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Reacting to the Past and student motivation

How aspects of *Reacting to the Past* affect student motivation
in an EFL classroom

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Acknowledgements

This dissertation has been feared for about four and a half years. All of a sudden, January of 2022 came and there was no turning back. It has been a long and hard journey since then, and there have been times where I genuinely wanted to give up. At times it felt like I was trembling through the dark and that there was no light at the end of the tunnel. I have been frustrated (quite often). I have been stressed (all the time). I have doubted myself (constantly). And, I have cried (a lot).

However, there has been people who made this journey in the dark bearable and sometimes (believe it or not) even enjoyable. My patient supervisor, Erik Mustad, has given me guidance and support from start to end, one step at the time. His knowledge and passion for Reacting has been inspiring and I am forever grateful for him sharing his expertise and advice. The participants of this study are the ones that actually made this journey possible. Every lesson spent in the classroom with them was enjoyed. That brings me to my collaboration group and intervention-partners, Sarah, André and Håkon. They stayed calm when the panic hit me (which was regularly) and they have shed light throughout this journey by sharing small accomplishments, cinnamon rolls and laughter. Mom and dad have, like with any other journey of mine, constantly cheered me on. Their well-meaning words, endless support and unconditional love have kept my feet steady. Finally, my dear friends who have been on their journeys alongside me on mine. Countless lunch breaks, dinner dates and times spent thinking about everything except this thesis have been essential and good for my mental health (but not so much for my bank account). They deserve my sincerest gratitude for shining their small, but crucial, lights down the tunnel that at times seemed dark and endless.

As I am writing my final words on this thesis, I realize I have reached the end of this journey. As cliché as it sounds, there is always light at the end of the tunnel. You just got to keep going, trust your path and appreciate the people that shine a little light to help along the way. When you finally pull through, you are left with the greatest feeling of achievement. Yet, the feeling after this journey is a bit bittersweet. Sweet because I did it and I am so proud, but bitter because it also marks the end of the journey I have been on for the last five years. So last but not least, I also want to thank my fellow GLU 17 students for making sure these years have been an absolute blast.

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Abstract

This thesis investigates how Reacting to the Past (Reacting) affect student motivation in an English as a Foreign Language classroom (EFL classroom) in Norway.

For the intervention I have collaborated with three fellow MA students, and we conducted an adapted version of John M. Burney and Andrew J. Auge's (2020) *Ending the Troubles* in a 10th grade classroom. The findings from this study consist of quantitative and qualitative data, gathered through online surveys and semi-structured interviews.

The goal of this dissertation is to test if Reacting as an innovative, student-centered, active learning pedagogy could contribute to maintenance or enhancement of student motivation.

This study shows that students are more motivated for Reacting lessons compared to ordinary teaching lessons. The pedagogy gives students autonomy and responsibilities, while the social aspect contributes to a classroom environment where students are motivated to learn. Additionally, Reacting contributes to variation and creativity in the classroom, which a majority of the students seem to be motivated by. Furthermore, students saw its value and relevance to everyday life and thus were motivated to participate.

Grounded in the findings of this study I would argue that Reacting does have a positive impact on student motivation, and that the pedagogy is a great way to be innovative and creative in the classroom. The students of this study saw learning as fun and engaging, and as a soon to be teacher, that is what I strive towards.

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1.0 Introduction

It was the final voting and my faction lost by one vote. I was so immersed and engaged, I could not help but cry. During my 18 years of schooling, I always been an easily pleased student in the classroom, and I have enjoyed learning. However, I can confidently say that I have never been more engaged and motivated than I was when my professor, Erik Mustad, introduced me to Reacting to the Past (Reacting) in the fall of 2019. Barnard College explains Reacting as: "[...] an active learning pedagogy of role-playing games designed for higher education. In Reacting to the Past games, students are assigned character roles with specific goals and must communicate, collaborate, and compete effectively to advance their objectives" (Barnard College, 2022).

The five years I have spent in the advanced and integrated teacher training program at the University of Agder have made me see, experience and understand how crucial engagement and motivation are for learning. After participating in a Reacting game and experiencing that form of immersion, I was so fascinated by the pedagogy that I was curious about how it could be used in the English as a foreign language classroom (EFL classroom) in Norway. Regarding instructed second language acquisition, I have learned from my practice teaching periods that it can be hard to motivate students in lower secondary school. Could Reacting have students feel the same sense of engagement and joy while learning, as I did? Was this something that potentially could motivate students to participate and engage more, thus enhance learning?

For Reacting to be used in a lower secondary school in Norway, modifications and adjustments must be made. Together with three fellow MA students, André Odland, Håkon Stensvand and Sarah Fiskodde Kræmer Andersen, I spent the fall of 2021 scaling down and adapting *Ending the Troubles* by John M. Burney and Andrew J. Auge (2020). The four of us collaborated on the adaptation of the game, the intervention and the teaching. Additionally, Sarah and I collected the needed data material together. It was challenging to find a class willing to participate in this case study, as the last semester of 10th grade is usually packed with pre-planned topics, lessons and exam preparations. Additionally, because of Covid-19, restrictions and measures made it hard for us to visit schools. Luckily, one of the University of Agder's collaborating partner schools had one class that granted us two weeks to hold our intervention.

Reacting is a well-known and used pedagogy at universities in countries worldwide (Hagood, Watson & Williams, 2018, p.1). However, it is not commonly known or used in

lower secondary schools in Norway. Thus, little Norwegian research exists on the pedagogy and its effects on EFL classrooms. This thesis attempts to investigate how a modified Reacting game affects student motivation. The research question for this study is:

How do aspects of Reacting to the Past impact student motivation in an EFL classroom in a Norwegian lower secondary school?

The motivation for this dissertation was to try Reacting as a student-centered, active learning pedagogy in a classroom and to see firsthand how it impacted students and their motivation. Due to this thesis's word limitations and scope, I have chosen to focus on the effects of some elements and aspects of the pedagogy: the active learning aspect, the social aspect and the game aspect.

I want to emphasize that I do not think Reacting is the preeminent way to motivate students. However, it is one way to ensure variation and creativity in the classroom. Additionally, I would argue that using an innovative, different and all-consuming pedagogy as Reacting has many benefits for the students.

2.0 The pedagogy of Reacting to the Past

For this study, Reacting to the Past (Reacting) as a game immersion is used as an overarching methodology. To attempt to answer my research question, Reacting was used as a learning method to investigate its effects on student motivation. In this chapter I will present the pedagogy of Reacting and elaborate on why one should play in class, relating it to Vygotsky's Social Constructivism Theory and active learning theory. Additionally, I will justify the use of Reacting with the formal framework in Norway. Finally, there will be a presentation of our adaptation process. I have decided to include the adaptation of the game in this section to provide the reader the needed knowledge before reading the following chapters about theoretical background and methodology.

2.1 What is Reacting to the Past?

Reacting to the Past was first introduced at Bernard College by Mark C. Carnes and has later been used in classrooms all over the world (Hagood, Watson & Williams, 2018, p.1). Hagood et al. (2018, p.1-2) describe Reacting as a student-centered pedagogy that gives students an active learning approach to historical events and conflicts. Each Reacting game concerns different historical happenings or issues that have occurred. As students receive their historical character with goals and objectives, they are set to read provided material, do own research, build arguments and strategize in their game playing. They are divided into factions with opposite views, and the main goal is to persuade the group of Undecided characters to vote in their favor. There are no set script or outcome, it is all up to the students. Through collaborating, communicating and competing with each other during debates, the students work to win their arguments in the final voting (Barnard College, 2022). The main goal of Reacting is to have students learn course content in-dept through high engagement, active participation and critical thinking (Hagood et al., 2018, p.2).

2.2 Playing in class

2.2.1 Active learning

Reacting is an active learning pedagogy. According to Chickering and Gamson (1987), active learning requires students to read, write and discuss. Additionally, students need to engage and participate in problem solving and higher-order thinking activities, such as analysis, strategizing and evaluation. Chickering and Gamson further claim that "They [the students] must make what they learn as a part of themselves" (p. 4), suggesting to talk about it, process

it and relate it to previous experiences. Reacting does exactly this, and Carnes (2014) states that "Reacting students found the experience of immersing themselves in the mind-set of someone else to be peculiarly fascinating" (p.5). Hagood et al. (2018, p. 3) additionally discuss how active learning forces students to not opt out of participation as they have responsibilities, which essentially will lead to more learning. Further Carnes (2014) claims that Reacting as an active learning pedagogy enhances critical thinking skills (p. 6), public speaking skills (p. 138) and self-esteem (p. 140). Additionally, these responsibilities and the immersion in a topic lead to higher attendance and students that work harder than usual (p.35). Jeremy Harmer (2007, p. 103) suggests that this is because when students have responsibilities for their own learning, they will likely be more engaged and thus more motivated.

2.2.2 Learning in a social context

Schreiber and Valle (2013) present Lev Vygotsky's social constructivism theory, elaborating on how he believes that learning not only occurs within each individual, but also interpersonally. As claimed by Schreiber and Valle (2013, p. 396-397), Vygotsky argues that learning takes place when meaning is created in social contexts through communication, cooperation and scaffolding. Stated differently, Vygotsky believes that learning takes place through social interactions and he is a strong advocate for active learning. Carnes (2014) claims that "a single Reacting game 'eliminated social isolation' and helped students connect across existing clique boundaries [...]. The class network became 'simultaneously denser and more inclusive'" (p. 200). Through the nature of Reacting, students are forced to plan, collaborate and discuss with each other. By learning in a social context where students are at various levels with various worldviews, Vygotsky believes that "their social interaction allows for multiple perspectives on the content and multiple representations of reality" (Schreiber & Valle, 2013, p. 396). A class environment like this can lead to more engaged and motivated students as they can be inspired by and learn from each other.

Moreover, in his works *Mind of Society*, Vygotsky (1978) introduces the zone of proximal development (ZPD) which he defines as "the distance between the actual developmental level as determined by independent problem solving and the level of potential development as determined through problem solving under guidance or in collaboration with more capable people" (p. 86). It is when in the ZPD, Vygotsky believes that learning is optimal. With help from a teacher or a more advanced students, a significant other, one can acquire skills and knowledge that one would not be able to acquire on one's own. Carnes

(2014) state that Reacting "perfectly exemplified Lev Vygotsky's 'Zone of Proximal Development', an educational ideal that helps students lose their shyness and 'linguistic self-consciousness'" (p. 140-141).

2.2.3 Why play?

It seems obvious that there are benefits from active learning and playing games in class. Reacting, in particular, enhances both academical and personal growth while developing skill sets that can be used both inside and outside the classroom. Like mentioned above, Carnes (2014) argues that Reacting promotes collaboration, public speaking, reading, critical thinking, debating and enhance self-esteem and engagement. Van Ments (1999) in Hagood et al. (2018, p. 5) states that there has been some research on gaming as a way of learning, but that specifically roleplaying and role-immersion has been found highly effective as a learning method in educational contexts. Additionally, Bonwell and Eison (1991, p. iii) state that students favor learning with the possibility of active participation over the more traditional ways of teaching as active learning usually is more enjoyable. Reacting can therefore be used in the classroom to enhance engagement, motivation and learning. As Carnes (2014) puts it: "Reacting classes are configured as games. Games are play. People enjoy playing" (p.4).

2.3 Correspondence with the formal framework in Norway

In 2020, the Norwegian education system introduced the *Subject Renewal 2020* (LK20) as a further development of the previous *National Curriculum for Knowledge Promotion in Primary and Secondary Education and Training* (LK06). In this section I will present the parts from the current formal framework that can justify the use of Reacting as a learning method in lower secondary school. I will refer to elements from the core curriculum, as well as competence aims for the subject of English.

2.3.1 Core curriculum[1]

The Core Curriculum consists of several values and principles that the education system shall support and work towards. It is divided into the *purpose of the education, core values, principles for education and all-around development and interdisciplinary topics*. The purpose of the education is to meet students with respect, trust and demands while

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[1] In this section about the Core Curriculum, *pupils* is used in the direct quotations taken from the formal framework, as the Ministry of Education use British vocabulary. *Students* is used throughout the rest of the dissertation.

challenging them to promote desire to learn and personal development. LK20 also states that "they [the students] shall have the opportunity to be creative, committed and inquisitive" (Ministry of Education, 2020, p. 3). As a core element in the framework, it is emphasized that students shall experience joy of creating, engagement and feel the urge to explore. Through in-dept learning, asking questions, exploring and collaboration students can acquire new ideas and knowledge, contributing to both educational and personal development (p. 7). These elements and values can all be found in the pedagogy of Reacting (Hagood et al., 2018).

Further, LK20 states that "the school must consider the diversity of pupils and facilitate for each pupil to experience belonging in school" (Ministry of Education, 2020, p. 5). This diversity of students is also taken into consideration in the principles for the school's practice stating that the school shall have an inclusive learning environment and differentiated instructions (p. 16-18). Reacting gives the opportunity to differentiate and adapt roles to each individual in the classroom, which again can ensure that all students can participate and feel a sense of belonging due to the responsibility they have (Hagood et. al, 2018, p. 3).

Critical thinking is also an important element in the core curriculum. Students shall acquire critical thinking skills, meaning that they should be able to apply "reason in an inquisitive and systematic way when working with specific practical challenges, phenomena, expressions and forms of knowledge" (Ministry of Education, 2020, p. 6-7). Additionally, LK20 emphasizes the importance of democracy and participation, stating that students should learn about democracy and participate in democracy. This is also found as an interdisciplinary topic in the framework. LK20 states that "all the participants in the school environment must develop awareness of minority and majority perspectives and ensure that there is room for collaboration, dialogue and disagreement" (Ministry of Education, 2020, p. 9). The goal of Reacting is that students through collaboration and dialogue, agree and disagree with others' views and beliefs, thus acquire new knowledge about others' ways of thinking. As LK20 emphasizes: "to learn to listen to others and also argue for one's own views will give pupils the platform for dealing with disagreement and conflicts, and for seeking solutions together" (p. 11).

2.3.2 The subject of English

Roleplay as a method is not mentioned in the competence aims *after year 10*. It is however mentioned as an aim *after year 7*, meaning that when students leave elementary school now, they should have tried roleplaying at least once (The Norwegian Directorate of Education and Training, 2020c, p. 7). Regardless, it is noteworthy that, at the time of writing, the students in

lower secondary school today are in between the old (LK06) and the new curriculum (LK20). When they attended primary school LK06 was used, whereas when they started lower secondary school, LK20 was introduced. With that in mind, one cannot assume or expect that all students have tried roleplaying earlier on, and there are no requirements to use roleplay during the three years of lower secondary school either. However, there are several ways to justify the use of roleplaying and Reacting.

The core elements for the subject of English (The Norwegian Directorate of Education and Training, 2020a, p. 2-3) are communication, language learning and working with texts in English. These are the main focuses of the subject, and they should be embedded in lessons throughout the school year. Both language learning and working with text will affect students' communication skills, which is one of the primary elements throughout LK20. Students should learn to use "suitable strategies to communicate, both orally and in writing, in different situation" (The Norwegian Directorate of Education and Training, 2020a, p. 2). Learning language through pronunciation, vocabulary, syntax and word structure will give students knowledge on how to communicate and interact with others. Additionally, working with texts help "develop the pupils' knowledge and experience of linguistic and cultural diversity, as well as their insight into ways of living, ways of thinking [...]" (The Norwegian Directorate of Education and Training, 2020a, p. 3).

There are several competence aims that can be used with Reacting in mind. One aim focuses on the language learning aspect and states that students should "use a variety of strategies for language learning, text creation and communication" (The Norwegian Directorate of Education and Training, 2020b, p. 8). Some aims, on the other hand, focus more on the communication aspect. Such as, students shall learn to "express oneself with fluency and coherence with a varied vocabulary and idiomatic expressions adapted to the purpose, recipients and situation" (The Norwegian Directorate of Education and Training, 2020b, p. 8), or that students must "ask questions and follow up input when talking about various topics adapted to different purposes, recipients and situations" (The Norwegian Directorate of Education and Training, 2020b, p. 9). Additionally, to use this particular Reacting game regarding the Northern Ireland conflict, one can use the aim stating that students should "explore and describe ways of living, ways of thinking, communication patters and diversity in the English-speaking world" (The Norwegian Directorate of Education and Training, 2020b, p. 9).

Using Reacting can be justified by all of the above-mentioned elements from the curriculum for English. Reacting will persuade students to read and learn about a historical

topic, which will lead to higher language acquisition as they learn new vocabulary and phrases. Additionally, through Reacting, students gain an insight into other people's ways of thinking and living. Finally, Reacting's main aim is to ensure good debates and discussions among the students. They will learn to communicate with each other despite disagreements and varying worldviews.

