga. Denne studien undersøker òg elevar sine oppfatningar av kva som blir vurdert, for å kunne sjå om dei er klare over kva deira eigen lærar vurderer i munnleg engelsk.

Det overordna forsking spørsmålet i denne studien er: *Kva er lærarar og elevar sine tankar og oppfatningar om kva som blir vurdert i munnleg engelsk i klasserommet og kva vurdering som blir brukt til å setje standpunktkarakteren?* Dette spørsmålet og tre delspørsmål vart laga for å kunne undersøke problemet om å ikkje heilt forstå kva aspekt ved munnleg engelsk som er brukt til å vurdere munnleg engelsk. Dataene i denne studien vart samla inn gjennom semi-strukturerte intervju med fem lærarar og ei digital spørjeundersøking med desse lærarane sine elevar på 10. trinn.

Forskingfunna i denne studien viser at lærarane sin vurderingspraksis er relativt knytt til dei rettleiande nasjonale kjenneteikn på måloppnåing for standpunktvurdering etter 10. trinn. (Utdanningsdirektoratet, 2017). Funna viser òg at lærarane framhevar kommunikasjon som hovudmålet med engelskfaget og at dei understrekar nokre felles element som viktige å vurdere i munnleg engelsk. Likevel viser nokre av funna at lærarane ikkje har ein felles standard som dei brukar til å vurdere elevane i munnleg engelsk, og det er fleire ulikskapar i vurderingspraksisen deira. Det er fleire likskapar mellom det som lærarane uttrykker som viktig å vurdere og det elevane oppfattar at blir vurdert. Funna viser derimot at nokre elevar oppfattar at kriterium som ikkje er del at kompetansemåla i den engelske læreplanen blir vurdert, som innsats og spesifikke engelskspråklege aksentar. Samanlikninga mellom lærarane sine svar og elevane sine svar viser at elevane ikkje alltid er klare over kva som blir vurdert. Lærarane har ulike tankar om kva standpunktkarakteren skal basere seg på, og mange av elevane sine oppfatningar av kva denne baserer seg på samsvarar ikkje med det lærarane seier. Forskingfunna her viser noko av det same som er antyda i fleire av dei tidelegare studiane, og den informasjonen som er presentert her kan forhåpentlegvis bli brukt vidare til å diskutere vurdering av munnleg engelsk.

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# 1. Introduction

## 1.1 Aims and scope

The present study explores the field of oral English assessment in the lower secondary level in Norway. The initial motivation to conduct this study was a lack of understanding of which aspects of oral performance that are used to assess oral English throughout the school year and to mark the final oral assessment grade. As the competence aims in the English subject curriculum and other official documents connected to it might give an overall understanding of what should be taught and assessed in the English subject, a more specific explanation of what to include and focus on in the assessment of oral English, is needed. In relation to this, the criteria that are used as basis for the classroom assessment throughout the year are often not as clear as those that are used to assess students in the oral exams. The motivation for conducting the present study was therefore to find out what is assessed in oral English in the classroom and what is used as basis for marking the final oral assessment grade.

As the competence aims in the curriculum need to be interpreted by the teachers to be used for assessing students' achievements and performances, there might be many differences in the teachers' assessment practices. The interest to explore the teachers' understandings of what to assess in oral English was linked to the assumption that there are differences in teachers' oral English assessment practices in the classroom, which may involve the inclusion of criteria that are not related to the curriculum, such as effort and having a specific native- like accent. As will be presented in section 2.1, previous research shows variation in how teachers assess oral English and their understanding of the criteria they employ in their assessment practices.

This lack of a common understanding in the assessment of oral English, emphasises the issue of not fully knowing what to include and focus on in the assessment, which also highlight the importance of conducting such a study. Furthermore, this issue might involve differences in which criteria to focus on or include, how these different criteria are interpreted and used to assess the students' oral proficiency, as well as what the different levels of achievements entail in the oral English assessment. These differences might threaten the validity and fairness of the assessment, for example if the teachers focus on assessing one type of competence more than other competences or does not fully understand what a specific criterion entails, and therefore does not include this criterion in the assessment. An important point here is that the assessment of the students in the 10<sup>th</sup> grade is used to mark the final

assessment grades, which will affect whether the students are accepted to certain upper secondary schools and/or further work.

The teachers are supposed to assess the students' oral competences in relation to the competence aims in the English subject curriculum, and the students have the rights to be informed about what is expected of them, of their achievements, and what they can do to become better in oral English. A question to ask is whether the students are informed by their teachers about the competence aims and other criteria used in the assessment, or not, and if they fully comprehend and understand what these mean and how they can use these to further develop their oral skills. Worth mentioning is that even if the teachers inform their students and are clear on what is to be assessed in oral English, these students might have different perceptions of this information than the teachers. Thus, the main aim of the present study is to explore the field of oral English assessment in the lower secondary level, through teachers' and students' perspectives. To be able to achieve this aim, I will investigate what is assessed by teachers and what these teachers focus on when assessing oral English in the classroom and when marking the final assessment grade, as well as investigating what their students think and perceive is assessed in oral English.

The purpose of this study is to collect information about what is assessed and what is focused on in the assessment of oral English, as this information might contribute to further research and discussion on the field of oral English teaching and assessment. In addition, the information that will be collected on the students' perceptions of the oral English classroom assessment, can contribute to raise an awareness of the assessment practices among teachers, and hopefully provide valuable information to students, teachers, and others. The overarching research question that has been created for this investigation is:

*What are teachers' and students' thoughts and perceptions on what is assessed in oral English in the classroom and for the final assessment grade?*

The present study is also based on three sub-questions:

- 1. How are the teachers' assessment practices reportedly connected to the national guidelines for the assessment of students' performance in oral English?*
- 2. What do teachers report that they focus on when assessing oral English in the classroom and which elements are considered most important?*

3. *What are students' thoughts and perceptions on what is assessed in oral English in the classroom?*

The national guideline for the assessment of students' performance in oral English is created by the Education Directorate with the competence aims after year 10 as a basis. This guideline is meant to be used as a guide to use in the marking of the final assessment grade, both in written and oral English (The Norwegian Directorate for Education and Training, 2017). As this guideline is available for teachers to use in their assessment practices and is meant for creating a common understanding of the assessment in English, it is used in this study as the basis for some of the questions in the interview guide and the questionnaire, to understand the teachers' assessment practices. The purpose of sub-research question 1 is therefore to see if the teachers' oral English assessment practices connect to this guideline. The second sub-research question is created to answer what teachers focus on in oral English in the classroom and how the different elements are weighted. The third sub-research question is created to answer what the students think and perceive is assessed or what they perceive that their teachers see as most important in oral English in the classroom.

## 1.2 The status of English in Norway

As the English language has spread globally to become an international language for communication, people in Norway have been highly exposed to the English language through the internet, social media, television, radio, gaming, films, literature, and several other sources (Brevik & Rindal, 2020, p. 23). The English language has therefore become an important part of Norwegian people's lives, for example in higher education, social life, and business (Brevik & Rindal, 2020, pp. 28 – 29). This high exposure of the English language also affects Norwegian adolescents, and Brevik & Rindal (2020) state that “[n]orwegian 15-year-olds are – and have been at least for the past 20 years – among the most proficient speakers of English” (p. 28). In relation to this high exposure of the English language in Norway, research shows that the English language in Norway is in a transition from being a Foreign language (EFL) to becoming a Second language (ESL) (Rindal, 2013, p. 23; Brevik & Rindal, 2020, p. 31).

The spread of English as an international language has also affected the English subject curriculum, since the overall goal in this curriculum has developed to focus on being able to communicate (Brevik & Rindal, 2020, p. 24). Other elements have also been emphasised in the revised LK06 curriculum, such as intelligibility, pragmatic strategies, and intercultural competence. This spread has further affected the views on language learning in relation to English variations, where the focus is no longer on learning only about native-speaker accents and the countries where they are spoken, but also to learn about non-native speaker accents and the countries where English is used as a second or third language. This can also be seen in the purpose section of the English subject curriculum (LK06), where the first sentence is: “[e]nglish is a universal language” (The Norwegian Directorate for Education and Training, 2013, p. 1). The English subject curriculum now has a clear focus on teaching the students about the literature and culture of everyone who uses the English language and to adapt their language to different contexts and purposes to develop their abilities to use the English language, and develop their proficiency (Brevik & Rindal, 2020, p. 23). Furthermore, in 2001 the Council of Europe published a document called *The Common European Framework of Reference* (CEFR) which has influenced the English subject curriculum (LK06), as this curriculum is based on recommendations from this framework (Council of Europe, 2001). In line with the increasing status of English in Norway and the research that has been done on language teaching, learning, and assessment, the English subject has become more central in the Norwegian school, as it is now one of three core subjects, along with Norwegian and mathematics.

### 1.3 Assessment in the English subject in Norway

The English subject curriculum employed in the present thesis is the revised version of LK06, since this is the curriculum that is used to teach and assess the students in the 10<sup>th</sup> grade until the new curriculum (LK20) is implemented in autumn 2021 (The Norwegian Directorate for Education and Training, 2020). The LK06 curriculum states that the students shall receive one overall achievement grade for written work and one overall achievement grade for oral performance (The Norwegian Directorate for Education and Training, 2013). The new curriculum includes a change in this, as these two overall grades are collapsed into one overall assessment grade in written and oral English (The Norwegian Directorate for Education and Training, 2020). While mainly focused on the current separate grade for oral language, the

present study also includes an investigation of the teachers' opinions on this one overall assessment grade instead of two, as this might give interesting answers on possible changes in teachers' assessment practices in oral English. In addition to the final assessment grades, 10<sup>th</sup> grade students may also be selected for written or oral examinations in the English subject. As this study focuses on the assessment of oral English throughout the year and the assessment used for marking the final assessment grade in oral English, there will be no discussion regarding the assessment of the oral English exam.

As will be described in the following chapter, the teachers are meant to assess the students' oral competences throughout the year, and this includes finding the students' competences through formal and informal activities in the classroom. These activities are meant to help the students to achieve the overall goal of being able to communicate in English, by using the language in different communication situations and adapting their language to the form, recipient, and contexts (The Norwegian Directorate for Education and Training, 2013). These assessment situations may be used as basis for the oral English classroom assessment and for marking the final oral assessment grade in 10<sup>th</sup> grade. The assessment that is carried out throughout the year in the lower secondary level consist of different purposes and assessment types, such as formative and summative assessment. These assessment types can help the teachers to map the students' competences and collect information that can be used for planning. Different tests can also be used to find out what has been learnt, if the teaching works well, if the tests are appropriate to the students' levels, and if the assessment is valid and fair (Carlsen & Moe, 2019, p. 23).

The Education Act states that students should get opportunities to show their competences in several ways, and the competences that are shown during the training are supposed to be used as a part of the assessment in the marking of the final assessment grades (1998, §3-15, own translation). The oral presentation is a commonly used formal assessment situation to track the students' oral competences, and this is often related to a set of assessment criteria. The informal assessment activities that are conducted in the classroom, such as conversations, group work, and role play, may not be as connected to clear assessment sheets as the oral tests and presentations. Thus, a part of the present study is to explore which assessment situations are used to assess the students' competences in the classroom, and which assessment situations are used as the basis for marking the final oral assessment grade.

## 1.4 Thesis structure

This thesis consists of five chapters. Chapter 1 introduces the thesis aims and scope and gives an overview of the background of the present thesis including a presentation of the status of English in Norway and the English subject in Norway. The theoretical framework of this thesis is presented in chapter 2, which includes an overview of some previous studies in Norway, theoretical perspectives on assessment, the English subject curriculum, the CEFR, and the concept of communicative competence. This chapter will also include a presentation of nativeness and intelligibility as two opposing principles and give a short discussion of validity in oral English classroom assessment. Chapter 3 presents the methods and framework of the analysis that are used as the basis for the present study. Chapter 4 presents the findings and analysis of this study in four parts: findings from the teacher interviews, findings from the student questionnaire, a comparison of the two data sets, and a comparison to previous studies. Chapter 5 provides a general discussion of the main findings, as well as presenting a conclusion and some suggestions for further research.

## 2. Theoretical Framework

The theoretical framework of the present study will be presented in six main parts. The first part presents previous studies in the field of oral English assessment. The second part consists of some definitions of common terms that are related to assessment in general and oral assessment in particular, whereas the third part presents theoretical perspectives of assessment, which includes a discussion on formative and summative assessment, classroom assessment, and oral assessment. A presentation of the English subject curriculum is provided in the fourth part of this chapter, along with the competence aims relevant to the assessment of oral English, and a description of the Common European Framework of Reference and the concept of communicative competence. The fifth part of this chapter gives an overview of two opposing principles in English language learning: nativeness and intelligibility. Lastly, a short discussion on the validity of oral English classroom assessment will be provided. In addition, a chapter summary will be given.

### 2.1 Previous studies in Norway

The previous studies that were found in the field of oral English assessment either focused on the assessment practices in oral exams, or the assessment of upper secondary levels. Thus, some of the inspiration to conduct the present study was that there had not been much research done specifically on oral English classroom assessment at lower secondary level in Norway. In addition, according to Svenkerud, Klette and Hertzberg (2012, p. 37), there is a lack of investigation on the field of educational assessment connected to oral skills. The present study therefore follows Bøhn (2016) and Johannessen (2018) in their call for further research on the field of oral English assessment in classroom settings.

As have already been pointed out, the previous studies in the field of oral English assessment suggests a lack of a common understanding between the teachers when it comes to assessing oral English, and that this might threaten the validity and reliability of the assessment (Yildiz, 2011; Bøhn, 2016; Agasøster, 2015; Johannessen, 2018). The first study to be pointed out is Lill Mari Yildiz's (2011) master's thesis on how English upper secondary level oral exams are designed, conducted, and assessed. Her findings indicate that there is great variation in oral examinations in both the format and the assessment process. Furthermore, Henrik Bøhn (2016) wrote his doctoral thesis on teachers' understandings of constructs in an oral English examination at the upper secondary level in Norway, where his findings indicate that there is



not a shared understanding of what to assess in oral English and that this lack of shared understanding leads to a discussion on validity and reliability of the assessment. Bøhn (2016, p. 71) calls for further investigation on oral English classroom assessment, and he points out that this assessment is an important part of the students' final assessment grade. Stine Lisa Johannessen's (2018, p. 70) master thesis is a response to this call, where she investigated teachers' understanding of what to assess, by exploring what is assessed and what is considered important to assess in oral English in the classroom at the upper secondary level. Her findings indicate that the teachers have similar conceptions of what to assess in oral English assessment, but that they have some variations in how they understand the constructs and the criteria, and the importance and relationship between these. Her findings also show that the teachers use constructs that are not directly relevant to the competence aims in the English subject curriculum when assessing oral performances, and this corresponds to the findings by both Yildiz (2011) and Bøhn (2016). Different from my own study, all these studies focus on the upper secondary level, and none of these included students as participants in their research.

In the middle of my research process when all the planning and the data collection had been executed, I discovered that the search for previous studies on the field of oral assessment had not been careful enough. With only two months left before the master thesis was due, I found a master thesis by Agasøster (2015) that includes all the same ideas as the present study. This discovery was very unfortunate, and I wish to make it clear to the readers of the present thesis that the work put into this thesis is based on the assumption that it was an original idea. The idea of exploring oral English assessment in the classroom at the lower secondary level by including both teachers and students was believed to be a new contribution to the field of oral assessment. Agasøster's master thesis investigates how oral English is assessed by teachers at the lower secondary level, and what the students' understandings are of what is assessed and when they are being assessed. Her findings indicate that the assessment of the students' competences is often based on impressions from the classroom activities, and that the students are not always aware of when they are being assessed.

As there are several similarities between Agasøster's master thesis and the present study, especially in relation to the research aims, some of the research questions, the data collection methods, and the teacher and student participants, the discovery of this study was an unexpected challenge in my research process. Thus, the strategy that was chosen was to continue my study and be completely aware of the similarities and differences between her

study and the present study further in the research process. Even though the present study is not a replication study it is important to point out that if the results in our two studies are similar, the results in the present study will give more weight to Agasøster's study.

Furthermore, if the results are different from each other, they will show that they are in fact dependent on the informants and thus not universal. This way, the present study complements Agasøster's study.

## 2.2 Defining common terms

### 2.2.1 Constructs, operationalization, and standards.

As the present study investigates what exactly is assessed in the oral English classroom and for marking the final assessment grade, it might be relevant to explain the meaning of the *what* in what is assessed. According to Luoma (2004, p. 7), the term *construct* has been used to refer to what we are trying to assess. Gipps (2011) refer to constructs as “[a] term used in psychology to label underlying skills or attributes” (p. 5). This means that the term may be used to explain the abilities or competences that are meant to be measured. Nevertheless, there has been discussions regarding the use of the term construct, and Kane (2012, pp. 66 – 67) points out that it can be difficult to know what this term refers to, since it has been referred to with several different meanings.

Bøhn (2016, pp. 11 – 12) uses the term construct instead of “attribute” or “trait”, since the constructs we are to assess are often unobservable and abstract and therefore need to be operationalized or constructed before they can be used for assessment. Fulcher and Davidson (2007, p. 370) agree to this by stating that constructs are often identified as abstract nouns; they cannot be observed in themselves. Examples of constructs can be found in the CEFR where abilities such as *grammatical competences* and *phonological competences are presented* (Council of Europe, 2001, p. 109). As these constructs are abstract in the sense that they are not directly observable and may include several sub-components, these need to be constructed to be used for measurements (Fulcher & Davidson, 2007, p. 374). Furthermore, since the English subject curriculum in Norway is based on recommendations from the CEFR, this also contains constructs that need to be operationalized (Drew & Sørheim, 2016, p. 34; Council of Europe, 2001; The Norwegian Directorate for Education and Training, 2013). Thus, the competence aims that are presented in the curriculum can be understood as

constructs, as these are often vague and need to be operationalized to be used in the assessment.

The English subject curriculum is meant to be used for teaching and assessment in the English subject, and since the competence aims need to be constructed to be used for assessment, the responsibility of doing this ends up on the teachers (Bøhn, 2016, p. 7). This is also pointed out by Slemmen (2010, p. 36), where she argues that a lot of the assessment practice at primary and lower secondary levels has been left to the individual school or teacher. As these competence aims do not give descriptions or standards of what to assess, it is up to the teachers themselves to operationalize constructs and choose standards for the assessment. Moreover, since the competence aims are not specific, the teachers might have different interpretations of what these aims include. Examples of this is when the competence aims present that the students should be able to use a “general vocabulary” and to “express oneself fluently” but does not provide an explanation of what these aims mean, how they can be achieved, and how they should be assessed (The Norwegian Directorate for Education and Training, 2013). In addition to the different interpretations and understandings that the teachers might have of the constructs, the teachers might have different definitions and understandings of what language is and how it should be measured (Carlsen & Moe, 2019, p. 80). This poses some issues related to the validity of the assessment, as the teachers might not have the same understandings of what should be assessed and might also use their own constructs or criteria rather than established assessment criteria that are standardized.

Based on what has already been explained, the constructs can be understood as overarching aspects of what is assessed, whereas the more specific aspects of what is assessed, also called sub-constructs, will be referred to as *criterion* or *criteria* in the present study. According to Sadler (1987), a criterion can be described as “[a] distinguishing property or characteristic of any thing, by which its quality can be judged or estimated, or by which a decision or classification may be made” (p. 194). Thus, the criteria in the present study can be described as specific features, aspects, or elements of oral language which can be used to measure the students’ oral competences, such as “pronunciation”, “fluency”, or “vocabulary”. In the present study, two main constructs are chosen as the most relevant to the investigation of oral proficiency: *language* and *content*. These two constructs are related to some of the competence aims in the English subject curriculum, which will be presented in section 2.4.1.

According to Fjørtoft and Sandvik (2016, p. 49), the teachers interpret the competence aims based on their education and experiences, and it is therefore important to emphasise the assessment validity, since the teachers might have large differences in their interpretations, and possible misunderstandings of these aims. To enable valid and fair assessment, it is therefore necessary that the teachers have the same understandings of what is being assessed in oral English. Thus, teachers should use standards to help them understand how to measure different constructs and criteria (Carlsen & Moe, 2019, p. 80). According to McKay (2006), standards are:

[d]escriptions of curriculum outcomes [...] they give descriptions of how much, or at what level, students need to perform to demonstrate achievement of the content standards, or descriptions of what students should know and be able to do (p. 299)

Standards are relevant for the present study because they can give teachers a common reference point for the teaching and the assessment, since they give descriptions of achievement levels, which can further enhance the validity of the assessment (McKay, 2006, pp. 300 – 301). Carlsen & Moe (2019, p. 82) point out that the only way to ensure a common understanding of a level or a grade is by having clear descriptions of the different levels and grades, such as the levels in the CEFR. The differences in the understanding of the constructs or criteria in the assessment in schools are a consequence of the responsibility being put on the individual teacher when it comes to interpreting the competence aims and operationalizing the constructs in the curriculum. As has already been mentioned, the CEFR gives a common basis for language assessment through curriculum guidelines, examinations, textbooks etc. across Europe, and this may be used as a standard (Council of Europe, 2001). The purpose of this framework is to bring together language programs across Europe by providing a common understanding of language levels. This framework will be discussed further in section 2.4.2. The aim of the present study is to explore the oral English classroom assessment, and this also includes investigating if the teachers have standards such as the CEFR for assessing oral English in the classroom.

McMillan (2003, p. 42) emphasise that one must remember that teachers are individuals, and they work in different environments. Thus, it is important to mention that this idea that teachers should have a standard to ensure a common understanding of what is assessed and what this implies, does not mean that the teachers should have the exact same assessment practice. The fact that two teachers use different assessment strategies to measure the students' oral competences, does not mean that one of these strategies is wrong and the other

is right. These two different assessment strategies might even receive almost the same results, and they might be equally valid and fair. Furthermore, Ur (2012, p. 169) points out that the assessment is always subjective to some degree. Thus, it must therefore be pointed out that if the teachers' assessment practice is mainly based on impression judgements, the validity and reliability of the assessment might be threatened, and the assessment can be seen as unreliable to students, parents, and others.

### 2.2.2 Teacher cognition

As the present study includes investigating the teachers' thoughts on what is assessed in oral English, i.e., the thoughts behind their assessment practices, a relevant term to use is *teacher cognition*. The concept of teacher cognition has existed since the 1970s and has to a great extent been developed through Simon Borg's research (Borg, 2015, p. 5). Borg (2003) refers to teacher cognition as "[w]hat teachers know, believe, and think" (p. 81). The concept of teacher cognition builds on understanding the teachers' professional actions in relation to their thoughts (Borg, 2003, p. 105). Borg (2019, p. 1151) points out that the term has developed to become a term for several unobservable dimensions of teachers' work, and that it is characterized by many different terms and concepts.

The research of teacher cognition includes finding out what teachers do in the classroom and how the decisions regarding the teaching are influenced by the teachers' attitudes and knowledge about language (Borg, 2019, p. 1150). Borg (2003, P. 82) explains that this concept describes the unobservable cognitive dimensions of teaching, which means the knowledge, assumptions, emotions, attitudes, beliefs, and thoughts the teachers' have, and how these relate to the teaching. Teacher cognition builds on these unobservable cognitive dimensions and explains how these are used as a basis for decision-making in the classroom. In relation to the assessment of oral English in the classroom, teachers need to make decisions regarding what and how to assess oral proficiency every day, and these decisions are to a certain degree built on the teachers' unobservable dimensions.

Borg (2001, p. 21) explains that the research on teacher cognition also includes the effects that the teachers' knowledge of subject matter has on the instructional decisions they make, which regards the decisions that the teachers make in the teaching and the assessment. This means that the teachers' knowledge on and perceptions of the different criteria they use in the assessment affects their assessment practices. This further indicates that if a teacher is

uncertain of his/her own knowledge of certain criteria, there might be a chance that this teacher avoids teaching them or using them in the assessment (Borg, 2001, p. 22).

Even though the concept of teacher cognition particularly relates to the teachers' cognitions, it must be pointed out that the students also have unobservable dimensions, such as their thoughts and perceptions. Wiliam (2011, p. 52) points out that some students might have other ideas about what they are meant to be doing in the classroom, than their teachers. The students' thoughts and perceptions influence how they understand the information that is provided to them. This means that the information that the teachers provide to the students in relation to assessment criteria, competence aims, oral assessment in general, and the feedback that is provided, might not be understood, or not perceived as it is intended to be. This can be seen in Rindal's (2013) study, where she asked upper secondary students which accent(s) they aim towards when they speak. One of the findings in her study shows that the students choose RP (Received Pronunciation) because they had the perception that their teacher preferred this specific accent, even though the teacher had never expressed this to them (cited in Brevik & Rindal, 2020, p. 121). Teacher cognition is explained here to emphasise that the teachers and the students have different unobservable dimensions which can affect the teaching, assessment, and learning.

## 2.3 Theoretical perspectives on assessment

The assessment at the lower secondary level is based on several purposes and factors, as has already been pointed out in section 1.3. The following sections will present two frequently used assessment purposes and connect these to classroom assessment, the final assessment grade and oral assessment.

### 2.3.1 Formative and summative assessment

The final assessment grade in oral English is part of determining whether the students are accepted in further schools and work. In addition, the assessment that is conducted in the classroom can also affect the students in how they learn and their further progress. Thus, the present study will present two frequently used assessment types and discuss how these might affect the students' learning.

The first assessment type that will be focused on here is called *formative assessment*.

According to Carlsen & Moe (2019, p. 44) formative assessment has the purpose of tracking

students' learning and use this to provide feedback to students, teachers, and others. Related to this, Lauvås (2018, p. 26) points out that through formative assessment purposes teachers can receive information about students' progress during the learning process through daily classroom interactions, where the purpose is to help the learner improve. These two understandings share the idea that formative assessment has the purpose to enhance the students' learning through receiving information about the students' progress which can be used to provide feedback and plan further learning and progress. According to Ur (2012, p. 168) formative assessment may include providing a grade in the middle of a learning process. Thus, it is important to point out that formative assessment is not to be seen as assessment completely without grades. Wiliam (2011) created a definition to describe formative assessment:

An assessment functions formatively to the extent that evidence about student achievement is elicited, interpreted, and used by teachers, learners, or their peers to make decisions about the next step in instruction that are likely to be better, or better founded, than the decisions they would have made in the absence of that evidence (p. 43).

A central point in formative assessment is therefore to include the students in the assessment and further planning of their own learning. According to the Education Act, the students have the right to receive assessment during the training and become familiar with the curriculum in the subject (1998, §3-2 & §3-3, own translation). Furthermore, it is also stated that the assessment during the training includes taking part in their own work, learning and development in the subject, understand what is to be learnt and what is expected of them, get to know what they achieve, and receive feedback about further learning and development of their competences (Education Act, 1998, §3-10, own translation). This means that the teachers are obliged to give information about what is assessed during the training and give the students opportunities to take part in their own learning with providing them with information on their expectations and achievements, as well as giving them feedback on further work and development. The students should be informed of what the assessment is based on and how they are going to be assessed, and this information should be given as early on in the learning process as possible (Ur, 2012, p. 172). Slemmen (2010, p. 28) points out that the students will be more equipped to navigate their own learning if they know what the goal is and how to get there.

The other assessment type that will be discussed here is *summative assessment*, which has the purpose of marking grades and reporting progress, and is often set at the end of a learning period (Simensen, 1998, p. 252). Hughes (2003, p. 5) explains that this type of assessment is

used to measure what has been achieved by groups or individuals and this is often set at the end of a semester or school year. It is important to point out that both formative and summative assessment are used simultaneously in school, as these serve different purposes of the assessment. This is also integrated in the Education Act, where it is stated that the students have the right to receive assessment during the training, at the end of the training, and to receive documentation of the training (1998, §3-2, own translation).

The main difference between the two assessment types is the purpose; whether the point is to enhance further learning, or not (Slemmen, 2010, pp. 58 - 59). Nevertheless, the two types of assessment might overlap, since the assessment that is provided at the end of the learning process might also be used for further learning, and the assessment during the year might be used to summarize a period of learning (Chappuis, Stiggins, Chappuis, Arter, 2012, p. 304; McKay, 2006, p. 21; Lauvås, 2018, pp. 26 & 27). In addition, there might be some assessment during the learning period that is not used to promote further learning. An additional point to make here is that the teacher might use the evidence during the learning process to promote and plan further learning, but s/he might also use this evidence to report performance (Harlen & Gardner, 2010, p. 27). Thus, classroom assessment can at times be used for summative purposes as well as formative purposes (Hasselgreen & Caudwell, 2016, p. 38).

As has already been pointed out in the introduction (see section 1.3) the school year might involve several formal and informal assessment situations, and these can be executed with formative or summative purposes. The different assessment situations are meant to measure the competences of the students, and it is therefore important that the students are given several opportunities to do this. Formal assessment situations can be described as the various tests and exams that are executed, whereas informal assessment situations are what the teacher do every day, for example through conversations with the students, and observations in the classroom (Simensen, 1998, p. 251). Related to this, McKay (2006, pp. 111 – 112) points out that when making decisions about a student's abilities, it is important to draw on as many sources of information as possible, meaning that the teachers should collect information about the students speaking abilities from for example observation, presentations, tests, group work, and other assessment situations. Furthermore, Wiliam (2011, p. 46) writes that assessment should be seen as essential to good teaching, since the teachers are not able to predict what the students learn. By assessing the students in different situations, the teachers are able to understand what has been learned or not.



As the explanations of formative and summative assessment might not be straight-forward, it is important to explain how these are understood in the present study. The assessment situations that happen in the classroom which have the intention to track students' performances and use this information to provide feedback and promote further learning, are considered formative. The classroom situations that are only meant to score or measure the students' achievements without providing feedback are considered summative. In relation to the final assessment grade, the Education Act states that the final assessment grades are supposed to express the overall competence that the student has in the subject by the end of the training (1998, §3-14, own translation). In the present study, the final assessment grade is regarded as summative, as it is not meant to promote further learning but rather to give the students a grade at the end of the 10<sup>th</sup> grade.

### 2.3.2 Classroom assessment

According to McKay (2006, p. 141) classroom assessment can be described as a continuous process which involves both on-the-run assessment, such as observing students' abilities when they are asked unexpected questions in class and giving immediate feedback in the classroom, or more planned assessment, such as assessment of presentations. Both formal and informal assessment situations in the classroom require that the teachers know what to assess on the basis of the students' performance in the various classroom activities, and not only for the oral presentations or tests. As has already been mentioned several times, the teachers may include non-related criteria to the classroom assessment, such as effort. Thus, it must be pointed out that the prerequisites, absence, order, or behaviour are not to be assessed in the different subjects, as these are not related to the students' competences, and in addition, effort is not to be assessed in the English subject, as this is not part of the English subject curriculum (Education Act, 1998, §3-3, own translation). McKay (2006, p. 184) emphasises that teachers need to base their assessment on language skills to the existing goals in the curriculum, and that the scope of assessment should never drive from nowhere. McMillan (2003, p. 39) argues that effective assessment decision making among teachers involves self-awareness of how their own interpretations and judgements influence the assessment.