2.4 From American College to Norwegian Lower Secondary

Reacting is designed at a US college and university level. Original games, written in the US, are clearly too complex and advanced for Norwegian lower secondary classrooms. However, with adjustments and adaptations, this pedagogy could be beneficial for a 10th grade EFL classroom in Norway as well. For the intervention part of my study, I have collaborated with fellow MA students writing about Reacting, Sarah Fiskodde Kræmer Andersen, André Odland and Håkon Stensvand. We decided to adapt John M. Burney and Andrew J. Auge's (2020) *Ending the Troubles* game, set in Northern Ireland for the Good Friday Agreement discussions in 1998. For this to be possible to conduct in a 10th grade we adjusted and downsized the game in multiple ways such as timespan, provided material and workload, issues and level of difficulty.

First and foremost, the timespan of original Reacting games can vary from weeks to months. However, for this MA research it would be impossible to conduct a project for such a long period of time, and we therefore shortened it down to six 60-minute school hours. When reducing the time span of a Reacting game, naturally the provided material and workload will have to be reduced as well. Originally with Reacting games, each student receives a pamphlet with hundreds of pages containing game rules, historical background, timelines and extra primary reading materials. The games usually consist of a number of issues for debate and quite often students are required to produce written essays or speeches in addition to the debates that are held. We knew that it would be impossible for Norwegian 10th graders to be motivated for and capable of all this work. There are many reasons for this. Firstly, the material is way too complex and advanced. Lower secondary school students are not at the same academical level as college students. Secondly, as English is a foreign language in Norway, few of the students be able to read that many pages and understand what they read afterwards.

With these reservations in mind, we started creating our own game. Firstly, we read through the original *Ending the Troubles* game (Burney and Auge, 2020) and chose which

issues we wanted our students to discuss. We then started writing a pamphlet in our own language, trying to make it as straightforward and simple as possible to ensure the students a feeling of competence while working with the material. The first draft of the pamphlet (Appendix 2) was sent to several 10th grade English teachers for feedback, including the teacher participant. The teacher participant being the teacher of the class where the intervention took place. The returning comments kept repeating themselves; "there is too much to read" and "the language is still too advanced". Taking the feedback into account, we went back into the material and continued to simplify it. The teacher participant suggested to keep the reading to a minimum and instead have some of the information provided through video clips that the students could watch. Therefore, the final pamphlet (Appendix 3) ended up consisting of a word bank and game rules. We decided to give a presentation of the historical background during the first lesson and for the debate issues we recorded a video clip elaborating on each of them for the students to watch.

Due to the adjustments and adaptation some of the Reacting elements were weakened. As a result of spending less time on it, the in-depth focus was weakened to some extent and the immersion was not as strong as it would be if more time was spent on it. We did not require the students to read as much nor find information on their own. Additionally, as the school was homework free, the students were not asked to work with the material outside the classroom. Hence, these changes obviously made the intervention different from an original Reacting game. However, these were adjustments that we saw as necessary for this study to be possible to conduct. We decided that we would rather deviate from some of the Reacting elements and have a successful intervention than do it "as it should have been done" and have an intervention that would be far too advanced for a 10th grade EFL classroom.

Table 1 is created to show how we dispositioned our assigned two-week period with the students and what we did each day.

Game Day 1:	Presentation regarding the general conflict, providing the students with background information. The students also watched a 15-minute video explaining the chosen issues they would discuss.
Game Day 2:	Review of how to play Reacting and the plan of how the lessons would play out for the next two weeks. Predetermined roles were handed out and the students spent time reading

	about their character. Then the first faction meeting was held this day so the factions could plan, strategize and make arguments together.
Game Day 3:	Faction meeting regarding the issue of decommissioning. Unionists and Nationalists debated and tried to persuade the Undecided to vote in their favor. Voting on decommissioning. Faction meeting regarding the issue of prisoner release. Unionists and Nationalists debated and tried to persuade the Undecided to vote in their favor. Voting on prisoner release.
Game Day 4:	Faction meeting regarding the issue of nationality. Unionists and Nationalists debated and tried to persuade the Undecided to vote in their favor. Voting on nationality. Faction meeting regarding the issue of segregation and civil rights. Unionists and Nationalists debated and tried to persuade the Undecided to vote in their favor. Voting on segregation and civil rights.
Game Day 5:	Faction meeting regarding the issue of political governance. Nationalists debated and tried to persuade the Undecided to vote in their favor. Voting on political governance. Presented the Good Friday Agreement before final voting on whether to agree to the final agreement.
Game Day 6:	Signed the approved Good Friday Agreement. Explained how the actual Good Friday Agreement in 1998 ended and had a final class discussion on the intervention and their thoughts on Reacting as a method.

Table 1: An overview of the lessons we had during the two-week time period.

3.0 Theoretical Background

3.1 Introduction

In this chapter, the theoretical background for my research will be presented. The Self-Determination Theory, by Ryan and Deci (2000), elaborates on intrinsic and extrinsic motivation. Whereas The Motivation Angel, by Jeremy Harmer (2007), suggests how motivation can be maintained or enhanced. To show theses theories' relevance to my research, I will throughout this chapter use examples based on general classroom situations and students. The findings from my research will be presented and discussed in chapter 5.

3.2 Motivation and the Self-Determination Theory

Williams and Williams (2011, p. 1) state that motivation is one of the critical factors that teachers must target in order to enhance learning. Schunk, Pintrich and Meece (2010) define motivation as "the process whereby goal-directed activity is instigated and sustained" (p. 4). Further, Schunk et al. explain that motivation cannot be directly observed as a product, but rather as a process through inferred actions. Motivation is a complex and compound phenomenon which consists of several elements. For there to be motivation, both physical and mental activity is required. The former is overt actions, effort and persistence, while the latter is organizing, decision making, solving problems and assessing progress (Schunk et al. 2010, p. 5). In other words, one needs to interpret and analyze various actions and activities to understand the actual motivation, and to which extent it occurs. In the classroom, motivation can be shown in a numeral of ways and Harmer (1998) claims that students have many reasons for their desire and motivation to learn. Some student show motivation by being engaged and involved in the topic through reading material, doing homework or paying attention. In the same way, other students might show motivation through actively listening, orally participating or asking questions.

Ryan and Deci (2000) claim that there are not only different amounts of motivation, but also different types of motivation. With the Self-Determination Theory (SDT), Ryan and Deci differentiate between the various kinds of motivation based on the orientation of the motivation. Depending on the underlying reasons, attitudes and goals for the action, SDT distinguishes between intrinsic motivation and extrinsic motivation. Intrinsic motivation occurs when a person is inherently interested and has an internal drive to do something (Ryan & Deci, 2000, p. 55). An example would be if someone participated in a lesson due to it being enjoyable and valuable. On the other hand, extrinsic motivation occurs if the motivation

emerges from external factors, such as rewards or separate outcomes (Ryan & Deci, 2000, p. 55). In other words, if someone participated in fear of getting a low grade or disapproval from others, they are extrinsically motivated. Furthermore, there are different variants and extents of intrinsic and extrinsic motivation.

3.2.1 Intrinsic motivation

According to Ryan and Deci (2000), *intrinsic motivation* is defined as "the doing of an activity for its inherent satisfactions rather than for some separable consequence" (p. 56). Humans have an internal curiosity and motivation to figure out the world around them from birth. By actively playing, testing and exploring things they find enjoyable, children make sense of concepts and gain knowledge. As a result of exploring the world with such a curiosity, one develops physically, socially and cognitively, and this process is considered critical for such development to occur. This internalized tendency is what SDT refers to as intrinsic motivation. SDT also acknowledges that even though intrinsic motivation exists internally, it also exists in relation to the individuals and activities (p. 56). Meaning, not all activities intrinsically motivate people, and not all people are intrinsically motivated for a particular activity. In other words, intrinsic motivation is individual and varies from person to person, and from activity to activity.

As a sub theory of SDT, Ryan and Deci (2000, p. 58) present the Cognitive Evaluation Theory (CET) to elaborate on the elements related to intrinsic motivation. CET stresses two factors as critical for intrinsic motivation to be maintained or enhanced: the feeling of competence and a sense of autonomy. It is argued by CET that "interpersonal events and structures that conduce towards feelings of competence during action can enhance intrinsic motivation [...] because they allow satisfaction of the basic psychological need for competence" (Ryan & Deci, 2000, p. 58). By communicating and receiving feedback throughout an activity one gets approval and guidance, which again can lead to a feeling of competence and thus increase intrinsic motivation. Harmer (2007, p. 99) claims that students will be more motivated if their teacher shows interest and involvement in them and their work. Hence the importance of giving feedback to students throughout the learning process. A student receiving appropriate feedback will likely feel a sense of competence, which could again spark motivation to learn more. Ryan and Deci (2000, p. 59) state that studies have found that negative feedback decreased intrinsic motivation, while positive feedback increased it.

Regardless, CET argues that the feeling of competence is not enough on its own. The need for a sense of autonomy is also critical. Students need to feel a sort of self-determination in what they learn and how they learn to maintain their motivation. As stated by Ryan and Deci (2000), "people must not only experience perceived competence [...], they must also experience their behavior to be self-determined, if the intrinsic motivation to be maintained or enhanced" (p. 58). One with little sense of autonomy and who feels overly controlled will lose initiative and motivation. This goes especially for when learning is complex and needs conceptual processing (p. 59). Stated differently, for intrinsic motivation to be increased, students will need a combination of a feeling of competence and a sense of autonomy and self-efficiency.

3.2.2 Extrinsic motivation

According to Ryan and Deci (2000, p. 60), intrinsic motivation seems to weaken as one gets older and occurs less frequently in the higher grades in the educational system. When activities are not interesting, enjoyable or intrinsically motivating, extrinsic motivation is needed. Self-Determination Theory (SDT) defines *extrinsic motivation* as "a construct that pertains whenever an activity is done in order to attain some separable outcome" (Ryan & Deci, 2000, p. 60). Various external regulations can enhance motivation for a specific activity. External regulations in a classroom can be grades, demands from the teacher or a reward for doing what is asked. Additionally, external regulations can also come from outside happenings or demands, such as parents or college requirements. These external factors can all affect extrinsic motivation.

SDT claims that the various external regulations vary to the extent they have relative autonomy. Stated differently, the external factors that affect extrinsic motivation will give students a varied feeling of self-determination. One can do something in fear of others' reactions, such as teachers or parents. Conversely, one can do something due to its value on a separate outcome, such as the benefits of knowing English when traveling. Both cases are extrinsically motivated, but according to Ryan and Deci (2000), the relative autonomy varies. The former will likely give little feeling of autonomy as the activity is done based on others' demands. The latter feels more self-determined as the motivation rises from a separate goal or outcome.

It can be hard to motivate students when the activities are not intrinsically motivating. Amotivation is the state where there is no motivation. There is no sense of intentionality or personal causality in this state. This can result from not feeling competent enough, not valuing

the activity in itself enough, or not believing in the benefits of the outcome (Ryan and Deci, 2000, p. 60). When there is no internal drive to participate and learn, it is challenging to engage and there is likely little learning. As Harmer (2007) states, to succeed at something, which in this case is learning, one needs to want it. SDT addresses this problem "in terms of fostering the internalization and integration of values and behavioral regulations" (Ryan and Deci, 2000, p. 60). Internalization occurs when the external value or regulation is taken in, while integration occurs when it is transformed into one's own. The greater the internalization, the greater the engagement and persistence (p. 60-61).

SDT has a second sub theory, Organismic Integration Theory (OIT), that elaborates the different variants of extrinsic motivation and the contextual factors that enhance or diminish internalization and integration. Ryan and Deci (2000, p. 61) state that motivation can range from unwillingness to personal commitment, and OIT presents a taxonomy to explain the different forms of motivation. Motivation is not linear and Ryan and Deci (2000, p. 62) stress that one does not need to work through all the motivation forms.

The first form of extrinsic motivation is *external regulation.* Ryan and Deci (2000, p. 61), argue that something done with external regulation are done as a result of external demands or rewards and thus with a sense of little autonomy. If a teacher demands or requires students to do something they initially do not want to do, the students might still do it to meet the teacher's expectations. However, the students will then have little feeling of self-determination as they did not choose the activity on their own premise.

The next form of motivation is *introjected regulation*. According to Ryan and Deci, 2000, p. 62), introjected regulation is also quite controlling as the action is done with some sort of pressure to avoid guilt and maintain self-esteem. Harmer (2007, p.100) stresses self-esteem as an essential factor for motivation. Due to its importance, one might do something to maintain one's own self-esteem. An example of introjected regulation would be if a student chose to do her homework, not because she personally saw its value but to avoid disappointing her teacher or her parents.

Ryan and Deci (2000, p. 62) explain that *identification* is when one finds personal importance in an activity and thus accepts the regulations as one's own. With the previous forms of motivation, the actions are done due to something external. This is also the case for identification. However, identification occurs when the students realize the external value of whatever is asked to be done. If a student sees the importance of knowing English when she travels, which is an external value, she will be more motivated to learn in class. As Harmer

(2007, p. 102) claims, students are likely to be more motivated when they see the point of what they are doing and the value of it.

Lastly, Ryan and Deci (2000, p.62), argue that *integrated regulations* occur when the regulations are fully acquired as one's own. With identification, one does acknowledge the value due to an external goal or a separate outcome. However, it does not mean that the regulation is fully assimilated with one's own values. On the contrary, with integrated regulations they are fully assimilated. A student might not value the subject of English at first, but after acknowledging its value in relation to another goal, she might finally acquire the value as her own. Nevertheless, Ryan and Deci additionally emphasize that integrated regulations are not the same as intrinsic motivation due to the behavior initially being motivated by external factors.

3.3 Jeremy Harmer and The Motivation Angel

Harmer (1998, p.8) claims that as a teacher, one of the most crucial tasks is to evoke engagement and involvement in topics or subjects that students initially are not interested in or motivated for. Motivation is a necessary element for there to be learning, so when there is little motivation, there will likely also be little learning. As mentioned above, according to Ryan and Deci (2000, p. 60), motivation seems to decrease with age. The ultimate responsibility lies in the students themselves, as real motivation comes from within. Nevertheless, teachers can encourage and inspire, Harmer (1998, p. 8) argues. Harmer (2007, p. 100) presents The Motivation Angel model to represent how teachers can have an effect on students' both existent and non-existent motivation. Teachers can maintain or enhance motivation, but they also have the ability to spark motivation where there originally was no motivation. Stated differently, despite the students' ultimate responsibility, the teacher can positively affect their motivation. The Motivation Angel is built on a solid ground of extrinsic motivation that the students bring with them into the classroom. Students have various reasons for being motivated to learn. It can be their favorite subject, maybe they are interested in the particular topic, or perhaps they see the relevance in relation to another goal they have. Regardless of the individual reasonings, Harmer (2007, p. 100) argues that there are five stages that can help build students' motivation further.

Affect is the first stage. In his discussion of the affect stage, Harmer (2007, p.100) claims that if the teacher is genuinely interested and cares about her students, they will likely stay motivated over a more extended time. This is also in accordance with Chickering and

Gamson's (1987) article, claiming that the teacher-student contact, both inside and outside the classroom, is considered the most critical factor for student motivation. By listening and respecting students' views and attempts, and communicating and constructively giving feedback, students will feel cared for. If students do not feel a teacher's interest in them, they will not have encouragement to remain motivated. On the contrary, if the teacher-student relation is good and the teacher shows genuine interest, the students will likely stay motivated for whatever they are doing. Harmer (2007, p.100) concludes that this is important for the students' self-esteem, which again is a crucial factor for success.

The second stage in the model is *achievement*. Harmer (2007) states: "Nothing motivates like success. Nothing demotivates like continual failure" (p. 101). If a student constantly sits in the classroom without being able to answer the questions asked, do the tasks given out or participate in discussions, she will likely lose motivation. Hence, Harmer stresses the importance of a teacher making sure the students feel competent and successful, regardless of what level they are on. Nevertheless, success without effort does not equal enhanced motivation. Therefore, Harmer (2007, p. 101) underlines that as a teacher one needs to ensure a level of challenge appropriate for each student. Put differently, as Vygotsky (1978) also claims, one needs to make sure the challenge is within the students' zone of proximal development. Finding the balance between easy and hard while providing guidance towards success is the key to enhancing students' motivation in this stage.

Attitudes and confidence of a teacher will make students believe in the teacher's professional abilities. *Attitude* is the third stage as the students' perceptions of the teacher's attitudes towards the job will affect them. Harmer (2007, p. 101) states that everything a teacher does will consciously or unconsciously affect the students' engagement and motivation. This is in accordance with Williams and Williams' (2011, p. 9) statement that the teachers' enthusiasm and engagement will transfer to the students. Likewise, if a teacher does not show engagement, the students will likely not be engaged. Everything from what the teacher wears to how she talks about a subject, to the way she teaches will all play a part in the students' views and attitudes. According to Harmer (2007, p. 101), students are presumed to stay motivated and engaged if they have confidence in their teacher.

The fourth stage concerns *activities*. Harmer (2007, p. 102) emphasizes that students' motivation will be enhanced if the activities they are asked to do are seen as enjoyable. Additionally, students will be more likely to stay motivated if they see the value and point of the activity. In this stage, Harmer (2007) suggests that "we need to try to match the activities we take into lessons with the students we are teaching" (p. 102). As students are individuals,

they have personal views on what is enjoyable. Self-Determination Theory (SDT) also emphasizes the importance of a teacher acknowledging how students bring their variations of motivations into the classroom (Ryan and Deci, 2000, p. 56). One student might value and appreciate oral activities, while another prefers written work and reading. Thus, the importance of using various learning methods and activities to meet all needs.

Agency is the fifth and final stage. Traditionally, students are seen as passive recipients of what is done to them, the knowledge and activities given to them (Harmer, 2007, p. 103). However, Harmer also casts light on the importance of teachers being interested in what the students do and have done themselves. By giving students agency, they have to make decisions in the learning context and are therefore responsible for their own learning. Motivation will be easier maintained or enhanced if students feel like they have a say in what they learn and how they learn. As SDT also addresses, the feeling of autonomy is crucial (Ryan and Deci, 2000, p. 58). Regardless, students should not have the ultimate control over what occurs in the classroom. However, Harmer (2007, p. 103) stresses that giving students agency will likely keep them more motivated, which essentially is one of the main goals of a teacher.

4.0 Methodology

4.1 Introduction

To answer the research question of this thesis, a case study was conducted, and several methodological approaches have been used for data collection. In this chapter the chosen methods will be presented. In addition, the study's credibility will be taken into consideration based on validity, reliability, ethical issues and limitations.

4.2 Research design and strategy

Bryman, Clark, Foster and Sloan (2021) state that "basic case study design involves detailed and intensive analysis of a single case" (p. 59). Further they contend that to provide such a detailed and intensive analysis, researchers tend to use both qualitative and quantitative research methods. For this study, it seemed logical to do case study research to cast light on my research question. Regarding research strategy, I have utilized the mixed method approach. Denscombe (2008, p. 272) claims that mixed methods are used to; a) improve the accuracy of the findings, b) provide a broader perspective as a result of using multiple sources, c) lessen bias that might occur with individual methods, d) develop the analysis using contrasting methods and material or e) assist to sampling. The description of the chosen research methods will follow later in this chapter.

4.3 Sample

To gather the sample for this project, University of Agder sent out a request, on our behalf, to several of their collaborating partner schools. A teacher and her 10th grade were willing to participate and after receiving her contact information we sent an email with general information and scheduled a meeting. She signed a consent form allowing us to conduct our project and agreed to participate in interviews prior to and after the intervention (Appendix 4). The students also signed consent forms giving us permission to observe the class and they agreed to answer pre- and post-surveys (Appendix 5). The sample class consisted of 21 students where 19 consented to participate in the intervention, and 16 agreed to take the surveys.

4.4 Case study

Cohen, Manion and Morrison (2011, p. 289) claim that case studies enable researchers to easier understand ideas as it provides an example of real people in a real situation, compared

to presenting it through theoretical material and principles. Further claimed by Cohen et. al. case studies have the strength of establishing possible cause and effect (p. 289). Therefore, in attempt to answer the research question of this study, it was sensible to have a classroom intervention trying out Reacting to see firsthand how is affected students' motivation and engagement. Yin (2009) defines case study as "an empirical inquiry that investigates a contemporary phenomenon in depth and within its real-life" (p.18). Further, he explains that "the case study inquiry relies on multiple sources of evidence, with data needing to converge in a triangulating fashion" (p. 18). In other words, case study in itself does not result in findings and is, therefore, dependent on other methods that collect data. With that in mind, throughout and after the classroom intervention, three methodological approaches were used for data collection: observation, interviews and surveys.

4.4.1 Observation

To collect data as the case study took place, I observed the activities in the classroom. Observation is one of the most common methods to use for data collection when doing research. Robson (1993, p. 190) describes observation as a method that involves watching and noting what occurs within a group of people, or in a specific situation, before one interprets and analyzes the gathered data. Observation gives the researcher an opportunity to gather data through own eyes without relying on others, and it can complement or contradict data gather through other methodological approaches (p. 191). When observing, there are different roles the observer can take on. During the two weeks of research, all four of us MA students took on what Creswell (2013) argues is the role of a participant observer. A participant observer requires the researcher to participate in the given setting while also observing what occurs. Thereby getting an insider perspective on the unfolding of the intervention. However, while being a participant observer it can be challenging to write notes as things occur and the observations may be biased to some degree (Creswell, 2013, p. 241). As every researcher has, my fellow MA students and I have our own personal perceptions, attitudes and views that will affect the observation. Not only will it affect the way we observe, but it will also affect the way we interpret and attribute the observations made.

By having the advantage of being four MA students collaborating on the same intervention, we had four sets of eyes and ears that could observe what occurred in the classroom. As a result of four people observing, the collective observations may appear less biased compared to if only one person observed. Collective observations make it easier to eliminate certain personal perceptions, attitudes and views in the analysis of the gathered data.

From the first time we stepped inside the classroom to the last time we stepped out, we observed the students and their actions. We observed them while we were teaching, in the faction groups and in the discussion sections. During the lessons we tried to write down observations as they took place, but it was challenging. As participant observers we had to find a balance between involvement and detachment. Throughout the game we registered the students' need for our presence and guidance, so taking notes as they occurred were less prioritized. Hence, we spent time right after each lesson writing down what we had seen and heard, while it was still fresh in memory.

4.5 Data collection

In addition to the observations all four of us did during the classroom intervention, Sarah and I had pre- and post-interviews with the teacher and the students, who took pre- and post-surveys. By collecting data through a variation of approaches, there is a higher chance of gathering larger quantities of data. Furthermore, the different approaches can complement or contradict the varied findings.

4.5.1 Interview

Wellington (2015) claims that regarding educational research, interviews are used with the purpose "to probe a respondent's views, perspectives or life-history" (p.72). Through interviews one gets a deeper understanding of the responder's perception concerning the particular research topic and it gives an insight to someone's values, thoughts and views. In other words, it gives information concerning things one cannot observe (p. 71). There are several approaches to interviews, and it is the aim of the particular study that determines which approach is more suitable. The interview-guide for this research was semi-structured. When using a semi-structured interview-guide, questions are made in advance. However, there is room for clarification, spontaneity and changes. Postholm and Jacobsen (2018, p. 121) argue that this gives the opportunity to adjust the interview and retrieve more data than originally intended.

For this study, Sarah Fiskodde Kræmer Andersen and I decided to collaborate on the interviews. By doing so, we required less time from the teacher as she only participated in one pre-intervention interview and one post-intervention interview. The pre-interview focused mainly on the teacher's perception of the class and their usual level of engagement and motivation. Whereas the post-interview focused more on the implementation of the

intervention, what surprised her with her students' participation and what she thought could have been done differently. We also interviewed seven students that volunteered to participate in post-invention interviews regarding the implementation of Reacting. Our interview-guides mainly consisted of questions that would benefit both of our individual theses. Yet, there were some questions that were asked more specifically to target either of them. We chose the semi-structured approach to have the opportunity to add follow up questions based on the interviewees' responses. The interviewing was done in Norwegian to prevent misunderstandings and it was conducted face to face in the classroom. Both Sarah and I were present and the interviews were recorded, then later transcribed the same day.

4.5.2 Survey

According to Creswell (2013), surveys are used in educational research to "describe the attitudes, opinions, behaviors or characteristics of the population" (p. 407). A questionnaire regarding the research topic is typically given to a relevant group of people for them to answer before the data is analyzed to find trends within the responses of the group. Surveys are usually considered quantitative research. However, in this study one can question if it is closer to qualitative research as the basis of the study is so small. For this research project, the survey was done online through *Survey Xact*. As stated by Postholm and Jacobsen (2018, p.185-186) online surveys are less time-consuming, and it is done at low costs. It makes it possible to sort questions and give follow-up questions based on the responses given, and it gives the respondent a great sense of anonymity. However, both Postholm and Jacobsen (2018, p. 187) and Creswell (2013, p. 414) also stress the disadvantage of possible low response rates with online surveys.

The sample students of this study were asked to take a pre-intervention survey and a post-intervention survey. Both surveys were in Norwegian to prevent confusion and misunderstandings. For the pre-survey the questionnaire consisted of closed question with answer options, as well as open-ended questions with a text box to fill in their answers. The survey was given to get an insight into their own thoughts and attitudes concerning their engagement and motivation in the subject of English. For the post-intervention survey, the students got statements that they could range from strongly disagree to strongly agree. The questions focused on the implementation of Reacting and their own thoughts on engagement and motivation in light of Reacting. To prevent low response rates, both the pre- and post-survey were done during the first and last lesson. The students received a link and answered the questionnaires with us being present. This also gave us the opportunity to clarify

questions.

4.5 Data analysis

Cohen et al. (2011, p. 539) claim that there is no given way to analyze qualitative data, and that it is the purpose of the research that determines how the data should be analyzed. After gathering data through interviews, surveys and observations, the data was sorted and analyzed. The main goal regarding the data in this study was to find patterns throughout that could further be put into categories and topics concerning motivation. The results of the data analysis will be presented in the next chapter.

4.5.1 Analysis of interviews

When analyzing interviews, the researcher must consider if transcribing the interviews is beneficial or if it will remove essential details. By transcribing interviews, one loses non-verbal aspects and the context is removed (Cohen et al., 2011, p. 537). Transcribing is done to anonymize the interviewee, so only what was said gets written down before the audio recording is deleted. By doing so one lose elements, like surroundings, tone of voice, thinking pauses etc., that might be relevant for a study. However, for the purpose of my data collection, the non-verbal aspects were not relevant and therefore the interviews were transcribed the same day as they took place. After transcribing the interview, I listened through it once more to make sure everything was noted correctly. To further be able to identify patterns, I color-coded a variety of topics that represented motivation and related to my theoretical background. The transcription was read through several times when color coding to make sure I got all the relevant material. As the interview was done in Norwegian, I have only translated the material that is presented in the thesis as a direct quotation. The translations were done with focus on keeping the meaning behind each statement rather than direct translation of what was said.

4.5.2 Analysis of surveys

Cohen et al. (2011) state that quantitative analysis, as with qualitative analysis, is "entirely dependent on fitness for purpose" (p. 604). As mentioned above, surveys are usually considered as a quantitative research method. However, due to the size of my sample, containing only 16 respondents, it is questionable if it is more qualitative. Cohen et al. (2011, p. 604) nevertheless argue that quantitative analysis is a powerful research form even in

smaller-scale interventions and case studies. Numerical data can give insight to research topics. In resemblance with the interview analysis, the analysis of surveys was thematical. I sorted questions and responses in subcategories to tie them to my research question and the theoretical framework. Nevertheless, I kept in mind that a questionnaire does not explain why the respondents answered what they did. Thus, the importance of triangulation. The surveys were done in SurveyXact, which is also where all the data was collected and figures and tables were created to visually display the answers.

4.5.3 Analysis of observations

As mentioned above, my three fellow MA-students and I took on a participating observer role throughout the two weeks of intervention. Having four sets of eyes was beneficial as some of us saw things the others did not. In addition, having four observers removes some of the bias as we discussed what we saw and what it could mean. The data collected through observation was written down in a notebook, and I spent time right after each lesson writing down what I did not manage writing as it occurred. Cohen et al. (2011, p. 456) argue that it is challenging to state what count as evidence in observations as it depends on what, how and for how long you observe. This is important to have in mind when using data gathered through observations. However, as with the interviews and the surveys, I sorted the observations thematically. By systematically sorting the data material it was easier to see the connections across the methods and to a greater extent see the compliments or contradictions within the findings.

4.6 Research Credibility

Postholm and Jacobsen (2018, p. 219-220) claim that to calculate the quality of a research study, the researcher is obligated to, in a critical way, describe and present how the data was conducted and constructed. The validity and reliability of my study will be discussed in this section, as well as ethical issues and limitations.

4.6.1 Validity

Validity is divided into two categories, internal validity and external validity. Postholm and Jacobsen (2018, p. 223) state that external validity focuses on to which degree the results can be transferred to another study in another context. For this thesis, the external validity is weakened as it studies Reacting to the Past (Reacting), which is only one approach of

roleplaying, instead of studying roleplaying in general. However, there is a possibility that some the general findings can reoccur in a different context.

According to Postholm and Jacobsen (2018, p. 223), internal validity, on the other hand, is based on whether the conclusions of a study are valid for the research topic. This is measured through two conditions. One being the cause-and-effect relationship, also referred to as causality. Postholm and Jacobsen (2018, p. 235) further argue that qualitative studies have a strength as it gives the researcher the opportunity to go in depth and study the actual causal process that occurs. Due to conducting a classroom intervention, I got the opportunity to see how the students were affected by using Reacting as a method. Regardless, as Postholm and Jacobsen (2011) argue, it is important to not take for granted that one thing exclusively leads to another (p. 225). There can be several factors in a classroom that affect the outcome. Students have a life outside of the classroom which can affect how they act in the classroom, little sleep, a fight with a friend or family issues. Additionally, Schunk et al. (2010, p.4) stress that it can be hard to pinpoint what actually leads to engagement and motivation, as it is seen as a process rather than a product. Thus, the importance of acknowledging the fact that there are many elements and factors that can be the reasoning for the particular outcome. However, by conducting a case study the researcher gets an opportunity to see the process firsthand, observing details and elements that might not be visible through literature research. The other condition measuring internal validity considers if the study answers what it is claiming to answer. Postholm and Jacobsen (2011, p. 230) explain how using theories and terms that are in accordance with the empirical findings strengthen the internal validity. As a researcher, to show the relationship between my chosen theory and my study, I have tried to show the foundation of my interpretation and analysis of the gathered data with relevant terms.

Additionally, to strengthen both the validity and reliability of this study, triangulation have been used. Creswell (2013, p. 288) states that triangulation is a process often used in qualitative studies where data is gathered through various methodological approaches, by various researchers with a variation of research subjects. As a result of using several individuals and methods, it ensures the accuracy of the study as the data is derived from multiple sources. By collecting data from surveys taken by the students, interviews of the teacher and observation done by the group of four MA students, the validity of the common findings will be strengthened. As a result of triangulation, the researcher has a smaller chance of being biased as there are a variation of sources that claim one thing or another (Postholm & Jacobsen, 2011, p. 237).

4.6.2 Reliability

The reliability of a study is based on the researcher's influence on the results and whether the findings can be reproduced or not (Postholm & Jacobsen, 2018, p. 223). When researching, the researcher will always have an impact on the research subjects (p. 225). When conducting my pre- and post-interview there is a possibility that the teacher answered how and what she thought I wanted to hear. Even so, throughout the interview she gave me the impression of honesty and stated clearly if she agreed or not on certain topics. To minimize my impact on the surveys the questionnaire consisted of non-leading questions, and they were as clear and straightforward as possible.

As previously mentioned, reliability is also based on the possibility of replicating the findings. However, Postholm and Jacobsen (2018, p. 223) argue that in qualitative studies it is hard to reproduce the gathered data. One reason being the fact that the meeting between the researcher, the research subjects and the field will vary from time to time. Therefore, the reliability would have been strengthened by conducting the intervention in a selection of various classrooms and grades. By having a larger research sample, it would be easier to generalize and it would have heightened the chance of data reproduction. Since this intervention was a case study in one class, the chances of reproducing the exact findings are low. This is weakening the reliability of my thesis, as one classroom cannot represent all EFL classrooms and there is no guarantee that the findings could be reproduced in another classroom. Nevertheless, Cohen et al. (2011, p. 294) argue that case studies are not done for statistical generalization, but rather analytical generalization contributing to expand and generalize theory.

4.6.3 Ethical considerations

Both Cohen et al. (2011) and Wellington (2000) state the importance of ethics in research, claiming that the researcher has a responsibility to behave ethically and morally while respecting the subjects' privacy. Before the project could be conducted, we applied for approval by The Norwegian Centre for Research Data (NSD). After getting the approval (Appendix 1), everything in this study was done in accordance with their guidelines. For educational research, NSD has a list of criteria that the researcher should follow (NSD Personverntjenester, n.d.).