According to Hasselgreen & Caudwell (2016), “[c]lassroom interaction is arguably the most central means of eliciting evidence of learning” (p. 39). This means that the everyday activities in the classroom can give teachers valuable information about the students' learning

and progress. This information can be used for formative purposes, to provide feedback for further progress and/or improve further teaching and assessment practices, or summative purposes, as basis for marking a grade (McKay, 2006, pp. 20 & 145). Dysthe (2008, p. 20) points out that classroom assessment is about creating routines which helps the teacher and students to continuously check the understanding and learning, instead of waiting for tests to reveal lack of learning. This indicates that classroom assessment might be more equipped to measure and enhance the students' performances and learning, as well as improving the teaching and assessment, than tests and exams. However, this continuous assessment throughout the year it is often taken for granted (Dysthe, 2008, p. 18; McMillan, 2003, p. 41). Thus, it must be emphasised that classroom assessment should be considered equally important to other assessment situations, such as the oral tests and exams.

A central point of the present study is that the students should be aware of what is expected of them in the classroom, as this will help them get involved in their own learning. If the students are involved in their own learning, they can manage their own learning and understand how they learn best. They can also become aware of where they are in relation to certain criteria and use this information to plan further learning (Chappuis, et al, 2012. p. 34). This is pointed out by Harlen and Gardner (2010, p. 26), who argue that the students need to be made aware of the purpose of the assessment, so that they can recognize strengths and weaknesses, and understand what they need to do to improve. Classroom assessment can provide evidence that can be used by the teachers to help the students monitor and adjust their own learning (Chappuis, et al, 2012, pp. 24 – 25). This means that the teachers should use the classroom assessment as an opportunity to provide feedback and practice the students on using this to assess themselves (Dysthe, 2008, p. 16).

Worth pointing out that since the teaching and assessment in Norwegian schools is based on the competence aims in the curriculum, the assessment can be referred to as *criterion-referenced*. According to Simensen (1998), criterion-referenced assessment means “[m]easuring an examinee’s performance against certain criteria” (p. 252). Luoma (2004, p. 81) also explains that the assessment is criterion-referenced when the performances are compared to criteria. Another assessment test type is called *norm-referenced*, and this is referred to by Fulcher and Davidson (2007, p. 373) as tests where the score of an individual is interpreted in relation to other individuals. Nevertheless, as the classroom consist of students with different prerequisites, competences, and levels, it is crucial to adapt the assessment to the individual students’ development and achievements (Slemmen, 2010, p. 116).

### 2.3.3 Oral assessment

Luoma (2004, p. 1) points out that there are many factors that influence our impression of another person's speaking, and it can therefore be challenging to assess. Thus, teachers need to reflect on what is to be assessed in the oral assessment, i.e., which constructs and criteria the teachers use to assess the students' speaking. Oral assessment means to assess the students' oral proficiency, which involves the assessment of composite competences such as communicative competences or linguistic competences. The point here is that since oral assessment in English is complex in the sense that oral language skills involves many different elements that can be assessed, the teachers need to be aware of own assessment practice and reflect on what is assessed and whether the tests and results are valid and fair.

Carlsen and Moe (2019, pp. 24 – 25) point out that assessing whether a student has “good” language skills can be complicated, as language is complex and may be influenced by several factors. They further explain that the oral language assessment will always be influenced by other factors, and that tests will therefore never be able to say everything about the skills of the students. Luoma (2004, pp. 9-19) reports some typical elements of speaking that may be considered in the oral assessment: “accent”, “grammar”, “vocabulary”, “mistakes and errors”, and the “ability to use the language appropriate to the purpose of speaking”. There are also other elements that might be considered important to assess in oral English, such as “pronunciation”, “intonation”, “fluency”, “intelligibility”, and “the ability to communicate”. These different criteria can be described as different aspects to speaking English, and as has been mentioned before, the teachers might interpret these differently, which will influence how they measure their students' oral skills. The following section will present the competence aims in the English subject curriculum, which will give an overview of what the assessment of oral English should be based on.

The assessment of oral English also includes the assessment of listening abilities. As communication includes both speaking and listening, the teacher needs to assess these two elements combined and separately (McKay, 2006, p. 176). According to McKay (2006, pp. 207 – 208) the assessment of listening might be a difficult task, as it needs to be assessed indirectly, and the teachers therefore need to find evidence of the students' comprehension in their reactions and actions. Another issue in relation to oral assessment is mentioned by Ur (2012, p. 180); the assessment of speaking can be problematic since speech cannot be reread and considered for assessment, and the teacher must therefore evaluate it in the second it is

produced. In contrast to the assessment of students' written work, most oral production cannot be evaluated in a later setting and it can therefore be seen as more difficult to assess. As language develops in a continuous process, the assessment of the students' language progress is more interesting than the assessment of the language that is produced in the moment that the test is being executed (Carlsen & Moe, 2019, p. 33). In relation to this, Drew & Sørheim (2016, p. 58) point out that the students need to get many opportunities to use the language in interesting and relevant situations, since they are then able to use the language in natural settings which can further help them develop their communicative competences.

There are several contextual factors that may affect the speaking of the students. These factors might make it difficult for the teachers to measure the students' oral competences and their abilities to communicate. These are factors such as the fear of speaking in front of other students, the fear of saying something wrong, the relationship with the teacher, whether the teachers' expectations are clear or not, communicative competences in own language and in the English language. In the language learning process, there are also several factors that may affect the development and competences of the students, such as the student's intelligence, personality, beliefs, aptitude, learning styles, preferences, motivation and attitudes, self-esteem, identity, and age (Lightbown and Spada, 2006, pp. 54 – 67). These factors could be important for the teachers to have in mind when assessing students in oral English, as these may affect how they speak English, and whether the students speak in the classroom or not.

## 2.4 The English subject in Norway

### 2.4.1 The English subject curriculum (LK06)

The English subject in Norway has developed drastically over the years, from being a subject which focuses on memorizing grammar rules, lists of vocabulary, and having a direct focus on British English as the target accent, to becoming a subject where the language is a tool for communication, and English is referred to as an international language where the students are meant to understand and know of different varieties of English, and use the language in different contexts, as well as being able to adapt the language to different recipient and situations (Bøhn, et al, 2018, pp. 21 – 32).

The Knowledge Promotion (LK06) was launched in 2006 and revised in 2013. This revised version presents the purpose of the English subject, four main subject areas and competence

aims, and it also describes the forms of assessment that are to be used in the subject (The Norwegian Directorate for Education and Training, 2013). The four main subject areas are: *Language learning, oral communication, written communication, and culture, society, and literature*. These main subject areas consist of several competence aims, and these areas are meant to supplement each other (The Norwegian Directorate for Education and Training, 2013). The revised version of the LK06 is the current curriculum in the 10<sup>th</sup> grade since the new curriculum in the English subject (LK20) that was launched in 2020 will be used in the 10<sup>th</sup> grade from autumn 2021. Thus, the revised LK06 will be explained and employed in the present study.

The main subject area of *Language learning* involves the students' knowledge about English, and the relationship between one's own language and other languages, language usage and evaluating one's own language learning. The main area that will be focused on in the present study is *Oral communication*, which includes using and understanding the English language by listening, speaking, and conversing. It also focuses on using the language in different situations and adapting the language to the recipient and situation. Furthermore, a part of this main area concerns developing a vocabulary, using idiomatic structures and grammatical patterns, and using a clear pronunciation and correct intonation (The Norwegian Directorate for Education and Training, 2013, p. 2; Bøhn, et al, 2018, p. 43). The main area of *Written communication* will not be discussed in this study, but the last main area, *Culture, society, and literature* is worth explaining here as this provides content for the English subject. This main area focuses on cultural knowledge of other people, understanding of and respect for other people. It also includes "[d]eveloping knowledge about English as a world language with many areas of use" (The Norwegian Directorate for Education and Training, 2013, p. 2).

The competence aims after year 10 that are presented in the main area of oral communication and culture, society, and literature, are provided below. These lists are taken directly from the English subject curriculum.

### **Oral communication**

The aims of the training are to enable the apprentice to

- choose and use different listening and speaking strategies that are suitable for the purpose.
- understand and use a general vocabulary related to different topics.
- demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups.
- understand the main content and details of different types of oral texts on different topics.

- listen to and understand variations of English from different authentic situations.
- express oneself fluently and coherently, suited to the purpose and situation.
- express and justify own opinions about different topics.
- introduce, maintain and terminate conversations on different topics by asking questions and following up on input.
- use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication.
- understand and use different numerical expressions and other kinds of data in communication

### **Culture, society, and literature**

The aims of the training are to enable the apprentice to

- discuss and elaborate on the way people live and how they socialise in Great Britain, USA and other English-speaking countries and Norway.
- explain features of history and geography in Great Britain and the USA
- discuss and elaborate on different types of English literature from English-speaking countries.
- describe and reflect on the situation of indigenous peoples in English-speaking countries.
- create, communicate and converse about own texts inspired by English literature, films and cultural forms of expression.
- communicate and converse about contemporary and academic topics.

(The Norwegian Directorate for Education and Training, 2013, p. 9).

The competence aims presented above are related to oral English and the two constructs of language and content. These competence aims are meant to be used as the basis for the teaching and assessment in the English school subject. As has already been pointed out several times, the competence aims say something about what the students should be able to acquire, but these do not explain the different levels of achievements. This means that the teachers need to have knowledge about the content of the different constructs, in order to create criteria that can be used for assessing the students' competences.

In addition to the main areas and competence aims, the revised LK06 curriculum describes five basic skills that students are meant to develop throughout the learning path at school: *reading, writing, numeracy, digital skills, and oral skills* (The Norwegian Directorate for Education and Training, 2013, p. 4). According to the English subject curriculum, oral skills means being able "to listen, speak and interact using the English language". This also includes being able "to evaluate and adapt ways of expression to the purpose of the conversation, the recipient, and the situation". Moreover, it involves "learning about social conventions and customs in English-speaking countries and in international contexts" and "using oral language

in conversation and in other kinds of oral communication.” Furthermore, it includes “listening to, understanding and discussing topics and issues to acquire more specialised knowledge.” and “being able to understand variations in spoken English from different parts of the world” (The Norwegian Directorate for Education and Training, 2013, pp. 4).

As has been presented here, the development of oral skills involves understanding and using the English language to communicate with different people in different contexts. This relates to the fact that the overall goal of the English subject is to communicate in English (Brevik & Rindal, 2020, p. 24). A relevant term here is *communicative competence* which will be explained in section 2.4.3.

## 2.4.2 The Common European Framework of Reference

After 30 years of work, the CEFR was first published in 2001 by the Council of Europe (Council of Europe, 2001). This framework can be used as a basis for teaching, learning, and assessing language skills. Related to the present study, the CEFR presents a model of communicative competence that consists of two main components: *general competences* and *communicative language competences*, which further include several sub-components (Council of Europe, 2001, pp. 101 – 130). Furthermore, the framework provides six language descriptors of reference levels from A1 to C2 that are quite detailed since they are meant to be understood the same way by different users. Also, the framework is meant to be adapted to the students and the situation as it is used (Carlsen & Moe 2019, p. 81). Carlsen & Moe (2019, p. 91) state that this framework works well because there is no other assessment scale that gives such detailed descriptors of what the different language skills levels contain.

The communicative language competences that the CEFR presents, includes three sub-components: *linguistic competences*, *sociolinguistic competences*, and *pragmatic competences* (Council of Europe, 2001, p. 13). The framework provides descriptors of the language user’s skills at different levels, and these are skills in listening, reading, writing, spoken production, and spoken interaction (Council of Europe, 2001). The CEFR is emphasised in the present study since the English subject curriculum is based on recommendations from this framework (Carlsen & Moe, 2019, p. 89; Drew & Sørheim, 2016, p. 34). As a result of this, there are several similarities between the descriptors of the proficiency levels in the CEFR and the competence aims that are related to the main areas of oral and written communication in the LK06 (Bøhn, et al, 2018, p. 45).

### 2.4.3 Communicative competence

Communicative competence is included in the English subject curriculum, as can be seen in the main areas of written and oral communication (see section 2.4.1). In its purpose section, the curriculum emphasises the knowledge and skills of using and adapting the English language in different contexts:

To succeed in a world where English is used for international communication, it is necessary to be able to use the English language and to have knowledge of how it is used in different contexts. Thus, we need to develop a vocabulary and skills in using the systems of the English language, its phonology orthography, grammar and principles for sentence and text construction and to be able to adapt the language to different topics and communication situations (The Norwegian Directorate for Education and Training, 2013, p. 1).

Communicative competence is a composite competence, as it includes different aspects which involve using the language appropriately, efficiently, and correctly so that it is possible to express what you want (Carlsen & Moe, 2019, p. 80). The term “communicative competence” was first introduced by Hymes (1972) in his theory of language use in social life, and several theories that are used in the field of language assessment today have been developed from his theory (Harding, 2014, p. 188). The concept of communicative competence was introduced as a reaction to *grammar-focused* theory of language, which included a view that language is independent from the speaker (Louma, 2004, p. 97). This view was explained by Chomsky (1965), where grammar was seen as a main area of language competence, and the aim was to speak as “correctly” as possible according to grammatical features (cited in Carlsen & Moe, 2019, p. 37). Hymes (1972) reacted to this focus by developing the concept of communicative competence, where grammar became one of several other components, and the focus was not only on the grammatical competences. Hymes (1972) believed that the concept should include the use of appropriate utterances in different situations, which means that in addition to producing grammatically correct sentences, one should be able to use these sentences appropriately suited to the context (Hymes, 1972, p. 277). Communicative competence can therefore be referred to as the ability to use the language knowledge, such as vocabulary and grammar, to communicate. This includes that the speaker knows “[w]hen to speak, when not, and as to what to talk about with whom, when, where, in what manner” (Hymes, 1972, p. 277).

When explaining the concept of communicative competence North (2003, p. 12) and Luoma (2004, pp. 97 – 98), present several models that have been developed based on Hymes’ theory (Halliday, 1973; Canale & Swain, 1980; Bachman & Palmer, 1982; Bachman, 1990). These



models were created to explain the concept of communicative competence, and these consist of different components and sub-components. The most frequently used model for measuring communicative competence today is Bachman and Palmer's (1996) model, which focuses on language use as interaction between language users and their contexts, and this model includes five components: *language knowledge*, *topical knowledge*, *personal characteristics*, *strategic competence*, and *affective factors* (cited in Louma, 2004, pp. 97 – 98). It must be pointed out that these models of communicative competence and communicative language abilities have received criticism, where for example Fulcher and Davidson (2007, p. 373) point out how these models cannot be used directly for assessing performance, as these are abstract. Nevertheless, the concept of communicative competence has been explained through these models, and these are among other things used as a basis for the CEFR, and thus the English subject curriculum (Harding, 2014, p. 187).

## 2.5 Two opposing principles: nativeness & intelligibility

In relation to the different interpretations and understandings that the teachers might have of different criteria, this section will present two principles connected to how pronunciation can be understood. Levis (2005, p. 370) pose two opposing principles: *nativeness* and *intelligibility*. The nativeness principle refers to using native speakers as models, as these are seen as the people who speak the “correct” way. The main goal of this is that the students are to be able to sound as much as possible like a native speaker when it comes to pronunciation (Brevik & Rindal, 2020, pp. 118 – 119). Brevik & Rindal (2020, p. 119) present a response to this principle, which is the intelligibility principle, where the main goal is for the students to make themselves understood. They point out that “[r]esearch suggests that having a non-native accent does not necessarily disrupt intelligibility, but there is a lack of knowledge about which aspects of pronunciation are important for intelligibility” (p. 119). In relation to this, previous studies show that some teachers understand pronunciation as both “accent” and “intelligibility”, where intelligibility is regarded as more important to assessed (Bøhn 2016; Johannessen, 2018).

Luoma (2004, p. 10) explains how people tend to judge native/non-native speaker status based on pronunciation, and that this leads to the idea of using native-speaker standards for measuring students' pronunciation. She raises two issues in relation to this: first, it is difficult to determine one single standard to be the representative for all English varieties. Second,

most students will fail to achieve a native-like standard if this is considered a criterion (Louma, 2004, p. 10). Louma (2004, p. 10) further refers to communicative effectiveness as a better standard for pronunciation, as this is based on comprehensibility. This standard is similar to the intelligibility principle.

There have been many discussions on which English variety should be used as the standard in the English subject, partly because the English language syllabus and the English subject curriculum do not offer students any specific variety as “correct” (Rindal, 2013, p. 4). In higher education for teachers, there are two varieties of English that have been presented as standard accents: Received pronunciation (RP) and General American (GA). Brevik & Rindal (2020, p. 118) argues that this does not mean that these should be presented as a pronunciation goal for learners of English in school. Simensen (2014, pp. 10 – 12) points out that there has been a focus on using a native speaker-norm in the English subject to measure “correct” pronunciation, and research shows that this still affects teachers and students in the language learning. Thus, the present study includes an investigation of having a native-like accent as a criterion in the assessment of oral English in the classroom, to see if this focus on native speaker accents is present among the teachers.

According to Brevik & Rindal (2020, pp. 24 & 118) most speakers of English in the world now are non-native speakers and most of the communication in English today involves non-native speakers of English, and these are the speakers whom Norwegian learners need to communicate with, as well as the native speakers. Ur (2012, p. 4) points out that the focus should not be on how the native speakers speak, but rather on being able to make oneself understood by other native and non-native speakers around the world. As the English language has spread globally, it has received the status of being a *lingua franca*, which means that it is used for communication between people who do not share the same native language (Brevik & Rindal, 2020, p. 24). The *lingua franca* perspective focuses on using English in different ways depending on the contexts the speaker is in, and who the speaker is, and is not concerned about native-speaker norms (Brevik & Rindal, 2020, pp. 35 & 127).

Brevik & Rindal (2020) mention that the *lingua franca* perspective can be seen in the English school subject in Norway, where the focus is on English being a language with which we can communicate with native, but also with non-native speakers. This also emphasises the principle of intelligibility instead of the nativeness principle. If the teachers focus on only one native-accent as the target, this might put restrictions on them in their use of English (Brevik & Rindal, 2020, p. 36). Furthermore, if the teacher chooses one variety, the students may not

get to know all the different English varieties, and they may also not see the value in these other variations. Brevik & Rindal (2020, p. 36) also point out that the teachers should focus on the students' interests, needs, and language use, rather than only focusing on specific English speaking-countries.

The two principles of nativeness and intelligibility have been presented to show how the understanding of pronunciation might affect the assessment of oral English. From what has been presented here, there is an emphasis on the intelligibility principle, instead of understanding native-speaker varieties as standards for having the 'correct' pronunciation. Students should be able to use the language appropriately in different context and for different purposes, with different people. After all, as have been pointed out several times in this chapter, the overall goal of the English language learning is to be able to communicate in English.

## 2.6 Validity in oral English classroom assessment

Throughout the present chapter, the term *validity* has been mentioned several times to emphasise why oral English classroom assessment must be valid and fair. According to Hasselgreen & Caudwell, 2016, p. 45), validity refers to whether the assessment measures what it is supposed to measure. Like this definition, Hughes (2003, p. 26) explains that validity be understood as to what degree a test measures what it is meant to measure. This means that to ensure validity, the teachers need to reflect on whether their assessment practices include measuring what is supposed to be measured in oral English. Related to this, Ur (2012, p. 180) points out that the use of scales or standards might ensure issues of validity and/or reliability in the assessment, as these provide clear criteria for the different grades. Furthermore, as has been pointed out before, it is important that teachers carefully consider the validity and reliability of the assessment procedures, especially in relation to the final assessment grade, as this grade can influence their future access to upper secondary school (Ur, 2012, p. 168; McKay, 2006, p. 20).

McKay (2006, p. 18) mentions *effective assessment procedures* as essential for ensuring valid and fair information on the student's ability and progress. This includes providing feedback on strengths and areas of improvement to help students forward in the learning process. By using effective assessment procedures, teachers can more easily track students' learning and

understand how their students learn, and further use this information to adapt the teaching and to check the usefulness and validity of the assessment (McKay, 2006, p. 19).

As the present study focuses on the two constructs of language and content, three terms are relevant to mention here. First, the term *construct validity* refers to making sure that the right thing is being assessed, as this will further ensure the quality and fairness of the assessment (Luoma, 2004, p. 7). The second term to mention here is *construct underrepresentation* which refers to that the results of a test are affected by the fact that a construct is underrepresented, for example if one is to measure grammar, vocabulary, and intonation, but for some reason one does not measure grammar (Fulcher, 2003, p. 126). The last term to point out is *construct irrelevant variance* which refers to that the results are affected by factors that are irrelevant for the construct of the test, for example if the test measures something else than it is intended to. An example of this is if one is to measure pronunciation, fluency, vocabulary, grammar, and intonation, but one also measures the student's behaviour (Fulcher, 2003, p. 127). This further means that if the teacher is going to measure the students' communicative competences, he/she needs to know what this entails and how this can be measured (Carlsen & Moe, 2019, p. 113). It is important to point out that the teachers' differences in their assessment of oral English are related to the fact that oral English in itself consists of many different aspects, factors and elements.

## 2.7 Chapter summary

This chapter has presented some previous studies which show a lack of a common understanding in oral English assessment. Thus, the term "construct" has been defined, and an issue has been raised regarding that the different teachers are left to interpret and operationalize the constructs in the English subject curriculum to be able to use these for assessment, and that this might threaten the validity of the assessment. The concept of teacher cognition has been explained and connected to the present study. Furthermore, two commonly used assessment types have been presented, and an emphasis has been made on the importance of classroom assessment. A short discussion of oral assessment has also been given. Furthermore, this chapter has attempted to present the English subject curriculum, the CEFR, and communicative competence. In addition, two opposing principles have been discussed in relation to pronunciation. Lastly, an overview of validity in the oral English classroom assessment has been provided.

## 3. Methods

### 3.1 Introduction

This chapter will give an overview of four common phases of the research process: the preparations, the data collection, the framework for the data analysis, and decisions regarding the presentation of the findings. In addition, this chapter includes a discussion of the validity of the findings, and a presentation of the possible limitations and ethical considerations.

### 3.2 Preparations

#### 3.2.1 Research focus

As a teacher student it seemed somewhat unclear to me what teachers include in their oral English classroom assessment. Compared to the assessment in oral exams which are often based on standards or assessment sheets, the basis for the assessment in the classroom was not as clear. In the beginning of the research process there were some questions that emerged:

- What do teachers focus on when assessing oral English in the classroom?
- Which criteria/elements are included or excluded, and which ones are considered more important than other criteria/ elements?
- What assessment is used as basis for marking the final oral assessment grade?
- Do teachers share a common understanding of what is to be assessed in oral English in the classroom?

The findings from previous studies (see section 2.1) contribute to the choice of focus in the present study and explain why I consider it important to conduct such a study. The initial idea was to include only teachers in the study, but after having produced the interview guide, I found that there were still some questions that could not be answered by the teachers alone. A question that seemed especially interesting was whether students are aware of what is assessed in oral English in the classroom, or not. Thus, the decision to include students in the present study was made, which made it possible to collect valuable information to create a deeper understanding of both teacher and learner perceptions of what is assessed in oral English in the classroom. The research focus here is therefore on the assessment of oral English in the classroom, and the assessment that is used as the basis for marking the final assessment grade, and this will be investigated through the thoughts and perceptions of

teachers and students. Furthermore, the main aim of the present study is to explore oral English classroom assessment in the lower secondary level, through teachers' and students' perspectives.

### 3.2.2 Research questions

Based on the research focus that has been explained, the overarching research question for this investigation is:

*What are teachers' and students' thoughts and perceptions on what is assessed in oral English in the classroom and for the final assessment grade?*

Three sub-research questions were also created for this study:

- 1. How are the teachers' assessment practices reportedly connected to the national guidelines for the assessment of students' performance in oral English?*
- 2. What do teachers report that they focus on when assessing oral English in the classroom and which elements are considered most important?*
- 3. What are students' thoughts and perceptions on what is assessed in oral English in the classroom?*

This study contains an investigation of oral English assessment from the perspectives of both the teachers and students, and two sets of data were therefore collected. The four research questions listed above make it possible to explore both perspectives, as well as collecting data that could answer these questions and receive results that could be relevant and interesting for further discussions of the topic.

### 3.2.3 The method design

The method design is guided by the research questions, and as these involve investigating two different perspectives of the issue, the data collection approaches chosen in the present study are a semi-structured interview and an online questionnaire. The collected data from the interviews are qualitative (open-ended questions), and the collected data from the questionnaire are both qualitative (open-ended questions) and quantitative (closed questions),

which means that the present study is qualitatively driven, with some elements of quantitative aspects. It is the closed questions from the questionnaire that provides the quantitative elements of this study. Hence, the present study can be understood as qualitative driven with two different approaches that are meant to complement each other and cover different areas of the issue that is investigated. The present study aims to explore the field of oral English assessment and create an understanding of what it entails. This exploration of a phenomenon to create an understanding of it is common in qualitative research methods (Mackey & Gass, 2016, p. 216).

### 3.2.4 The pilot study, interview guide, and questionnaire

To test the suitability and time-limit of the interview, a pilot interview was conducted with an English teacher I was already acquainted with. This way, it was possible to make sure that the interview questions would ensure the collection of data that could provide answers to the research questions. The pilot interview revealed that the interview guide contained too many questions, and that some of these did not lead to relevant information. Thus, some of the questions were removed and some questions were reformulated and narrowed down. The revised interview guide can be found in appendix 6, and this will be further explained in section 3.3.1. The interview type that was used in this study can be described as semi-structured, where the interview guide was used as a basis to make sure that all key areas of the interviews were covered, but the interviewees were still allowed to express themselves freely throughout the interview. At the same time as the interviewees were allowed to give answers that might not be expected, it was also possible for me as the interviewer to ask additional questions if necessary. By doing this, the interview could develop naturally and leave the interviewees with a feeling that they had participated in a ‘conversation with purpose’ (Richards, 2009, p. 186).

The website that was used to create the online pilot-questionnaire is called SurveyMonkey. This website offers an online survey tool, where it is possible to design a questionnaire, collect answers, and analyse the collected data. SurveyMonkey was chosen mainly because it was possible to not collect IP-addresses from the participants’ computers, which helped assure that the participants could remain secure and anonymous. Anderson (1996, p. 177) points out that the informants might take the questionnaire more seriously if it is carefully constructed, easy to use, and well laid out. Thus, before the pilot-questionnaire was conducted, it was

necessary to reflect on the format, language, and the items of the questionnaire, as well as the structure of the questionnaire. After the pilot- questionnaire had been tested by a 10<sup>th</sup> grade student, there were some changes that needed to be made. The main finding from the pilot questionnaire was that the parts in the questionnaire where the students were given the chance to elaborate or leave a comment, were mostly left blank. However, most of the questions were confirmed by the pilot -participant as understandable and not too difficult to answer. Another point worth mentioning here is that I chose to add a question in the beginning of the questionnaire. This was a question concerning a number assigned each class, as the teachers were previously provided with a number for their class from 1 to 5, and for this question the students had to select the number that they were given from their teacher in advance. The purpose of this was to make it possible to connect the specific teachers to their own classes. When the questionnaire had been revised, it contained 13 questions in total, as can be seen in appendix 7.

### 3.3 Data collection

#### 3.3.1 Interview as research method

The semi-structured interview approach seemed most suitable as it was possible to collect data that are not directly observable, such as the thoughts and opinions of the teacher participants. Another advantage of this approach is the possibility to ask the interviewees additional questions if the answers they give are vague or not specific enough (Mackey & Gass, 2016, p. 225). Despite the advantages of this approach, it is important to acknowledge some concerns that may arise from choosing this approach. During the interviews, I had to be aware that my presence and reactions as the interviewer could affect the interviewees and the answers they provided, and that they might have answered what they believe are the ‘correct’ answers to the questions asked. Also, ‘good’ interviewing may be considered a skill, which includes making sure that the conversation flows smoothly, that I as the interviewer listen to what is said and how it is said and make the interviewee as comfortable as possible (Magnusson & Marecek, 2015, pp. 70 – 71; Mackey & Gass, 2016, p. 226). Other possible limitations will be presented in section 3.5.2.

The interviews were scheduled to 40-minutes, and the revised interview guide consists of 18 questions which were divided into three parts: 1) oral assessment in the classroom and



assessment for the final assessment grade in oral English, 2) assessment related to language and content (and to the national guideline of students' performances), and 3) potential elements that may be included in the assessment practice (see appendix 6). The first four questions in the interview guide were created to collect information about the teachers' backgrounds, such as their age, their first language, educational background, and years of teaching.

Each interview started with a brief introduction where the topic and the scope of the interview were presented. Then a reminder was given to the interviewee of how anonymity of the participants was going to be secured, her/his rights as a participant in this project, and that the project had been approved by The Norwegian Centre for Research Data (NSD) (see appendix 1). At the end of each interview, all five teachers agreed to receive follow-up questions by e-mail later if something from the interview needed to be clarified. All the teachers also agreed to ask their students if they wanted to participate in the study. The interviews were of different lengths, with the shortest lasting 35 minutes, and the longest 54 minutes. All the interviews were conducted in Norwegian, and since two of the teacher participants have English as their first language, some explanation of this is needed. When these two teachers were asked if they preferred to conduct the interview in their first language, one of them preferred Norwegian as the interview language, and the other was indifferent in which language to use. The choice of conducting these two interviews in Norwegian seemed appropriate, as these two teachers work in Norway with Norwegian students and might also teach other subjects than English.

As there are several similarities between the study of Agasøster (2015) and the present study, where she also conducted teacher interviews and student questionnaires, it is important to acknowledge that there are also some differences in the methods used in her study and the present study. Our two interview guides do not consist of all the same questions, and we will therefore not receive the same answers in the interviews. An example of a what is included in the interview guide in the present study which she does not include in her interview guide is a question regarding the LK20 curriculum change from two final assessment grades to one overall assessment grade in English. In addition, even though there are many similar questions in our two interview guides, the categories we have included are different. Like the interview guide in the present study, Agasøster's interview guide included a question on accents, but she chose to focus on British accents more than other varieties, especially for the assessment of high-level students. This is different from the question provided to the teachers in the present study, where the assessment of accents in all levels were focused on. Furthermore,

questions regarding accents were also provided to the students in the present study, but not in Agasøster's. Another element that was included in the interview guide and the questionnaire of the present study was effort, and this was not added in her study. In her interview guide, a question regarding whether the teachers think the students are aware of *when* they are being assessed was included, whereas in the interview guide of the present study a question is included on whether the teachers think their students know about *what* they are being assessed on, in the classroom.

### 3.3.2 Online questionnaire as research method

The data that were collected in the questionnaire provided information on what the student participants' perceptions are on what is assessed in oral English in the classroom. The questionnaire in the present study consists of both open-ended and closed questions.

There are several reasons why this approach was chosen to collect data from the students. First, the questionnaire is one of the most common methods of collecting data on unobservable dimensions such as beliefs, opinions, thoughts, and perceptions from a large group of participants in a short period of time. Second, by using this approach it is possible to gather information that the students themselves report (Mackey & Gass, 2016, p. 102). Furthermore, since the questionnaire was constructed electronically it was possible to collect a large amount of data from any location, and the student participants could remain anonymous. Moreover, a digital questionnaire was chosen as an appropriate way for students to answer the questionnaire. This was partly chosen because, as is pointed out by Wright (2019, pp. 1342 & 1345), a digital questionnaire may be more comfortable for anxious and shy students to answer. Another advantage of using a digital questionnaire is that it eases the process of collecting and analysing the data, because SurveyMonkey offers figures, graphs and diagrams of the results. Despite the many advantages of this approach, there are some disadvantages that are important to acknowledge. Wright (2019, p. 1345) points out that “[c]reating an online survey questionnaire is not simply a case of reproducing an e-version of the paper-and-pencil survey”. Consequently, when creating the questionnaire, I had to be aware that the visual design might influence the participants and that there might be issues with the participants' access to the Internet or a computer when responding to the questionnaire.

The link to the online questionnaire was sent to each teacher through email, along with a password that the students would have to submit to access the questions. The teachers were

asked to give a brief presentation of the topic and consent forms to give to the students that were not 15 years old yet. These students needed to bring their consent forms home, to get consent from their parents (see appendix 4). When the teachers had received all the consent forms from the students, he/she could help the students to start the questionnaire online. The questionnaire was scheduled to last approximately 10 minutes, but the average time spent was 6 minutes and 24 seconds. When the students had finished the questionnaires, SurveyMonkey informed me by email that new answers had been collected.

There are also some similarities and differences between Agasøster's study and the present study in this respect that are worth pointing out. Firstly, the present study includes an online questionnaire, whereas her study includes what may be assumed to be a paper questionnaire, as information about whether it is digital or on paper is not given. Secondly, Agasøster collected the questionnaire data before the interview data, in contrast to the present study where the interview data was collected before the questionnaire data. Furthermore, she selected students from the questionnaire to participate in student interviews, where only the students that answered thoroughly, and gave interesting answers on assessment, were chosen. A critical thought to this is that this selection of students may have given a more positive and "better" result than if she had focused on the whole student group, as the students that were selected might know more about the assessment and be more aware of the criteria of oral English than others. This might therefore have affected the results to her research question 3 on whether the students are aware of the criteria by which they are assessed in oral English. Also, the students that were selected to the student interviews were the only ones that were compared to the teachers' answers. In contrast, the present study employs the whole student group in the comparison with the teachers and compares each class to their respective teacher. This choice was made because all the different students' answers had the potential to yield interesting findings, and all the students were therefore included in the comparison.

### 3.3.3 Choosing participants

The choice of participants was influenced by previous studies on this topic. As mentioned in section 2.1, the initial assumption was that no previous studies had been conducted on lower secondary level and no previous studies had included students as participants. The choice of employing lower secondary level teachers and students was therefore made, with the thought that the inclusion of students was a completely new idea. The discovery of Agasøster's (2015) study some months later revealed that this was not a new approach, since she also employs

teacher interviews and a student questionnaire in her study. Nevertheless, it must be pointed out that six years have passed since her study, and there might have been some changes in the teachers' assessment practices and the students' perceptions of the assessment, especially in the transition to a new curriculum. Additionally, as our two studies do not consist of the same participants and a difference in the number of teachers and students involved, our results will not be the same. The present study therefore has the potential to either support or supplement her findings, thus strengthening the validity of the combined results.

As the focus of the present study is on the oral English classroom assessment and the assessment used as basis for marking the final oral assessment grade, the preferred participants were 10<sup>th</sup> grade teachers and students. It was important that the 10<sup>th</sup> grade classes that participated in the questionnaire were currently taught by the teacher participants, as it would be interesting to see the connection between their answers. When the interview guide and the questionnaire were ready to be used, participants needed to be recruited. The contact information of the schools was found on their websites, and emails were sent to eleven different schools. The emails that were sent to the different schools contained questions on whether these schools would be interested in participating in this study, and English 10<sup>th</sup> grade teachers and their classes were specifically asked to participate. Almost all the schools forwarded my email directly to the teachers.

The project information that was sent to the teachers by email may be found in appendix 2. Out of eleven emails sent to schools in different municipalities in Norway, five teachers volunteered to participate in the present study. A short presentation of these teachers will be given in the following section. After I had received emails from the five teachers that were interested in this research project, they signed the consent form, which can be found in appendix 5. This form explained that the participants could easily retract their consent at any time in the research process, and this was also mentioned again in the beginning and the end of the interviews. All teachers agreed to signing the consent form and complied to having the interviews audio-recorded for transcription purposes.

The participation of the students was mentioned in the project information and the consent forms that the teachers received, so that they were aware that I might ask them to include their students in the research through an online questionnaire. At the end of each interview with the teachers, they were asked if they would be interested in helping me collect data from the students. This meant that the teachers would have to give a short presentation of the research project to their students, collect consent forms from the students' parents, and set aside some

time to find the questionnaire online in class so that the students could answer it. Fortunately, all five teachers agreed to use their classes to answer the questionnaire, and many of the students in the classes participated. In total, the data processed in the present study is collected from five English teachers, and 76 students as the total number from five 10<sup>th</sup> grade classes.

### 3.3.4 A short presentation of the teachers

This section gives a brief presentation of the teacher participants in this study. All the teachers work in different lower secondary schools in Norway and they teach English in 10<sup>th</sup> grade. The teachers work in different schools, and all the schools are public. The following table is a presentation of the backgrounds of the teachers in this study, where all the teachers have been given numbers. These numbers are not the same as the order that the interviews were conducted in, and all information about the teachers that might threaten anonymity of the participants has either been removed or changed. The purpose of presenting the backgrounds of the teachers is that these different backgrounds may affect the answers they give in the interviews. This information is presented in table 3.1:

<b>Teacher</b>	<b>L1</b>	<b>Educational background</b>	<b>Years as teacher</b>
<b>1</b>	Norwegian	<ul style="list-style-type: none"> <li>• 90 credits in English</li> </ul>	15 years
<b>2</b>	Norwegian	<ul style="list-style-type: none"> <li>• 60 credits in English</li> </ul>	21 years
<b>3</b>	Norwegian	<ul style="list-style-type: none"> <li>• 60 credits in English</li> </ul>	27 years
<b>4</b>	English	<ul style="list-style-type: none"> <li>• 30 credits in English</li> </ul>	5 years
<b>5</b>	English	<ul style="list-style-type: none"> <li>• 60 credits in English</li> </ul>	10 years

*Table 3.1: Teachers' backgrounds.*

## 3.4 Framework for data analysis

### 3.4.1 Transcriptions

All the interviews were conducted in December 2020 and January 2021, and when all the interview data had been collected, it was time to prepare the data for analysis. Immediate impressions and thoughts were written down after each interview, as these may provide valuable context for the analysis of the transcripts and made it possible to avoid any overall data loss. The first two transcriptions were completed two weeks after the interviews were conducted, but the last three transcripts took an additional four weeks to finish (see appendix 10).

The interviews were transcribed in Norwegian, but the parts of the transcriptions that were considered relevant for the final report were translated into English. The transcriptions consist of as many details as possible, to capture the participants responses. The choices of which data from the audio-recordings to include in the transcripts were not taken at this phase, as it was unclear which information would be important for analysis. When the oral data had been transcribed to written format, the data needed to be coded to make sense.

### 3.4.2 Coding of the transcribed data

The process of analysing data based on human experience turned out to be a complex and time-consuming matter, especially for an unexperienced researcher such as myself. In the beginning of the analysis process, the interview data seemed to carry multiple meanings, and it was therefore necessary to choose a qualitative analysis approach which made this process less complicated (Erlingsson & Brysiewicz, 2017, p. 93). Thus, the choice to employ a content analysis approach was made, and Erlingsson and Brysiewicz's (2017) "A Hands-on Guide to Doing Content Analysis" was chosen as a basis for this analysis. This seemed appropriate to employ for the present study, as this guide is meant to help novice researchers in their way through a content analysis. The content analysis approach made it possible to organize the large amount of transcribed data into smaller parts, so that these could be categorized and then summarized (Erlingsson & Brysiewicz, 2017, p. 94).

Table 3.2 below has been developed based on this guide to present the four different phases of the content analysis that have been employed to analyse the qualitative interview data in the present study. A more detailed explanation of the analysis process can be found in Appendix 8.

<b>The four phases of the content analysis in the present study</b>	
<i>Phase 1: Familiarising oneself with the data</i>	The initial step contained reading and re-reading the transcribed interview data and writing down initial thoughts and ideas.
<i>Phase 2: Dividing up the text into meaning units</i>	The transcribed text was now divided into meaning units and further condensed into smaller meaning units. It was now important to keep the central meaning intact while condensing the meaning units.
<i>Phase 3: Formulating codes</i>	Codes were now developed to label the condensed meaning units. Impressions and reactions to the meaning units were written down during the coding.
<i>Phase 4: Developing categories</i>	The codes were now compared to determine which codes belong together. It was now possible to develop categories from the codes.

Table 3.2: The phases of the analysis of the present study based on the “A Hands-on Guide to Doing Content Analysis” by Erlingsson & Brysiewicz (2017, pp. 94 -97).

The transcribed interviews were first read and re-read several times, as an attempt to understand what the participants had been saying and get an overview of the whole data set. The transcriptions were then divided into smaller parts by identifying meaning units. These meaning units were further divided into even smaller parts called condensed meaning units, and it was important that the core meanings of these were remained even though the units became smaller. The condensed meaning units were coded, and the codes were then compared and grouped into categories (Erlingsson & Brysiewicz, 2017, p. 94). The categories that were created from this process were developed in relation to the research questions and aims of the present study. The process of analysing the qualitative interview data included going back and forth between the phases and reflecting on the created categories in relation to the initial impressions of the raw data. This way of going back and forth between perspectives is referred to as the *hermeneutic spiral* (Erlingsson & Brysiewicz, 2017, p. 96).

Throughout the analysis it was important to be aware of how my own previous understandings, knowledge, experiences, and perceptions of the topic might influence the analysis and the results (Erlingsson & Brysiewicz, 2017, p. 95). Thus, the data was

approached with an openness to new perspectives and opinions and an attempt to avoid issues of bias throughout the analysis. Worth mentioning is the fact that some of the data did not seem to relate to the research questions. However, these data were considered important as they could provide additional information and describe the context of the issue (Erlingsson & Brysiewicz, 2017, p. 97).

### 3.4.3 Analysis of the online questionnaire data

After all the questionnaire data had been collected, they needed to be organized and described to make sense. Fortunately, SurveyMonkey had provided diagrams, tables, and graphs of some of the questionnaire results. These figures mainly presented how many times the boxes have been ticked, so that it was possible to understand which answers were more popular than others. The answers that were given to the open-ended questions, where the students were able to leave comments and express themselves, were analysed manually by looking at all the answers to one question at the same time to get an overview, and underline parts so that it was possible to group similar answers together. The answers to each open-ended question were coded and organized into table(s) to provide an overview, and to be able to see the patterns in the answers.

## 3.5 Presenting the findings

There are certain challenges that emerge when having several data types in one study. As the present study provides one set of data from the five interviews and one set of data from the online questionnaire (which also consists of quantitative elements), the development of an appropriate presentation of the findings was not a straight-forward process. The data needed to be presented in a representative and readable matter, to make it easy for the readers to understand the findings and the results. It was desirable to compare some of the teachers' findings to some of the students' findings, in form of answers from the total groups, but also to compare each teacher to their own group of learners. Thus, the decision was made to present the findings of my project in three sections: findings from the interviews, findings from the questionnaire, and a comparison of the two sets of findings. An additional section in the findings chapter is a comparison of the findings from the present study to previous studies.



### 3.5.1 Validity

An important part of the research process is to find out if the results of the study are trustworthy. The term *validity* means making sure that the results “[r]eflect what we believe they reflect [...]” (Mackey & Gass, 2016, p. 158). The methods in the present study are chosen in relation to the research questions and are meant to provide findings that are consistent with the aims and purpose. It was therefore important that the research focus and research questions were clear, and that the questions asked in the interviews and questionnaire were related to these. Nevertheless, some of the questions in the interviews and the questionnaire are not directly related to the research question, and these are added for the purpose of collecting additional information about the context of oral English assessment. Hopefully, some of the findings have answered the research questions, and provided information that can be used in further discussions of the topic.

During the research process, there were two terms that needed to be considered in relation to validity. First, the term *transferability* refers to whether the findings in a study may be transferred to other contexts. The present study has hopefully given sufficient details about the context and participants so that the readers can have an understanding to determine which findings may be transferred to their own settings. In relation to the transferability of the findings in the present study, it must be pointed out that the aim here is not to generalize the findings. The situation of the five teacher participants and their students is not meant to be representative of every teacher, student, and school in Norway. It is not possible to know what the assessment practices in oral English are at every lower secondary school in Norway. The findings that are presented in this study are meant to provide useful information that can be used for further discussion of the assessment of oral English, and this information might be interesting and relevant for other teachers, students, and schools. In relation to this, there will be a comparison of the findings from this study and the findings from Agasøster’s study in section 4.4, and if these findings are similar, this could indicate that these findings are representative for other teachers as well.

The other term that is relevant here is *confirmability* which refers to providing the readers with enough information of the data so that they can understand the background of the claims and interpretations that are made (Mackey & Gass, 2016, p. 232). In relation to this, I have made three attempts to ensure the readers have received sufficient information about the context of participants and data: Table 3.1 above is meant to give enough details about the teachers to understand the context of the data collected from the interviews, and the context of

the questionnaire data. Table 3.2 above gives a description of the analysis that was conducted to make sense of the interview data (see appendix 8). In addition, sections 4.1 and 4.2 present the findings, where tables and excerpts are provided to show the background of the discussion, and appendix 10 shows the interview transcriptions.

### 3.5.2 Possible limitations and ethical considerations

As the present study involves human-based research, there are some ethical issues that must be addressed. A possible limitation to the present study is that the setting of the interviews might have affected what and how the interviewees answered. The interviews were intended to be done face-to-face at first, and the plan was to do the interviews at each individual teachers' school. However, due to Covid-19 restrictions, four of the interviews were conducted through Zoom, and one over the telephone. As there were some internet connection- challenges in one of the interviews, we continued the interview via telephone. Since zoom- interviews are considerably different to face-to-face interviews in the sense that facial expressions or reactions may not be possible to be heard or seen properly, this might have affected the impressions that I as the researcher were given during the interviews. Also, the teachers might have given different answers if we had met in person, as they might have felt more comfortable, or not. Nevertheless, this did not cause any obvious challenges.

The interview guide contains some questions that include linguistic features such as pronunciation and intonation, and this might have affected the teachers in the way that they might get the impression that these features are important to focus on in oral assessment. To avoid bias issues, other linguistic features were not mentioned before the teachers had mentioned these themselves. As has already been pointed out, my own reactions in the interviews might have affected the teachers. This may be referred to as the *halo-effect*, where the participants might be affected by the researchers' reactions and that the participants might answer what they think is "correct" (Mackey & Gass, 2016, p. 226). Thus, it was helpful to conduct a pilot interview to practice the interview and become aware of how my own behaviour can affect the interviewees.

The research process includes making sure that all ethical considerations are taken care of. As already pointed out, the teachers were frequently reminded in the consent form, emails and in the interview, that the project had been approved by NSD. They were also reminded of their rights as participants, which included the option to retract their consent at any time in the

project and they were also informed of how their anonymity would be secured. A part of maintaining the anonymity of the teacher participants includes replacing the names of the teachers with numbers, and not presenting these numbers in the same order as the order of the conducted interviews. The student participants were also informed of their rights in the consent forms that were provided to them, and some of the students also needed the consent of their parents. The students in the present study are completely anonymous since I did not meet any of them and no IP-addresses were collected on SurveyMonkey. The students are therefore also anonymous to their own teachers.

The initial idea of conducting a digital questionnaire, was that it was possible for me as the researcher to not influence the students with my presence. The information that was given to the students was presented by their teacher, as the teachers had received an information note from me to ensure that all the students received the same information (see appendix 3). However, as Wright (2019, pp. 1343 & 1348) points out, the participants may need guidance when answering the questions, and some may leave questions blank if they do not get help. Some of the students might not understand the questions, or certain words such as “assessment criteria”, might not be familiar to them. Also, some students might not be as good as others at expressing themselves in the open-ended questions. These are possible limitations that might have affected the answers from the students, as they did not get guidance by me when answering the questionnaire. Fortunately, there were only a few of the questions that were left blank out of all the responses in the questionnaire. Nevertheless, even though the students were not affected by my presence, it is important to acknowledge that they might have been affected by their teachers as they may have attempted to help them during the questionnaire. Another concern is that the responses to the open-ended questions in the questionnaire might be influenced by lack of motivation to answer, and some of these questions may be left blank because they require writing and/or typing skills (Smyth, 2017, p. 7). These are all possible limitations that are important to point out.

## 4. Findings and analysis

This chapter is structured into four sections: findings from the interviews, findings from the questionnaire, a comparison of the two sets of data, and a comparison between the findings in the present study and findings from previous studies. The analysed interview data will be presented in main categories and sub-categories with excerpts from the transcriptions. Findings from the questionnaire will then be presented with tables, diagrams, graphs, and comments, and these are structured by the questions from the questionnaire. The third section contains a comparison of the teachers' responses from the interviews and the students' responses from the questionnaire. Lastly, I will give an overview of findings from previous studies and compare these to my main findings. To secure the anonymity of the participants in this study the teachers are referred to with numbers (1-5) as can be seen in table 3.1 in the method chapter, and their classes are referred to with letters (A-E).

### 4.1 Findings from the interviews

As can be seen in section 3.4.2, a content analysis was chosen to analyse the transcriptions. An example from the analysis is shown in appendix 8. Five main categories were made through this analysis: (1) General assessment practices, (2) Criteria related to language and content, (3) The final assessment grade, (4) Criteria that are not related to the English subject curriculum, and (5) Challenges connected to oral assessment. These five main categories are also divided into sub-categories, which will be presented under each main category. The findings from the interviews will be presented in form of a report, with some illustrative examples from the transcripts. These examples have been translated by me, where I have kept much of the Norwegian wording from the spontaneous oral language in the transcripts, at the expense of "good English". Throughout this presentation of the findings, I will refer to appendix 10 by providing numbers (for each teacher) and letters (specific answers in the transcripts). Example: if 4J is mentioned here, this means that the answer that is referred to can be found in the transcriptions where 4J is written before an answer (i.e., teacher 4, answer J). This is hopefully an appropriate way for the readers to see what the discussion and conclusion of the present study is based on.

#### 4.1.1 Category 1: General assessment practices

Sub-category 1: The use of assessment scales or standards in schools.

When asked if they use assessment scales or standards at their schools or in their English subject teams, teacher 2, 4 and 5 answered that they do not have a standard at the school or in their team to use for assessing oral English (see 2A, 4A, 5A & 5B). Teacher 2 pointed out that they discuss the assessment in their teams, and that one should probably have a written program for the assessment. S/he explained that the lack of an assessment standard might cause some issues for her/his novice teacher colleague when trying to understand what to assess. This teacher also explained that all the students' oral activity is part of the assessment. In addition, this teacher uses a folder in class where preliminary grades are written down, which is used for assessment in the classroom for everything that the students do (2A, 2B & 2D).

Teacher 4 and 5 mentioned that they use assessment sheets which they have borrowed from another teacher or found themselves, but they do not have a common standard at their school (4B & 5B). Teacher 4 pointed out that it took a long time to find something appropriate to use for assessing the students in oral English, and that s/he uses the European Benchmark to map the students' skills (4N). Teacher 1 mentioned that they have an assessment sheet in their team, and that they have specific sets of assessment criteria in relation to the different oral test or presentations (1A). This is also mentioned by teacher 4, where the assessment criteria are often connected to the specific presentation or test. Teacher 4 also pointed out that even though the teachers at her/his school do not have a common standard at the school, s/he thinks that they use the same criteria (4A & 4B). Teacher 3 reported that they do not have a standard for the assessment in the classroom, but that they use templates from UDIR for presentations and make their own assessment sheets. This teacher also points out that the assessment in the classroom is often based on the impressions they get during the lessons (3A). Teacher 5 also pointed out that the borrowed assessment sheet is used for presentations and assessment situations, and that it is not present in the classroom, but it is still used as a basis for the assessment (5B).

The teachers' answers show that there are differences in what they use to assess the students, and three out of five teachers do not have a common standard at their schools or in their teams. Teacher 2 and 4 pointed out two different challenges regarding not having a standard at their schools; (1) it can be difficult to find an appropriate assessment scale to map the students' oral competences if there is no standard at the school, and (2) novice teachers might not understand what should be assessed if there is no standard to use as a basis. These challenges emphasise the importance of having a common understanding of what to assess in

oral English, or at least a standard with specific descriptions of levels of achievement. Furthermore, findings from two of the teachers indicate that they often use assessment sheets for oral tests and presentations, but that they do not have a specific assessment sheet for the assessment in the classroom. This is connected to the answer from teacher 3, where s/he said that the classroom assessment is often based on an impression from the lessons. This shows that what is assessed in the classroom is not as clear as what is assessed in the oral tests and presentations.

*Sub-category 2: Different assessment situations.*

Throughout the interviews, some of the teachers mentioned different formal and informal assessment situations in which they assess oral English.

Teacher 2 mentioned two situations where the students get the opportunity to speak. The first one is called “the daily chat”, which was explained as a five- or six-minute chat in the classroom about a chosen topic. The second one is a “five-minute conversation”, which is a conversation that the students have alone with the teacher, and they can talk about whatever they want, and they know that they are being assessed. This teacher emphasised that the assessment must be adapted to the individual student, for example by giving the high-level students more detailed feedback and higher demands and not giving the low-level students too difficult challenges (2B, 2C, 2D & 2G).

Teacher 3 also reported that s/he assesses according to who the student is, by giving the high-level students more challenges than the low-level students. This teacher further explained that s/he does not take notes during normal lessons, but that students are informed that they are being assessed in lessons where oral English is the main focus, and that they know what is expected of them when it comes to presentations. This teacher also mentioned that the students get several opportunities to use the language and to show their competences through different assessment situations and that the students can sometimes choose how they want to perform different topics (3C, 3G, 3H, 3J). Teacher 3 further explained that they sometimes execute a “test” oral exam in the tenth grade, where they invite some eighth graders at the school to assess the tenth graders. S/he pointed out that this could help the eighth graders to become aware of what is assessed and what is ahead of them (3M).

Teacher 4 expressed that s/he divides between practicing English in the classroom through for example role play, and more formal assessment, such as oral tests. S/he expressed that it is not fair to use the classroom assessment for summative purposes, so it is only used for formative feedback (4D). This teacher also explained that s/he likes to give the students assignments where they must solve something and work together to figure it out. This teacher further emphasised communication, and that when the students solve problems together, they can use English in a more natural way (4C). S/he also pointed out the same idea as teacher 2 and 3; that the assessment should be adapted to the students, but that it is good to have the same expectations for everyone even though s/he has the eighth to tenth grade collected into one class. S/he explained this by saying that there might be an eighth grader which is more fluent than a tenth grader. As teacher 3 mentioned, teacher 4 also allows the students choose how they want to show their competences (4B).

Teacher 5 also emphasised the importance of adapting the assessment situations to the individual student. S/he explained that in addition to the formal assessment situation where the teacher and the student are alone, they have informal conversations, and sometimes group work in class where they speak about a topic (5F).

The answers from all the four teachers that were presented here show that they use both formal and informal assessment situations to give the students opportunities to speak English. The teachers point out formal assessment situations like conversations alone with the teacher, presentations, and oral tests, and some mention the more informal assessment situations they have, such as conversations in the classroom, group work, songs, role play, and other similar activities. The formal assessment situations that the teachers mention here seem to be in the form of oral presentations, conversations, or tests, and two of the teachers point out that these are often executed alone with one student. The findings here show that all the four teachers emphasise that the assessment should be adapted to the students and their levels. In addition, two of the teachers point out that the students get the opportunity to choose how they want to perform in the assessment situations. These findings show that the teachers provide the students with several opportunities to show their oral competences, both in the classroom and alone with the teachers.

#### 4.1.2 Category 2: Criteria related to language and content.

##### Sub-category 3: Language and content.

In the interviews the teachers were asked whether they focus more on language related criteria or content related criteria when they assess the students' oral English (see appendix 6). As the curriculum provides competence aims that are connected to both language and content, the teachers are obliged to teach and assess the students in both constructs.

Teacher 1 reported that s/he subconsciously assess language more than content. S/he further explained that the English subject is the only subject where you are supposed to show the English language, and that to be able to express yourself should get some reward (1L). This teacher mentioned that the teachers at her/his school have discussed that the English subject has in some ways become a little bit like social science as well as being an English subject, and that the students are now meant to have knowledge about so many things. S/he further explained that the fact that the students can speak well should count more (1G).

Teacher 2 expressed that to be able to communicate in an adequate way, you need competences that are related to both language and content (2O):

Language is a source for sharing information and communication. In many ways, I think that communication is the sum of the competences in the English subject. The ability to communicate in an adequate way, requires vocabulary, pronunciation, intonation, the ability to adapt the use of language, and more.

Teacher 2 also pointed out that the communication is the main point of the assessment, and if something hinders the communication, such as not having the vocabulary you need to express yourself, then that needs to count (2F).

Teacher 3 expressed that the purpose of English is to communicate and make oneself understood in an international world with all sorts of different topics, and that the point is not for it to be perfect. This teacher mentioned that s/he is more concerned about the fact that the students are able to express oneself, than having the right intonation (3J).

Teacher 4 emphasised that what is most important for her/him is that the students can make themselves understood (4G). This teacher mentioned the same as teacher 2, that there might be things that hinder the communication:

What is most important to me is that the students can be understood [...] I think that intelligibility and fluency is much more important... and if the grammar and pronunciation hinder the communication, then that is a problem... [...] If they mix between present and past tense for example, does that hinder the communication?



Teacher 5 also pointed out that communication is the most important thing, and that it requires both language and content related competences. This teacher discussed how both language and content is important to convey a message in a clear manner, and s/he explained that to get the message across, you need pronunciation, intonation, good vocabulary, but also content. This teacher further explained that she/he assesses content the most, because it is possible to have a very Norwegian pronunciation or intonation and still be understandable. S/he mentioned that as long as you make yourself understood and the message is clear then that is good (5D).

When the teachers were asked this question (question 13, see appendix 6), none of them answered either language or content straight away. These findings show that all five teachers think that language and content are important to some degree, and they emphasise communication and the ability to express oneself or make oneself understood as the main point. Two of the teachers pointed out that both language and content competences are important to be able to communicate, and that they assess these two constructs equally. The answers that stand out here are the answer of teacher 1, where s/he emphasised the language construct in the English subject, and the answer of teacher 5, when s/he emphasised the content construct. Nevertheless, it is clear that these two teachers also consider communication and being able to express oneself as the main point of the assessment.

#### *Sub-category 4: The achievements of high-level students.*

The purpose of question 9 in the interview guide was to understand what the teachers think are the competences the students need to attain a high goal achievement in oral English. In this question, some of the teachers might have answered how these students behave, instead of what these high-level students' competences are that make it possible for them to attain a high-level achievement. However, the answers from all five teachers give some information about what these high-level students do to receive a high goal achievement grade (1G, 2L, 3F, 4F, 5J). The answers are presented in table 4.1.1:

	<b>What do the high-level students in your class do to attain a high goal achievement in oral English?</b>
Teacher 1	They can express themselves freely, communicate easily, fluency in the conversation, good vocabulary, use relevant words and expressions, good and understandable pronunciation, content, understand and know the topic and texts.
Teacher 2	They are comfortable, have a basic competence in the subject, dare to try, grammar, syntax, sentence structure, intonation, and vocabulary.
Teacher 3	They have a good vocabulary for different situations, can hold a presentation, speak fluently, intonation, listen and participate in a conversation without problems, keep the conversation going, they are interested in the subject, use the words and expressions. See the connection between the subjects. They have a good intonation, and they are aware of the recipient and adapt their language.
Teacher 4	Express themselves, answer questions and have conversations, justify their answers, reflect, understand what they are talking about.
Teacher 5	Fluency, content, make the content their own = speak freely, interaction, have width in the language, and “correct language use” = pronunciation, intonation, and grammar (taken from the assessment sheet that was sent to me from this teacher).

*Table 4.1.1: What high-level students do to attain a high-level achievement in oral English.*

Table 4.1.1 shows that there are some similarities in what the different teachers think are the competences these students need to attain a high goal achievement. Vocabulary, fluency, intonation, as well as understanding of the content are mentioned by three teachers. Other elements that are mentioned by several teachers are: being able to express themselves, speak freely, use relevant words and expressions, pronunciation, grammar, to have conversations, listen and interact, and to be aware of the recipient and adapt the language. This table shows that the teachers do focus on criteria related to both language and content, as well as criteria related to communicative competence.

*Sub-category 5: Five criteria considered most important when assessing oral English.*

Table 4.1.2 presents what is considered the most important criteria, according to four of the teachers (2O, 3O, 4I, 5N):

	<b>Which five criteria do you consider the most important to assess in oral English?</b>
Teacher 2	Communication, intonation, content, grammar, vocabulary/to speak freely.
Teacher 3	Vocabulary, use idiomatic expressions, intonation, communication, listen and be active, and make oneself understood.
Teacher 4	Communication, vocabulary, grammar, listen and express oneself, understand others and make oneself understood.

Teacher 5	Fluency, communication, “correct language use” = pronunciation, intonation and grammar, content, and make the content their own = speak freely.
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*Table 4.1.2: What the teacher considers as most important criteria in oral English in general.*

All the four teachers that are presented here emphasised communication as the most important criteria, and this is also shown in sub-category 3, where communication is pointed out as the main point of the assessment. Three of the teachers also reported vocabulary, intonation, and grammar as important for the assessment of oral English. Content is mentioned by two teachers, and to make oneself understood is mentioned by two other teachers. These findings show that the teachers consider many similar criteria as important, and that there is a common overall focus on what should be assessed in oral English. This is interesting, since the teachers do not use any of the same assessment scales or standards at the different schools. Like in sub-category 4, these findings also show that all the teachers assess criteria related to language, content, and communicative competences.

*Sub-category 6: Communication as the overall goal.*

As has already been pointed out in sub-categories 3 and 5, all the teachers emphasise that language- and content related criteria are important, and that being able to communicate and make oneself understood is the overall focus in the assessment of the students' oral English.

Teacher 2 emphasised that the basis for language is communication, and that one needs to think about what the intention or purpose behind the teaching and the learning is (2F & 2H). S/he also explained that the students need to learn the words they need in order to express themselves to the people they meet (2E):

[...] and I have students that struggle with the vocabulary, and I tell them that you have one job to do, and I do not think about verb use or conjugation or syntax and such... I tell them that you need to learn all the words you need to express to someone you meet. You can tell them about your hobby or what you are interested in. [...]