Firstly, it should be voluntary to participate in the study. When we handed out our informed consent forms (Appendices 4 and 5), the teacher and students had the opportunity to tick boxes. Meaning, they had the choice to participate in the intervention, take the surveys

and do the interviews. The school administration was also informed about our project. The students that did not want to participate in the intervention, which in this case was one, had alternative teaching. By doing so, we also made sure none of the students' dignity and integrity would be negatively affected by their choice to participate or not. Further, NSD stresses the importance of information and consent. Since this study was conducted in a 10th grade, the students were 15-year-olds and could consent for themselves. Nevertheless, they retrieved information about the project, what was expected of them if they chose to participate, how we would collect data and how the data would be handled afterwards. Finally, NSD emphasizes the duty of confidentiality in regard of students' personal information. Before the research started, we signed a confidentiality agreement provided by the school protecting the privacy of the students. Also, the questionnaires for the data collection were made so that there would be no need to address specific students or confidential information.

4.6.4 Limitations

One the subject of limitations, there are some challenges with this study. Having a Reacting project compressed to only two weeks is likely not sufficient time for the students to fully grasp the way of working on the chosen topic, especially when both Reacting and the Northern Ireland conflict was new to them. However, I am pleased with what we managed to go through during those two weeks. In addition, the teacher commented that "the intervention was good due to the time limit you had" (Appendix 16). Another limitation was the size of the sampling. Due to the size of this thesis, it was not possible to do a comparison study nor have a various selection of sample classrooms. It was a challenge to find classes that wanted to participate. However, we were provided with one 10th grade willing to participate late in January. As a result of only conducting research and gathering data from one class, there is a chance that the data collection is too small and narrow. Additionally, the size and scope of the discussion chapter in this thesis is limited as a result of time and word limitations.

5.0 Results and findings

5.1 Introduction

In this chapter, there will be a presentation of the results and findings from this research. I will, firstly, present findings from the students' pre- and post-surveys Additionally, there will be a presentation of the findings from the post-intervention interviews done with the students. Secondly, I will summarize the essential elements and findings from the pre- and post-intervention interviews with the teacher.

As a consequence of thesis' scope and word limitations, I have chosen not to include all findings due to either lack of relevance or repetitive answers. The selection of findings is done as some findings are more irrelevant than others. Therefore, I have chosen to present the findings that are relevant as a backdrop for the reader and for the following discussion regarding my research question. I have also merged some of the questions and responses to make this chapter more summarized, readable and clear for the reader. The complete collection of survey findings can be found in Appendices 6 and 7, and the full transcriptions of each interview can be found in Appendices 8-16.

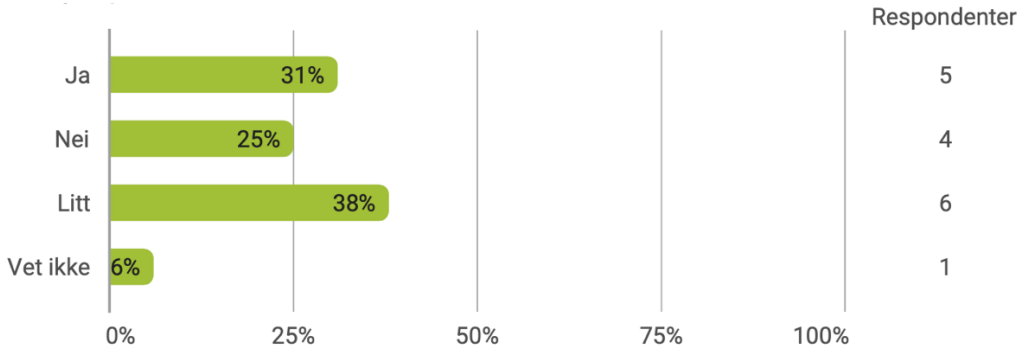As mentioned in chapter 4.3, there were 16 students from the class where the intervention was conducted who answered the surveys. The interviewees were seven students that volunteered to participate, as well as the class teacher.

5.2 Students' response

5.2.1 Pre-intervention survey

Figure 1

Do you feel mastery in the subject of English?

Note: 'yes', 'no', 'a little, 'do not know'.

Regarding the feeling of mastery in the subject of English, figure 1 shows that 69% of the respondents say they feel mastery to some degree by answering 'yes' or 'a little'. On the contrary, 25% state that they do not feel mastery in the subject of English, whereas one student claims to not know.

Preferred activities in the classroom

Further, the respondents were asked what they preferred to do during English lessons. There was a textbox, and they could list as many methods or activities they wanted. Despite the students writing in their individual preferences, there are some common denominators. Six respondents mention group work in varied forms, such as 'work in groups', 'speak English in groups', 'do tasks in groups' and 'write in groups' (Appendix 6). Another seven state that they like to learn by watching videos and movies. Four respondents mention 'writing' as something they prefer, whereas three mentions 'talking'. One student answers 'roleplay' and reasons this with 'do not like to sit still the entire lesson' (Appendix 6). It is, however, worth remembering that the respondents might prefer several of or a combination of the mentioned learning methods.

Furthermore, when asked 'Do you learn more from working in groups or individually?', 69% of the respondents claim to learn more from working in groups, compared to the 25% that state they learn more from individual work.

What motivates you in the subject of English?

When asked what motivates them in the subject of English, the answers are varied. Four students mention 'one of their English teachers' as their primary source of motivation. Another four claim that 'grades' motivate them. There are three respondents that claim they 'do not know' what motivates them, while another three are motivated if they do 'something fun'. Two respondents also mention that they are motivated 'when I master something', while one student claims that there is 'not much' that motivates in the subject of English.

Figure 2

From 1-5. To which degree are you motivated in the subject of English?

	Respondenter
1. Svært liten grad	0%	0
2. Liten grad	19%	3
3. Noen grad	75%	12
4. Stor grad	6%	1
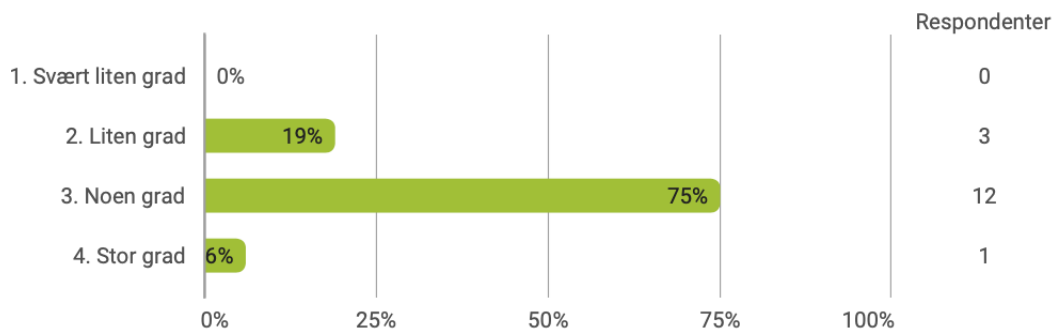
Note: '1. To a very small degree', '2. To a small degree', '3. To some degree', '4. To a large degree'.

Figure 2 shows that only one respondent considers him- or herself to be motivated for the subject of English to a 'large degree'. Whereas 12 students, equivalent to 75% of the total, see themselves as motivated 'to some degree'. The last three respondents state that they are motivated 'to a small degree'.

Additionally, the respondents were asked to which degree they put effort into the subject of English and to which degree they see themselves as an active student during English lessons. Three respondents claim that they put effort into the subject of English 'to a large degree'. It is noteworthy that three students state this, but that only one, shown in figure 4, claims to be motivated to a large degree. 69% of the respondents state that they 'to some degree' put effort into the subject, whereas 13% claim that they 'to a small degree' do so. In addition, half of the students see themselves active students in a 'very small degree' or a 'small degree'. Conversely, the other half see themselves as active in 'some degree' or 'a large degree'.

Figure 3

Do you participate orally during English lessons?

Respondenter

Ofte — 13%	2
Noen ganger — 44%	7
Sjeldent — 31%	5
Aldri — 13%	2
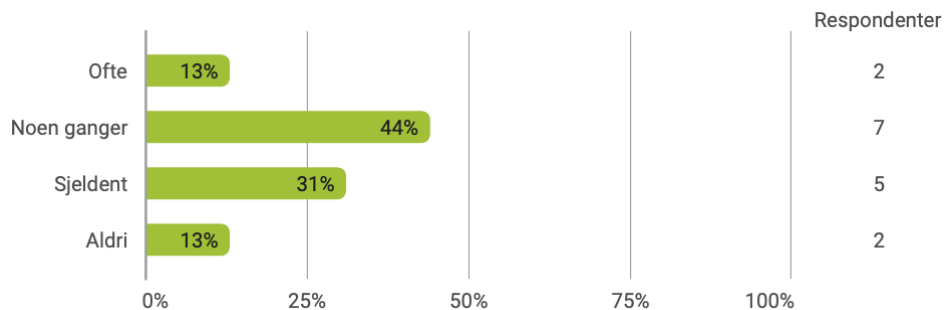
Note: 'often', 'sometimes', 'rarely', 'never'.

Figure 3 considers oral participation in general English lessons. 57% of the respondents claim to be orally active 'often' or 'sometimes'. The remaining 44% that chose 'rarely' or 'never' was given a follow-up question asking why they do not participate. Out of the seven respondents, four state that they do not participate orally as they 'do not like to speak English'. None of the respondents reason it with being scared of their classmates' opinions.

In another question regarding the confidence in their classmates, the majority of the students claim to be comfortable and confident with their classmates in 'some' or a 'large degree', whereas six respondents state that they are in 'a very small' or 'small degree'.

Figure 4

Do you like using roleplay in the classroom?

Respondenter

Ja — 6%	1
Nei — 44%	7
Litt — 25%	4
Vet ikke — 25%	4
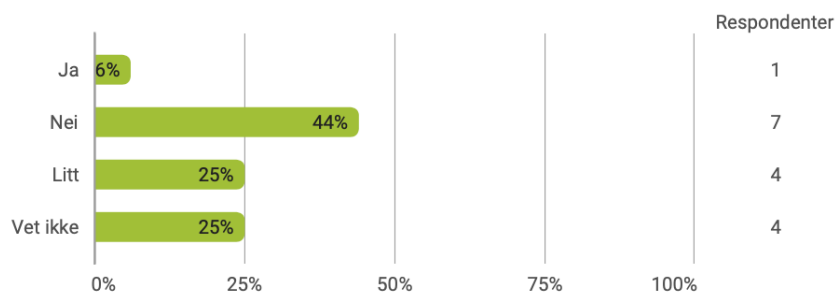
Note: 'yes', 'no', 'a little', 'do not know'.

When asked about previous experiences with roleplaying in the classroom, two respondents claim to have never tried it, while 75% state that they have done it '1-2 times'.

However, figure 4 shows that seven respondents state that they do not like roleplaying. Four students claim they like it 'a little' and four others say they 'do not know' whether they like it. One student claims to like roleplay in the classroom.

5.2.2 Post-intervention survey

Due to COVID-19 there were only 15 respondents in the post-survey.

Figure 5

I worked well individually and self-sufficiently during the preparation for the roleplay.
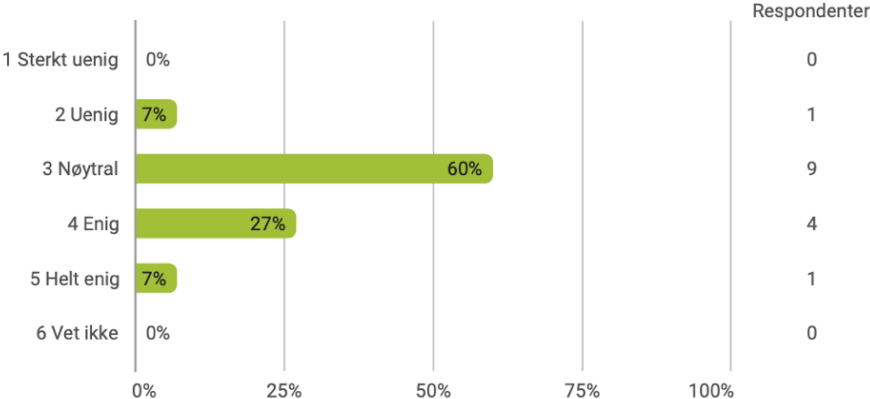
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

Shown in figure 5, nine respondents, equivalent to 60%, do not take a stand whether they prepared well individually as they chose 'neutral'. Five students 'agree' or 'strongly agree' to doing well with their individual preparation, whereas one 'disagrees'.

Further, when given the statement: *'I worked and collaborated well with my 'faction'.* 54% of the students 'agree' or 'strongly' agree. One respondent 'disagree' and six respondents are 'neutral'. However, when asked if it was hard to know how to prepare, 40% 'disagree' or 'strongly disagree'. On the contrary, 33% of the respondents 'agree' to not knowing how to prepare.

Figure 6

I was more motivated in the Reacting lessons than in general English lessons.
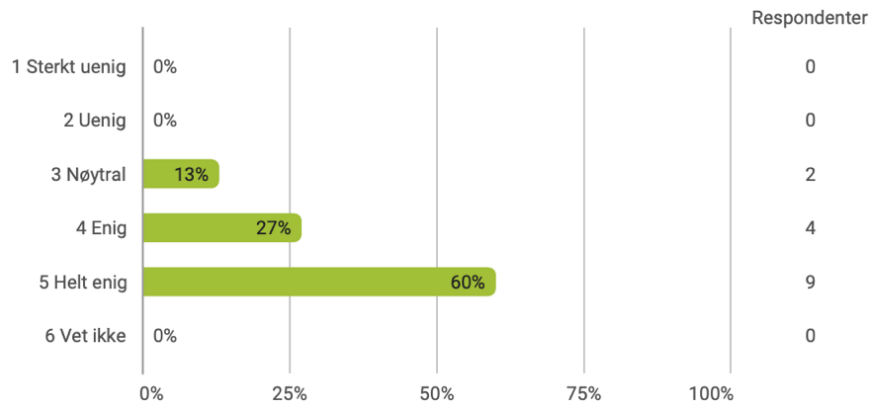
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

87% of the respondents 'agree' or 'strongly' agree to have been more motivated for Reacting lessons compared to general English lessons. No respondent 'disagree' or 'strongly disagree'. Further the students were asked about their engagement in the Reacting lessons. Regarding engagement, ten respondents, equivalent to 67% of the total, claim to have been more engaged in Reacting lessons than in ordinary lessons. None of the respondents 'disagree' or 'strongly disagree' to that statement.

Figure 7

I think the topic (Northern Ireland conflict) was too difficult.
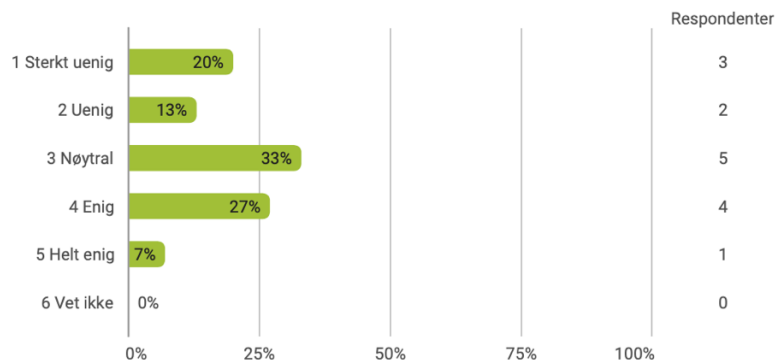
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

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Figure 7 shows that five respondents 'strongly disagree' or 'disagree' to the topic being too difficult, whereas five are 'neutral' and five either 'agree' or 'strongly agree' to the statement. Furthermore, when asked if it was hard to follow along due to the game's complexity, the majority of the students either 'strongly disagree' or 'disagree'. Two respondents are 'neutral' and three 'agree' to the statement.