Teacher 3 pointed out that it is more important to have a good vocabulary to be able to participate in conversations with different topics, to give your opinions and perspectives, and to make themselves understood, than having the right intonation. S/he mentioned that it is more important that the students communicate than having the perfect English. This teacher expressed that when the vocabulary is good, then s/he can look at other things (3B).

Teacher 4 mentioned that some students only want to work with specific tasks, but emphasised that communication is the overall goal when working with these tasks (4K):

[...] But it is difficult... and some students feel would rather work with specific things, for example grammar tasks, because there is a right and wrong, very clear and safe... but the whole point of grammar is to help them to communicate... It cannot be the goal in itself [...]

These findings also show that the teachers emphasise communication as the overall goal, and that it is important to remember what the intention or purpose with the teaching and learning is. Even though only three teachers are presented here, all the teachers emphasise communication as the overall goal, as can be seen in sub-categories 3, 4, and 5.

Part 2 in the interview guide contains three questions (questions 10, 11, & 12) that were created with criteria from the National guidelines of the assessment of final achievement as the basis (see appendices 6 & 9).

When asked how the teachers can assess the students' abilities to converse, elaborate, and provide new input, teacher 1 answered (1K):

That goal depends on the person because some are more reserved than others. And of course, it is very important to be able to converse further, but then, I think it is important to remember that... I have students who are not able to do this even in Norwegian in a daily conversation with others [...].

When asked how s/he assesses the students' abilities to adapt to the content, form, and the recipient in the communication situations, teacher 1 expressed that s/he thinks it becomes a bit unreal to construct authentic situations to the students with different recipients. S/he reported that s/he does it too rarely, and that what s/he assesses is often in conversations alone with one student at a time (1J). Furthermore, teacher 1 expressed that she/he quickly gets an impression of the students' language in the conversations with them (1I).

Teacher 3 pointed out that assessing the students' intonation can be difficult (3I):

That is a difficult question... you have to be certain yourself on what feels like the right intonation, but if you vary your voice according to what should be stressed and what is less important... I do not know if this is a good answer [...].

Teacher 3 further explained that the students need to have a large vocabulary to express their opinions, and that if you are stuck, but find other ways to express yourself, then that is a plus (3I).

When the teachers were asked these three questions (questions 10, 11 & 12) regarding the assessment of specific abilities, none of the teachers gave completely clear answers. It must

be pointed out that in some of the interviews, which were all semi-structured, there was not enough time to ask all the questions, and these questions were not prioritized. Nevertheless, the answers that are presented here indicate that the teachers are not certain on how to assess whether the students have good intonation and pronunciation or not. These answers also show that there might be some issues regarding how to assess the students' abilities to adapt the language to the content, form, and recipient in different communication situations.

### **4.1.3 Category 3: The final assessment grade**

#### *Sub-category 7: The basis of the final assessment grade.*

As the final assessment grade is included in the overall aim of the present study, question 7 in the interview guide (see appendix 6) was meant to collect information on which assessment situations that are used as the basis for marking the final assessment grade in oral English.

Teacher 1 expressed that s/he bases the final assessment grade on the at least two big tests alone with the teacher, and an overall impression (1E). This teacher further explained that some students are silent and reserved, and it may therefore be difficult to assess them in the classroom and use the classroom situations as basis for the final assessment grade. S/he pointed out that the assessment for the final grade is therefore often based on assessment situations alone with the students. Teacher 1 also reported some challenges connected to large classes and a lack of time to help and assess everyone in the classroom. S/he further explained that to be able to use the classroom assessment as a basis for the final assessment grade, s/he would have to make a system or sheet for the classroom assessment, which s/he has not done yet (1D & 1E).

As pointed out in sub-category 1, teacher 2 reported that everything that the students do which concerns the subject and the language, is part of the assessment. For the final assessment grade, s/he explained that the final assessment grade is supposed to represent the students' overall competence based on the competence aims and characteristics that are related to the these aims (2B).

Teacher 3 mentioned several criteria and assessment situations used as the basis for the final assessment grade (3D):

[...] I think about how they read, and then both fluency and pronunciation, intonation... and I think about how they behave in the classroom, are they active, passive... but there is no reward for doing a lot, but that you can participate... and then how they are in a group work, are the dialogues good, can

they do what they are told to do? Can they use the words and expressions which we have worked with in class? [...] And we use some presentations such as role play and PowerPoint presentations to assess oral English in particular.

As has been presented in sub-category 2, teacher 4 considers the classroom situations as practice, and these situations were only used for formative purposes, and not for the final assessment grade. S/he explained that the summative assessment is often a replication of what has been practiced in the classroom. This teacher pointed out that s/he likes to first have an oral test without a grade, and then an oral test with a grade later (4D).

Teacher 5 mentioned that s/he thinks about everything, but mostly about the students' competence at the end of the year. Also, this teacher pointed out that s/he wants the final assessment grade to be in line with the grade that the students receive in the oral exam if they are chosen for the exams (5L).

These answers show that the teachers have some differences in what they base the final assessment grade on. Teacher 1 bases this grade on an overall impression and two test situations. Two of the teachers think about everything when they assess the final assessment grade, and only teacher 5 mentioned that s/he thinks about the competences that the students have at the end of the year as a basis for this. Teacher 4 does not count the classroom activities as part of the final assessment grade and only uses the summative assessment as a basis for the final assessment grade. Furthermore, an interesting finding is the answer that teacher 3 gave to question 7 in the interview guide. This teacher mentioned that the students' behaviour and their participation in class are included in the assessment that the final assessment grade is based on. However, this teacher also pointed out that there is no reward for participating a lot in class. The behaviour of the students and whether they participate in class or not, are connected to assessing effort, and this is not to be assessed according to the Education Act (1998, §3-3), which has been pointed out in section 2.3.2.

#### *Sub-category 8: opinions on the 2020 curriculum - one overall assessment grade.*

As the new curriculum will be used in tenth grade from autumn 2021, the teachers were asked about their opinions about this new curriculum, where the written and the oral final assessment grades will be gathered into one overall grade.

Teacher 1 expressed that s/he thinks it is positive in the sense that it will hopefully provide more time to assess, since there is not much that is supposed to be learned and prepared (1H).

Teacher 2 pointed out that s/he had not decided yet, but that s/he enjoys the current situation with two grades. This teacher questions whether the grades will be divided 50/50 and asks how the students will be assessed, and what will happen to those who are not good at writing English (2N). Teacher 3 expressed that the new grade will be good, because it will not be as clear then, that the outgoing students are favoured. This teacher poses the same question as teacher 2; if it will be 50/50 divided between written and oral English (3P). Teacher 4 answered that s/he is very positive to the new overall grade because s/he looks at the competences all together; the communication (4M). Teacher 5 mentioned that s/he hopes that the overall grade can help the students are bad at writing or speaking English, but s/he needs to take some time to think about it (5M).

As can be seen in the findings here, the teachers are mostly positive to the new overall assessment grade for reasons such as receiving more time to assess, helping students that are not good at either oral or written English, and that there will be more focus on all the competences in one. Nevertheless, there are still some questions asked by the teachers concerning how the written and the oral part will be weighted.

#### **4.1.4 Category 4: Criteria that are not related to the English subject curriculum**

##### *Sub-category 9: Accent as an assessment criterion*

The purpose of question 17 in the interview guide was to discover if there is an opinion among the teachers in the present study that native-like accents should be assessed or not.

Teacher 1 emphasised that having an understandable pronunciation is important, and that s/he is not concerned about the fact that the students should use a specific native-like accent and that they should stick to one accent. S/he pointed out that this has been talked about a lot before, but s/he thinks that the students are not quite there yet (1N).

Teacher 2 expressed that the main point is that the students should be able to communicate clearly, and s/he pointed out that s/he would never give a student a lower grade because he or she does not have a specific accent (2H).

Teacher 3 reported that s/he does not assess accent for the low-level students, but only for the high-level students. This teacher further explained that if you want a high-level grade, you must choose one accent, and stick to it. Teacher 3 also gave an example of a student of his/hers who is very good at discussing in English, and has a large vocabulary, but also has a

Norwegian intonation. This teacher pointed out that this student needs to work on his/her intonation, because it may cost him a grade in the oral exam (3K).

Teacher 4 does not think that the students need to have a native-like accent, but if they have a Norwegian accent which hinders the communication, then that should count (4G & 4H):

The most important thing for me is that they can be understood... because, what is the correct English? I feel like many English teachers are concerned about pronunciation... But what is the correct pronunciation? [...] They can be given a lower grade if they have a very Norwegian accent... particularly if it is so unclear that it is difficult to understand them... But I think that I am more forgiving when it comes to accents, than many other teachers... [...] So I try to see through pronunciation and not focus on how they speak... It is not fair anyway... When we focus on accent instead of language... it hinders the assessment.

Teacher 5 expressed that s/he thinks it is great if they try to have a native-like accent, but this is not something that s/he focuses on in the assessment. S/he points out that the students do not need to have a specific accent (5E).

Four out of five teachers emphasised intelligibility as the main focus and reported that the students do not need to have a specific native-like accent or stick to one specific accent. Nevertheless, teacher 4 pointed out that if a student has a Norwegian accent which makes it difficult to understand, this may subtract the student's grade. Teacher 3 mentioned that s/he assesses accent as a criterion with the high-level students. An interesting finding from teacher 3 is that s/he thinks that one of her/his students might go down a grade in the oral exam because of the student's Norwegian intonation, even though this student's English is quite good in many other aspects. This is partly interesting because it indicates that there is a focus on not having a Norwegian intonation in the oral exam, and that this Norwegian intonation might be a reason to subtract a student's grade even though the student has a high-level achievement in many other aspects.

*Sub-category 10: The amount that the students speak in the classroom – Effort.*

Teacher 1 explained that it is the teacher's job to find the students' competences, and that it is the competences that should be assessed, and not the amount that the students speak (1E & 1M):

The effort in the lessons should not count for the grade. I cannot use that a person is not participating orally in the lessons. I cannot give that person a lower grade for example. I can of course let it affect the grade positively if someone shows what they can do, because then they get to show their competences [...] You can use what they say as part of the assessment, but not the amount, because that is effort, and you cannot measure effort. You are supposed to measure the competences. And if they do not speak,



then they do not get to show their competences, but then it is my job to find ways so that they can show their competences.

Similar to teacher 1, teacher 3 also reported that it is the teacher's job to find the students' competences (3L).

Teacher 2 pointed out that effort is not allowed to be added in the assessment of the English subject, and that the students should only be assessed in relation to the competence aims. S/he further explained that gymnastics is the only subject in school where the students are supposed to be assessed in their effort (2I).

Teacher 4 expressed that (4J):

Yes... That can be challenging... that is related to feedback, and not as a part of the summative assessment... but yes... we talk about it a lot, because it is difficult for me to help them sometimes. I think some students just want to absorb English... but they need to use the language.

Teacher 5 pointed out that since s/he gets to hear all the students through presentations alone with her/him, s/he knows that the students can speak (5H).

All the four teachers expressed that the amount that the students speak in class is not assessed. Two of the teachers also pointed out that it is the teacher's job to find the students' competences in oral English. Teacher 1 and 2 emphasised that it is the competences of the students that are supposed to be measured, and that the students are to be assessed in relation to the competence aims. Teacher 4 explained that effort is only assessed in relation to formative feedback, and not for summative assessment. As has already been pointed out, effort is not part of the competence aims in the English subject curriculum, and it should therefore not be part of the assessment in the English subject.

#### **4.1.5 Category 5: Challenges with oral English assessment**

Throughout the interviews, the teachers mentioned several issues with the assessment of oral English and other aspects of oral English. Thus, category 5 has been created to present these.

##### *Sub-category 11: Shy and/or silent students.*

Teacher 1 expressed that some students are more reserved than others, and that it can be difficult to assess all the students when the classes are so large. This teacher also pointed out that there are so many students that need help so that s/he does not get the time to assess everyone (1E).

When asked how s/he assesses silent students, teacher 2 mentioned that the students often speak in conversations alone with the teacher (2J):

You usually get the students to speak in a conversation under four eyes. But it can be challenging... I know of many teachers that struggle with getting their youths to participate in class. You cannot base the grades on what their parents did or just think of a number... But I hear that there are many students who try to hide as much as they can.

Teacher 3 pointed out the shy students often speak when they are alone with her/him or in a small group (3A & 3L):

[...] you want to give all the students time, and you need see all the students and try to get them to participate so that everyone gets to say something during a lesson... it is hard when some of the students are shy and then there are some who speak all the time, and some that do not dare to say anything if there are a lot of people around... it is a challenge. [...] [the students] very often speak when they are alone with me or in a small group. [...] and if they are very introverted, they can have a presentation for me.

Teacher 4 expressed that s/he thinks it is challenging when the students refuse to speak in the classroom. S/he explained that s/he tries to find activities which are fun for the students, such as role play (4K).

Teacher 5 explained that s/he adapts the assessment situations to the different students. S/he reported that they have several informal conversations in class if the students speak a lot in class. But in classes where there are students that may be afraid of doing something that makes them feel embarrassed, they can have presentations alone with her/him. This teacher also explained that they use Teams as a tool for recording the students' reading, so that the teacher can hear all of the students, even the silent ones (5F & 5G).

As can be seen in sub-category 2, the teachers have developed different ways to help the students to speak and to map the students' competences even if they do not speak in the classroom. The findings in the present sub-category show that all the teachers know of or themselves have challenges with the shy and/or silent students that do not want to speak English in the classroom. These findings also show that the teachers try to find the students' oral competences through different assessment situations, for example through having conversations alone with them, or having them record themselves. Thus, the teachers seem aware of the fact that they need to adapt their teaching and assessment to these shy and/or silent students.

Sub-category 12: Do the students know what is being assessed?

This sub-category was created to investigate if the teachers think that their students are aware of what is being assessed, and to find out how they inform the students about the assessment of oral English in the classroom.

Teacher 1 reported that s/he hopes that the students know about what is assessed. S/he explained that they get opportunities to see what is being assessed through assessment criteria which they receive before every oral test. This teacher also pointed out that after an oral test, they talk about the grade, and why that specific grade has been given. And then s/he can hear what the students think about it (1O).

Teacher 2 pointed out that some of the students might claim that they do not know, and some might claim that they do know about what is being assessed. This teacher explained that they have a lesson every year about assessment, and when they have something that is being assessed, they receive feedback about strengths and weaknesses (2M):

I believe that some of the students think that they do not know. That they have not even heard about it... [...] Every year before mid-term and before easter in tenth grade I have a conversation with each one of them... which is also written and published to the parents online. A whole A4 page with assessment where I write about what is done until now both in written and oral English. They receive feedback about where they are, and what they need to do to become better.

Teacher 3 expressed that s/he thinks the teachers and the school system are not doing a good job when it comes to informing the students of what is being assessed, and that the students are not aware of what is being assessed in the classroom. S/he explained that (3N):

If it is a presentation, then we often have it clear that we assess all the points... but generally then I do not think that the students think about the assessment in the classroom situation when they have a role play or a dialogue or [...].

Teacher 4 pointed out that s/he hopes that the students are aware of what is being assessed, and that they receive competence aims every time they get a test or an assignment.

Nevertheless, this teacher questioned whether the students read the feedback that s/he provides or not and pointed out that they at least have a chance to improve (4L).

Teacher 5 explained that s/he speaks to her/his students about the assessment sheet that is used for the oral presentations, and that this sheet is handed out before every presentation. This teacher further pointed out that s/he uses Teams to write short comments to the students under each point in the sheet for the students to see. Nevertheless, this teacher also mentioned that this sheet is not used specifically for the classroom assessment. Lastly, this teacher

mentioned that it would be interesting to ask the students in a random lesson, whether they know what is being assessed or not, since s/he thinks that some are aware of these things, and some may not be as aware of what is being assessed (50).

These findings show that all five teachers are not certain about whether their students know about what is being assessed in oral English in the classroom or not. Two of the teachers expressed that they hope the students are aware of what is assessed, and three of the teachers think that the students should be able to know what is assessed, since they provide assessment criteria for every test, presentation, and assignment. Nevertheless, these teachers also expressed that some of their students might claim that they do not know, even though they are provided with assessment sheets. Teacher 3 even expressed that s/he is not doing a good enough job when it comes to informing the students about the assessment that is done in the classroom. Furthermore, the teachers reported that they do several things to ensure that the students are aware of the assessment, such as having lessons and conversations with the students about what is assessed and providing them with feedback about their strengths and weaknesses in oral English. Nevertheless, these things seem to be mostly related to tests, presentations, or assignments, and the teachers seem to be more uncertain on whether the students know what is being assessed in the classroom, rather than on these formal assessment situations, which has already been pointed out in sub-category 1.

## 4.2 Findings from the online questionnaire

The findings in this section are structured after the questionnaire questions (see appendix 7). Some of the findings are presented in total from all the student answers, whereas some of the findings, those that are possible compare with each teacher's answers, are presented with answers from each class.

### 4.2.1 Question 1: Which class number are you?

In the first question the students were asked to answer a specific number of their class which I had provided to each teacher in advance. The purpose of doing this was for me to be able to connect the classes with the teacher. This first question is only presented here to show how many students were in each class.

Class A	20 students
Class B	27 students
Class C	16 students
Class D	4 students
Class E	9 students
<b>In total</b>	76 students

*Table 4.2.1: The total number of students in the questionnaire and the individual classes.*

#### **4.2.2 Question 2: Do you receive assessment criteria before oral presentations in English?**

This question is semi-closed as it first provided the students with three alternatives: ‘yes’, ‘no’, and ‘I do not know’, and then all the students were free to comment on what they think these criteria are. The purpose of this question was to collect information about whether the students are provided with assessment criteria and are familiar with these before an oral presentation.

For this question, 74 out of 76 students gave their answers, and 66 of the students answered ‘yes’. Only two students claimed to not receive assessment criteria and six students answered ‘do not know’ to this question. It is worth mentioning that some students might not be familiar with the words ‘assessment criteria’ or understand what this means. Thus, even though a large amount of the students claims to receive assessment criteria before oral presentations, the findings here might be affected by this.

Out of the 66 students who answered ‘yes’ to this question, only 22 students commented on what they think these assessment criteria are. Table 4.2.2 will give an overview of what these 22 students answered, showing how many times the different assessment criteria were answered and from which class the different answers came from:

<b>If yes, please write the criteria you receive.</b>					
	<i>Class A (7 students)</i>	<i>Class B (5 students)</i>	<i>Class C (8 students)</i>	<i>Class E (2 students)</i>	<b>In total out of 22 students:</b>
Pronunciation	3 students	1 student	6 students	1 student	11 students
To speak loud and clear	2 students	3 students	4 students	1 student	10 students
Content/ understand what is being said	3 students		2 students	2 students	7 students
To speak independently from the manuscript			6 students		6 students
Vocabulary	4 students		2 students		6 students
To be structured/have order in the presentation		3 students	1 student	2 students	6 students
To show enthusiasm/take initiative	2 students		2 students		4 students
Not speaking too fast		3 students			3 students
Grammar	1 student		1 student		2 students
Dissemination			1 student	1 student	2 students
Using subject related terms and information		1 student		1 student	2 students
Fluency	2 students				2 students
Eye contact				1 student	1 student

*Table 4.2.2: Students' answers on which criteria they receive before oral presentations.*

As each class will be compared to their teacher in section 4.3, only the findings from the total number of students (22 students) will be focused on here. Table 4.2.2 shows that the students answered several assessment criteria related to the oral presentations, such as 'speaking loud and clear', 'speaking independently from the -manuscript', 'to be structured/have order in the presentation', 'not speaking too fast', 'eye contact' and 'dissemination'. Another criterion mentioned by the students that are not related to either the constructs of language or content are 'to show enthusiasm/ take initiative', which is mentioned by four students. To show enthusiasm and to take initiative are related to effort. The assessment of effort will be pointed out several times throughout this section, since effort is answered by quite many students when answering what they think or perceive is assessed in oral English.

These findings show that the students have the perception that they are assessed in criteria related to both language and content. Seven students answered that 'content/understanding what is being said' is a criterion, and 11 students mentioned 'pronunciation', six students mentioned 'vocabulary', two students mentioned 'fluency', and two students mentioned 'grammar'.

#### 4.2.3 Question 3: Which grade do you have in oral English?

The initial purpose of this question was to collect information which made it possible to see if there is a correlation between the students' level in oral English and the answers that they gave throughout the questionnaire. As this had little relation to answering the research questions and aims of the present study, and that this would take unnecessary time and space, this idea was not executed. However, the answers to this question gave overall information of levels of the students in the present study. In this question, the students were given four alternatives: 'grade 2', 'grade 3-4', 'grade 5-6', and 'I do not know'. These findings are shown in a sector diagram provided by SurveyMonkey:



Diagram 4.2.3: The different students' grades in oral English.

Diagram 4.2.3 shows that 71 students receive a grade from grade 3 up to grade 6, where 35 of these students are at a middle level in oral English (grade 3-4) and 36 of these are at a high-level in oral English (grade 5-6). Two students are at a low-level in oral English (grade 2) and three students claim to not know their grade.

#### 4.2.4 Question 4: What are your teacher's expectations of you in oral English when s/he assesses you in the classroom?

The purpose of this question was to collect information which could provide a deeper understanding and answer to the last research question about students' perception of what is assessed in oral English in the classroom. As this question will be compared to the individual teacher in section 4.3, the findings will be presented in form of each individual class in tables. The answers that will be shown in each table is not necessarily given from different students, as some of the students gave several answers.

<b>CLASS A – All the students in this class answered</b>	
Participation/be active in class	7 students
Pronunciation	6 students
Content (know the topics/texts we are talking about)	4 students
Grammatical knowledge	4 students
Fluency	2 students
Reflect on answers	1 student
Pay attention in class	1 student
That we do our best	1 student
Speak independently from the manuscript	1 student
Vocabulary	1 student
Listen and understand	1 student

*Table 4.2.4: Class A: The students' perceptions of the teachers' expectations in the classroom*

For this class, participation and being active in the classroom seem to be what is perceived by most students when it comes to what is expected by the teacher. Some linguistic criteria are mentioned here, where pronunciation is mentioned by six students, grammatical knowledge is mentioned by four students, and two students answered fluency. Only one student answered vocabulary. Four students pointed out content or knowing the topics/texts that are spoken about as an expectation in the assessment. This is related to other answers presented in the table, such as 'reflecting on answers', 'speaking independently from the manuscript', 'and listen and understand'.



<b>CLASS B – All the students in this class answered</b>	
Pronunciation	7 students
Content (know the topics/texts we are talking about)	5 students
Speak loud and clear (also not speak too fast)	5 students
Be prepared for class and assessment situations	4 students
That we do our best	4 students
Vocabulary	4 students
Grammatical knowledge	2 students
Fluency	2 students
To speak intelligibly	2 students
Participation/be active in class	2 students
Pay attention in class	1 student

*Table 4.2.5: Class B: The students' perceptions of the teachers' expectations in the classroom*

Like the answers from class A, pronunciation is chosen here by most of the students as an aspect of what is expected by the teacher. Other linguistic criteria are mentioned here, where four students pointed out vocabulary, two students answered grammatical knowledge, and two students answered fluency. In addition, like the answer from one student in class A, four of the students answered in class B 'that we do our best' is expected of them. Content is also mentioned by five students, and similar to class A, 'to pay attention in class' is considered an expectation from the teacher. 'Participation in class/being active in class' is only answered by two students in class B. Five students answered that to 'speak loud and clear (also not too fast)' is an expectation the teacher has, and four students answered that to 'be prepared for class and assessment situations (presentations, reading in class)' is an expectation. Two students point out that speaking intelligibly is an expectation.

<b>CLASS C – All the students in this class answered</b>	
Pronunciation	11 students
Speak independently from the manuscript	10 students
Vocabulary	7 students
Participation/be active in class	5 students
Speak loud and clear	3 students
Content	2 students
Grammatical knowledge	2 students
To speak without a Norwegian accent	1 student

*Table 4.2.6: Class C: The students' perceptions of the teachers' expectations in the classroom*

Ten students in this class perceived that to ‘speak independently from the manuscript’ is an expectation. Like in the other classes, ‘pronunciation’ is the most answered linguistic criteria in class B, and vocabulary is answered here by seven students. Five students answered ‘to participate in class/ to be active in class’ as an expectation. Like in class B, some of the students think that to ‘speak loud and clear’ is an expectation from the teacher. Only two students think that ‘content’ is an expectation here. Furthermore, an interesting finding from this class is that one student answered, ‘to speak without a Norwegian accent’. This finding will be discussed further in section 4.3 when this class is compared to their teacher.

<b>CLASS D – All the students in this class answered</b>	
Speak independently from the manuscript	2 students
Vocabulary	2 students
Listen and understand	1 student
To speak clearly	1 student
To be active in class and discuss with others	1 student

*Table 4.2.7: Class D: The students’ perceptions of the teachers’ expectations in the classroom*

An interesting finding from class C is that only vocabulary is mentioned as a linguistic criterion that is expected of the teacher. Like the answers from class A and class C, the students here also perceive that to ‘speak independently from the manuscript’ is an expectation from the teacher. To ‘listen and understand’, ‘speak clearly’, and ‘to be active in class and discuss with others’ are also mentioned here by three individual students.

<b>CLASS E – only 7 out of 9 students answered from this class</b>	
Participation/be active in class	3 students
Speak independently from the manuscript	2 students
Pronunciation	1 student
Content	1 student
That we do our best	1 student

*Table 4.2.8: Class E: The students’ perceptions of the teachers’ expectations in the classroom*

‘Participation in class/be active in class’ is answered by three of the students as an expectation from the teacher. Like class A, C, and D, students in this class also answered that ‘speaking independently from the manuscript’ is an expectation from the teacher. Three different

students in this class answered three different elements: ‘pronunciation’, ‘content’ and ‘that they do their best’.

### **Findings from all the classes:**

The findings from all the classes show that there are many similarities between the students from the different classes in what they perceive is expected of them in oral English in the classroom. This may be an indication that the students think alike, independently from what the teachers tell them. Students from four different classes seem to perceive that content related criteria are expected of them, as well as two linguistic criteria that were answered the most: pronunciation and vocabulary. Furthermore, in four out of five classes there is a perception that ‘to speak independently from the manuscript’ is an expectation from the teachers, which is related to content and oral presentations.

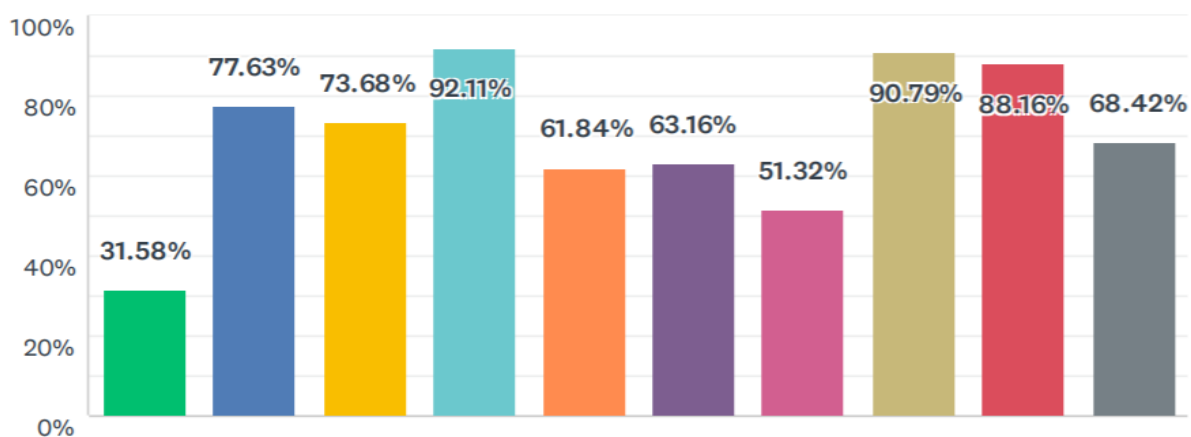
Some of the findings here are not related to the constructs of language or content. For example, students from three classes point out that it is expected that they ‘do their best’. It is difficult to understand what is meant by this, since this could indicate that the students think they are being assessed on how much they do. Also, students from all five classes seem to have the perception that ‘participation/ being active in class’ are expectations from the teachers. This also indicates that effort is something that the students think is being assessed. It must be pointed out that some of the answers here indicate that some of the students did not interpret this question in relation to what the teachers assess, but rather what is expected in general, regardless of influence on the grade. This can be seen in the answers such as ‘that we do our best’ and ‘pay attention in class’. Nevertheless, if the students think that ‘to do our best’ in itself might influence their grade, then the teachers have some clarification to do.

#### **4.2.5 Question 5: Tick the boxes with the criteria that you think your teacher uses to assess you in oral English.**

This question is fairly similar to the previous question, and the thought behind creating question 5 was to check if there might be more answers, or other answers to what they think that their teachers assess in oral English. By providing the students with alternatives in this question, the students could choose criteria which they may not have remembered by themselves, but still believe is part of the assessment. The criteria that are presented as

alternatives to the students here are mainly based on the National criteria guidelines for assessing final assessment grades, which is presented in appendix 9. Some of the alternatives are not connected to the competence aims: an alternative about specific native accents, and an alternative regarding effort or participation in class.

Graph 4.2.9 will show the percentages and amount of students' answers, i.e., which alternatives have been ticked most and least. Table 4.2.10 corresponds to the graph by showing the different alternatives. For this question, all 76 students answered.



Graph 4.2.9: The assessment criteria the students perceive are used to assess oral English.











 To have a specific accent (British, American, Australian, or other varieties)	31,58 %	24
 To have a conversation without stopping all the time	77, 63%	59
 To know many English words and use these in different conversations	73,68%	56
 To speak intelligibly	92,11%	70
 To speak as much as possible in the classroom	61,84%	47
 To adapt to the recipient and topic of the conversation	63,16%	48
 To adapt to the form of the conversation (formal/informal)	51,32%	39
 To listen and understand English	90,79%	69
 To pronounce words, use good intonation and conjugate words correctly when speaking English	88,16%	67
 To express your opinions	68, 42%	52

Table 4.2.10: The assessment criteria the students perceive are used to assess oral English – with alternatives.

The findings from this question show that ‘to speak intelligibly’ is the criterion that most students think is used for assessment in oral English, as 70 out of 76 students chose this alternative. Many students also think that ‘to listen and understand English’ is considered a criterion for oral assessment. In addition, 67 students chose the criterion ‘to pronounce words, use good intonation and conjugate words correctly when speaking English’ as a criterion used in the oral assessment. Furthermore, 59 students selected ‘to have a conversation without stopping all the time’ and 56 students chose ‘to know many English words and use these in different conversations.’. Also, 52 students answered that ‘to express your opinions’ is a criterion. Moreover, 48 students chose ‘to adapt to the recipient and topic of the conversation’ and 39 students chose ‘to adapt to the form of the conversation (formal/informal).

An interesting finding in this question is that 47 of the students answered that ‘to speak as much as possible in the classroom’. This indicates that more than half of the students think that the amount they speak in class is used as a criterion in the oral assessment. It must be pointed out here that the amount the students speak in class could have an impact, as the teacher can get more opportunity to assess the competences of the students if they speak in class. Nevertheless, this is not to be used as a criterion for assessing speaking, as this might be connected to effort. The only criterion that was chosen by less than 50 % of the students is ‘to have a specific accent (British, American, Australian, or other varieties)’, since 24 of the students chose this. This means that almost a third of the students (31, 58 %) think that to have a clear native- accent is a criterion that is assessed.

#### 4.2.6 Question 6: What does your teacher base the final oral assessment grade on?

The answers to this question show what the students perceive that the teachers base the final assessment grade on.

<b>Class A - 17 students out of 20 answered this question</b>	
Participation/be active in class/assessment of classroom activities	9 students
Presentations and oral tests	9 students
The midterm in oral English	3 students
Do not know	2 students
The progression of the students	1 student

Effort	1 student
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Table 4.2.11: Class A: What the students think the final oral assessment grade is based on.

Many of the students in this class answered that both their ‘participation and performances in class/assessment of classroom activities’ and ‘presentation/oral tests’ are used as basis for the final oral assessment grade. ‘the midterm in oral English’ is mentioned by three students, and ‘the progression of the students’ is mentioned by one student. Two students do not know what the final assessment grade is based on, which indicates that they do not receive information about what this grade is based on, or that they do not understand this information. As table 4.2.11 shows, effort is again mentioned as a criterion that the assessment is based on, like some of the answers to questions 4 and 5.

<b>Class B - 25 students out of 27 answered this question</b>	
Participation/be active in class/assessment of classroom activities	16 students
Presentations and oral tests	13 students
Language features (vocabulary, pronunciation, fluency, grammar)	4 students
Effort	2 students
The midterm in oral English	1 student
Understanding of content	1 student
The progression of the students	1 student

Table 4.2.12: Class B: What the students think the final oral assessment grade is based on.

As in class A, most of the students in class B mentioned participation in class/assessment of classroom activities and presentations and oral tests as basis for the final assessment grade. Again, effort is mentioned here by two students. ‘the midterm in oral English’ and ‘the progression of the students’ is mentioned here also. One student pointed out that ‘understanding the content’ is the basis for the final assessment grade. Furthermore, the category ‘language features’ contains answers from students that have listed features as what they think the teacher bases the assessment of the final assessment grade on, all four students here answered ‘pronunciation,’ ‘grammar’, and ‘vocabulary’, and only two of them answered ‘fluency’.

<b>Class C - 15 students out of 16 answered this question</b>	
Language features (vocabulary, pronunciation, fluency, grammar)	8 students
Participation/be active in class	4 students
Effort	2 students
Presentations and oral tests	2 students
The midterm in oral English	1 student
The progression of the students	1 student
Understanding of content	1 student

*Table 4.2.13: Class C: What the students think the final oral assessment grade is based on.*

Most of the students in class C mentioned language features as basis for the final assessment grade. Again, ‘participation and being active in class’ is considered as the basis for this grade. As in class A and B, ‘effort’ and ‘the progression of the students’ is mentioned here. ‘Presentations and oral’ tests are only mentioned by two students here, and this is different from class A and B, where a fair amount of the students mentioned this as basis for the final assessment grade. ‘The midterm in oral English’ is also mentioned here by one student, along with the understanding of content.

#### **Class D – all 4 students answered this question.**

As this class only contains only 4 students, the answers will be presented as they were answered in the questionnaire:

- Student 1: ‘Pronunciation’.
- Student 2: ‘How engaged we are, what we say in English, the assignments, etc.’.

These two answers are interesting, as one of the students points out a linguistic criterion, and the other point out what can be considered as ‘effort’ and ‘the content of what is said’ in English. The answers from the next two students are interesting, since these two students expressed frustration of not knowing what the basis of the final oral assessment grade is.

- Student 3: ‘No, I do not know. And this is something that I want the teacher to become better at, to explain what the basis for the grade is’.
- Student 4: ‘No, I have no clue. I got a bad grade because I was too clever’.

These students' thoughts are important, as they give information which indicate that the students may not be informed about what the final oral assessment grade is based on, or that they have been informed but still do not understand what the assessment includes.

<b>Class E – 8 students out of 9 answered this question</b>	
Participation/be active in class/assessment of classroom activities	5 students
Presentations and oral tests	5 students
The average of all the grades during the year	2 students
Do not know	1 student
Understanding of content	1 student

*Table 4.2.14: Class E: What the students think the final oral assessment grade is based on.*

As in classes A and B, some of the students in class E mentioned participation in class and assessment of classroom activities as what they perceive the final assessment grade is based on. Also like the other classes, many students here perceive that presentations and oral tests are an important basis for this grade. Like classes B and C, understanding of content is mentioned here. Furthermore, two students answered at the final assessment grade is based on 'the average of all the grades during the year'. One student in class E does not know what the basis for the final oral assessment grade is, and this is also mentioned in other classes.

### **Findings from all the classes:**

As can be seen in almost all the five classes, 'participation in class/ being active in class' is what most of the students think is used as the basis for the final assessment grade. In all the classes, at least one student points out expectations that are related to effort. Many of the students from classes A, B and E answered that 'presentations and oral test' is what the final assessment is based on. Students from three of the classes pointed out 'the midterm in English', 'language features/linguistic criteria', 'understanding the content', and 'the progression of the student'. In three of the classes, some of the students expressed that they 'do not know' what this final grade is based on.



#### 4.2.7 Question 7: What is your relation to speaking English?

This question was created to collect information about the context of the students' answers. The students were able to tick off several alternatives in this question. The findings can be seen in table 4.2.15:

<b>What is your relation to speaking English?</b>	
I speak a lot of English in my free time	25 students
I only speak a little English in my free time	36 students
I like to speak English	47 students
I do not like to speak English	9 students
I speak a lot of English in class	26 students
I only speak a little in class	34 students
I do not know	9 students

Table 4.2.15: Students' relations to speaking English.

As presented in this table, 47 of the students enjoy speaking English and 25 students speak a lot of English in their free time. In total, 61 students speak English in their free time, a lot or little. Table 4.2.15 shows that 34 students speak a little in class and nine students do not like to speak English. An interesting finding here is that out of the 47 who enjoy speaking English, only 26 students speak a lot of English in class.

#### 4.2.8 Question 8: Do you speak English in your free time?

For this question, the students were also able to choose several alternatives.

<b>Do you speak English in your free time?</b>	
Yes, I speak English with my friends	32 students
Yes, I speak English with my family	8 students
Yes, I speak English through gaming	26 students
Yes, I speak English with people from other countries	42 students
No, I do not speak English in my free time	22 students

Table 4.2.16: Students' answers to speaking English in their free time.

As can be seen in table 4.2.16, 32 students speak English with their friends, and eight students speak English with their family. 26 students speak English with others through gaming, and 42 students speak with people from other countries. Lastly, 22 students do not speak English in their free time.

#### 4.2.9 Question 9: When you speak English, do you think mostly about how you speak or about what you talk about?

The purpose of this question was to find out what students think mostly about when speaking English, and to see if there is a correlation between the findings here and the teachers' answers on whether they focus mostly on content or language when assessing oral English (question 14, see appendix 6).

<b>When you speak English, do you think mostly about how you speak or about what you talk about?</b>	
I think mostly about what I talk about	47 students
I think mostly about how I speak	26 students
I do not know	3 students

Table 4.2.17: Students' answers to thinking mostly about language or content when speaking English.

This table shows that more than half of the students think mostly about what they talk about, i.e., the content. Only 26 students think mostly about how they speak, i.e., the language, when they speak English. The findings from the interviews show that the teachers focus on communication and intelligibility, and that content and language are equally important (see section 4.1).

#### 4.2.10 Question 10: Is your oral assessment grade affected by your choice of having a specific English accent?

As has already been presented in question 5, a native-like accent is added to this questionnaire as a criterion. This is because previous research has shown that specific native-like accents have been used as a standard in the assessment of pronunciation (Simensen, 2014; Brevik & Rinal, 2020; Rindal, 2013; Luoma, 2004). This research has been presented in section 2.5, along with implications of focusing on native-like accents when assessing students.

<b>Is your grade affected by your choice of a specific English accent?</b>	
Yes	23 students
No	29 students
Do not know	25 students

Table 4.2.18: Students' answers to the assessment of specific English accents.

The findings to this question indicate that some students have the perception that having a specific English accent is a criterion that the teacher uses when assessing oral English and for marking the final assessment grade. Also, 25 students do not know if this is a criterion or not, which could indicate that the students might not have been informed about whether having specific English accents are part of the assessment or not.

This question is semi-closed, as the students were able to answer how they think this specific English accent may affect their oral assessment grade. All the answers are presented in one table, and they are divided into classes so that it is possible to compare each class to their teachers in section 4.3.

<b>If yes, please explain how having a specific English accent might affect the grade you receive.</b>	
<b>Class A</b>	
Student 1	If you have an accent, you seem as if you know more English.
<b>Class B</b>	
Student 2	I do not think the accent I speak has anything to say, but I do think it has something to say that you stick to one accent through a conversation or a presentation.
Student 3	I do not think it is important if you have British or American, the most important thing is to not mix them.
Student 4	You must stick to the one you have chosen to speak, so that you do not mix accents when speaking.
Student 5	It is important to not mix the accents.
<b>Class C</b>	
Student 6	It is better to have a good accent, because it is easier for English speaking people to understand you.
Student 7	The accent has something to say because I must pronounce the words correctly, conjugate the words easily and the way I speak must be intelligible.
Student 8	If you pronounce the words correctly and do not have a 'Norwegian' accent when speaking English (for example like Jens Stoltenberg, because one can hear that he is from Norway when he speaks English).
Student 9	Norwegianism/Norwegianized words.
Student 10	British English.
Student 11	We must learn American in our class, and no other accent.
<b>Class D</b>	
Student 12	The accent one uses can affect the grade one receives, for example if you speak an accent that sounds as if you do not care.
Student 13	Having an accent could make you sound more professional.
<b>Class E</b>	
Student 14	I believe the most important thing is that the speech is intelligibly, not the accent.
Student 15	The accent could be part of the grade because of conjugation and pronunciation of words.

*Table 4.2.19: Some of the students' answers to how they think having a specific English accent may affect their grades in oral English.*

The answers from student 1, 6, 12, and 13 show that these students think that an accent can make you sound better in English and/or that you are more understood by other people who speak English as a first language, and that having an accent might therefore affect their grades. Furthermore, all the students in class B point out that the accent is not important, but what is important is to not mix the accents while speaking. Some of them mention that you must stick with the one you have chosen. This is interesting, because mixing the accents is something that many Norwegians do, including English teachers, and it should therefore be alright to do this. These answers indicate that their teacher may have informed that mixing accents is a negative thing, or that the students simply perceive that this is important and will affect their grades. Thus, this will be investigated in light of the statements from the teacher in class B in section 4.3.

The answers from students 8 and 9 in class C are related to each other because they reported that a Norwegian accent is as part of the assessment in oral English. These answers indicate that having a Norwegian accent is perceived as a negative aspect when speaking English and that it is not good to “reveal” where you come from through your accent. This idea is also present in the answer from student 9, who only wrote ‘Norwegianism/Norwegianized words’. These findings suggest that the students are either told that it is not acceptable to have a Norwegian accent, or that they have the perception that this might negatively affect their grades. In addition, as can be seen in the answers from students 10 and 11 in class C, these two students have a different perception of which native- accent that is preferred by the teacher. These findings will be investigated in light of the teacher of class C in her/his answers from the interview (see section 4.3).

#### **4.2.11 Question 11: What do you think your teacher should do to give you the most fair and valid assessment/grade in oral English?**

This question was open-ended so that the students could express themselves freely. As there were 70 students that answered this question in form of comments, and some of these were quite long, they have been grouped together to show the main points. These main points will be presented with answers from each class first, and then they will be summed up to provide

an overview of what the students think the teachers should do to give them the most fair and valid assessment/grade in oral English.

Six students in class A pointed out that their teacher should base the oral grade on several performance situations, and that the teacher should listen to them speak as much as possible. Another point was made by two students, who explained that they want to know more about what is assessed and how much the criteria count, and they point out that they want to know if effort is assessed. In relation to this, one student reported that s/he wants the teacher to give feedback and advice for further learning. An additional point here is that some of the students in this class also mentioned that the teacher should not compare them to the other students in the class.

Similar to class A, several students in class B wrote that the teacher should base the grade on several assignments, and not only on one oral test. Four students in this class pointed out that the amount of work they do to become better should be given more attention, as one student states that ‘the teacher needs to look at how much I work and not just base the grade on a presentation’. Another student agreed with this, by answering that ‘the teacher needs to understand how much time I have spent and how well I am prepared’. As in class A, a main point here is that three of the students in class B expressed a wish for receiving information about their progress and further learning. Furthermore, three students in class B also mentioned that the teacher should not compare the students when assessing them, and that s/he should assess them individually.

As in class A and B, one of the students in class C also said that the teacher should base the English assessment on the students’ competences throughout the year, and not only after a presentation. Two students pointed out that the students should have more presentations and oral tests, which can relate to what the students in class A and B expressed when it comes to basing the grade on several assignments. Also, similar to what the students in class B reported, students in class C also answered that the teacher should adapt the assessment to the individual student.

In class D, one student pointed out that the teacher should ‘give us proper information about what we need to do to get a good assessment and grade, so that we can do that’. Another student stated that the teacher should include him/her in the assessment.

Most of the students in class E reported that the teacher needs to base the assessment on all the work that the students have done during the year. One student wrote that ‘the assessment

should be based on previous assessment, and how much one has developed', a sentiment shared by students in the other classes.

The findings here show that students from all the five classes would prefer that the teacher give the students several opportunities to speak, and that s/he bases the assessment on several presentations, tests, and assignments throughout the year. Many students expressed a wish to receive proper feedback on which criteria are included in the assessment, how these are used to assess the students, and one student even wanted to know whether effort is part of the assessment or not. Related to this, one student wrote that s/he wants to be included in the assessment. Some students reported that the assessment should be adapted to the individual student, and in relation to this, students from three of the classes said that they do not want the teacher to compare them to other students. Furthermore, several students wanted their amount of work and progress to be part of the assessment.

#### **4.2.12 Question 12: How important is it for you to know what you must do to develop your oral skills?**

This question is closely related to one of the issues posed in this study; the importance of the students knowing and understanding the assessment criteria which they are being assessed by and knowing what to do to become better in oral English. The findings are shown in table 4.2.20:

<b>How important is it for you to know what you must do to develop your oral skills?</b>	
Very important	52 students
A little important	27 students
Not important at all	0 students
Do not care	0 students

*Table 4.2.20: Students' answers on how important it is for them to know what they must do to develop their oral skills.*

This table shows clear findings that it is important for the students to know what they need to do to develop their oral English skills.

#### 4.2.13 Question 13: Is your further progress and learning of oral English affected by the assessment that the teacher gives you during the year?

This question is closely related to the previous question, as the findings here can give information on the students' thoughts on whether knowing what is assessed and knowing what needs to be done to become better in oral English is important to them or not. The findings to question 13 is presented in table 4.2.21:

<b>Is your further progress and learning of oral English affected by the assessment that the teacher gives you during the year?</b>	
Yes	54 students
No	6 students
Do not know	16 students

*Table 4.2.21: Students' answers to if they think their further progress and learning of oral English is affected by the assessment that their teacher gives them during the year.*

Table 4.2.21 shows that a large number of the students think that the assessment that the teachers give them affects further progress and learning. The findings to this question and the previous question indicate that students are generally concerned about the assessment that is executed during the year, and that they want feedback to know how to improve their oral skills.

### 4.3 A comparison of the two data sets

This section will present some of the answers from the teachers and the students to see if there is a correlation between their statements. In each sub-section, the answers from the questionnaire will be presented in light of the interview answers in the sub-categories that was presented in section 4.1.

#### 4.3.1 The students' perceptions of the teachers' expectations in the classroom

As this question is closely related to several of the questions in the interview guide, the students' answers here are compared to several of the teachers answers from sub-categories 2, 3, 4, 5, and 10. This is to create an overall understanding of what the students perceive is assessed in oral English in the classroom, and what the teachers assess and focus on in the oral English classroom assessment. The findings from each teacher and her/his class will be presented in tables:

<b>Teacher 1 did not have answers in table 4.1.2, so these elements are taken from other answers in the interview with teacher 1 (see table 4.1.1 and appendix 10, answers 1B, 1G, 1M):</b>	<b>The students in class A think that these elements are expected by the teacher in the classroom (table 4.2.4):</b>
Effort is not assessed. Pronunciation Content Understand and know the topic and texts Formulations Fluency in the conversation Express themselves freely Communicate easily Use relevant words and expressions	Participation/being active in the classroom Pronunciation Content Fluency Listen and understand Reflect on answers Vocabulary Grammatical Knowledge Speak independently from the manuscript Pay attention in class That we do our best

*Table 4.3.1: Teacher 1 compared to class A about the teacher' expectations.*

Table 4.3.1 shows that there are many similarities between the teacher's and the students' answers, and that there are only a few elements that are not mentioned by the teacher; to reflect on answers, have grammatical knowledge, speak independently from the manuscript, pay attention in class and that the students do their best. Nevertheless, seven students answered that participation or being active in the classroom is an expectation from the teacher, while teacher 1 stated several times in the interview that effort is not part of the assessment.

<b>Teacher 2 considers these elements to be most important in the assessment of oral English (table 4.1.1 &amp; 4.1.2):</b>	<b>The students in class B think that these elements are expected by the teacher in the classroom (table 4.2.5):</b>
Communication Intonation Content Grammar Vocabulary/to speak freely Syntax Effort is not assessed.	To speak intelligibly Pronunciation Content Grammatical knowledge Vocabulary Participation/be active in class Speak loud and clear (also not speak too fast) Be prepared for class and assessment situations That we do our best Fluency Pay attention in class

*Table 4.3.2: Teacher 2 compared to class B about the teacher' expectations.*

Table 4.3.2 shows that some students in class B have the perception that participation or being active in class is an expectation from the teacher, even though teacher 2 expressed in the



interview that effort is not assessed in the English subject. Several of the elements that are mentioned by the teacher and the students are in line with each other. Nevertheless, as can be seen in this table, there are several differences in their answers too.

<b>Teacher 3 considers these elements to be most important in the assessment of oral English (table 4.1.1 &amp; 4.1.2):</b>	<b>The students in class C think that these elements are expected by the teacher in the classroom (table 4.2.6):</b>
Vocabulary Intonation Fluency Use idiomatic expressions Communication Listen and participate To make oneself understood. Be aware of the recipient and adapt the language	Vocabulary Pronunciation Speak independently from the manuscript Participation/be active in class Speak loud and clear Content Grammatical knowledge To speak without a Norwegian accent

*Table 4.3.3: Teacher 3 compared to class C about the teacher's expectations.*

Table 4.3.3 shows some similarities between the answers from teacher 3 and her/his class; vocabulary, pronunciation/intonation, and criteria related to fluency and communication, such as to speak independently from the manuscript and to speak loud and clear. However, there are some differences between these answers, since the students answered grammatical knowledge and content, and this is not mentioned by the teacher. The teacher also had some answers that were not in line with the students' answers, such as to use idiomatic expressions and to be aware of the recipient and adapt the language. In this table, it is possible to see that the teacher mentioned that to listen and participate is part of the assessment, and this is in line with the students' answers about participation or being active. Some students here reported that to speak without a Norwegian accent is an expectation from the teacher, and this was in fact mentioned by the teacher as part of the assessment in oral English (see appendix 10, 3K).

<b>Teacher 4 considers these elements to be most important in the assessment of oral English (table 4.1.1 &amp; 4.1.2):</b>	<b>The students in class D think that these elements are expected by the teacher in the classroom (table 4.2.7):</b>
Communication Vocabulary Grammar Listen and express oneself Understand others and make oneself understood Justify their answers Reflect	Vocabulary Speak independently from the manuscript Listen and understand To speak clearly To be active in class and discuss with others

*Table 4.3.4 Teacher 4 compared to class D about the teacher's expectations.*

The similar answers between the teacher and her/his class in table 4.3.4 are vocabulary and to listen and understand. The students' answers about being able to discuss with others and speak clearly is in line with the teachers' answers about being able to understand others and make oneself understood, as well as expressing oneself. Elements such as being able to listen and understand, speak clearly, and discuss with others are all part of communicating with others, and this is also mentioned by teacher 4.

<b>Teacher 5 considers these elements to be most important in the assessment of oral English (table 4.1.1 &amp; 4.1.2):</b>	<b>The students in class E think that these elements are expected by the teacher in the classroom (table 4.2.8):</b>
Pronunciation Grammar Content Speak freely Communication Fluency	Pronunciation Content Speak independently from the manuscript That we do our best Participation/be active in class

*Table 4.3.5 Teacher 5 compared to class E about the teacher' expectations.*

Table 4.3.5 shows that pronunciation, content and to speak freely (from the manuscript) are similar answers from the teacher and her/his students. Participation and being active in class are mentioned by the students in class E, and this is not in line with the answers from teacher 5. Other differences here is that teacher 5 mentioned communication and fluency, and this is not answered by the students.

This comparison shows that there are many similarities between what the students perceive are expected of them in oral English in the classroom, and what the teachers consider important to assess in oral English in the classroom. Nevertheless, there are some criteria that are not mentioned by the teachers but are still perceived by the students as part of the assessment, such as 'that we do our best', 'pay attention in class', and 'speak loud and clear'. Also, four out of five classes perceive that 'to speak independently from the manuscript' is an expectation from the teachers. Moreover, one of the elements that are mentioned by students from all five classes is 'participation/being active in class'. This is an interesting finding, since three of the teachers explicitly said that effort is not part of the assessment in oral English, and teacher 4 pointed out that the amount that the students speak in class is only used for formative feedback (sub-category 10). This relates to the findings from question 5 in the questionnaire, where the answers show that more than half of the students think that the amount that they speak in class is used as a criterion in the oral assessment. These findings

indicate a discrepancy between what the students perceive is assessed and what is reported to be assessed in oral English by the teachers.

#### 4.3.2 The basis for the final assessment grade.

In this section, the students' answers from the tables in section 4.2.6 will be compared to the teachers answers in sub-category 7.

<b>Teacher 1</b>	<b>Class A</b>
Two big tests An overall impression Assessment situations alone with the teacher	Participation/be active in class Assessment of classroom activities Presentations and oral tests The midterm in oral English Some do not know The progression of the students Effort

Table 4.3.6 The answers from teacher 1 and class A to what the final assessment grade is based on.

In class A, some students seem to have understood that the assessment in the classroom and the oral presentations/tests are used as a basis for the final assessment grade. Nevertheless, as has already been pointed out several times, effort and participation in class seem to be perceived as part of the assessment, also the assessment used for the final assessment grade.

<b>Teacher 2</b>	<b>Class B</b>
Everything that the students do (when it comes to the language and the subject) is part of the assessment. This grade is supposed to represent the students' overall competence.	Participation/be active in class Assessment of classroom activities Presentations and oral tests Language features (vocabulary, pronunciation, fluency, grammar) Effort The midterm in oral English Understanding of content The progression of the students

Table 4.3.7: The answers from teacher 2 and class B to what the final assessment grade is based on.

Since teacher 2 pointed out that everything that the students do in relation to language and the subject is part of the assessment for the final assessment B grade, all the answers from the students that are shown here could be correct.

<b>Teacher 3</b>	<b>Class C</b>
Fluency Pronunciation and intonation Words and expressions Behaviour/if they are active or passive How they are in group work Presentations Role play	Language features (vocabulary, pronunciation, fluency, grammar) Participation/be active in class Effort Presentations and oral tests The midterm in oral English The progression of the students Understanding of content

*Table 4.3.8: The answers from teacher 3 and class C to what the final assessment grade is based on.*

Some of the answers in table 4.3.8 are similar, since both teacher 3 and her/his class answered that certain language features, presentations, and participation in class are all used as basis for the final assessment grade.

<b>Teacher 4</b>	<b>Class D</b>
Only the summative oral tests are used for the final assessment grade.	Pronunciation How engaged they are What they say The assignments Some do not know

*Table 4.3.9: The answers from teacher 4 and class D to what the final assessment grade is based on.*

Since the answers that were given from the students in class D are not in line with the answers from teacher 4, it could seem as if the students are not aware of what is used as basis for the final assessment grade. Two students in this class even expressed that they do not know what this grade is based on.

<b>Teacher 5</b>	<b>Class E</b>
Thinks about everything Mostly about the students' competences at the end of the year	Participation/be active in class Assessment of classroom activities Presentations and oral tests The average of all the grades during the year Some do not know Understanding of content

*Table 4.3.10: The answers from teacher 5 and class E to what the final assessment grade is based on.*

Since teacher 5 reported that s/he thinks about everything, but mostly the students' competences at the end of the year, most of the answers from the students are probably in line with what is used as basis for the final assessment grade. Participation in class is also mentioned here, and some students do not know what this grade is based on.

### 4.3.3 Accent as an assessment criterion in oral English

As 23 students answered 'yes' and 25 students answered 'do not know' to question 10 in the questionnaire (see appendix 7), this could indicate that many students perceive that accent is part of the assessment in oral English, or that they are not certain whether it is or not.

All the students in class B reported that it is important to stick to one accent, and not mix accents. This does not correspond with the answers from teacher 2, where s/he emphasises communication, and does not think it is fair to assess accents (2H). A finding from question 10 is that two students in class C expressed that it is not accepted to have a Norwegian accent, and this is also pointed out by teacher 3 (3K). This indicates that these students are aware of what is assessed, since they know that having a Norwegian intonation is not accepted.

Teacher 3 also said that s/he assesses native-like accents in high-level students. Even though many of the students seem to have the impression that having a native-like accent makes you sound better in English or can make you more understandable for others, this does not mean that a focus on specific English accents is part of the teachers' assessment work in oral English. The answer from student 14 in table 4.2.19 shows that s/he believes that intelligibility is more important than the accent, and this corresponds to what the teachers actually emphasise (sub-categories 6 & 9).

The findings to question 5 (see section 4.2.5) show that almost a third of the students perceive that 'having a specific native-like accent' is a criterion used in the assessment. However, most of the teachers claim that this is not focused on in the assessment of oral English (see sub-category 9). The only teacher that claims to assess native-like accents when it comes to high-level students, is teacher 3. An interesting finding here is that nine of the students in class C answered to question 5 that they do think that having a specific native-like accent is part of the assessment in oral English. These findings indicate that some of the students have the impression that having a native-like accent is a criterion in the assessment of oral English, and that they think that their grades might be affected if they do not have a specific native-like accent or if they have a Norwegian accent.

#### 4.3.4 How to give a more fair and valid assessment/grade in oral English.

The answers to question 11 in the questionnaire will be summed up in a list which represents the main points on what the students think that the teachers should do to give valid and fair grades. These points are based on the answers from several students in the five classes, and these will be compared to the teachers' overall statements from the interviews.

1. **Giving the students several opportunities to show their competences in oral**

**English:** The assessment should be based on several assignments throughout the year, and not only one test or presentation that determines the grade in oral English. The students should be given several opportunities to show their competences. The students also reported that they wanted the teachers to look at their progress and development throughout the year when they assess them in oral English. Some students also wanted the amount of work they put in to improve should be part of the assessment.

According to the teachers, they give the students several opportunities to show their competences in the classroom and in oral tests and presentations (sub-categories 2 & 11).

2. **Giving the students proper feedback and informing them of the assessment**

**practices:** Students from most of the classes comment on feedback, where they express a lack of information about what is assessed in oral English, how it is assessed and how the different criteria are weighted. One student even wanted to know whether effort is assessed or not. Some students express a wish for proper feedback, and some students want more advice on further learning. In addition to this, one student expressed that the teacher should include him/her in the assessment.

According to the teachers, they try to ensure that the students know what is expected of them through feedback and assessment criteria (sub-categories 2 & 12). Nevertheless, this lack of information among the students might correspond with the teachers' uncertainty when it comes to whether the students know what is expected of them or not (sub-category 12).

3. **Adapting the assessment to each individual and not compare them to each other:**

Another point that is made from students from almost all five classes is that they do not want the teacher to compare them to other students in the class when assessing oral

English. Many students also commented that they wanted individually adapted assessment.

According to the teachers, they try to adapt the assignments and assessment situations to the individual students, and two of the teachers even let the students choose how to show their competences. Two teachers also specifically said that they assess the students individually (see sub-categories 2 & 11).

#### **4.3.5 The importance of knowing what is assessed**

The findings from questions 12 and 13 in the questionnaire (see appendix 7) show that a large amount of the students in the present study think that it is important to know what to do to become better in oral English and that the assessment they receive affects their further progress and learning.

The findings from sub-category 12 show that most of the teachers are not certain that their students know what is being assessed in oral English, especially not when it comes to the classroom assessment. Teacher 3 even admitted that s/he is not good at informing the students about what is assessed in oral English, especially not when it comes to classroom assessment. The teachers explain how they do several things to make sure that the students are provided with enough information about the assessment in oral English. As has been mentioned above, the teachers are not certain whether the students know what is assessed.

The answers to questions 11, 12, and 13 in the questionnaire show that the teachers should continue to do what they can to inform their students about the assessment in oral English, and maybe even inform them more, as the findings here indicate an uncertainty amongst the teachers of whether the students are aware of what is being assessed or not, and because it seems to be important to the students to receive this information.

### **4.4 Comparing the findings to previous studies**

As has already been pointed out, the previous studies on the field of oral English assessment suggests a lack of a common understanding between the teachers when it comes to assessing oral English (Yildiz, 2011; Bøhn, 2016; Agasøster, 2015; Johannessen, 2018). Johannessen's study present findings which indicate that the teachers have similar conceptions of what to

assess in oral English assessment, but that they have some variations in how they understand the constructs and the criteria. In his study, Bøhn points out that this this lack of a shared understanding of what to assess in oral English leads to a discussion on validity and reliability of the assessment. The findings from all these studies are relevant to the present one, since the findings here show that there is no common standard between the teachers and that there are variations in the teachers' assessment practices.

Johannessen raises the issue that a lack of a common standard to use for reference could make it difficult for teachers to define what constitutes different levels of performance, and that this could make it difficult to explain to the students what they need to do to become better in oral English. This relates to the present study, since the teachers do not have a common standard for the assessment, and they are not completely certain of whether the students know about what is assessed or not. Moreover, the findings in Yildiz's study show that the teachers often pay attention to different performance aspects and that they sometimes consider construct-irrelevant criteria, such as effort, in the assessment. The inclusion of effort in the assessment of oral English is also discussed in Bøhn's study. These two studies point out that the lack of a common understanding in what to assess in oral English may lead to teachers using constructs that are not relevant to the competence aims in the English subject curriculum. This is highly relevant to the present study, where the teachers claim to not assess effort as a criterion, but several of the findings show that the students think it is assessed. A focus on native-like accents is also claimed by four of the teachers to not be part of the assessment, but this is also found to be a criterion that quite many students think is assessed.