Figure 8

I was active during the discussions and implementation of the play.
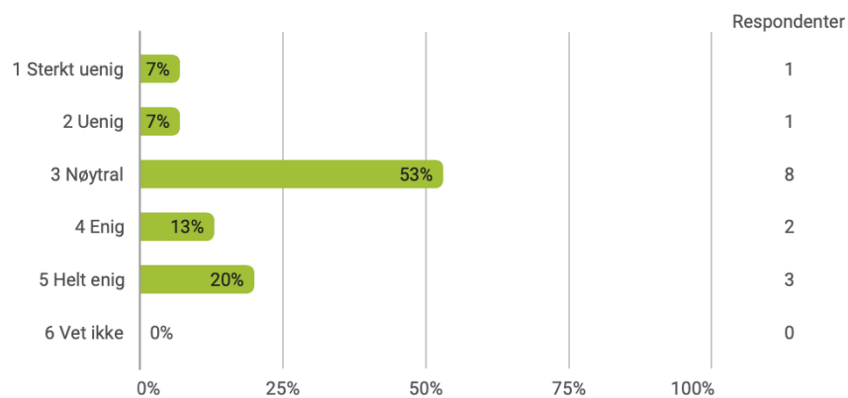
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

Figure 9

I was more orally active than I usually am.
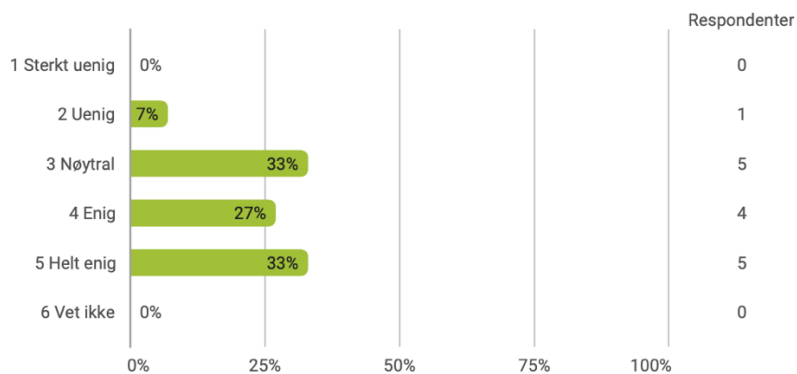
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

Five respondents in figure 8, either 'agree' or 'strongly agree' to have been active during the implementation of the roleplay and the discussions, whereas two either 'disagree' or 'strongly disagree'. 53% of the students are 'neutral'. However, shown in figure 9, 60% of the respondents 'agree' or 'strongly agree' that they were more orally active than usual and only one respondent 'disagrees'.

When asked if it was scary to speak aloud in the classroom during the discussions, 33% of the respondents state that they do not think speaking aloud in the classroom was scary. 27% are 'neutral' and 13% 'do not know', while 27% of the respondents either 'agree' or 'strongly agree' to talking aloud being scary. Further, the students were given the statement: 'I was confident in my classmates'. It is noteworthy that despite the 27% of respondents thinking it was scary to talk aloud, no respondent reasons this with not being confident in their classmates. 53% of the students either 'agree' or 'strongly agree' with being confident and comfortable with their classmates. 40% are 'neutral' and one respondent 'does not know'.

Additionally, six respondents, equivalent to 40% of the total, 'agree' or 'strongly agree' that Reacting made it less scary to talk aloud. Whereas three students 'disagree', four are 'neutral' and two 'do not know'.

Figure 10

I see the value of roleplaying in the classroom.
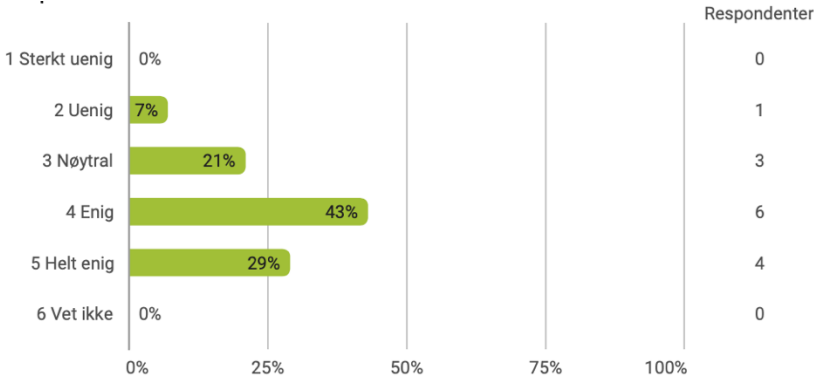
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

Figure 10 shows that 72% of the respondents see the value of using roleplay in the classroom, while only one respondent 'disagree'. 21% claim to be neutral.
Regardless, 80% of the class state that they would like to do something similar again. 7% would not and 7% are neutral.

Figure 11

I learn more from ordinary teaching than Reacting.
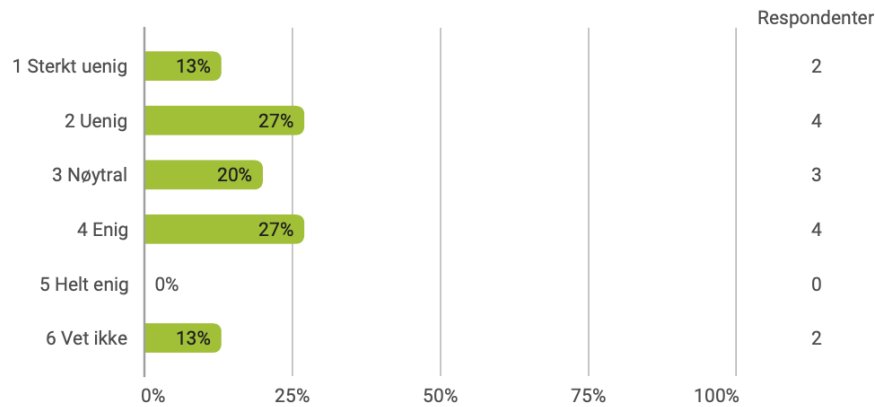
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

Figure 12

I prefer ordinary teaching over Reacting.
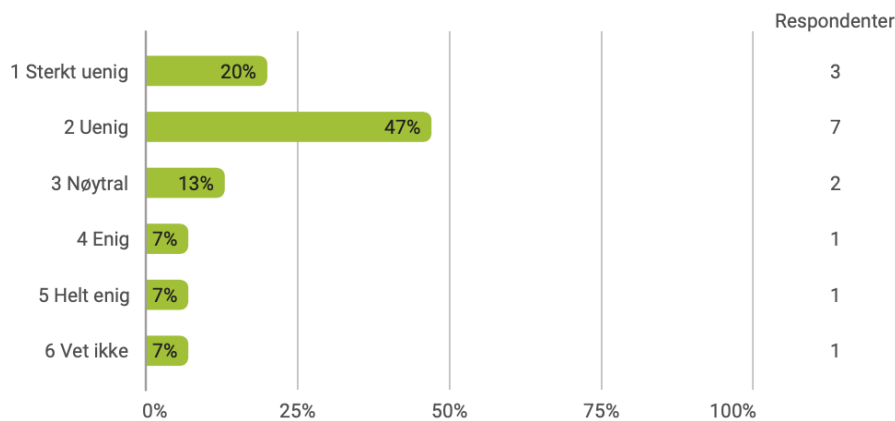
Note: 'strongly disagree', 'disagree', 'neutral', 'agree', 'strongly agree', 'do not know'.

Shown in figure 11, 6 respondents claim that they learn more from Reacting than from ordinary teaching as they 'strongly disagree' or 'disagree' with the statement given. Three students are 'neutral' and two students 'do not know'. There are four respondents that 'agree' to learning more from ordinary teaching. However, figure 12 shows that 67% of the total does not prefer ordinary teaching over Reacting.

5.2.3 Post-intervention interviews

As mentioned above, the interviews for this research were semi-structured. Hence, the questions did vary to some extent from student to student.

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How has these two weeks been?

When asked what they thought about the intervention afterward, all seven respondent stated that it had been fun. We asked them to elaborate, and the students responded:

Student 2: "It was different. There was variation in the lessons" (Appendix 9).

Student 3: "It was fun not having ordinary lessons. It seemed real" (Appendix 10).

Student 5: "It was fun to pay attention to what the others had to say and discuss" (Appendix 12).

Student 6: "It was fun to do things together as a class, and the discussions were fun" (Appendix 13).

Student 7: "It was fun to prepare and spend time on it" (Appendix 14).

How was Reacting compared to other times you have done roleplay in the classroom?

Student 2: "This was in English, so that is different, and it is nice to see what we know in English. Both language knowledge and topic knowledge" (Appendix 9).

Student 5: "I do not think this [Reacting] was scarier. It has been a good way to learn. It was not hard to understand what we were learning about the topic when everybody said something and we got to hear it from each other" (Appendix 12).

How do you think the preparations for the discussions went?

Student 1: "Okay. Everything we needed to know stood on the role sheet" (Appendix 8).

Student 2: "I think it was okay. We could just read to get more information" (Appendix 9).

Student 3: "It was a little difficult to create questions and to answer questions asked to us, but it went okay when you provided us notes" (Appendix 10).

Student 4: "It was alright, there was not that much preparation" (Appendix 11).

Student 6: "I do not know. [...] Maybe some more time" (Appendix 13).

Where there something that surprised you?

Student 1: "How much we managed to do in just one week" (Appendix 8).

Student 2: "It was different from anything we have done before, complicated and advanced, but it was fun. We learned from other people and that was fun" (Appendix 9).

Student 3: "How little time we got. But it went alright nevertheless" (Appendix 10).

*Student 5***:** "No. Or, there was, of course, some things some of the students said in the debate that was fun. I thought it would be hard to keep the discussions going [...]. It seemed very difficult and complicated when you arrived, but after an hour or two I understood what it was about and it became easier." (Appendix 12).

*Student 6***:** "I did not think it would be this much fun. In the beginning, I thought it would be stressful, but then it turned out to not be that stressful" (Appendix 13).

*Student 7***:** "[...], but when we started, I saw the point of it" (Appendix 14).

How was it to talk aloud in the classroom?
Follow-up questions: *Do you usually participate orally? What do you think of the provided notes? Was it scarier to talk aloud now with Reacting, compared to ordinary lessons?*

Student 1: "No [I do not usually participate orally], but it was less scary now than in general" (Appendix 8).

Student 2: "It did not go how I expected it to, it was a little different, but it was fun. It was nice to get some provided notes from you since you know the topic, so we did not have to come up with everything ourselves" (Appendix 9).

Student 3: "I do not like to talk English aloud but it went alright since I knew most of the words" (Appendix 10).

Student 4: "I am very comfortable with that [talking English aloud]. I speak English daily when I game online. I liked that I could improvise and come up with things to say on my own" (Appendix 11).

Student 5: "It was not too bad. We are used to using microphones, so that was not a problem" (Appendix 12).

Student 6: "I do not like it that much, but it was alright. I do not really know. It felt like everybody watched you when you talked. So it was a bit embarrassing if you said something and nobody responded" (Appendix 13).

Student 7: "I do not think it is problematic to speak English in front of someone, at least not when we have to. But it is more difficult when you speak English without reading it" (Appendix 14).

Did this way of learning engage you?

Student 2: "Yes, and it is fun to listen to the others yell and have a ton of opinions and views. There are many strong opinions in the class and they immerse into their roles, so that is fun" (Appendix 9).

Student 7: "It is better to learn this way. One remembers it better and learns it better when one learns it like this. Compared to just reading about it. [...] I would not have remembered this if we just read about it" (Appendix 14).

How was the level of difficulty of the topic, the Northern Ireland conflict?
Follow-up question: *Was it challenging to follow what others said during the discussion?*

Student 1: "There are probably topics that would have been easier, but this was not too difficult either" (Appendix 8).

Student 2: "It is difficult in some ways. But one understands what it is about. When you explained some parts in Norwegian, it was easier to understand. It was alright." (Appendix 9).

Student 3: "It was hard to come up with things on your own, so it was easier when you provided notes. It was not too difficult then. Sometimes it was hard to follow along when they talked about things I did not know what was" (Appendix 10).

Student 4: "It has been alright" (Appendix 11).

Student 6: "In the beginning, I thought it would be difficult, but I understood more and more as I immersed in it" (Appendix 13).

Would you like to do Reacting again?

Finally, the students were asked if they would like to do Reacting or something similar again and they admitted that they would like that. Student 5 responded with:

"Yes. I think this [Reacting] was almost more fun than ordinary teaching!" (Appendix 12).

5.3 Teacher's response

5.3.1 Pre-intervention interview

The class teacher where the intervention was held, has worked at that school for 13 years. Her main subject is English, but she also teaches Norwegian and Religion. She has followed this class from 8th grade until now, and she is now their primary teacher. However, this is the first year being their English teacher. The teacher stated that roleplay was rarely used, with some exceptions in the subject of Norwegian or small act-outs of certain situations in other subjects. She had never heard of or tried Reacting prior to the intervention.

When asked about the classroom environment, the teacher stated that the students are a nice group of teenagers, but naturally, some get along better than others. However, she continued with claiming that most of the time, the class gets along and that the goal is always for students to behave and collaborate when they are in the classroom. When asked a follow-up question on how this could affect our intervention, the teacher reassured us that it most likely would not affect the outcome. However, she suggested that we (the teacher and the four of us MA students) should sit down together for the role distribution and look at who could work together in factions and who should not.

How is the general level in English?

"You have some [students] that are very, very good, and you have some below average. [...] Some do not like to read or write at all, while others love to speak English. [...] Generally, it is hard to get the class to talk. They normally do not like to answer questions out loud. It may be because of those who love to talk English, as they are at a higher level. I think many of the other students think about that" (Appendix 15).

Are there any immediate advantages or disadvantages that came to mind when you heard about Reacting?

The teacher saw the challenge of getting the students to talk as the foremost disadvantage. However, the teacher underlined that the students enjoy it when student teachers, like us, come in to teach. According to the teacher, the students like variations and switching up lessons. The students being open to new things means they are open to Reacting, which benefit our intervention. The teacher also emphasized:

"It requires a lot from you, how you introduce it and how you inspire" (Appendix 15).

How are the students' views and attitudes towards the subject of English?

"It mainly depends on what the topic is. Somethings they love, other things they could not care less about. [...]. You have to find something they have an interest in. However, generally, it is more appreciative teaching English than other subjects [...],

because they see the value of the subject in itself, regardless not being interested in the particular topic" (Appendix 15).

How do you think the students' views and attitudes towards the subject will affect our intervention?

The teacher stated that she had made it clear that the students should be welcoming towards us and open to the method. According to the teacher, the majority of the class normally do what they are told. Regardless, there is never a guarantee that some students refuse to participate or engage. Additionally, she adds that she thinks most of the students will engage due to Reacting's sense of group work and collaboration, despite the class environment being affected by some students at higher levels and fear of talking aloud.

What do you as the teacher do to motivate the students?

"I try to let them decide how we do things and how they are evaluated afterward. [...]. You cannot motivate all at once, so some might still think something is awful or boring. Therefore, I try to appeal to different students each time. However, I experience that it does not matter what I offer if they do not have any intrinsic motivation" (Appendix 15).

Do you think active learning methods, such as Reacting, can be more motivational for students?

According to the teacher, active learning methods should not completely erase traditional learning methods. When questioned if she believed active learning methods could be more motivating for students, she agreed to some extent. She identified the benefits of using Reacting as a way to variate in the classroom and also that it makes students move around to use their bodies during the lesson. Additionally, she emphasized that students are supposed to learn new ways to learn and explore, which Reacting lets them do. However, the teacher emphasized that:

"I do not think it [Reacting] is more beneficial than other methods, but I think it is beneficial with variation in the classroom. I think almost everything is beneficial, as long as it is used in certain amounts" (Appendix 15).

What engages the students the most in the subject of English?

"When they can sit in groups with people they like to be in groups with, and talk about topics that they find interesting. That is when they are confident enough to try" (Appendix 15).

Further, the teacher expressed that she wished we had chosen a different topic. She stated that she thought the method in itself seemed interesting and fun, and that it could be beneficial, but that the complexity of the Northern Ireland conflict could reduce the students' engagement.

5.3.2 Post-intervention interview

What do you think about Reacting after watching us conduct it?

The teacher claimed that her view on the method has not changed and that she still thinks of it as a great way to variate in the classroom. As a follow-up question, we asked if any disadvantages were clearer now. The teacher stated that after the intervention, she realized that Reacting requires more time than the two weeks we had. More time would give the students more background information and knowledge. She also stated that she wished there would be more time for faction meetings.

"I heard what they [the students] said. They thought it was fun and all. However, I do not think there were too many very active student. I think it was excellent that some of the students were engaged and involved, but others relied on the notes you gave them. I think it would have been easier for them if they had gotten more prior knowledge" (Appendix 16).

What do you think is it with Reacting that can motivate student?

"I think it has a lot to do with it being something they have never done before. Additionally, the fact that you had the lessons and not me. It is something different for them" (Appendix 16).

Supplementary, the teacher claimed that some of the students might have been motivated due to there being no evaluations or grades at the end of the intervention.

Additionally, the fact that we did not force or require them to speak could be motivational for some of the students. In spite of that, she also stresses that the students who performed better and participated more than they usually do might wish they got a grade. She further said that if this were her lessons, she would have to require all students to talk and have something as a written requirement. Regardless, she concluded:

> "I do not think that would have made them more motivated" (Appendix 16).

How do you think the students worked? Both individually and in their groups.
The teacher admitted that she did not see any students read on their own, other than their individual role cards. She supplemented with the observation that most of the students that participated in the faction meetings and group work were the same students that participated in the discussions and debates. Further, the teacher stated how it was important that we kept certain words and phrases throughout the intervention:

> "'Decommissioning', for example. The fact that they sit in class and use words like that, is incredible" (Appendix 16).

Was there something that surprised you?
One student especially, according to the teacher, performed better and was more engaged than she usually is. Overall, though, prior to the intervention, the teacher thought that more students would be more involved and take up more space. Instead, she saw that the students who are usually considered active were the ones active during the intervention as well.