There are some similarities and differences between the present study and Agasøster's (2015) study. It must be pointed out that our interpretations of the findings as researchers are different from each other, and the results are therefore different. Nevertheless, Agasøster's study shows some interesting findings that are similar to the present study, which could enhance the reliability of the results. Her findings show that many students are not familiar with how they are assessed, or which criteria are used in the assessment of oral English in the classroom and for the oral grade. Some of the students in her study expressed that they are not satisfied with the lack of information concerning the criteria used in the assessment. These findings are similar to the findings in the present study, where some students reported that they do not know what the final assessment grade is based on and they also expressed that they want to receive proper feedback and information about what is assessed.



Agasøster's findings show that there is a coherence between which criteria the teachers claim to use and which criteria the students think are being assessed. This is also shown in the present study where there is a coherence between what the teachers think of as important to assess, and what the students perceive is assessed in oral English. Nevertheless, the findings in the present study also show that the elements that the teachers report to assess and the elements that the students perceive is assessed are not always the same. In addition, Agasøster's findings show that prepared oral presentations are normally carried out during the year, and these are assessed according to certain criteria mentioned by the teachers, such as speaking fluently, speaking with a good pronunciation, using a varied vocabulary, speaking grammatically correct, presenting adequate contents, and the ability to speak rather than reading from a manuscript (Agasøster, 2015, p. 100). These criteria are very much like the criteria that are mentioned by the students in relation to the oral presentations in the present study, which are content, using subject related terms and information, pronunciation, vocabulary, fluency, grammar, and to speak independently from the manuscript. Furthermore, the findings in the present study show that what is assessed in the classroom is not as clear as what is assessed at oral presentations, since the oral presentations are often connected to assessment sheets.

Agasøster concludes that only some of the teachers manage to inform the students about the criteria that are used in the assessment of oral English in the classroom and as the basis for the oral grade. Nevertheless, she concludes that some teachers in her study do not manage to do this, because many of the students in her study are not aware of what is being assessed. This is also shown in the present study where some students report the same criteria as their teachers. However, some of the students claim that they do not know what is assessed. In her study, Agasøster emphasises that the overall goal of the assessment should be on being able to communicate and make oneself understood. The present study provides several findings which show that all the five teachers consider communication to be the overall goal of the teaching and assessment in oral English.

## 5. General discussion and conclusion

### 5.1 Main findings

The present study has attempted to explore the field of oral English assessment in the classroom and for the final assessment grade. Section 5.1 gives a general discussion of the main findings in light of the research questions and the theory of the present study. Section 5.2 provides a conclusion and suggestions for further research.

#### 5.1.1 Teachers' assessment practices in relation to the national guidelines

The first thing that must be pointed out is that none of the teachers used the national guidelines as a basis for assessing the students. However, three of the teachers had found other standards to use for the assessment of oral English, and some based their assessment on overall impressions. The findings from the teacher interviews show that the teachers do not have a common standard for the assessment, and that there are variations in what they focus on in the assessment of oral English. As stated in sections 2.2.1, 2.6, and 4.4, this lack of a common understanding of what is assessed might cause issues with the validity of the assessment. However, there are several similarities in the criteria that the teachers consider most important in oral English assessment, and these criteria are clearly connected to the national guidelines, and thus to the English subject curriculum (see table 4.1.2 & section 2.4.1).

The national guideline presents that the students should be able to converse, elaborate, and provide new input, as well as adapting to the content, form, and recipient in different communication situations (see appendix 9). The teachers in this study reported that the main goal of the English assessment is that the students should be able to communicate and make themselves understood. Furthermore, two teachers pointed out that to be able to communicate so that the recipient understands the message, one needs to achieve certain criteria related to language and/or content. Three teachers claim to regularly give the students different opportunities to practice their communication skills through conversations, role play, assignments, and group work in the classroom. One teacher pointed out that s/he assesses whether the students can listen, understand others, discuss with others, and justify their

answers. These findings show that the students' communicative competences are assessed, and this is connected to several of the criteria in the national guidelines.

One of the teachers in the present study raised some issues related to constructing authentic situations to assess how the students adapt to different contents, forms, recipients, and situations. This teacher also pointed out that some students may not even have good communicative competences in Norwegian, and that this could cause some issues when assessing the students' communicative competences in English. Furthermore, all the teachers relate to issues regarding shy and silent students, and they point out that these students often get the chance to show their competences in conversations or oral tests alone with the teachers, or through recordings. This idea of assessing some students separate from the class presents an issue in relation to the competence aims, and thus the guideline: if the students are not able to speak in the classroom with other students, the teachers might not be able to assess these students' communicative competences, for example in how they adapt to the recipients in different communication situations.

All the teachers in this study claim that they consider the constructs content and language as equally important to assess in oral English. This relates to the criteria in the guideline, as these are based on both content and language constructs. However, when the teachers were asked about how they assess "good" intonation and pronunciation, there were no clear answers other than one of the teachers who expressed that s/he often gets an impression of the student's language skills through conversations. Another teacher pointed out that s/he is certain her/himself what is the "correct" intonation, according to her/his own impression judgement. These answers indicate how even though the teachers consider communication, pronunciation, and intonation to be the most important criteria in oral English, they might not be able to explain how these are assessed. This relates to how the teachers do not have common standard, since having a common standard might make it easier for the teachers to explain how the criteria are assessed, and what these involve, as has already been stated in sections 2.2.1 and 2.6. If the teachers base the assessment on an impression judgement, which often includes their subjective opinions, there might be large differences between the teachers' understandings of the different criteria, and they might include criteria that are not related to the curriculum, which has been pointed out in section 2.6. As pointed out in section 2.2.1, the use of standards, such as the CEFR might help the teachers to understand how to measure language as this standard could give descriptions of the different achievement levels (McKay, 2006, p. 299).

The answers from the interviews show that the teachers' assessment practices are related to the National guidelines in that the teachers base their assessment on several of the criteria that are presented. Nevertheless, there are some issues to how these different criteria are understood and how these are used in the assessment.

### 5.1.2 What is focused on in the oral English assessment and which elements are considered most important?

The findings in the present study show that the teachers consider communication to be the overall goal of the teaching and assessment, and this is in line with what the English subject curriculum describes in the purpose section and for the oral skills; that the focus is to be able to communicate in English (The Norwegian Directorate for Education and Training, 2013).

The focus on both language and content constructs, can be seen in several of teachers' answers, for example in the findings from sub-categories 4 and 5. These findings show that the teachers have similar thoughts on the achievement of high-level students, where the criteria mentioned by most of the teachers were vocabulary, fluency, intonation, content, being able to express themselves, and using words and expressions. The findings show that the teachers have quite similar thoughts on which elements are most important in the assessment of oral English. These are communication, vocabulary, pronunciation and intonation, grammar, content, and to make oneself understood. All these criteria are part of the competence aims that are presented in the main areas of oral communication and culture, society, and literature (see section 2.4.1). Furthermore, three of the teachers specifically point out that effort is not to be assessed, and native-like accents are claimed by four to not be part of the assessment in oral English. As stated in section 2.3.2, effort is not to be assessed in the English subject.

There are some differences in what the teachers report to base the final assessment grade on. The answers from the teachers involve basing the final assessment grade on overall impressions from the classroom activities, and/or oral tests and presentations during the year. An additional finding in relation to the final assessment grade is that the teachers are mostly positive to the one overall assessment grade in the new curriculum (LK20), but they seem uncertain on how it is going to be divided and/or executed.

### 5.1.3 The students' perceptions and awareness of what is assessed in oral English.

In the interviews, the teachers reported that they try to inform the students about the assessment of oral English, and the findings from the interviews show that the teachers mostly provide the students with assessment criteria in relation to formal assessment situations, such as oral presentations, the midterm, or lessons with specific focus on oral skills. Moreover, even though the teachers seem to have a clear focus on communication and on which elements they consider important to assess in oral English, they seem uncertain if the students are aware of what is assessed, especially when it comes to the assessment in the classroom.

The findings from the questionnaire show that almost all the students claim to receive assessment criteria before oral presentations, but there were only some of the students that commented on what these criteria are (see section 4.2.2). This indicates that the students are informed about the assessment criteria on oral presentations, but that they may not know or understand what these criteria are. The criteria that were commented on by some of the students from the different classes mostly concern pronunciation and content, which are in line with what the teachers consider as the most important criteria in oral English (see tables 4.1.2 & 4.2.2). The criteria that were chosen by most of the students in the questionnaire (see section 4.2.5) were: intelligibility, being able to listen and understand, use correct pronunciation, use intonation, and conjugate words correctly. Many students also think that to know many words and being able to express oneself, are criteria included in the assessment of oral English. These criteria are closely related to the teachers' answers on what they focus on in the assessment and what they consider important to assess (see section 5.1.2).

Section 4.4 provides a comparison of the teachers' answers and the students' answers, and the findings here show that some students are aware of what is assessed, but quite many do not know what is assessed. For example, this comparison shows that many of the students perceive effort as an element that is part of the assessment of oral English, when three of the teachers in this study specifically reported that it is not. Furthermore, almost a third of all the students think that their teachers assess specific native-like accents, even though four out of five teachers stated that this is not focused on in the assessment of oral English. As has been stated in section 2.5, there are several issues related to basing the teaching and assessment on a specific native accent, and the focus should therefore be more on intelligibility and using the language appropriately in different contexts and for different purposes, with different people.

## 5.2 Conclusion and suggestions for further research

The teachers' assessment practices are to some degree connected to the national guidelines, since many of the criteria that are presented in the guidelines are claimed to be focused on and considered important by the teachers. Furthermore, the teachers seem to give the students opportunities to show their oral skills and their language competences in different situations. Criteria related to language and content are reported to be assessed and considered equally, as well as criteria related to communicative competence. Nevertheless, it seems as if some of these criteria are based on impression judgements, since the teachers are not to be able to explain how these are understood and used to assess the students. The findings in this study show that the teachers do not have a common standard to use and that there are differences in how they assess their students in oral English, which is mainly based on overall impressions in the classroom and/or oral tests and presentations. These findings indicate that the teachers might have different understandings of what the constructs involve and how the different elements are weighted. Furthermore, the findings from the interviews show that the teachers often inform the students about the assessment criteria in relation to oral tests and presentations, but not in relation to the assessment that happens in the classroom. These findings also show that the teachers mainly base the final oral assessment grade on oral tests and presentations and/or an overall impression from the classroom.

A comparison between the teachers' and the students' answers has been made, and this shows that the students' perceptions of what is assessed are quite similar to the criteria that the teachers reported are assessed. Nevertheless, the findings show that many students do not know what their teachers' assessment criteria are or what the basis for the final assessment grade is. The answers from many of the students also show that they have the perception that specific English native-accented accents are not part of the assessment, as is also pointed out by the teachers. However, there are some students that have the impression that this element is part of the assessment of oral English. In addition, even though the teachers point out that effort is to not be a part of the assessment in oral English, many students seem to perceive that it is assessed in oral English.

The present study has hopefully provided findings that can create an understanding of what the teachers' and students' thoughts and perceptions are on what is assessed in oral English in the classroom, and which elements are considered important in this assessment. Even though the research questions are answered to some extent, there are still many questions that are not

answered when it comes to the field of oral English assessment. The answers that are given here might not be representative for all teachers, classes, and schools in Norway.

Nevertheless, the findings in this study have hopefully given some information that may be used further in the discussions of oral English classroom assessment. The information in the present study might also contribute to highlight the importance of informing the students about what is assessed, how they are assessed, and when they are assessed in oral English in the classroom.

For further research on this topic, it would be interesting to investigate how teachers interpret and operationalize the competence aims in the English subject curriculum to see how different these interpretations actually are, and how this might affect their assessment practices. Further research on the use of standards and a common understanding between teachers in their assessment of oral English in the classroom is needed to ensure valid and reliable assessment. It would also be interesting to see how the new curriculum (LK20) affects the teachers' assessment practices, especially in relation to oral English classroom assessment and in relation to the one overall assessment grade in written and oral English. Lastly, more research should be conducted in relation to whether the students are aware of what is being assessed, and on how they understand these different criteria in order to use these for further progress in oral English.

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# Appendices

## Appendix 1

### **NSD** NORSK SENTER FOR FORSKNINGSDATA

28.4.2021

Meldeskjema for behandling av personopplysninger

**NSD sin vurdering****Prosjekttittel**

Masteroppgåve i undervisningsvitenskap med engelsk som fordjupningsfag: "How [well] do I speak English?": Teachers' and students' thoughts and expectations on what is assessed in the oral English classroom.

**Referansenummer**

325454

**Registrert**

10.10.2020 av Elisabeth Sowerby Dale

**Behandlingsansvarlig institusjon**

Høgskulen på Vestlandet / Fakultet for lærerutdanning, kultur og idrett / Institutt for språk, litteratur, matematikk og tolkning

**Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)**

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**Type prosjekt**

Studentprosjekt, masterstudium

**Kontaktinformasjon, student**

Elisabeth Dale, elisabeth.sowerby@hotmail.com

**Prosjektperiode**

17.08.2020 - 30.06.2021

**Status**

03.12.2020 - Vurdert

**Vurdering (2)**

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**03.12.2020 - Vurdert**

NSD har vurdert endringen registrert 18.11.2020.

Det er vår vurdering at behandlingen av personopplysninger i prosjektet vil være i samsvar med personvernlovgivningen så fremt den gjennomføres i tråd med det som er dokumentert i meldeskjemaet med vedlegg den 3.12.2020. Behandlingen kan fortsette.

#### OPPFØLGING AV PROSJEKTET

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

Lykke til med prosjektet!

Kontaktperson hos NSD: Håkon J. Tranvåg

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

<https://meldeskjema.nsd.no/vurdering/5f3b8344-a410-4cf0-99c2-9f8bebc89aa9>

## Appendix 2

### **E-post om deltaking i masterprosjekt 2020 - sendt til ulike skular.**

Hei.

Mitt namn er Elisabeth Sowerby Dale, og eg sender dykk no ein e-post for å spørje om dykk vil delta i masterprosjektet mitt. Eg studerer Master i undervisningsvitenskap med engelsk som fordjupingsfag i Bergen, og skriv masteroppgåva mi dette skuleåret.

I oppgåva mi skal eg forske på vurdering av munnleg engelsk i klasserommet på ungdomstrinnet, og kva vurdering som ligg bak standpunkt karakteren i munnleg engelsk. Eg treng dermed engelsklærarar på 10. trinn som kunne tenkje seg å stille til intervju på maks 40 minutt. I tillegg ynskjer eg å få svar på ei digital spørjeundersøking frå elevar på 10. trinn, der spørsmåla òg skal omhandle vurdering av munnleg engelsk. Denne spørjeundersøkinga skal vare i maks 10. minutt. Om dette er aktuelt for fleire engelsklærarar på 10. trinn og 10. klassar på dykkar skule, er det veldig fint om fleire vil delta. Dersom dette berre er aktuelt for éin lærar og éin klasse, så er det sjølvsagt ynskjeleg at desse vil delta sjølv om ikkje fleire vil.

Dersom de synest dette høyrast interessant ut og kunne tenkje dykk å vere med, skal eg sende dykk meir informasjon og samtykkeskjema til både lærarar og elevar/føresette. I samtykkeskjema får de informasjon om kva rettar dykk vil ha som deltakarar, der det blant anna skal sikrast at alle deltakarar er anonyme. Om de er interesserte, avtalar vi tid og stad for sjølve utføringa av intervju og spørjeskjema.

Om de har spørsmål, må de berre ta kontakt!

Håpar på positivt svar snarast mogleg,

Mvh Elisabeth Sowerby Dale

## Appendix 3

### Informasjon til elevar rett før spørjeundersøkinga

*Lest av lærar:*

Denne digitale undersøkinga tar mellom **5-10 minuttar** å fullføre. Tema er **vurdering i munnleg engelsk**, altså: kva som ligg bak vurderinga som læraren gjer når det kjem til munnleg engelsk. Spørsmåla er ein blanding av at du skal huke av boksar eller skrive svaret ditt i kommentarboks.

Undersøkinga baserer seg på dine tankar, altså er **ingen svar «rett eller gale»** - du svarer det du tenker og opplever. Det er fint om du svarer så **ærlig** du kan og at du brukar den tida du treng for å svare ordentleg, for dine svar skal brukast i mi masteroppgåve, og dine svar kan vere verdifulle for kva resultatet blir. Hugs at du er **heilt anonym**, det betyr at verken læraren din eller eg som forskar veit kven som har svart kva.

Tusen takk for at du er med! Lykke til.

Med vennleg helsing,

Elisabeth Sowerby Dale



## Appendix 4

### Samtykkeskjema elevar/føresette

#### Vil du delta i forskingsprosjektet

#### *“How [well] do I speak English?”: Teachers’ and students’ thoughts and perceptions on what is assessed in the English oral classroom.*

Dette er eit spørsmål til deg om å delta i eit forskingsprosjekt der formålet er å forske på kva som ligg til grunn for den vurdering av munnleg engelsk i klasserommet og den munnlege standpunkt karakteren i engelsk på 10. trinn. I dette skrivet gir eg deg informasjon om kva prosjektet er og kva deltaking vil innebere for deg.

#### Formål

Eg skal skrive masteren min i engelsk dette skuleåret, og søker dermed elevar som kan vere med og delta i forskinga mi. Tema er den munnlege delen av engelskfaget, der eg skal forske på vurdering som skjer i klasserommet.

#### Kvifor får du spørsmål om å delta?

Eg kontaktar deg som elev til å delta fordi du passar i den målgruppa som eg treng for å kunne svare på forskinga mi. Dette er sidan du går i 10. klasse og skal få vurdering i munnleg engelsk, og seinare få ein munnleg standpunkt karakter i engelsk.

#### Kva vil det innebere for meg å delta?

For deg som elev vil det å delta innebere å svare på eit digitalt spørjeskjema, som vil ta ca. 10 minutt. Dine svar frå spørjeskjemaet blir registrert elektronisk, og lagra i ein forskingssserver som berre eg og rettleiaren min har tilgang til. Det vil ikkje bli samla inn personopplysningar i spørjeundersøkingane, og alle deltakarar kan vere sikre på at dei er anonyme under heile forskinga.

Dersom du er fylt 15 år kan du samtykke sjølv til å delta i forskinga, og dette gjer du ved å hake av i ein boks før du skal svare på sjølve spørjeskjema. Om du ikkje er fylt 15 år må du bruke samtykkeskjema nedst på siste side som må underskrivast av dine føresette.

#### Det er frivillig å delta

Det er frivillig å delta i prosjektet. Det vil ikkje ha nokon negative konsekvensar for deg dersom du ikkje vil delta. Om du deltar eller ikkje deltar, vil ikkje dette påverke ditt forhold til skulen/lærarar/elevar. Du forblir anonym i heile forskingsprosessen og i sluttresultatet.

#### Ditt personvern – Korleis vi oppbevarer og brukar dine opplysningar

Eg vil berre bruke opplysningane om deg til formåla eg har fortalt om i dette skrivet. Eg behandlar opplysningane konfidensielt og i samsvar med personvernregelverket. For at ingen uvedkommande skal få tilgang på dataa som samlast inn, lagrar eg datamateriale på forskingssserver der berre eg og rettleiar har tilgang. Om du deltar vil du ikkje kunne gjenkjennast i publikasjon.

**Kva skjer med opplysningane dine når vi avsluttar forskingsprosjektet?**

Opplysningane som blir brukt i prosjektet vil bli sletta ved prosjektslutt, noko som etter planen er 30. juni 2021.

**Kva gir oss rett til å behandle opplysningar om deg?**

Vi behandlar opplysningar om deg basert på ditt eller dine føresette sitt samtykke. På oppdrag frå Høgskulen på Vestlandet har NSD – Norsk senter for forskingsdata AS vurdert at behandlinga av opplysningar i dette prosjektet er i samsvar med personvernregelverket.

**Kor kan eg finne ut meir?**

Om du har spørsmål til studien, eller ynskjer å nytte deg av dine rettar, ta kontakt med:

- Høgskulen på Vestlandet ved Stephanie Hazel Grønstad Wold, [REDACTED]
- Elisabeth Sowerby Dale, [REDACTED]
- Vårt personvernombod hos Høgskulen på Vestlandet: Trine Anikken Larsen, [REDACTED]

Om du har spørsmål knytt til NSD sin vurdering av prosjektet, kan du ta kontakt med: NSD – Norsk senter for forskingsdata AS på e-post ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennleg helsing

*Prosjektansvarleg*

*Student*

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For deg som ikkje er fylt 15 år, må du ta dette med heim for å få samtykke av føresette.

**Til føresette**

**Samtykkeerklæring**

Eg har mottatt og forstått informasjon om prosjektet

***“How [well] do I speak English?”: Teachers’ and students’ thoughts and perceptions on what is assessed in the English oral classroom.***

Eg samtykker til:

at mitt barn kan delta i forkinga ved å svare på digitalt spørjeskjema.

Eg samtykker til at mitt barns opplysningar behandlast fram til prosjektet er avslutta

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(Signert av prosjektdeltakar sine føresette, dato)

## Appendix 5

### Samtykkeskjema lærarar

**Vil du delta i forskingsprosjektet**  
***“How [well] do I speak English?”: Teachers’ and students’ thoughts and perceptions on what is assessed in the English oral classroom.***

Dette er eit spørsmål til deg som engelsklærer om å delta i eit forskingsprosjekt der formålet er å forske på kva som ligg til grunn for vurderinga av den munnlege engelsk i klasserommet. I dette skrivet gir eg deg informasjon om kva prosjektet er og kva deltaking vil innebere for deg.

#### **Formål**

Eg skal skrive masteren min i engelsk dette skuleåret, og søker dermed engelsklærarar og elevar som kan vere med og delta i forskinga mi. Det overordna temaet er den munnlege delen av engelskfaget, og meir spesifikt vil eg prøve å finne svar på kva som ligg til grunn for vurderinga av engelsk munnleg i klasserommet og vurderinga som ligg til grunn for å setje standpunktarakteren. Eg treng altså lærarar i engelsk på ungdomstrinnet som kan stille til intervju om temaet. I tillegg vil eg gjerne gje ut spørjeundersøking til elevane til dei lærarane som eg intervjuar.

#### **Kven er ansvarleg for forskingsprosjektet?**

Det er Høgskulen på Vestlandet som er ansvarleg for prosjektet.

#### **Kvifor får du spørsmål om å delta?**

Eg kontaktar deg om å delta fordi du passar inn i den målgruppa som kan gje meg relevant informasjon til å svare på forskingsspørsmåla mine.

#### **Kva inneberer det for deg å delta?**

For deg som lærar vil det å delta innebere å stille til intervju om temaet. Dette intervjuet vil ha omfang på maks 40 minutt der det vil bli tatt opptak. Grunna situasjonen med *Covid-19* denne hausten, vil eg informere om at det kan bli endringar angående korleis intervjuet skal gå føre seg, om det då vil bli fysisk intervju eller digitalt intervju. Det vil bli samla inn personopplysningar i intervjuet i form av alder, utdanning og erfaring som lærar. Denne informasjonen vil bli trygt lagra i HVL sin forskingsserver fram til prosjektet er ferdig. I tillegg vil det å delta som lærar innebere å informere elevane i klassen sin om forskingsprosjektet ved å gje ut informasjonsskriv og ordne slik at dei får tid på skulen til å svare på spørjeskjemaet digitalt. Saman med informasjonsskrivet må dei elevane som ikkje er fylt 15 år få utdelt eit samtykkeskjema som må underskrivast av føresette. Dei som er fylt 15 år kan samtykke sjølve til å delta i forskinga, og dette gjer dei digitalt ved å hake av i ein boks før dei byrjar å svare på sjølve spørjeskjema.

For elevane vil det å delta innebere å svare på eit spørjeskjema som vil ta ca. 10 minutt. Spørjeskjema vil vere digitalt, og vil innehalde spørsmål om den munnlege delen av engelskfaget. Svara frå spørjeskjemaet blir registrert elektronisk, og det vil ikkje bli samla inn personopplysningar i spørjeundersøkingane. Alle deltakarar kan vere sikre på at dei er anonyme under heile forskinga og i sluttresultatet.

#### **Det er frivillig å delta**

Det er frivillig å delta i prosjektet. Dersom du vel å delta, kan du når som helst trekkje samtykket tilbake utan å nemne nokon grunn. Alle dine personopplysningar vil då bli sletta. Det vil ikkje ha

nokon negative konsekvensar for deg dersom du ikkje vil delta eller seinare vel å trekkje deg. Det vil ikkje påverke ditt forhold til skulen/lærarar/elevar.

### **Ditt personvern – Korleis vi oppbevarer og brukar dine opplysningar**

Under intervjuet vil eg som skrive før, samle inn personopplysningar. Eg vil berre bruke opplysningane om deg til formåla eg har fortalt om i dette skrivet. Eg behandlar opplysningane konfidensielt og i samsvar med personvernregelverket. For at ingen uvedkommande skal få tilgang på dataa som samlast inn, lagrar eg datamateriale på HVL sin forskningsserver som berre eg og rettleiar har tilgang til. Om du deltar vil du ikkje kunne gjenkjennast i publikasjon.

### **Kva skjer med opplysningane dine når vi avsluttar forskingsprosjektet?**

Opplysningane skal vere anonyme i heile prosjektet til det avsluttast, noko som etter planen er 30. juni 2021. Opptak og personopplysningar som blir brukt i prosjektet vil bli sletta og destruert ved prosjektslutt.

### **Dine rettar**

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

- innsyn i kva personopplysningar som er registrert om deg, og å få utlevert en kopi av opplysningane,
- å få retta personopplysningar om deg,
- å få sletta personopplysningar om deg, og
- å sende klage til Datatilsynet om behandlinga av dine personopplysningar.

### **Kva gir oss rett til å behandle personopplysningar om deg?**

Vi behandlar opplysningar om deg basert på ditt samtykke. På oppdrag frå Høgskulen på Vestlandet har NSD – Norsk senter for forskingsdata AS vurdert at behandlinga av personopplysningar i dette prosjektet er i samsvar med personvernregelverket.

### **Kor kan eg finne ut meir?**

Om du har spørsmål til studien, eller ynskjer å nytte deg av dine rettar, ta kontakt med:

- Høgskulen på Vestlandet ved Stephanie Hazel Grønstad Wold, [REDACTED]
- Elisabeth Sowerby Dale, [REDACTED]
- Vårt personvernombod hos Høgskulen på Vestlandet: Trine Anikken Larsen, [REDACTED]

Om du har spørsmål knytt til NSD sin vurdering av prosjektet, kan du ta kontakt med: NSD – Norsk senter for forskingsdata AS på e-post ([personverntjenester@nsd.no](mailto:personverntjenester@nsd.no)) eller på telefon: 55 58 21 17.

Med vennleg helsing

*Prosjektansvarleg*

*Student*

## Samtykkeerklæring

Eg har mottatt og forstått informasjon om prosjektet *“How [well] do I speak English?”: Teachers’ and students’ thoughts and expectations on how to achieve a high-level achievement in oral English* og har fått anledning til å stille spørsmål. Eg samtykker til:

å delta i intervju

Eg samtykker til at mine opplysningar behandlast fram til prosjektet er avslutta

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(Signert av prosjektdeltakar, dato)

## Appendix 6

### Intervjuguide

#### **Bakgrunnsinformasjon:**

1. Alder
2. Morsmål (L1)
3. Kva utdanning har du?
4. Erfaring: Kor lenge har du arbeida som lærar i engelsk på ungdomstrinnet?

#### ***DEL 1: Vurdering i klasserommet og standpunktkarakteren:***

5. Har dykk ein felles vurderingsskala/standard på skulen eller i team for å vurdere munnleg engelsk?
6. Korleis vurderer du elevane dine i munnleg engelsk i klasserommet?
7. Kva vurdering brukar du for å setje standpunktkarakteren?
8. Tenkjer du at det er positivt eller negativt at standpunktkarakteren blir samla hausten 2021?  
- Kvifor?
9. Er det nokre av elevane dine som klarer å nå høg måloppnåing i munnleg engelsk?  
- Kva er det dei gjer som har gjort at dei har klart å nå høg måloppnåing?

#### ***DEL 2: Vurderingskriterier relatert til munnleg kommunikasjon og innhald:***

*Nokre av desse spørsmåla er utarbeida med utgangspunkt i «Rettleiande kjenneteikn på måloppnåing for standpunktvurdering etter 10. trinn» frå Utdanningsdirektoratet (appendiks 9).*

10. Korleis vurderer du om elevane kan samtale vidare, utdjupe og supplere med nye innspel?
11. Korleis vurderer du om elevane har «god» intonasjon og uttale?
12. Korleis vurderer du om klarar å tilpasse seg innhald, form og mottakar i ulike kommunikasjonssituasjonar?
13. Vil du seie at du legg mest vekt på språk eller innhald når du vurderer munnleg engelsk i klasserommet?  
- Kvifor?
14. Kva tenkjer du er dei fem viktigaste kriteria når du vurderer munnleg engelsk generelt?

***DEL 3: Potensielle element som kan vere del av vurderinga i munnleg engelsk:***

15. Vurderer du mengda elevane snakkar i timane?
16. Korleis vurderer du dei som snakkar lite i timane?
17. Er det viktig for deg i vurderinga at dei har ein spesifikk aksent?
  - Kvifor/kvifor ikkje?
18. Veit elevane kva du vurderer dei i når du vurderer i klasserommet?



## Appendix 7

### Digital spørjeundersøking

#### *Vurdering av munnleg engelsk på 10. trinn*

1. Kva er klassenummeret ditt?

2. Får du vurderingskriterier før du skal ha munnleg framføring i engelsk?

Ja

Nei

Veit ikkje

Dersom ja, skriv kva desse kriteria er (skriv dei du kjem på).

3. Kva karakter har du i munnleg engelsk?

Karakter 2

Karakter 3-4

Karakter 5-6

Eg veit ikkje

4. Kva forventar læraren av deg i munnleg engelsk når han/ho vurderer deg i klasserommet? (Om du ikkje veit, skriv det du trur læraren forventar av deg).

5. Huk av på dei boksane som du meiner er nokre av vurderingskriteriene som læraren din brukar når han/ho skal vurdere deg i munnleg engelsk. Dette er ikkje noko rett eller gale svar på, så svar det du trur. Du kan huke av på éin eller fleire.

At du har ein spesifikk aksent (Britisk, Amerikansk, Australsk, eller liknande)

At du kan samtale om eit tema utan å stoppe opp heile tida

- At du kan mange engelske ord og bruke dei i ulike samtalar
- At du kan snakke forståeleg
- At du kan snakke mest mogleg engelsk i timane
- At du kan tilpasse deg mottakar og tema i samtalen
- At du kan tilpasse deg om samtalen er formell/uformell
- At du viser at du kan lytte og forstå engelsk
- At du kan uttale ord, bruke god intonasjon og bøye ord riktig når du snakkar engelsk
- At du kan uttrykke meiningane dine

6. Kva trur du at læraren din baserer standpunkt karakteren din (altså slutt karakteren din i munnleg engelsk) på? Eksempel på dette kan vere munnlege framføringar eller samtalar og gruppearbeid i klasserommet.

7. Kva er ditt forhold til å snakke engelsk? Du kan huke av på éin eller fleire.

- |  |  |
|--|--|
| <input type="checkbox"/> Eg snakkar mykje engelsk på fritida | <input type="checkbox"/> Eg likar ikkje å snakke engelsk   |
| <input type="checkbox"/> Eg snakkar lite engelsk på fritida  | <input type="checkbox"/> Eg snakkar mykje engelsk i timane |
| <input type="checkbox"/> Eg likar å snakke engelsk           | <input type="checkbox"/> Eg snakkar lite engelsk i timane  |
| <input type="checkbox"/> Eg veit ikkje                       |  |

8. Snakkar du engelsk på fritida? Du kan velje éin eller fleire.

- |  |  |
|--|--|
| <input type="checkbox"/> Ja, eg snakkar med vener på engelsk.        | <input type="checkbox"/> Ja, eg snakkar engelsk med folk frå andre land. |
| <input type="checkbox"/> Ja, eg snakkar med familien min på engelsk. | <input type="checkbox"/> Nei, eg snakkar ikkje engelsk på fritida.       |
| <input type="checkbox"/> Ja, eg snakkar engelsk gjennom gaming.      |  |

9. Når du snakkar engelsk, tenkjer du mest på korleis du snakkar eller på kva du snakkar om?

Eg tenkjer mest på det eg snakkar om.

Eg tenkjer mest på korleis eg snakkar.

Veit ikkje

10. Har det noko å seie for karakteren din om du har ein spesifikk engelsk aksent? (Eksempel på aksent i engelsk: Britisk engelsk, Amerikansk engelsk, Australsk engelsk, osv.)

Ja

Nei

Veit ikkje

Dersom ja, skriv korleis det å ha ein slik aksent kan ha noko å seie for karakteren din.

11. Kva meiner du at læraren din må gjere for å gje deg mest mogleg rettferdig og riktig vurdering/karakter i munnleg engelsk?

12. Kor viktig er det for deg å vite kva du må gjere for å bli betre i munnleg engelsk?

Veldig viktig

Litt viktig

Ikkje viktig i det heile teke

Bryr meg ikkje

13. Tenk på vurderinga av munnleg engelsk som du får av læraren i løpet av året. Har denne noko å seie for læringa di og korleis du jobbar vidare med å snakke engelsk?

Ja

Nei

Veit ikkje

## Appendix 8

### Example of the analysis

An example to show the analysis process of the present study (explained in section 3.4.2).

#### *Example of the analysis and creation of sub-category 6: **Communication as the overall goal:***

When the teachers were asked about the assessment of language and/or content in the interviews, some of the answers clearly pointed to communication as the main purpose of learning English, and so these were analysed together:

Teacher 2:

The point here is to communicate in English... converse in English, understand and respond in English... and to have a conversation and be able to read a text which you understand. We meet so many different students and there are many things that might be disturbing and might lead to misunderstandings... [...] But what is the intention behind learning English? The basis for language is communication, that what I think. And if the conversation suffers from that you do not know the words you need, because your vocabulary is gone, then that needs to count a lot.

Teacher 3:

[...] The purpose of English is to communicate and make oneself understood in an international world with all sorts of different topics, and the point is not for it to be perfect.

Teacher 4:

[...] Some students feel safe with only doing concrete things, such as grammar tasks, because there is a right and wrong, it is very clear and safe... but the whole point of doing grammar is to help them to communicate...it cannot be the goal in itself.

### **Phase 1: Initial thoughts and ideas.**

Teacher 2:

- The point is to communicate in English and that there might be many things that lead to misunderstandings, because we meet so many different people. And if the conversation suffers from something, then that needs to count.

Teacher 3:

- The purpose of English is communication with people from all over the world and to talk about different topics.
- The point is not for it to be perfect.

Teacher 4:

- The whole point of doing language tasks is to help the students communicate, and grammar is therefore not the goal in itself.

**Phase 2: Meaning units and condensed meaning units.**

<b>Meaning units</b>	<b>Condensed meaning units</b>
<i>Teacher 2</i>	
The point here is to communicate in English... converse in English, understand and respond in English... to have a conversation and be able to read a text which you understand.	The point is to communicate in English, and this contains conversing, understanding and responding, to have a conversation and read text which you understand.
We meet so many different students and there are many things that might be disturbing and might lead to misunderstandings... But what is the intention behind learning English? I think the basis for language is communication.	We meet many different people, and many things might lead to misunderstandings.  The intention behind learning English needs to be remembered. The basis for language is communication.
And if the conversation suffers from that you do not know the words you need, because your vocabulary is gone, then that needs to count a lot.	If the conversation suffers from something, then that needs to count.
<i>Teacher 3</i>	
The purpose of English is to communicate and make oneself understood in an international world with all sorts of different topics, and the point is not for it to be perfect.	The purpose is to communicate with different people from all over the world with different topics.  The point is not for it to be perfect.
<i>Teacher 4</i>	
Some students feel safe with only doing concrete things, such as grammar tasks, because there is a right and wrong, it is very clear and safe... but the whole point of doing grammar is to help them to communicate...it cannot be the goal in itself.	The whole point of doing grammar tasks (and other tasks) is to help the students to communicate.  Grammar is not a goal in itself.

**Phase 3: Code the meaning units.**

<b>Condensed meaning units</b>	<b>Codes</b>
<i>Teacher 2:</i>	
The point is to communicate in English, and this contains conversing, understanding and responding, to have a conversation and read text which you understand.	The point is to communicate.
We meet many different people, and many things might lead to misunderstandings.	Misunderstandings with different people.
The intention behind learning English needs to be remembered. The basis for language is communication.	The intention behind English is communication.
If the conversation suffers from something, then that needs to count.	If the conversation is ruined by something, then that should count.
<i>Teacher 3:</i>	
The purpose is to communicate with different people from all over the world with different topics.	The purpose is to communicate.

The point is not for it to be perfect.	The point is to communicate.
<i>Teacher 4:</i>	
The whole point of doing grammar tasks (and other tasks) is to help the students to communicate.	The point is to communicate.
Grammar is not a goal in itself.	The goal is to communicate.

**Phase 4:** Compare the codes and find those who belong together – Develop categories.

CODES	CATEGORIES
<i>Teacher 2:</i>	
The point is to communicate.	The overall goal is to communicate.
Misunderstandings with different people.	
The intention behind English is communication.	
If the conversation is be ruined by something, then that should count.	
<i>Teacher 3:</i>	
The purpose is to communicate.	The overall goal is to communicate.
The point is to communicate	
<i>Teacher 4:</i>	
The point is to communicate.	The overall goal is to communicate.
The point is to communicate.	
The goal is to communicate.	

## Appendix 9

**National guidelines for students' performances.** Only the oral characteristics are shown here.

### **Engelsk: Veiledende nasjonale kjennetegn på måloppnåelse for standpunktvurdering etter 10. trinn**

#### **Hva er kjennetegn på måloppnåelse?**

Kjennetegn på måloppnåelse er beskrivelser av kvaliteten på kompetanse i fag. Kjennetegnene tar utgangspunkt i kompetansemålene slik de er beskrevet i læreplanene. Kjennetegnene er utformet på tvers av hovedområdene i fagene for å uttrykke kompetanse i faget som helhet. Kjennetegnene må derfor brukes sammen med læreplanene.

Kjennetegn på måloppnåelse er ment å være en støtte for standpunktvurderingen og skal gi en felles nasjonal retning for vurderingsarbeidet. Kjennetegnene på måloppnåelse er utformet slik at de skal gi muligheter for lokal konkretisering og tilpasning. Samarbeid mellom kolleger om kompetansemål og kjennetegn kan bidra til en felles forståelse og et felles språk om hva elevene skal lære, og hva som kjennetegner ulik grad av måloppnåelse. Et slikt tolkningsfellesskap innebærer ikke at all vurdering skal gjøres på en bestemt måte, men at felles drøfting og forståelse av vurderingsgrunnlaget kan fremme rettferdig vurdering av kompetansen til hver enkelt elev.

#### **Kjennetegnene er utformet på tre nivåer**

Kjennetegnene er utformet på tre nivåer: for standpunktkarakteren 2 med beskrivelser av *låg* kompetanse i faget, for standpunktkarakterene 3–4 med beskrivelser av *nokså god* og *god* kompetanse i faget og for standpunktkarakterene 5–6 for beskrivelser av *mykje god* og *framifrå* kompetanse i faget. [Karakterbeskrivelsene finner dere i forskrift til opplæringsloven § 3-4.<sup>2</sup>](#)

Standpunktkarakteren gir uttrykk for kompetanse i faget og skal fastsettes på bakgrunn av de samlede kompetansemålene i faget. En elev kan vise kompetanse på ulike nivåer i matrisen. Elevene bør gjøres kjent med kjennetegn på måloppnåelse på et tidlig tidspunkt i opplæringen, slik at de vet hva som forventes av dem når standpunktkarakteren skal fastsettes. Kjennetegnene, brukt sammen med læreplanen, skal hjelpe læreren til å vurdere elevens samlede kompetanse i faget.

### Engelsk: Veiledende nasjonale kjennetegn på måloppnåelse for standpunktvurdering etter 10. trinn

Vurderingsmatrisen i engelsk beskriver elevens kompetanse på tvers av hovedområdene i faget og gir retning for hvordan elevens kompetanse skal vurderes ut fra om kompetansen vises muntlig eller skriftlig.

	Karakteren 2	Karakterene 3 og 4	Karakterene 5 og 6
	ENGELSK MUNTLLIG - ENGELSK MUNTLLIG - ENGELSK MUNTLLIG		
E N G E L S K  M U N T L I G	<p>Eleven ...</p> <ul style="list-style-type: none"> <li>- trekker ut innhold og detaljer fra tekster og talt engelsk om enkelte emner og uttrykker egen mening om dette</li> <li>- deltar noe i samtaler og forteller om faglige og skjønnlitterære emner til en viss grad tilpasset kommunikasjonssituasjonen</li> <li>- deltar i samtaler med relevant innhold og egne meninger</li> <li>- uttrykker seg med en viss intonasjon, forståelig uttale, et ordforråd som formidler innholdet og en viss sammenheng om kjente emner i ulike kommunikasjonssituasjoner</li> </ul>	<p>Eleven ...</p> <ul style="list-style-type: none"> <li>- trekker ut innhold og detaljer fra ulike typer tekster og talt engelsk om enkelte emner og reflekterer over dette</li> <li>- tar imot og gir innspill i samtaler og formidler innhold fra faglige og skjønnlitterære emner tilpasset ulike kommunikasjonssituasjoner</li> <li>- bruker strategier for å føre samtaler videre, forklarer og utdyper innhold</li> <li>- uttrykker seg med tydelig intonasjon og uttale, et faglig dekkende ordforråd, hovedsakelig god flyt og sammenheng tilpasset innhold, form og mottaker i ulike kommunikasjonssituasjoner</li> </ul>	<p>Eleven ...</p> <ul style="list-style-type: none"> <li>- trekker ut relevant innhold og detaljer fra ulike typer tekster og talt engelsk om ulike emner, drøfter og reflekterer formålstjenlig over dette</li> <li>- deltar konstruktivt i samtaler og formidler faglige og skjønnlitterære emner på en selvstendig måte, tilpasset ulike kommunikasjonssituasjoner</li> <li>- bruker formålstjenlige strategier for å føre samtaler videre, utdyper og supplerer med nye innspill</li> <li>- uttrykker seg med god intonasjon og uttale, presist og variert ordforråd, flyt og sammenheng tilpasset innhold, form og mottaker i ulike kommunikasjonssituasjoner</li> </ul>



## Appendix 10

### Interview transcriptions

Dei nummera som er plassert før spørsmåla i alle transkripsjonane er same nummera som spørsmåla i intervjuguiden (sjå appendiks 6). Som nemnt var intervjuet semi-strukturerte, som gjer at spørsmåla ikkje nødvendigvis er stilt i same rekkefølge som i intervjuguiden. Det kan derfor vere nyttig å sjå på nummera før kvart spørsmål for å forstå kva spørsmål som er stilt. Alle svara frå lærarane er merka med bokstavar, slik at det er enklare å sjå kva diskusjonen og konklusjonen i denne oppgåva er basert på. Forklaring: *1A = Lærer 1, svar A, 2A = Lærer 2, svar A, osv.*

## Intervju transkripsjon – Lærer 1

### 5. Har dykk ein felles vurderingsskala på skulen? Eit vurderingsskjema for eksempel?

**1A:** Nei, vi har ikkje det. Vi har ikkje ein felles, men vi har i teamet vårt, og den er nok ganske lik ifrå team til team, men den er ikkje heilt felles. Også har vi jo litt sånn ifrå... vi har jo ulike typar oppgåver i munnleg. Sånn som på nokre prøver og testar så får dei eitt sett med vurderingskriterier som er meir spissa inn mot for eksempel den, ei munnleg prøve, mens det er nokre som er meir spissa inn mot munnlege framføringar.

### 6. Viss dykk då har ein sånn vurderingsskala i teamet... kva er det for eksempel dykk legg vekt på då?

**1B:** Vi brukar jo å sjå på... altså både på innhaldet og uttale, altså... formuleringar... ordforråd... at det på ein måte er både er innhald og språk.

### 6. Så dykk har fokus på begge då?

**1C:** Ja, vi har det. Og då tenkjer jo eg litt sånn... at det skal vere litt opp imot... sånn som på munnleg eksamen i vertfall sånn som no når dei er i tiande... og på ein munnleg eksamen så vil dei jo bli vurdert etter både innhald og språk, sjølv sagt. Det er sjeldan at det er berre språket som blir vurdert, det er som regel alltid knytt fagleg innhald.

### 7. Kva er det du brukar av vurdering når du skal setje den standpunktkarakteren?

**1D:** Eg brukar, vi brukar å ha ei eller to litt sånn store prøver der dei, der eg har ein samtale med dei aleine. For det som er problemet er jo at eg kan ikkje egentleg bruke det dei gjer i timane... eller det kan eg jo. Men eg kan jo ikkje... det er jo ein del som er veldig tause. Og det kan ikkje trekkje dei ned. Fordi at det kan vere mange grunnar til. Så eg kan aldri bruke det at dei ikkje deltek og svarar munnleg til å trekke dei ned. Men eg må ha vertfall ein eller helst to sånne vurderingssituasjonar der eg får prata med dei... ein til ein.

## **15 & 16. Tenker du at du ikkje kan bruke klasseromsituasjonane? At dei ikkje snakkar i timane?**

**1E:** Altså innsatsen i timane skal ikkje telle på karakteren. Eg kan ikkje bruke det at ein person ikkje eller at ein elev ikkje deltek munnleg i timane. Eg kan ikkje la det trekkje ned for eksempel. Eg kan sjølvsagt la det trekkje opp om det er nokon som viser kva dei kan, for då får dei jo vist kompetansen. Men om det er nokon som ikkje snakkar, så er det jo slik at dei ikkje får vist kompetansen sin, og då må eg finne andre arenaer å finne fram kompetansen på... Men det er jo ein del gonger dei sit i grupper og pratar om ting og sånn, men då er det litt vanskeleg. For det er nokre som er meir reservert enn andre. Og så synest eg òg at det er store klassar, sånn at det er vanskeleg, altså eg har jo eit visst inntrykk, men viss eg skal på ein måte bruke den situasjonen sånn... opp mot standpunktkarakteren, då må eg på ein måte lage meg eit sånn... skjema og system for å vurdere i timane. Og det har ikkje eg gjort, for eg ser då går timane... eg får ikkje tid i den situasjonen fordi det er mange som treng hjelp. Eg kunne eg tenkt meg å utarbeida på ei meir systematisk vurdering vis, men eg har ikkje gjort det. For meg på standpunktkarakteren så er det mest i dei to prøvesituasjonane pluss at eg no har eitt inntrykk elles òg.

## **9. Er det nokre av elevane dine som klarer å nå høg måloppnåing i munnleg engelsk, 5 og 6 karakter?**

**1F:** Ja.

## **9. Kva tenkjer du at dei gjer i som gjer at dei når høg måloppnåing?**

**1G:** Eg tenkjer at det er jo sjølvsagt at dei klarar å uttrykke seg fritt, at dei på ein måte, at dei klarar å kommunisere lett...altså at samtalen flyt då... og at dei har godt ordforråd og... brukar relevante ord og uttrykk... og at uttalen er god og forståeleg. At den språklege delen er godt på plass. For å kunne for å nå høg måloppnåing så må dei òg treffe på innhaldet, altså når vi pratar om tekstar eller tema at dei òg treffer på tema. Og dette er ein diskusjon som vi har hatt... har ein del med engelsklærarane her, for det synest jo i skriftleg og i munnleg, så er jo eg eigentleg... eg synest jo at engelsk på mange måtar har blitt litt sånn samfunnsfag og... norsk på engelsk fordi at dei skal ha kunnskap om så utruleg mykje. Og eg synest det er litt urettferdig, fordi eg synest eigentleg at det at du er flink til å prate engelsk, eg synest at det i seg sjølv, sånn som både på ein munnleg eksamen og på skriftleg eksamen så blir det... eg synest at den delen burde eigentleg telle endå meir.

## **8. Kva tenkjer du om at når ein begynner med ny læreplan no då blir jo standpunktkarakteren i engelsk samla. Trur du det vil vere negativt eller positivt eller?**

**1H:** Eg trur det er positivt... fordi... det som eg ser sånn det er no, så har vi tre timar i veka. Og eg synest det er så mykje som skal inn. Og eg synest vi har for liten tid i vertfall med tanke på at det er to karakterar. Og det blir mykje sånn førebuing opp mot skriftleg både tentamen og eksamen... Altså...eg håpar at det vil gjere at vi kan få litt betre tid... Sånn at eg trur det er bra.

*(karakter 5 og 6)- Eleven uttrykkjer seg med god intonasjon og uttale, eit generelt ordforråd, flyt og samanheng tilpassa innhald, form og mottakar i ulike kommunikasjonsituasjonar.*

## **12. Du har jo allereie nemnte alle desse, unntatt intonasjon. Men det eg lurar på, korleis kan eleven vise at han eller ho meistrar god intonasjon... generelt ordforråd?**

**1I:** Eg tenkjer jo at det kjem fram i samtalen. Viss ein set av tid til ein god samtale med eleven, så tenkjer eg at ein får sett det. Eg får fort eit inntrykk av den språklege delen i samtale med eleven.

**12. Når elevane sit i klasserommet og snakkar ilag, og så går du rundt og skal vurdere dei der og då, korleis kan du vurdere om dei klarar å tilpasse seg innhald og form og mottakar?**

**1J:** Ja. Den er litt vanskeleg, tenkjer eg. For i alle situasjonar vi er i så er jo dei litt sånn... det blir jo litt kunstig då, på ein måte... men det brukar eg for lite, men det er klart det kan ein jo gjere, og sikkert konstruere litt sånne situasjonar der det er ulike mottakarar. For det er klart, det eg får målt mest, er jo, i samtale med meg. Sånn at det er ikkje så enkelt å få målt det der...

*(karakter 5 og 6) – Eleven bruker formålstenlege strategiar for å føre samtalar vidare, utdjupear og supplerer med nye innspel.*

**10. Korleis vurderer du om eleven kan gjere dette?**

**1K:** Det målet du les der er jo veldig personavhengig, for nokre er jo meir reservert enn andre. Og det er klart, det er jo veldig viktig det å kunne føre samtale vidare, men så, eg trur det er viktig å ta med seg at... eg har jo elevar som ikkje på norsk heller i ein vanleg daglegdags samtale, kan dra samtalen og utdjupe... det er jo nokre elevar som er reservert, det må ein hugse på då.

**13. Du har nemnt både språk og innhald. Er det ein av dei du vil sei at du vurderer mest, eller legg meir vekt på enn den andre?**

**1L:** Viss det er det, er det kanskje ubevisst språket. Fordi... eg synest jo at... viss du er god å uttrykke deg då, så synest du skal få litt belønning for det. Fordi eg synest jo at dei andre tinga, det er jo mykje samfunnsfaglege ting, historiske ting, det får du, det skal du skal vise i andre fag. Men dette her er det einaste faget der du skal vise engelsk språk. Men det er jo sånn som i kompetansemåla, så er kultur, samfunn og litteraturdelen òg viktig. Viss eg... det blir nok språket eg vektlegg mest, viss det er noko eg legg mest vekt på.

**15. Tenkjer du at mengda har noko å sei for karakteren eller vurderinga dei får?**

**1M:** Nei, det kan det ikkje ha. Det er klart at det kan trekke dei opp, men det kan ikkje trekke dei ned. Altså du kan... det dei seier kan du bruke som del av vurderinga, men mengda kan du ikkje, fordi det er jo eigentleg innsats, og innsats skal du ikkje måle. Det er jo kompetansen du skal måle. Og viss dei ikkje snakkar, så er det jo berre at dei får dei ikkje vist kompetansen, men då er det min jobb å finne andre måtar som dei kan få vist kompetansen på.

**17. Når det kjem til aksentar og engelsk variantar. Er det viktig for deg at elevane har ein spesifikk aksent?**

**1N:** Nei, det tenkjer vel eigentleg ikkje eg. Det er nokre elevar som kanskje legg til ein veldig amerikansk slang, og det er nokon som prøver å vere litt kule. Då prøver eg kanskje å rettleie dei litt... Men elles så er eg ikkje opptatt av at det må vere for eksempel britisk engelsk eller at du... viss du først har amerikansk, at må du halde deg til det. Altså...det veit eg at er blitt mykje snakk om det tidlegare, at ein kan snakke amerikansk, men at ein då må halde seg til det. Eg tenkjer at dei er ikkje der heilt endå. Eg er ikkje så opptatt av det.

**18. Veit du om elevane dine veit kva du vurderer dei i, når du vurderer dei i klasserommet?**

**10:** Eg håpar det. Sånn som før vi skal ha ei munnleg prøve, sånn som vi skal om ei stund, og då brukar eg å dele ut kriterieskjema. Sånn at dei har vertfall moglegheita til det. Ja, eg håpar det. Også sjølv sagt sånn i etterkant av ei munnleg prøve, så pratar vi om karakteren og kvifor dei fekk den dei fekk. Så kan vi høyre kva dei sjølv meiner.

## Intervju transkripsjon – Lærer 2

### **5. Har dykk ein felles vurderingsskala på skulen... når det gjeld munnleg engelsk? Har dykk det på skulen eller i teamet?**

**2A:** Vi har team i den forstand at vi har fagseksjonar, men vi har ikkje noko fagseksjonar som seier at vi møtest kvar månad eller sånn.. Vi møtest når vi føler behov for det i team. Nokre gonger set vi oss ned... og diskuterer situasjonar, eller enkeltelevar, og undervisninga i timane... Vi kjem med vurderingssituasjonar til kvarandre og løyser dei saman i teamet.

### **5 & 6 Har dykk i teamet har hatt ein konkret vurderingsskala når dykk skal tenkje på korleis dykk vurderer munnleg engelsk i klasserommet?**

**2B:** Nei...nei... dette er heilt sikkert ting som ein burde vurdere å skriftleg gjere. Ein bør rett og slett lage eit nedskrive program på korleis ein bør gjere dette. Men det har ikkje vi gjort. No er jo kollegaen min nyutdanna lærar då... og ho/han har nok sikkert slite litt med å møte ein eldre lærar som på ein måte er litt intuitiv i undervisninga... Eller ikkje intuitiv, men i alle fall... eg tenkjer eigentleg at alt blir vurdert. Av meg som faglærer i engelsk blir all aktivitet som eleven har, som handlar om språket, som handlar om faget, det blir ein del av vurderinga. Når eg set ein terminkarakter, eller ein standpunktkarakter på ein elev... så skal det representere det som eg som fagmann meiner at den eleven har som kompetanse. Heilskapleg kompetanse basert på kompetansemåla og dei kjenneteikna som finst for det som skal, kjenneteikn på måloppnåing i forhold til kompetansemåla. For meg blir da veldig kunstig å seie at alt du gjer eller 75 prosent av det du gjer, tel ikkje. Alt dei gjer e fag, i mine timar...

**2C:** I klassen har vi noko som heiter «the daily chat». Altså dei aller, aller fleste timar har vi ein sekvens der vi samtalar... og då går eg rundt i klassen og skriv gjerne eit tema på tavla eller noko som har skjedd på skulen, kva som helst eigentleg. Og så går eg rundt og pratar med heile klassen, ja. Vi har alltid ofte sånne samtalar... 5 eller 6 minutt der vi berre pratar engelsk.

### **6. Og då lyttar du til alt mogleg i forhold til det munnlege?**

**2D:** Ja... og eg laga eit stort.. eg har eit rekneark som eg har i ein perm då, som eg alltid har med meg i timen, der alle elevane sine namn står, og så står det rubrikkar bort gjennom. Så gir eg dei med jamne mellomrom, så gir eg dei ein sånn tenkt karakter i den... for alle tinga dei gjer på, det kan vere «the daily chat»... og vi har noko som eg kallar for «5 minute talk» eller conversation, der eg tar med meg elevane ut, medan dei andre jobbar med for eksempel oppgåveløysing eller kva det måtte vere. Så har vi ein 5 minuttar prat der vi pratar, og dei er klare over at dei blir vurdert. Og så seier eg i etterkant så snakkar litt om det, så seier eg det at... så kan eg bruke uttrykk som middels måloppnåing, låg måloppnåing eller høg måloppnåing.

### **18. Og seier du då konkret til dei kva, kva dei kan gjere for å blir betre og sånn?**

**2E:** Ja, og eg har elevar som slit med vokabularet, og eg seier det til dei at du har ein jobb å gjere, då gløymmer eg alt av verbbruk og bøying og syntax eller kva det måtte vere. Eg seier det at, du skal lære alle dei orda som du treng for å sei til nokon som du treffer. Du kan fortelje om hobbyen din eller det du er interessert i. Du kan godt snakke om noko du er interessert i, du kan godt snakke om livet ditt, om kva du skal gjere når du er ferdig på vidaregåande.. Kva du skal gjere, eller ein hobby. Men eg sit der og ser deg inn i auga og høyre om du brukar dei orda du skal bruke.

### **13. Vurderer du elevane både i språk og innhald? Er det noko du vurderer meir?**

**2F:** Det er kommunikasjon som er greia her. Det er jo det å kommunisere på engelsk... å samtale på engelsk. Forstå og respondere på engelsk. Og føre ein samtale og å kunne lese ein tekst der du forstår.... Eg tenkjer at... vi møter jo mange forskjellige typar elevar, og det er mange ting som kan vere forstyrrande eller øydeleggjande, som fører til misforståing. Då er det jo klart at då lyt det jo telle. Men kva er på ein måte intensjonen... altså sjøve livsgrunnlaget for språk er jo kommunikasjon, tenkjer eg. Om kommunikasjonen lir fordi du ikkje kan dei orda du treng, fordi vokabularet er vekke, så må jo det telle veldig mykje. Uansett kva slags dialekt og uttale ein måtte ha i engelsk så. Alle desse tinga er viktige då.

**2G:** Det at du skal ha det same utgangspunkta, dei same kompetansemåla som utgangspunkt betyr ikkje at du skal vurdere og gi tilbakemelding likt til elevar. Eg tar enormt med detaljar på dei flinkaste elevane mine, anten munnleg eller skriftleg. Dette gjer eg for det første fordi eg synest ein skal stille høgare krav til dei som er flinke, og så har dei godt av å vite at ein har litt å gå på, ein er aldri perfekt. Det er jo verken eg eller nokon andre heller... Eg vil gi meg sjølv den retten til å gje ei vurdering til ein elev som er på eit nivå som er individuelt for vedkommande. Ikkje ei generell standardevaluering uansett kva slags person det er og kva slags kompetanse dei måtte ha. Eg vurderer elevar individuelt.

### **17. Kva tenker du om vurdering av aksent? Er det viktig for deg at dei har ein spesifikk aksent?**

**2H:** No er engelsk blitt så globalisert og så påverka av alle moglege bakgrunnar... frå Asia, Australia og Amerika og, alle plassar frå... Eg tenkjer at eg er i den retninga at om dei kommuniserer tydeleg... og det kan vere rart og sånn, så lenge dei kommuniserer tydeleg, så bryr ikkje eg meg så mykje... Men eg blir veldig glad når dei har intonasjon, eg likar da veldig godt. Men eg vil aldri finne på å trekkje ein firar-elev i karakter fordi han ikkje har Oxford-dialekt eller kva det måtte vere. Det synest eg ikkje er riktig heller. Ein må tenkje litt på kva som er intensjonen med engelskopplæringa i den norske grunnskulen, kor er det ein skal? Kva er målsettinga? Kva er oppgåva? What is the mission?

### **15. Tar du med mengda dei snakkar i timane i vurderinga di?**

**2I:** Eg vekke jo nokon elevar som.. Det er jo alltid sånn at nokre eg gode, nokre er ikkje så gode, og nokre er ikkje interesserte... men eg vekke vertfall ein del av dei... Eg får opp ein aktivitet då, føler eg då. Vi har ikkje lov til å ta med innsats i vurderinga. Det er berre eitt fag der ein kan vurdere innsats, kunn i kroppsøvingsfaget. Elevane skal målast på kompetansemåla, og ikkje innsats. Og alt anna kjem jo på åtferd og ordenskarakter. Ein konsekvens at dei ikkje er aktive eller ikkje gjer noko er jo at dei ikkje lærer noko.

### **16. Korleis vurderer du elevar som snakkar lite?**

**2J:** Du greier som oftast å få vurderingsgrunnlag under 4 auger. Det er ein utfordring med engelsk, kan det vere. Eg veit om mange lærarar som slit med å få ungdommane til å delta i

timane. Du kan ikkje basere ein karakter på kva foreldra gjorde eller berre tenkje på eitt tall. Men eg høyrer jo at det er mange elevar som prøver å gøyme seg så mykje dei klarar.

### **9. Har nokre av dine elevar høg måloppnåing i munnleg engelsk akkurat no?**

**2K:** Ja

### **9. Kva gjer dei som gjer at dei klarar å nå høg måloppnåing i munnleg engelsk?**

**2L:** Dei er komfortable. Dei har ein grunnkompetanse i faget. Og så har dei har sikkert fått gode opplevingar i faget og dei er trygge... eg trur det har med at om ein føler at ein beherska det, så har ein ikkje problem med å hoppe uti... Det er jo det at dei er litt uredde og har gode opplevingar, føler at dei beherska desse greiene. Og så gjer dei ein god jobb med både grammatikken, setningsoppbygging, syntax, intonasjon, og dei har godt vokabular.