As a follow-up question, we asked how she thought it would be best to involve the students that did not want to participate and how to engage them. The teacher then expressed the importance of feedback and praise, and the importance of showing the particular students that they were seen and heard if they actually do participate. Additionally, she mentioned that the faction meetings functioned as a safer space than the discussions. She further explained that the students that relied most on our provided notes are the ones that usually do not participate. The teacher followed up with:

> "I think all types of work where you must know or use another person's views. [...]. It
> is limited how much information one can give them (the students) regarding what
> other people want and think, so they end up with typically three arguments and it is

impossible for them to know. They do not know too much about the world yet. They do not know what other things are important, how the world was at that time or which other factors played it. It makes it difficult" (Appendix 16).

Regardless, she concluded:

"I cannot take it as a defeat that they did not want to say much. I think it was a smart move to hand out provided notes, so they had the chance to say something despite not coming up with it themselves. [...] I think you did a good job in trying to get them to say something, and you gave positive feedback when they did. They liked you" (Appendix 16).

How do you think the implementation went all in all?

"I think that even though not all students were equally active and involved, they have learned a lot. The students who did not participate as much orally as others still learned by listening to their classmates. I am also impressed by how fast you learned their names [...]. You have managed to establish such a friendly relationship with the students in such a short amount of time, making them feel confident and safe to join and participate. I think it was a very good intervention. In itself, the intervention was nicely conducted with the hours you had available." (Appendix 16).

6.0 Discussion

6.1 Introduction

In this final chapter, I will discuss the relevant findings in light of my research question: *How do aspects of the pedagogy of Reacting to the Past impact student motivation in an EFL classroom in a Norwegian lower secondary school?*

The findings will also be discussed in relation to the previously presented theoretical background. Not all elements of the theoretical background will be mentioned, as some parts may be irrelevant to the particular findings and my research question. Additionally, the formal framework LK20 will have a lesser part in this section as this thesis does not focus on why one should use Reacting to the Past (Reacting), but rather on the relation between motivation and Reacting. Throughout the discussion, I will use observation as a method, as a basis for the discussion.

Results from the pre-intervention survey show that 75% of the students are generally motivated for the subject of English to some degree. Further, after the intervention 87% agreed or strongly agreed that they were more motivated by Reacting than ordinary teaching lessons. In other words, it is clear that Reacting had a positive impact on the majority of students in this research. However, the motivation form is hard to pinpoint and the motivational origin varies from individual to individual. It is therefore challenging to say precisely what motivated these students and in what ways they were motivated. Hence, this chapter will be divided into different aspects of the pedagogy of Reacting, and I will discuss how these aspects may have impacted the students' motivation.

6.2 The Active Learning Aspect

6.2.1 The role of the autonomy

In the pre-intervention survey, the students were asked if they saw themselves as active participants in the subject of English. Half of the students claimed that they do see themselves as active students, whereas the other half said they do not. After the intervention, 67% of the students claimed to have been more engaged in the Reacting to the Past (Reacting) lesson compared to ordinary lessons (Appendix 7). Additionally, the increased engagement can also be seen in Figure 9, as 60% claimed to have been more orally active than usual (Appendix 7). One reason for their engagement could be the autonomy and self-determination that Reacting implement. This is in accordance with Carnes (2014), presented in chapter 2.2.1, claiming that students who are given responsibilities are more likely to work harder and engage more. Also,

Harmer (2007), presented in chapter 3.3, underlines the importance of giving students agency. Harmer claims that giving students agency will likely maintain or enhance their motivation. Reacting allows students to decide for themselves what to say, how to present arguments, and ultimately, how the story will end. Student 4 claimed to have enjoyed self-determination: "[...] I liked that I could improvise and come up with things to say on my own" (Appendix 11). As Ryan and Deci (2000) believe with their Self-Determination Theory (SDT), presented in chapter 3.2, one needs a feeling of self-determination and self-efficacy to maintain initiative and motivation. In other words, not only can autonomy be the reason for the students' engagement and external motivation, but it can also be a factor in maintaining or enhancing their intrinsic motivation.

However, it is worth noticing that half of the students in the pre-survey claimed not to be active participants. In spite of 50% claiming not to be active participants, the post-survey regarding their engagement shows that none of the respondents said to have been less engaged by the Reacting lesson compared to ordinary lessons. Regardless, as observed and as the teacher confirmed in her post-intervention interview, some students were more active than others throughout the intervention. During the intervention, it was observed that several students did not know what to say or how to keep the discussion going. As a result of little time to prepare and work on the topic, the students did lack knowledge and competence regarding Northern Ireland and their roles. Some students managed to retrieve enough knowledge to improvise further. However, as expected, some struggled. In the post-interview, student 3 said: "It was a little difficult to create questions and to answer questions asked to us [...]" (Appendix 10). In other words, the autonomy might have been too considerable. Not knowing what to say and how to discuss likely had a negative effect on the students' motivation. As Harmer with his Motivation Angel (2007) emphasizes in his second stage, *achievement*, if a student does not feel competent in the classroom, her motivation will decrease. Additionally, Cognitive Evaluation Theory (CET) (Ryan & Deci, 2000), presented in chapter 3.2.1, stresses that if a student does not feel a sense of competence, she will likely not be intrinsically motivated to accomplish a task.

To meet their zone of proximal development (ZPD) and function as Vygotsky's significant other, we started providing notes with arguments and responses they could say aloud. After we started providing notes, more students participated in the discussions. On the one hand, the provided notes may have functioned as an external regulation for the students. As Organismic Integration Theory (OIT) (Ryan & Deci, 2000) claims, presented in chapter 3.2.2, students can do something purely due to a demand from an external person. The

provided notes could have been presumed to be external demands in this case. As a result of that external demand, the students may have uttered what was on the note, not because they were motivated to participate but rather to meet the particular demand. On the other hand, if the participation was done in an attempt to avoid guilt, their motivation could be said to stem from introjected regulations.

Regardless of which form of motivation the student had, it is clear that the notes were essential for the students' behavior. Student 2 stated in her post-intervention interview that "it was nice to get some provided notes from you as you knew the topic, so we did not have to come up with everything ourselves" (Appendix 9). Also, Student 3 emphasized that "it was hard to come up with things on your own, so it was easier when you provided notes. It was not too difficult then (Appendix 10). Based on the two statements, one can assume that they were motivated in some form and wanted to participate. They just did not know how. The self-determination and autonomy were too large in relation to their knowledge and competence. However, when they received guidance and support from people more competent, their feeling of competence enhanced and so did their motivation.

6.3 The Social Aspect

6.3.1 Student relations

The pre-intervention survey shows that 69% of the students learn more from group work. Additionally, when asked about what activities they prefer in English lessons, six respondents mentioned some form of group work or collaboration. As believed by Vygotsky (Schreiber & Valle, 2013), learning occurs interpersonally when students find meaning, communicate and collaborate. Reacting forces students to work with their factions to strategize and create arguments. As a result, they are more likely to be motivated by each other. On Game Day 4, I heard and observed several students discussing together and strategizing. One student said to her fellow faction members during the discussion, "What do we think about this?" (Observation notes). Another one stressed to her faction members: "Come on guys! We can do it. I cannot do it on my own" (Observation notes). As a result of this peer pressure, some students might have been motivated to participate. Additionally, Carnes (2014) claims that Reacting contributes to removing social isolation by connecting students regardless of who they usually spend time with. When asked what was fun and engaging with Reacting, Student 5 concluded that "it was fun to pay attention to what the others had to say and discuss"

(Appendix 12), while Student 6 emphasized that "it was fun to do things together as a class, and the discussions were fun" (Appendix 13).

There is, however, also a chance that some students see the social aspect of Reacting as a threat, having a negative effect on their motivation. Student 6 confirmed in her post-intervention interview that it was challenging to speak aloud to some degree. "I do not like it [speaking English aloud] that much, but it was alright. I do not really know. It felt like everybody watched you when you talked. So, it was a bit embarrassing if you said something and nobody responded. But it was alright" (Appendix 13). Both SDT (Ryan & Deci, 2000) and Harmer (2007) claim that if a student does not feel competent, the motivation will likely decrease. When in the classroom, the feeling of not being competent can be even more vital as there are others to compare oneself to. The teacher stated in her pre-intervention interview that: "They [the students] normally do not like to answer questions out loud. It may be because of those who love to speak English, as they are at a higher level. I think many of the other students think about that" (Appendix 15). In other words, she expressed that some students might not be comfortable enough with their classmates to speak aloud. In the post-intervention survey (Appendix 7), when the students were asked if it was scary to talk aloud, 27% either 'agreed' or 'strongly agreed' to it being scary. However, none of the respondents claimed not to be confident with their classmates (Appendix 7). Additionally, 40% claimed that Reacting made it less scary to speak aloud. Therefore, one can assume that the reasoning for students not wanting to speak aloud was not the classmates but rather the potential lack of competence.

Not only can students motivate each other, but they can also learn from each other. Figure 11 from the post-intervention survey shows that 40% of the students claim to have learned more from Reacting than from ordinary lessons. As they are at various levels, Vygotsky (Schreiber & Valle, 2013) argues, they scaffold and support each other to gain new knowledge. Several of the students mention learning from their classmates in the post-interview as one of the engaging elements of Reacting. Student 5 stated: "It was fun to pay attention to what the others had to [...]" (Appendix 12), and student 2 claimed: "We learned from other people and that was fun" (Appendix 9). Although not all students were equally active, one can assume that they learn from each other just by listening. In her post-intervention interview, the teacher confirmed this: "I think that even though not all students were equally active and involved, they have learned a lot. The students who did not participate as much orally as others still learned by listening to their classmates." (Appendix 16).

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Additionally, as students are dependent on the help of their faction to win the final debate, each student within each faction has a responsibility to participate. A faction will not win the final discussion if only one or two students participate. As a result of these responsibilities, some students may have been motivated to participate to maintain their self-esteem and as a result of peer pressure. This form of motivation is what OIT (Ryan & Deci, 2000), presented in chapter 3.2.2, explains as introjected regulations. The students were motivated to participate in order to meet the requirements of their fellow faction members and thus avoid guilt. By working together with their faction, discussing different views and listening to others, they acquire new words, knowledge and ways of thinking. This is additionally highly relevant in the core curriculum of LK20, stating that students shall develop both educational and personal through in-depth learning, exploration and collaboration.

When the students managed to win through their arguments, I observed their motivation to win the following discussion enhanced, and so did their engagement. This corresponds well with the achievement stage of Harmer's Motivation Angel (2007). As one experiences and feels a sense of achievement, one will be more motivated to do it again and continue the activity. Additionally, CET (Ryan & Deci, 2000), presented in 3.2.1, emphasizes that this feeling of competence will positively impact intrinsic motivation. Furthermore, by learning from and mirroring classmates, students can also see and learn the value of participating. The motivation can then shift from introjected regulations to what OIT (Ryan & Deci, 2000), presented in chapter 3.2.2, refers to as identification.

6.3.2 Student-Teacher relations

In the pre-survey, four respondents specifically mention one of their teachers as the origin of their motivation. The teacher's crucial role regarding student motivation is also emphasized by Harmer (1998). In the pre-intervention interview, when the teacher was asked about her immediate thoughts on Reacting's advantages and disadvantages, she stressed: "It requires a lot from you, how you introduce it and how you inspire" (Appendix 15). The teacher's statement corresponds well with Harmer's (2007) third stage, *attitude*, claiming that the teacher will consciously or unconsciously affect the students' motivation. Before the first lesson, we knew that the Northern Ireland Conflict would be hard to understand as it is such a complex and advanced topic. Therefore, we tried to present it as simple as possible, and we tied it to other topics the students could recognize more. We tried to show them that it did not necessarily have to be so complicated by breaking down the topic. In an attempt to engage

and motivate the students, we presented the topic and the method in an engaging way, and shared personal experiences from when we played Reacting at the University of Agder. We also functioned as significant others for the students throughout the two weeks. During the faction meetings, one of us was present and available for clarification and questions, and each of us was responsible for a faction each during the discussions. This was to ensure that the students had a feeling of competence and to engage them throughout the lessons. At the tail end of the intervention, we had a final discussion with the class about their views and opinions of the two weeks. One of the students then concluded: "Your engagement and commitment spread to us" (Observation notes).

The teacher's attitude and engagement towards the subject and topic is not the only thing affecting the students' motivation. Additionally, the teacher's attitude towards the students is crucial for their motivation. As we were there for two weeks only, we did not expect to gain such a great relation with the students. However, we showed genuine interest in the students and what they managed to do from the first lesson. We praised them through positive feedback and guidance as they participated throughout the discussions. We praised the ones that read the provided notes, and we praised those who improvised. The goal was for all students to feel cared for and cheered on, and to give them a feeling of competence. This corresponds well with Harmer's (2007) first stage, *affect*, and his third stage, *attitude*. presented in chapter 3.3, claims that this attitude towards students is essential for student motivation. When students feel cared for, their self-esteem is likely enhanced, which again can make them more confident and motivated to try again. The teacher confirmed this in her post-intervention interview, stating: "[...] You have managed to establish such a friendly relationship with the students in such a short amount of time, making them feel confident and safe to join and participate. [...]" (Appendix 16).

6.4 The Game Aspect

6.4.1 Variation and value

Figure 12 in the post-intervention survey shows that 67% of the students prefer Reacting over ordinary lessons. This correlates with Bonwell and Eison's (1991) statement that students favor active learning over more traditional teaching methods, as they are usually more enjoyable. In the post-intervention interview, there were varied responses when the students were asked what was enjoyable or engaging. As mentioned in chapter 6.2.1, several students mentioned the social aspect and learning from each other. Student 7 emphasized the

immersion part of Reacting: "It was fun to prepare and spend time on it [the topic]" (Appendix 14), whereas Student 2 pointed out the fact that Reacting "[...] was different. There was variation in the lessons" (Appendix 9). Harmer's (2007) fourth stage, *activities*, claims that students are more likely to be motivated for an activity if they find it pleasurable. In that sense, Reacting can be used as a motivational factor as it provides variation to the classroom. Regardless, it is worth remembering that students have individual desires and views on what is enjoyable. Throughout the intervention, I observed some students who enjoyed the process of roleplaying, while others seemed less intrigued by the method. This was expected as one cannot appeal to all students simultaneously. However, a benefit of Reacting is that it is not only something different from ordinary lessons, but it also consists of several methods within. During Reacting, students read, write, speak, and discuss. On that note, one can assume that since there is such a variety of working methods, most students can find some part pleasurable and thus motivating.

Not only could the variation of lessons be a motivational factor, the value of Reacting could also maintain or enhance motivation. In the pre-intervention interview (Appendix 15), the teacher confessed that it was more appreciative to teach English than other subjects, as students often see value in the subject itself, regardless of them not enjoying particular topics. The students' attitudes towards the subject will affect their motivation. This corresponds well with Harmer's (2014) fourth stage, *activity*, claiming that students will be more motivated if they see the value and point of the activity. In her post-intervention interview, Student 2 expressed: "[...] It is nice to see what we know in English. Both language knowledge and topic knowledge" (Appendix 9), claiming that Reacting was a different way to see and test their knowledge.

Furthermore, Student 6 claimed: "I did not think it would be this much fun. In the beginning, I thought it would be stressful, but then it turned out to not be that stressful" (Appendix 13). I observed the students' engagement increase throughout the lessons as they got more immersed in the topic and the method. On game day 4, one student expressed: "I am so invested now!". Additionally, in the post-intervention interview, Student 5 concluded: "[...] It seemed very difficult and complicated when you arrived, but after an hour or two, I understood what it was about, and it became easier" (Appendix 12). This, again, shows the importance of understanding the point of it all. Many factors could have sparked their motivation throughout the two weeks. However, one can assume that when the students saw the meaning behind what they were doing and its value, their engagement increased and so did their motivation. According to OIT (Ryan & Deci, 2000), presented in chapter 3.2.2, this

motivation could be identification. When students understand the value of an activity concerning a separate outcome, identification occurs. The students find personal importance, something they value, within the activity and thus become motivated. One could, therefore, assume that some of the students had this form of motivation. Another alternative is what OIT refers to as integrated regulations. With that motivational form, the regulations are fully integrated and acquired as one's own. It is, however, difficult for an outsider to claim someone to be motivated in this sense. Regardless, it is worth mentioning that it is possible that some students found value in Reacting and assimilated those values with their own values.

6.4.2 Learning Through Playing

When asked how the two weeks had been, all seven students in the post-intervention interview said it had been fun. Learning does not always have to be fun, nor should it always be fun. However, if the students perceive an activity as fun and engaging, they will most likely be more motivated to participate and engage. The competition aspect of Reacting can be one of the factors that students saw as fun and engaging. The teacher claimed in her pre-intervention interview that some of the students get engaged and motivated by competition and challenges among themselves (Appendix 15). Notwithstanding the teacher's statement, surprisingly, none of the students mentioned the competition aspect in the post-intervention interview, nor the final summary on the last day.

However, to some extent, it was confirmed by observations. I observed that the students became more engaged and motivated to learn as they realized that Reacting is more of a debate, than a play. It became a goal for several of them to win over their friends on the opposite faction. Thus, they aimed to learn more about the topic to use during the discussions. Therefore, one can assume that some students were motivated by the competition aspect as they saw it as fun and engaging to beat their classmates. In the light of OIT (Ryan & Deci, 2000), presented in chapter 3.2.2, one could place this form of motivation as introjected regulation. The students might have been motivated to beat their classmates to enhance their self-esteem. Furthermore, if students saw acquiring knowledge as necessary to beat their classmates, rather than the knowledge being important in itself, one could also say their motivation form was identification. In that case, they participated not to achieve the goal but rather an external goal; being better than their classmates. However, the competition aspect might have been demotivating for some students as competition does not appeal to all students.

Some students found not getting a grade as a motivational factor. This was somewhat surprising, as four students in the pre-intervention survey claimed grades to be a motivational factor. At the tail end of the intervention, during our talk with the students on their views and thoughts, several of them expressed that they saw it as exhilarating and freeing not to be graded and nobody stated that they wished for a grade. Supposedly, by learning through playing without external pressure regarding grades and evaluations, some students were more motivated. However, not receiving a grade might have been demotivating for other students. As the teacher claimed in the post-intervention interview (Appendix 16), some did better during the Reacting lessons compared to ordinary lessons and those students might have been even more motivated if they knew they would get a good grade for their work. Additionally, some students may have seen this as a free pass not to participate. However, the teacher did conclude that giving grades or formal evaluations would generally not have engaged or motivated them any more than they already were (Appendix 16). As it appears, the students of this research seem to have been more motivated by the value of Reacting, either established intrinsically or assimilated through external factors such as classmates or praise from us, than they were by external demands or requirements such as grades or obligation to participate.

In the post-intervention survey, Student 2 said: "It was fun not having ordinary lessons. It [Reacting] seemed real" (Appendix 10). This is partly what Reacting tries to achieve, a sense of reality while learning about history. It is an attempt to make history and learning more fun and relatable. As Chickering and Gamson (1987) claim, presented in chapter 2.2.1, students must make what they learn a part of themselves. By connecting what they learn to the real world and themselves, they might value the learning process more and thus, according to Harmer (2014) and SDT (Ryan & Deci, 2000), enhance motivation. Additionally, this corresponds well with Harmer's (2014) fourth stage, *activity*, as he claims that motivation will enhance, if students see the true point behind the particular activity. With that in mind, one can assume that Student 2 saw the connections to real life and thus enjoyed participating. Furthermore, Student 7 assured: "It is better to learn this way. One remembers it better and learns it better when one learns it like this. Compared to just reading about it. [...] I would not have remembered this if we just read about it" (Appendix 14).

It is worth remembering that motivation is an individual phenomenon and varies from person to person. As mentioned throughout this discussion, some students saw the social aspect as a motivational factor and others appreciated the autonomy. Whereas others thought of it as a good way to test their knowledge and some saw it as exhilarating and motivating not to be graded. It is hard to motivate all students simultaneously, and it is hard to pinpoint

motivation and to which extent one is motivated. However, it seems like the fact that Reacting was something different, and a variation from ordinary lessons might have been fun and intriguing enough to motivate the majority of the class.

7.0 Conclusion

This dissertation has attempted to answer the research question: *How do aspects of Reacting to the Past impact student motivation in an EFL classroom in a Norwegian lower secondary school?* To collect data material for this thesis a combination of quantitative and qualitative data has been used. The quantitative data was gathered through online surveys before and after the intervention. The qualitative data was retrieved from semi-structured interviews of both participating students and their teacher. Additionally, observation as a method has been used throughout the two-week intervention to supplement the findings from the surveys and interviews.

Due to the scope of this thesis and its small sample of participants, the findings are not generalizable for all 10th grade EFL classrooms. The external validity of this thesis is weak as there is a slight chance of replicating these exact findings and the reliability would have been strengthened if the sample was larger. However, there are findings in this study that I think is somewhat representable for general 10th graders and some elements of my results might reoccur in a separate outcome in a different situation. It is also worth mentioning that this study was not done for statistical generalization but rather as a case study to analyze end enlighten the impact Reacting had on student motivation.

First and foremost, this study shows that 87% of the students were more motivated for Reacting lessons than ordinary teaching lessons (figure 6). In other words, Reacting clearly had a positive effect on the majority of these students' motivation. However, it exists different amounts and types of motivation, and different factors or regulations that affect motivation (Ryan & Deci, 2000; Harmer, 2007). Different aspects of the pedagogy appeal to different students, and it is challenging to affirm what exactly did motivate each student.

The autonomy aspect may have been essential for some students. 67% claimed to have been more engaged than they usually are, and Figure 9 shows that 60% of the students were more orally active. Reacting has no set script. Thus, it allows students to improvise and it makes them responsible. This might have been a motivating factor for some students to work harder and engage more. This agency and sense of autonomy is essential for motivation (Ryan & Deci, 2000; Harmer, 2007). However, for others, if they did not feel a strong enough sense of competence and did not know what to say, the autonomy was likely demotivating. For the autonomy aspect to be motivating, there needs to be an appropriate level of challenge (Vygotsky, 1978; Harmer, 2007). Stated differently, there needs to be a feeling of

competence. That is why the engagement, and likely the motivation, increased when we started providing notes for the students to say aloud or take inspiration from.

Classmates and the teacher are seen as external factors affecting student motivation. As Reacting consists of faction collaboration and group work, students may be motivated by peer-pressure, scaffolding and mirroring. The student-student relation can be seen as introjected regulation, where some students were motivated by peer-pressure and participated to avoid guilt and maintain self-esteem. However, for others, they might have been demotivated to participate in fear of not being good enough and to ensure they do not lose self-esteem. To avoid the latter, the teacher-student relation must be good. Through positive feedback and guidance, one can assure the students a sense of achievement and a feeling of competence, which are both essential for motivation. It is also evident that the teacher's engagement and investment in the topic is crucial for the students' engagement and investment. The teacher's attitude will subconsciously or consciously affect student motivation in the classroom (Harmer, 2007).

Finally, it seems the students of this study saw Reacting as a creative and different way to learn and that their motivation was enhanced because of that. In the post-intervention interview, all seven respondents stated that it had been fun. Students are more likely to be motivated by an activity if they find it pleasurable (Harmer, 2007). Not only is Reacting a variation from ordinary teaching, but it also consists of a variety of learning methods within each game, meaning that students may find some elements or aspects of the pedagogy pleasurable and thus motivating. Additionally, Reacting aims to make history relevant and personal, and it seems to be motivating for the students as they see the value of what they learn and how they learn it.

All in all, it seems that the students of this study were more motivated by the opportunity to do something different. The students of this study seem to have been motivated by the deeper elements, such as its value and the responsibilities they had, rather than external demands or requirements. However, cause-and-effect relationships are not straightforward. There are many factors that affect a person's motivation and it is challenging to find the motivational origin. Regardless, it seems clear that the students of this study were intrigued by the pedagogy and that it positively impacted the students' motivation. Student 2 summarized the two weeks by stating: "It was different from anything we have done before, complicated and advanced, but it was fun. We learned from other people and that was fun" (Appendix 9). Grounded in the findings of this study I would argue that Reacting is a pedagogy that could be

used in lower secondary schools to show students how learning can be all-consuming, engaging and intriguing, and thus motivating.

7.1 Thoughts for future research

To this day, there are only a few studies done on Reacting's effect on an EFL-classroom in Norway. Hopefully, this dissertation can contribute to the research field and enlighten the benefits of Reacting on student motivation in the Norwegian classroom. The most prominent limitation of this study is the sample size, so it would be interesting to try the pedagogy in several classes for future research. This study was not conducted to compare Reacting to other teaching methods, but for future research, it could be beneficial to have a control group and thus be able to draw more significant conclusions. In addition, I think it would be essential to spend a larger amount of time on the project to ensure a deeper and wider study.

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9.0 Appendices

Appendix 1: NSD approval letter

NSD NORSK SENTER FOR FORSKNINGSDATA

Vurdering

Referansenummer

672217

Prosjekttittel

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

Behandlingsansvarlig institusjon

Universitetet i Agder / Avdeling for lærerutdanning

Prosjektansvarlig (vitenskapelig ansatt/veileder eller stipendiat)

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

Type prosjekt

Studentprosjekt, masterstudium

Kontaktinformasjon, student

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

Prosjektperiode

01.01.2022 - 30.06.2022

Vurdering (1)

05.01.2022 - Vurdert

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

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

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

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

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

DE REGISTRERTES RETTIGHETER

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

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

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

FØLG DIN INSTITUSJONS RETNINGSLINJER

Personverntjenester legger til grunn at behandlingen oppfyller kravene i personvernforordningen om riktighet (art. 5.1 d), integritet og konfidensialitet (art. 5.1. f) og sikkerhet (art. 32).

SurveyExact er databehandler i prosjektet. NSD legger til grunn at behandlingen oppfyller kravene til bruk av databehandler, jf. art 28 og 29.

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

MELD VESENTLIGE ENDRINGER

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

OPPFØLGING AV PROSJEKTET

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

Kontaktperson hos Personverntjenester: Karin Lillevold
Lykke til med prosjektet!

67

Playing games in class

Negotiating The Troubles in Northern Ireland, 1997-1998: Will the Good Friday Agreement Bring Peace to the Province?[2]

Adapted by: André Odland, Håkon Stensvand, Emily Samuelsen Karlsen and Sarah Fiskodde Kræmer Andersen. [3]

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

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

Overview of the game and the Political Situation

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

Word bank

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

Abbreviations

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

Timeline and historical overview

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

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

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

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

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

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

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

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

2016 - A majority of Northern Ireland voted against Brexit. Brexit referendum makes the border between UK and EU´s outer border in the Irish Sea. After Brexit, Northern Ireland stays in the customs union. Democratic Unionists Party supported Brexit, but because of this Unionists in Northern Ireland feel like the DUP made Northern Ireland closer to reunification with the Republic of Ireland. [4]

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

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

People often believe that the situation in Northern Ireland is a religious conflict, because the mostly Catholic Nationalists seek to be reunited with an overall Catholic Ireland and the predominantly Protestant Unionists insist on remaining part of the largely Protestant Britain. Although religious argumentation and terminology have been used historically, the conflict today revolves around people´s differing political identities. Furthermore, it seeks redress for the social, cultural and economic exclusion of a minority who once were in the majority. The Nationalists were discriminated against in all walks of life, from the founding of Northern Ireland in 1921 until 1985, when the Republic of Ireland was given a formal say in the province´s future. [5]

Good Friday Agreement Topics for Discussion[6]
Decommissioning

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

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

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

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

All participants reaffirm their commitment to the total disarmament of all paramilitary organizations. They also confirm that they intend to work with the Independent Commission, and to use any influence they may have to the decommissioning of arms within two years after an Agreement is signed,

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

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

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

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

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

Nationality & Identity
For most Unionists, their identity is tied to a British nationality. This is due to them already being in the union, so their identity is already connected to their citizenship in the UK. For Nationalists however, their identity is tied to an Irish identity. Their goal and hope is that the

Irish identity will lead to a united Ireland. Up until this point, the nationalists have had lesser rights when it comes to opportunities in the job market, housing market and salaries. It is proposed in the GFA that no matter what nationality you identify as, everyone should have the same rights.

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

Faction Descriptions

Nationalists
- **Social Democratic and Labour Party (SDLP)[7]**
  SDLP was established in 1970. The party is known for being Nationalist and social democratic, and their goal is to reunify Northern Ireland with The Republic of Ireland. SDLP is a moderate party, which means that they do not support the use of violence. The leader of the party is John Hume. The party wants Ireland reunited, and considers an agreement as a necessary first step in achieving that.

- **Sinn Féin (SF)[8]**
  Sinn Fein was established in 1970. It is known as an extreme, hardline political party (ekstreme og kompromiløse). They are dedicated to withdrawing British control from Northern Ireland. Gerry Adams is the leader. The members were supportive of the IRA and their violent approaches but is now a more political party and denies IRA and

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

their violence. Sinn Fein sees GFA as a step towards a united Ireland, but has many demands before signing the agreement.

- Irish Government[9]

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

Unionists

- **Ulster Unionist Party (UUP)[10] [11]**

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

- **Progressive Unionist Party (PUP)[12]**

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

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

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

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

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

- **British Government[13]**
The British Government is a labour government with leadership of Tony Blair. The British Government seeks to secure peace, stability and democracy in Northern Ireland. Over the years there have been several conflicts between the British Army and the population in Northern Ireland. The British Government has no self interest in Northern Ireland, but they want the outcome to be decided by the majority of the people. The British Government sits with the key to the negotiations as they were the ones that started the negotiations.

Undecided
- **Northern Ireland Women's Coalition (NIWC)**
[14]Northern Ireland Women's Coalition was established in 1996 to ensure that women were represented in peace negotiations. Members are both Catholics-Nationalists and Protestants-Unionists. Their main goal is to secure human rights and peace. Catholic Monica McWilliams and Protestant Pearl Sagar were the founders. They have no political opinions as long as the agreement focuses on human rights, equality and inclusion.

- **Alliance party (A.P.)[15]**
The Alliance Party was established in 1970. The party is a liberal and centrist party. The party started off as a Unionist party, but over the years it has transitioned into a more neutral party. The party wants to overcome the big differences in Northern Irish society and support diversity in the community. The leader is John Alderdice.

Basic Features of Playing the Game[16]
Reacting to the Past is a form of roleplaying, based on historical events and conflicts. There will be some lessons with preparations before the game starts, then the pupils are in charge and the game begins. Set in a time of historical tension in Northern Ireland, in 1997-1998, pupils get roles of historical figures. Some are true historical figures and some are made up. By reading the pamphlet and the individual role sheets, pupils discover their goals, who their friends and enemies are, and what they have to do to win the game. Throughout the game pupils can give speeches, will take part in debates and negotiations and win other pupils to attempt to win the game.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

How the game works[17]
Votings
During the game there will be several issues to vote over. First there will be separate votes on the specific topics of the agreement; decommissioning, prisoner release, segregation/human rights, nationality/identity and political governance. The outcome of these votes will determine what the agreement will look like. At the end a final voting session will be held, where you vote whether the agreement should be passed or not. **Not all roles have voting rights - check your role sheet.**

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

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

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

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

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

What to do before each meeting
Before Game Day 1 - Date
If you are a member of a faction
- Find out who you are
    - What is your name?
    - What faction do you belong to?
    - What are your objectives and tasks?
- Get to know the topics which are going to be voted on
- Your faction
    - What are your faction's main ideas?
    - What are your faction's goals?
    - How can you achieve these goals?

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

Before Game Day 2 - Date
If you are a member of a faction
- Preparing arguments before the votings
- Know the factions primary goals, and your own goals

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

Playing games in class

Negotiating The Troubles in Northern Ireland, 1997-1998: Will the Good Friday Agreement Bring Peace to the Province?[18]

Adapted by: André Odland, Håkon Stensvand, Emily Samuelsen Karlsen and Sarah Fiskodde Kræmer Andersen. [19]

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

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

Word bank

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

Abbreviations

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

Grunnleggende egenskaper med spillet [20]

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

Spilloppsett

Til å begynne med vil læreren din bruke litt tid på å hjelpe deg med å forstå den historiske bakgrunnen/konteksten for spillet. I løpet av denne tiden er det flere typer hjelpemidler du kan og bør bruke:
- **Brosjyren/spillboken** (som du leser fra nå), inneholder informasjon om reglene og elementene i spillet samt historisk informasjon som du trenger å vite.
- **Rolleark** som du får utlevert av læreren din. Rollearket inneholder en kort biografi om rollen din i spillet. Dette rollearket vil gi deg informasjon om din rolles ideologi/tro, mål, ansvar og oppgaver. Din rolle kan være en faktisk historisk figur eller en oppdiktet karakter.

Les så mye av dette materialet før spillet begynner. Du bør imidlertid også gå tilbake og lese materialet på nytt gjennom hele spillet. Hvis du leser materialet en andre eller tredje gang mens du er i rollen, vil du få en dypere forståelse og kan endre perspektivet ditt og gi deg ideer om ulike aspekter/argumenter som du kan bruke.
De som leser stoffet nøye og som kjenner spillereglene vil gjøre det bedre enn de som stoler på generelle inntrykk og usikre minner.