### **18. Veit elevane dine kva dei blir vurdert etter når du vurderer dei i klasserommet?**

**2M:** Når du spør dei om dei veit at kva dei blir vurdert etter, så vil nok nokre seie nei, og nokre seie ja, sikkert... No må det jo seiast det at... Eg går gjennom dette med klassane mine kvart år, då har vi ein time der vi snakkar om vurdering.... når dei har arbeid som eg vurderer, så skriv eg kva dei må jobbe med for å bli betre på kvar gong. Så... eg kan for eksempel nemne nokre ting som er gode, og ein eller to ting som dei kan jobbe med, litt avhengig av kor sterke dei er då, som nemnt. Eg vil tru at ein del av elevane tenkjer at dei ikkje veit. Dei har ikkje høyrte det ein gong... Kvart år omtrent på denne tida før tentamen og til påske i 10.klasse så har eg ein fagsamtale med kvar av dei... som òg skriftleg sånn at den blir publisert for foreldra på nett. Ei heil A4 side med vurdering der eg skriv om.. dei får ein tilbakemelding der dei får vite kor dei ligg hen, og kva dei må gjere for å bli betre.

### **8. Tenker du at det er positivt eller negativt med samla standpunktarakter til neste år?**

**2N:** Eg har vell ikkje konkludert... men første reaksjon var at eg ikkje likte det. Det har sikkert noko med at eg er så komfortabel med det som er. I tillegg føler eg at det er ei nedvurdering av engelskfaget. Ein anna ting er jo det at... ein må jo stille seg spørsmål om det skal 50/50 stillast... og kva skal skje med dei teorivake elevane våre som har gama ein del som er ganske greie på kommunikasjon og kan snakke engelsk, men som ikkje er gode på å skrive engelsk. Korleis skal dei bli vurdert? Dei hadde tidelegare moglegheit til å få ein ganske god munnleg karakter. Det dukkar opp ein del spørsmål som eg ikkje heilt har svar på då...

### **14. Kva tenkjer du at er dei fem viktigaste kriteria når du vurderer munnleg engelsk generelt?**

**2O:** Språk er jo ei kjelde til informasjonsdeling og kommunikasjon. Eg sei at personleg vil halde ein solid knapp på evne til å kommunisere, for på mange måtar er dette summen av kompetansar i engelskfaget... Evne til å kommunisere på ein adekvat måte, krev vokabular uttale og intonasjon, evne til tilpassa bruk av språk, og meir... Eg vil sei... evne til å kommunisere på engelsk, vokabular, evne til å snakke fritt, innhald, intonasjon og grammatikk.

## Intervju transkripsjon – Lærer 3

### **5. Har dykk ein felles nedskreven vurderingsskala eller kriterium når dykk vurderer engelsk i timane?**

**3A:** Ikkje i timane, nei...men vi har ein felles mal, og vi går litt ut ifrå Udir sine malar i forbindelse med munnleg eksamen når det er framføringar og sånne ting. Så lagar vi ein del sjølv, men i sjølve timane så har ikkje vi noko slags skjema eller sånn.. Det blir meir på inntrykka ein får... Problemstillinga er nok dette at... vi har gått gjennom vurdering for læring på skulen her. Og det blir jo dette her med at du tenker at du må gje elevane tid, og du må prøve å sjå alle og flette inn alle slik at alle får sagt noko i løpet av ein time.. det er jo vanskeleg med elevar som er sjenert, og så er det nokre som snakkar heile tida, og gjerne nokre som ikkje tør å seie noko viss det er mange der... det er ei utfordring rett og slett.

### **6 & 13. Kva vurderer dykk i munnleg engelsk då? Vurderer dykk både språk og innhald?**

**3B:** Vi er vell meir opptatt av at dei skal kunne snakke i alle settingar, at dei skal kunne klare, altså er meir opptatt av at dei har eitt greitt ordforråd og kan delta i samtalar om alle moglege slags tema, gjere seg forstått, og meining og synspunkt, enn eg er av intonasjon, for å sei det sånn. Eg er meir opptatt av at ein skal kommunisere enn at intonasjonen er rett. Og når eg føler at ordforrådet er bra, og at dei kan gjere seg forstått på ulike måtar, så kan eg begynne å sjå meir å den biten... og tenkje på tonefall og val av ord, altså det... Eg synest det er viktigare at dei kommuniserer enn at det er perfekt.

### **6. Korleis vurderer du elevane dine i munnleg engelsk i klasserommet? Når du har hatt ein time, korleis har du vurdert då, i munnleg engelsk?**

**3C:** Då går eg ofte tilbake igjen.. og så viss det er ein time med spesiell vekt på det munnlege, så går eg tilbake og tenker på kven eg hadde kontakt med, kven prata mest, kven tok opp handa, om det har vore god dialog og så tenkje eg kven høyrer eg snakkar... Det går veldig mykje på det du må hugse og kven sa noko og... På korleis det blei sagt, for å sei det sånn.. men etter ein vanleg engelsktime der har hatt kanskje både skriftleg og munnleg, så tar ikkje eg meg notat ifrå kvar time... men i tima med fokus på det.. for eksempel viss du skal ha eit drama eller gruppearbeid eller presentasjon.. då seier eg det at i dag er det veldig viktig med det munnlege.. at i dag skal eg vurdere det. Og det veit dei at i forhold til presentasjonar så veit dei veldig godt kva som er forventa av dei.

### **7. Kva er det som ligg bak den standpunkt karakteren? Kva vurdering er det du brukar då?**

**3D:** Eg tenkjer litt på, for eksempel viss dei har hatt noko i lesing, så tenkjer eg at eg tenkjer på korleis les dei, og så både flyt og uttale, intonasjon.. Så tenkjer eg også på korleis oppfører dei seg i klasserommet, er dei aktive, passive... altså det er ikkje noko belønning å gjere mykje, men altså at du klarar å vere deltakande... så er det korleis er dei i eitt gruppearbeid, er det gode dialogar, klarar dei å oppfylle dei bestillingane eg gir? Kan dei bruke ord og uttrykk som vi har jobba med i innlæringa? Sjølv sagt intonasjon etter kvart ... Og vi brukar jo rett og slett ein del framføringar både som drama og PowerPoint presentasjonar for å få fram og vurdere munnleg engelsk spesielt.

### **9. Har du nokre elevar i klassen din som klarar å nå høg måloppnåing i munnleg engelsk?**

**3E:** Ja, det har eg.

### **9. Kva er det dei gjer for å nå høg måloppnåing?**

**3F:** For det fyrste så er dei jo veldig aktive... og dei tileigna seg eit stort ordforråd som dei viser at dei kan bruke i ulike samanhengar... eh... dei kan halde ein presentasjon, altså powerpoint, eller ein heilt alminneleg presentasjon... snakkar flytande, intonasjon, kan lytte og delta i ein samtale utan problem... sjølv halde samtalen i gang når andre kanskje ikkje... Ja, dei utmerka seg veldig med eit stort vokabular, dei les jo generelt veldig mykje, og ser veldig mykje, og er veldig interessert i faget då... og dei klarar å sjå det tverrfaglege... er flinke på intonasjon, og velje ord og uttrykk som passar etter situasjonen. Dei er mottakarbevisst... brukar fagtermar òg då.

*(karakter 5 og 6) – Eleven bruker formålstenlege strategiar for å føre samtalar vidare, utdjupar og supplerer med nye innspel.*

*(karakter 5 og 6)- Eleven uttrykkjer seg med god intonasjon og uttale, eit generelt ordforråd, flyt og samanheng tilpassa innhald, form og mottakar i ulike kommunikasjons situasjonar.*

### **11 & 12: Korleis vurderer du om eleven kan dette?**

**3G:** Det kan vere ein presentasjon, det kan vere dialog... rollespel brukar eg mykje, som dei helst lagar sjølv... eg vel ulike framføringssituasjonar til ulike tema. Og veldig ofte så får jo dei beskjed om at dei skal ha ei framføring om det og det, dykk kan velje måte sjølv innanfor visse grenser, sjølv sagt. Då får du jo sjå både ordforråd, og om dei kan snakke med den intonasjonen dei skal ha, om dei tilpassar seg mottakargruppa då...

### **6. Så dykk varierer situasjonane for å få fram kompetansen då?**

**3H:** Ja, det vil eg sei. Vi leikar jo av og til munnleg eksamen.. og dei formelle situasjonane er gjerne når vi har... før drog eg fram noko som heiter «In the chair» der at viss dei hadde lest ein tekst, at då hadde dei rulleringar, gjerne det at dei gjekk fram og måtte gjenfortelje teksten dei hadde hatt i lekse, og supplere meir til stoffet sjølv ut i frå... og då visste dei at det er min tur... Det var veldig formelt å snakke skikkeleg om eit tema, så har du meir uformelt sånn som song og dialogar som dei lagar.

### **11. Korleis kan du vurdere om eleven har god intonasjon, og for eksempel ordforråd?**

**3I:** Dette er eit vanskeleg spørsmål, altså...du må jo vere ganske sikker sjølv i kva som kjennest som rette intonasjonen, men altså at du varierer stemma di alt etter som kva du skal legge vekt på og kva som er mindre viktig... Eg veit ikkje om dette var eit godt svar altså... Viss at det drar seg til at no klarar ikkje eg.. eg har ein meining men eg klarar ikkje å uttrykke den fordi eg ikkje har eit ordforråd, så kjem du ikkje på høg måloppnåing. Men viss du ser og at du står fast og klarar å finne andre ord og uttrykk... og uttale dei på ein og måte så tenkjer eg at du viser at du kan finne veger til målet. Og at du då kan dra med deg andre og, så er jo det eit stort pluss.

### **13. Vil du sei at du legg like mykje vekt på språk og innhald når du vurderer munnleg engelsk?**

**3J:** Du vurderer alt etter kva type elev det er rett og slett... veit eg at eleven er veldig flink i engelsk så gjer eg han større utfordringar enn ein som vegrar seg, men... likevel prøve å hjelpe alle på veg. Men eg legg meir vekt på at dei skal uttrykke seg enn at det er rett



intonasjon, altså... formålet med engelsk er jo å kunne kommunisere og gjere deg forstått i ein internasjonal verden med alle slags ulike tema, kontra at det er perfekt.

### **17. Er det viktig for deg at elevane har ein spesifikk aksent?**

**3K:** Nei, dei svakaste tenkjer eg ikkje mykje på det, men dei sterkaste må velje om dei vil ha britisk engelsk eller amerikansk engelsk. Skal du ha høg måloppnåing så må du ha bestemt deg å køyre ganske fast på det... men altså eg gir dei berre ei oppfordring til å velje kurs... eg tenkjer at.. du rettleia dei ekstremt flinke som forstår kva du snakkar om... Ein elev eg har som snakkar engelsk opp og ned og...han er så flink til å diskutere på engelsk, har så mange ord...men han har norsk tonefall, og eg veit ikkje kva eg skal gjere med han til munnleg eksamen.... kva skal ein gjere med dei? Han er kjempeflink, men det er denne intonasjonen han som er kjempenorsk, rett og slett. Ekstrem norvagisme, det må eg jobbe med han med, for det kan koste han ein karakter, tenkjer eg...

### **15 & 16. Korleis vurderer du dei som snakkar lite i timane? Tar du for eksempel mengda dei pratar med når du vurderer dei?**

**3L:** Veldig ofte kjem det seg når du tar det på to mannshand eller i ei lita gruppe... og er dei veldig introverte kan dei ta ein presentasjon framfor meg... for som oftast er desse elevane klar over sin eigen situasjon... det er jo di læraroppgåve å få ut kompetansen deira, det er læraren sitt ansvar.

**3M:** Noko som eg også har gjort med den klassen eg har no, når dei gjekk i åttande.. då hadde vi .. vi har alltid prøvemunnleg på våren i 10.klasse... vi har oppgåver der dei trekkjer tema.. då har eg ofte avtalt med foreldre og alle involverte, at tiande klassen har framføring for åttande, slik at dei får sjå kva det går i. Då kan åttande sitje å vurdere med vurderingskriterier... Dei var einige om at det var veldig bra.

### **18. Veit du om elevane dine veit kva dei blir vurdert i klasserommet?**

**3N:** Nei... der trur eg... det er vi for svake og der trur eg at det norske skuleverket er for svake generelt... Altså vi durar på med vårt og tenkjer og har baktankar.. Altså er det ein avtalt presentasjon så har vi gjerne at i dag skal vi vurdere alle punkt... men generelt så tenker nok ikkje dei at eg vurderer dei i klasseroms situasjonen når dei har eit rollespel eller dialog eller... Nei.. dette der skal vertfall eg ta sjølvkritikk på... Det er mykje betre når det er noko spesielt.. om det er presentasjon om eit tema eller ei bok, så veit dei det.. men ikkje i kvardagen...

### **14. Kan du nemne dei fem viktigaste kriteria du legg vekt på i vurderinga av munnleg engelsk?**

**3O:** Ja, fyrst og fremst at dei kan kommunisere. Kommunisere og halde gåande ei samtale med ulike tema. At dei klarar å bruke idiomatiske uttrykk, og så kjem kanskje både intonasjon.. den kjem ikkje først hos meg altså, men altså den må jo vere med. At dei har eit variert ordforråd... det tenkjer eg er det viktigaste, ja... Å kunne lytte og sjøve vere aktive og kunne kommunisere forståeleg.. og å kunne gjere seg forstått.

### **8. Tenkjer du at det er positivt eller negativt med samla karakter i engelsk neste år?**

**3P:** Eg synest det er veldig bra at vi legg saman desse karakterane...Fordi at med ein munnleg karakter må ein vere såpass ærleg, og det trur eg det er mange av lærarane på huset her som er einige med meg i... at den favoriserer den eleven som er utadvendt... så viss du er litt sterk at du er skriftleg eller munnleg så blir det ikkje så tydeleg. Eg tenkjer det vil vere veldig bra å slå saman karakterane, for då kan du vurdere... eg veit ikkje om det skal bli 50/50.

## Intervju transkripsjon - Lærer 4

### **5. Har dykk ein felles vurderingsskala når dykk skal vurdere elevane i munnleg engelsk?**

**4A:** Vi snakkar om det... men eigentleg ikkje, nei... eg har eit vurderingsskjema som eg bruker for samfunnsfag og engelsk når vi har munnleg presentasjonar... der er det struktur, innhald og framføring som eg fokuserer på, og det varierer på kva presentasjon dei har... men elles, nei. Eg trur ikkje vi har det.

### **5 & 6. Då er det spesifikt til framføring eller presentasjon, at du har ein slik eigen?**

**4B:** Ja, eg har min eigen som eg likar å bruke, og eg har prøvd å prøve ut ulike ting og for å finne ut kva eg likar best... men eg tenker... sjølv om vi ikkje har eit felles dokument for vurdering, så trur eg vi alle lærarane her følger same kriteria... I år er 8, 9 og 10. klasse saman, og det kan gje ulike utfordringar... Men det er ein del fordeler med det også.. alle har same vurderingskriterier, men eg gir lettare oppgåver eller meir hjelpemiddel tilpassa til dei på lågare nivå... men det er same vurderingskriterier og forventingar til alle... Fordi, du kan ha ein i 8. klasse som er nesten flytande i engelsk og ein i 10. klasse som er svakare.. så etter nokre års erfaring med det så hjelper det eigentleg å ha same forventingar på ein måte... men meir tilpassa og individuelt... Ofte kan elevane nesten velje litt sjølv kor mykje dei skal vise... for eksempel i ei munnleg prøve, så kan dei velje eit tema sjølv og korleis dei kunne vise det... Det er lettare å tilpasse vurderinga når dei kan velje sjølv... korleis dei skal vise sin kompetanse.

### **6. Korleis vurderer du elevane dine i munnleg engelsk i klasserommet?**

**4C:** Eg er veldig glad i munnlege oppgåver der dei må finne ei løysing og samarbeid... det kan vere dei får ei problemstilling, og så må dei løyse den. Så ting eg vurderer og ser på er kan dei lytte til kvarandre, stille spørsmål og svare på spørsmål, uttrykke seg, forklare kva dei meiner, begrunne svaret... og det er viktig at dei kan lytte til kvarandre.. Kommunikasjon... ja, og når dei må løyse eit problem er det ein meir naturleg måte å bruke engelsk.

### **7. Kva er det du tenkjer ligg bak den standpunkt karakteren? Kva vurdering brukar du for å setje den?**

**4D:** Eg er veldig usikker korleis andre lærarar gjer det.. men i timen når vi arbeider med engelsk munnleg aktivitet, så er det formativ vurdering... Så eg bruker det før tilbakemelding.. før dei har summativ vurdering... Eg skil mellom øving i timane og meir formell vurdering. Så, eg har aldri brukt timeaktivitet som rollespel til summativ vurdering... eg trur ikkje det er så rettferdig... for eksempel når dei jobbar i gruppe, og målet er å øve på engelsk. Så... Men eg gjer andre måtar... når vi har summativ vurdering... så prøver eg å repetere det vi gjer med øving.. i munnleg prøve likar eg å bruke det at vi har gjort før. Også dei må sitje to og to og svare på nokre spørsmål dei har jobba med, pluss dei må ha diskusjon med kvarandre... og beskrive bilete. Eg likar å først ha ein slik munnleg prøve på hausten der det berre er for å prøve ut, utan karakter... og så igjen seinare med karakter... det blir ein minipresentasjon før ein større presentasjon...

### **9. Er det nokre av dine elevar som har høg måloppnåing?**

**4E:** Ikkje no, nei... Høgste er karakter 4.

### **9. Kva er det dei som får middels måloppnåing gjer for å nå denne måloppnåinga i munnleg engelsk?**

**4F:** Dei kan uttrykke seg.. svare på ting og ha samtalar, begrunne svaret, og dei kan reflektere... Eg vil at dei kan forstå kva dei snakkar om... eg har fleire elevar som ligg på cirka 4.. og ofte er grunnen til at dei ikkje kan gå høgare er fordi språket kanskje er litt for enkelt.. Eg har nokre elevar som er reflekterte, kan uttrykke og har veldig bra munnleg forståing... men dei klarar ikkje å bruke grunnleggande grammatiske ting.. som å bøye verb og sånne ting... Det er vanskeleg å komme høgt i karakter om du ikkje kan bruke verb i present tense...

### **13. Legg du mest vekt til språk eller innhald når du vurderer munnleg engelsk?**

**4G:** Det viktigaste for meg er om dei kan bli forstått.. for, kva er riktig engelsk? Eg føler at mange engelsklærarar er opptatt av uttale... Men eg tenker, kva er riktig uttale? Dei kan bli trekt ned i karakter om dei har veldig norsk uttale... vertfall om det er så utydeleg at det er vanskeleg å forstå dei... men eg synest eigentleg i forhold til mange andre engelsklærarar er eg meir tilgjevande i forhold til uttale... Eg tenkjer at forståelegheit og flyt er mykje meir viktig... og viss grammatikken og uttale kan hindre kommunikasjonen, så er det eit problem.. så eg har tre vurderingskriterier stort sett. Om dei blandar mellom presens eller fortid for eksempel, hindrar det kommunikasjonen?

### **17. Har aksent noko å sei for deg i vurderinga, om eleven har ein spesifikk aksent?**

**4H:** Nei.. eg prøver å gjere det heilt motsett... eg hadde ein elev som snakka ganske sakte og gjorde seg forstått, og brukte variert engelsk språk og viste kjempegod forståing... Så hadde eg ein annan elev som høyrdest ut som at han/ho snakka flytande engelsk, men brukte eit veldig enkelt språk, og... viste ikkje eit så stort ordforråd som den andre, sjølv om det høyrdest meir naturleg ut... så eg prøver å sjå gjennom uttale og ikkje fokusere på korleis dei snakkar.. det ikkje er så rettferdig uansett... Når vi fokuserer på aksent i staden for språk.. det hindrar eigentleg vurderinga.

### **14. Kva er dei 5 mest viktigaste kriteria når du vurderer munnleg engelsk i generelt?**

**4I:** Eg kan sei kommunikasjon... om dei kan uttrykke seg og lytte, og så grammatikk... bruker dei verb riktig og kan dei bøye verb og... om dei bruker eit variert ordforråd... Forstå dei andre og kan dei bli forstått...

### **15. Vurderer du kor mykje dei snakkar, mengda dei snakkar?**

**4J:** Ja... det kan bli ei utfordring.. det går inn på tilbakemelding, og ikkje som ein del av summativ vurdering... men ja... vi snakkar veldig mykje om det, for det er vanskeleg for meg å hjelpe dei av og til. Eg trur det er nokre elevar som berre vil absorbere engelsk.. men dei må jo bruke språket...

### **16. Korleis vurderer du dei som snakkar lite?**

**4K:** Det kan bli vanskeleg når du har elevar som rett og slett nektar å bruke engelsk.. du må nesten bruke berre formell vurdering når vi har det.. men dei får ikkje veldig god trening før dei blir vurdert.... Men eg trur at elevane etter kvart begynner å sjå det sjølv... at det vi jobbar med i timane er for å hjelpe dei når dei blir vurdert... Eg prøver å finne aktivitetar som dei synest er gøy, der det er verdt å bruke engelsk, som rollespel... Men det er vanskeleg.. og

nokre elevar vil helst jobbe med heilt konkrete ting, for eksempel grammatikkoppgåver, fordi det er rett og gale, veldig tydeleg og det er trygt... men heile poenget med grammatikk er å hjelpe dei til å kommunisere... det kan ikkje bli sluttpoenget i seg sjølve. Men det er ei utfordring å få elevar til å snakke i timen...

### **18. Trur du elevane dine veit kva du vurderer dei etter i klasserommet?**

**4L:** Eg håpar det... Kvar gong dei får ei oppgåve, prøve, kva som helst... her er kompetansemål, her er vurdering... men utfordringa er... les dei tilbakemeldinga frå meg? som eg har brukt timevis på å skrive på... Men eg ser at dei brukar tilbakemelding, når vi har hatt ein øvings presentasjon, og seinare meir formell presentasjon... det er nokre som er flinke til å bruke tilbakemelding men ikkje alle... Dei har vertfall fått ein sjanse til å gjere det betre.

### **8. Vil du seie at du er positiv eller negativ til ein samla standpunktkarakter neste år?**

**4M:** Veldig positiv! Eg hatar at det er to ulike karakterar for skriftleg og munnleg... For eg tenker meir heilheita... alt saman, kommunikasjonen...eg tenker det er ein veldig bra ting at det skal bli ein karakter.

### **5 & 6. Har du noko du vil legge til?**

**4N:** Eg veit ikkje... eg er nysgjerrig på korleis andre lærarar jobbar... Eg veit ikkje alltid kva andre lærarar gjer... men følger jo godt det Udir anbefaler... Det bør vere likt korleis vi vurderer... men samtidig korleis skal ein kunne klare at all vurdering blir lik? Ein ting eg har brukt som er nyttig for å hjelpe elevane å finne ut kor dei ligg er The European Benchmark... Cambridge kartleggingsprøve... det synest eg er nyttig, til å finne ut kor dei ligg.. eg har brukt desse for å lage mine eigne prøver ut ifrå korleis dei gjer det... men det har vore så vanskeleg å finne dette.. men med denne kan eg finne ut kor elevane ligg og hjelpe dei vidare.

## Intervju transkripsjon – Lærar 5

### **5. Har dykk ein sånn felles vurderingsskala eller vurderingskriterier på skulen? Har dykk ein sånn på skulen for alle lærarane eller i team?**

**5A:** Akkurat no når eg har gammal læreplan, og dei andre lærarane på ungdomstrinnet i åttande klasse og niande klasse har ny læreplan... så det er på ein måte, vi snakkast jo litt.. men ikkje sånn.. eg køyrer mitt løp dette året her for å få ut tiande klasse, og for å få dei ferdig, og då går vi over til ny plan neste år.

### **6. Er det sånn at du då... har du utarbeida deg ein liten sånn plan med kriterium for kva du ser etter når du skal vurdere munnleg engelsk?**

**5B:** Ja, eller... I løpet av dei fyrste åra som lærar møtte eg ein lærar som brukte eit skjema. Ho hadde eit skjema som ho brukte på alt som heiter munnleg prestasjon, sant. Og på ein måte, eg har brukt den som utgangspunkt og bruke det som, både til presentasjonar og andre ting som på ein måte dei skal prestere og eg skal vurdere dei. Men sant, det er ikkje sånn at eg har den framfor meg i klasserommet når vi har... men sant, eg tenkjer jo på den heile tida. Eg brukar denne som utgangspunkt.

**6. Er det noko spesifikt som står i det skjemaet? Ser du på språk og innhald i det dei seier?**

**5C:** Hovudpunkta i den, det er innhald... evne til å gjere stoffet til sitt eige... flyt i språket... samhandling, bredde i språket og korrekt språkbruk. Og så under dei forskjellige er det underpunkt.

**13. Viss du skulle liksom velje ein som du vurderer meir enn den andre, kva trur du at du vurderer mest viss det kjem til innhald eller språk?**

**5D:** Det som eg meiner er viktigast er kommunikasjon, at eg som mottakar kan forstå det som blir sagt. At budskapet kjem tydeleg fram... Så på ein måte for å få innhaldet fram på ein god måte, så må du ha uttale, intonasjon, bra vokabular, og du må ha med innhaldet, sant. Eg gir dei tilbakemelding, både til dei og foreldre... at dei for eksempel snakkar godt, men at dei har litt for tynt innhald av og til. Viss du har ein elev som ikkje har så god intonasjon, eller vokabular, men har lest seg opp... det trekker opp, men då blir det vanskeleg for meg som mottakaren å forstå kva som blir sagt, det blir litt trøblete... Men viss eg skal velje kva eg kanskje vurderer mest... då meiner eg innhald fordi du kan ha ein veldig norsk uttale eller intonasjon, sant... Men det er fullt forståeleg, og grammatisk heilt korrekt og innhaldet er der, så eg meiner det er heilt lov å ha ein norsk uttale, sant, men så lenge du gjer deg forstått, og budskapet kjem fram så er det berre bra.

**17. Då kan vi gå vidare til det spørsmålet som eg har om aksent. Kva tenkjer du om eleven sin aksent? Er det viktig at elevane har ein spesifikk aksent?**

**5E:** Nei. Eg synest det berre er heilt topp viss dei prøver seg på ein aksent... men det er ikkje sånn at eg fokuserer på det i heile tatt. Eg synest det er berre litt kult viss dei har det, men det er ikkje noko dei treng å ha...

**12. Prøver du av og til å legge opp til ulike situasjonar der elevane må prate engelsk, sånn at du får sjå kva dei kan?**

**5F:** Ja, eller... det varierer det frå år til år.. du kan få ein klasse som er veldig stille.. og du kan få nokre klassar som pratar i eitt. Og då på ein måte ut i frå det, så må eg legge undervisning deretter. Om klassen snakkar i eitt, så har vi masse uformelle samtalar om visse tema og sånne ting. Og så har vi nokre år der det ikkje blir.. ja du må på ein måte tvinge dei til å snakke, dei har ikkje heilt trua på seg sjølv, og så.. Då må eg legge det litt om... Viss eg ser ein klasse der det går fint at elevane står framme og framfører presentasjonar, så gjer vi det, men som oftast så er det berre eg og eleven som snakkar om.

**5G:** Og så har vi klasserommet, der det er uformelle samtalar, av og til gruppearbeidet. Vi snakkar om eit visst tema. Men med ein gong eg går frå den eine gruppa til den andre, så høyrer eg bak med, no går det i norsk igjen... så på ein måte, eg har jo lyst at dei skal snakke mest mogleg engelsk, og no i det siste med sånn Teams, at der er det moglegheit for dei å lese inn nokre sider, så då kan eg høyre dei lese òg... og eg skriv då ein liten tilbakemelding på kva dei kan bli betre på, og kva som var bra og sånn. Det er ikkje alle elevar som synest det er kjekt å lese høgt i klasserommet heller, så det er ein fin måte å tilpasse det på. Eg får høyrte absolutt alle viss eg vil. Til og med dei som er mest stille. Det finst i alle klassar, dei som ikkje snakkar omtrent.

**15. Men tar du med i vurderinga di, mengda dei snakkar? Kor mykje dei snakkar?**

**5H:** Ja... berre viss det er ein som snakkar veldig lite, men elles... men eg høyrer dei når dei har presentasjon for meg... eg veit at dei kan det.

**9. Er det nokre av elevane dine som har høg måloppnåing? 5 eller 6 karakter?**

**5I:** Ja.

**9. Kva er det dei gjer for å få høg måloppnåing, i munnleg engelsk?**

**5J:** Om du ser på høgre side av skjema, så klarer dei seg både på innhald, og gjere stoffet til eige, flyt og samhandling. Alle desse hovudpunkta til høgre.

**7. Og det gjelder på ein måte både for presentasjon, men òg når du skal på slutten av året, når du skal sette standpunkt karakter?**

**5K:** Ja.

**7. Kva vurdering er det som ligg bak standpunkt karakteren?**

**5L:** Jo, då tenkjer eg på alt. Men eg tenkjer jo mest på det som har vore i det siste, for det skal jo vere... kompetansen deira der og då, på slutten. Og så tenkjer eg litt på... du kan jo bli trekt ut til munnleg eksamen i engelsk, sant, og... som lærar så tenkjer du òg at... eg tenkjer at korleis viss vi hadde hatt ein engelsk eksamen, at den karakteren skal tilsvare... den karakteren dei bør få på munnleg eksamen. Men viss dei har blitt trukke ut, så trur eg at eg har treft ganske bra før.

**8. Neste år blir det jo ny læreplan, og då blir karakteren samla med skriving. Er du positiv eller negativ til det?**

**5M:** Jo, eg er eigentleg positiv til det, fordi då kan du ha elevar som er, for eg har jo hatt elevar som er veldig svak skriftleg, men veldig god munnleg, sant at, det kan på ein måte dra litt opp. Og så.. omvendt òg... eg kan komme til å sette den tanken litt på vent sidan eg er berre i tiande no, og endå har gammal plan. Eg har ikkje tenkt så kjempemykje på det endå.

**14. Om du skulle ha valt fem kriterium... viss du skulle gått inn i klasserommet og vurdert elevane sin munnleg engelsk ... Kva fem kriterium tenkjer du er viktigast...?**

**5N:** Då hadde eg eigentleg tenkt... innhald, flyt i språket, korrekt språkbruk, evne til å gjere stoffet til sitt eige, det er jo... å snakke fritt, sant, at... å kommunisere er viktig.

**18. Veit dei kva du vurderer dei etter når du vurderer dei i klasserommet?**

**5O:** Ja, eg deler ut skjemaet ut kvar gong, og dei er vand med å få ein liknande skjema på alt som heiter skriftleg. Og no brukar vi Teams, sidan i vår... og då har eg elektronisert skjema, og då kan eg gå inn og berre enkelt klikke på desse her der dei er og skrive ein kort kommentar under kvart punkt... Også snakkar eg med dei, om kva som er viktig å få med... men det er ikkje sånn at eg bevisst viser dei kvar time, at no vurderer eg deg etter sånn og sånn. Men at når dei, på presentasjon, eller sånne ting, så er det dette skjema. Men frå time til time, frå dag til dag, eg er ikkje bevisst på det... men eg tenkjer at dette her skjema, dette her at vi snakka om desse tinga her. Det hadde vore interessant å berre spurt dei plutsleg ein time... kva dei tenker blir vurdert... nokre veit nok ikkje... men nokre er veldig ops på sånne ting òg.