Spilling

Når spillet begynner er det elevene som har ansvaret. Læreren fungerer som en **gamemaster (GM)**. GM er ansvarlig for spillet. GM tar plass bakerst i rommet med utsikt over fremdriften. De leder ikke klasseøktene, men de kan:
- Send notater til spillerne
- Kunngjøre viktige hendelser (f.eks. IRA bomber byparken). Noen av disse hendelsene er et resultat av elevenes handlinger i spillet, andre er forhåndsplanlagt av GM
- Omdirigere diskusjoner hvis de har gått av sporet

GM sørger for at spillet går rettferdig for seg.

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

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

slutten av spillet hvis du ikke har venner. (Se neste avsnitt for å lese om hvordan stemmegivningen fungerer). Samarbeid er kjernen i hvert spill.
Husk: Reacting to the Past bare er et spill - motstand, angrep og svik skal ikke tas personlig. Spillfiender gjør bare det som deres roller ville ha gjort på ekte.

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

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

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

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

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

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

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

Diskusjoner

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

Spillets gang

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

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

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

Appendix 4: Teacher consent form

Vil du delta i forskningsprosjektet
«Reacting to the Past in a Norwegian 10th grade classroom"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se på hvordan Reacting to the Past kan påvirke elever i det norske klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet er å bruke datainnsamlingen som innhetes til å skrive to masteroppgaver innen grunnskolelærerutdanningen ved Universitetet i Agder. En av oss vil se på hvordan RTTP påvirker elevenes engasjement og motivasjon i engelsktimene. Den andre vil se på hvordan RTTP påvirker elevers muntlige aktivitet, spesielt de elevene som ikke er særlig muntlig aktiv i ordinær engelskundervisning.

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

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

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

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

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

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

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

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

Hva skjer med opplysningene dine når vi avslutter forskningsprosjektet?

Opplysningene anonymiseres når prosjektet avsluttes/oppgaven er godkjent, noe som etter planen er 30.06.22. Dataen som er innsamlet vil da være anonymisert, og vil bli slettet.

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

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

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

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

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

Med vennlig hilsen

Erik Mustad   Emily Samuelsen Karlsen   Sarah Fiskodde Kræmer
Andersen
Veileder   Studenter

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

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

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

(Signert av prosjektdeltaker, dato)

Appendix 5: Student consent form

Vil du delta i forskningsprosjektet
«Reacting to the Past in a Norwegian 10th grade classroom"?

Dette er et spørsmål til deg om å delta i et forskningsprosjekt hvor formålet er å se på hvordan Reacting to the Past kan påvirke elever i det norske klasserommet. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål
Formålet er å bruke datainnsamlingen som innhentes til å skrive to masteroppgaver innen grunnskolelærerutdanningen ved Universitetet i Agder. En av oss vil se på hvordan RTTP påvirker elevenes engasjement og motivasjon i engelsktimene. Den andre vil se på hvordan RTTP påvirker elevers muntlige aktivitet, spesielt de elevene som ikke er særlig muntlig aktiv i ordinær engelskundervisning.

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

Hvorfor får du spørsmål om å delta?
Du får spørsmål om å delta fordi din lærer har sagt seg villig til å la oss teste ut dette undervisningsopplegget i hans/hennes klasserom.
Hva innebærer det for deg å delta?
Hvis du velger å delta i vårt prosjekt, innebærer det at du svarer på en spørreundersøkelse før og etter gjennomføringen, samt at vi får observere gjennomføringen i klasserommet, inkludert deg. Noen vil bli plukket ut til et personlig intervju. Her vil elevene få spørsmål om hvordan de syns gjennomføring av spillet gikk.

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

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

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

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

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

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

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

Hva gir oss rett til å behandle personopplysninger om deg?
Vi behandler opplysninger om deg basert på ditt samtykke.

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

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

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

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

Med vennlig hilsen

Erik Mustad   Emily Samuelsen Karlsen   Sarah Fiskodde Kræmer
Andersen
Veileder   Studenter

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

- ☐ å delta i gjennomføringen og bli observert
- ☐ å svare på en spørreundersøkelse, før og etter gjennomføringen
- ☐ å delta i et semi-strukturert intervju etter gjennomføringen
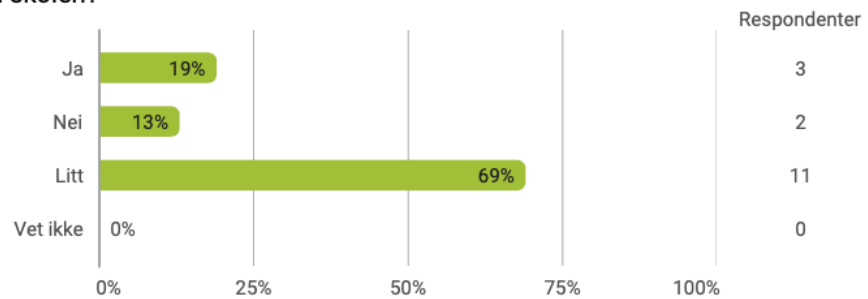
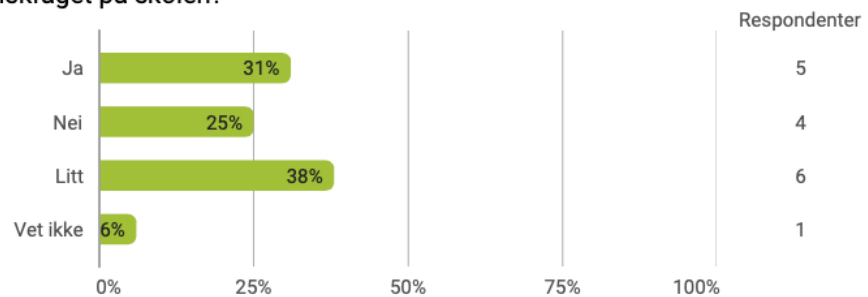Jeg samtykker til at mine opplysninger behandles frem til prosjektet er avsluttet

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(Signert av prosjektdeltaker, dato)

Appendix 6: Student pre-intervention survey

Liker du engelskfaget på skolen?

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

0% 25% 50% 75% 100%

Føler du mestring i engelskfaget på skolen?

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

0% 25% 50% 75% 100%

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

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

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

Fra 1-5

I hvilken grad er du motivert i engelskfaget?

		Respondenter
1. Svært liten grad	0%	0
2. Liten grad	19%	3
3. Noen grad	75%	12
4. Stor grad	6%	1

0% 25% 50% 75% 100%
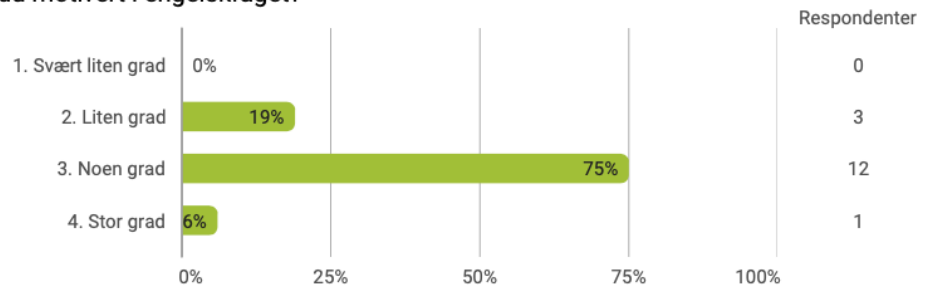
I hvilken grad legger du innsats i engelskfaget?

		Respondenter
1. Svært liten grad	0%	0
2. Liten grad	13%	2
3. Noen grad	69%	11
4. Stor grad	19%	3

0% 25% 50% 75% 100%
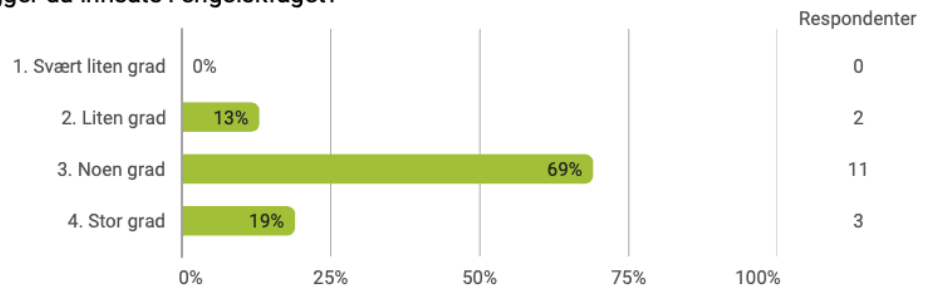
I hvilken grad er du komfortabel med å snakke engelsk høyt i klassen?

		Respondenter
1. Svært liten grad	31%	5
2. Liten grad	25%	4
3. Noen grad	25%	4
4. Stor grad	19%	3

0% 25% 50% 75% 100%
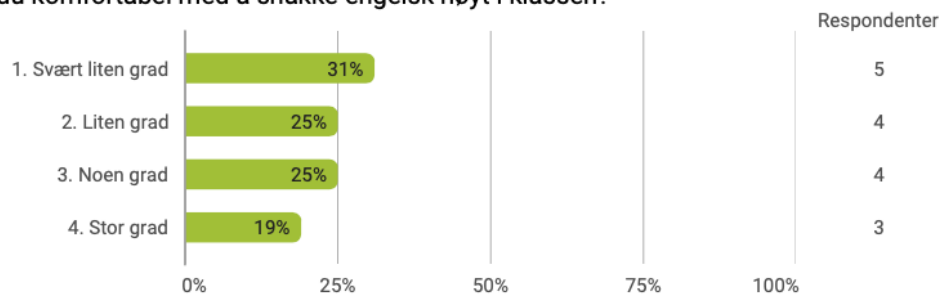
I hvilken grad er du trygg på dine klassekamerater?

		Respondenter
1. Svært liten grad	6%	1
2. Liten grad	31%	5
3. Noen grad	38%	6
4. Stor grad	25%	4

0% 25% 50% 75% 100%
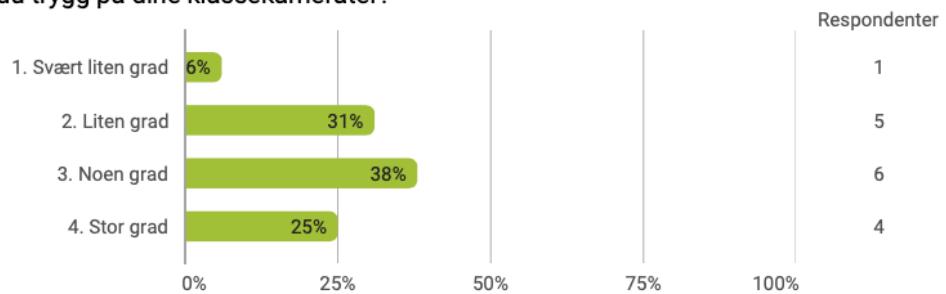
I hvilken grad ser du på deg selv som en aktiv elev i engelsktimene?

		Respondenter
1. Svært liten grad	13%	2
2. Liten grad	38%	6
3. Noen grad	44%	7
4. Stor grad	6%	1

0% 25% 50% 75% 100%

90
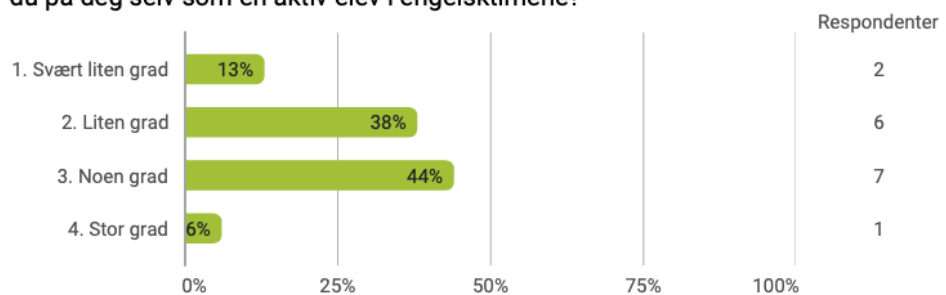
Bidrar du muntlig i engelsktimene?

Respondenter

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

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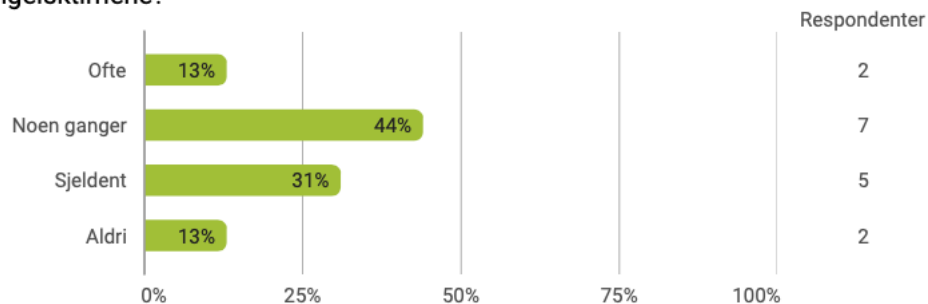
Hvorfor bidrar du ikke muntlig?

Respondenter

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

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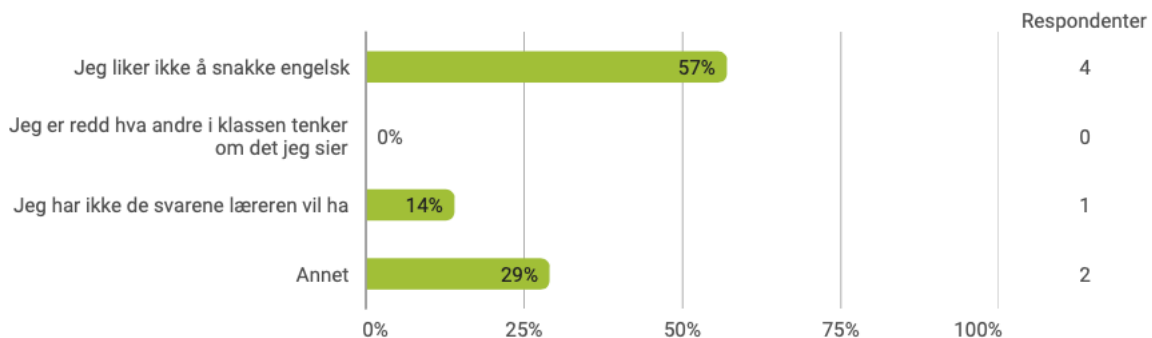
Har du vært med på rollespill i klasserommet før?

Respondenter

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

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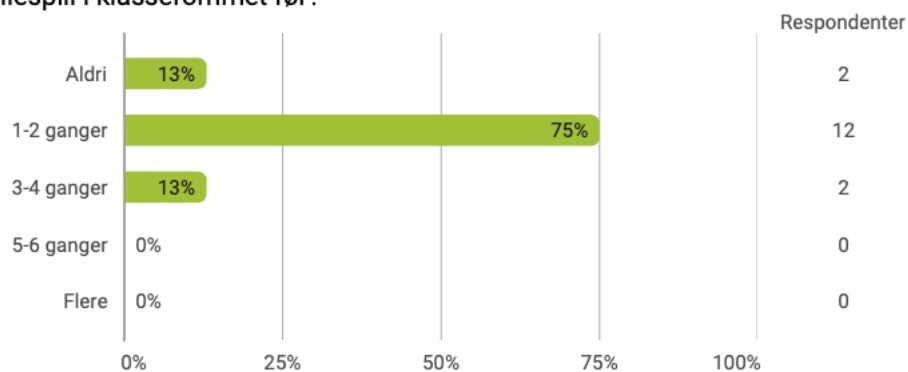
Liker du å spille rollespill i klasserommet?

Respondenter

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

0% 25% 50% 75% 100%

91
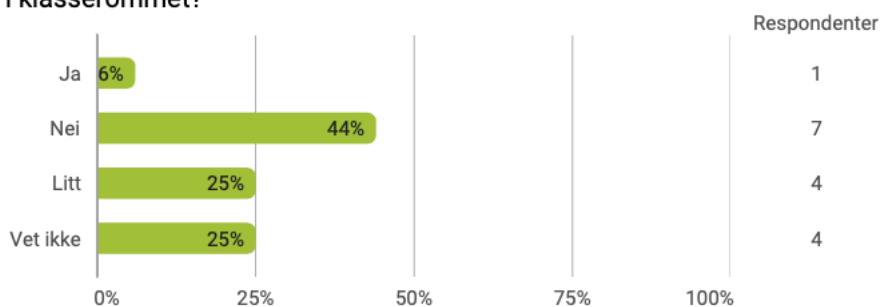
Hvorfor / hvorfor ikke?

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

Appendix 7: Student post-intervention survey

Jeg jobbet godt selvstendig med forberedelsene til spillet

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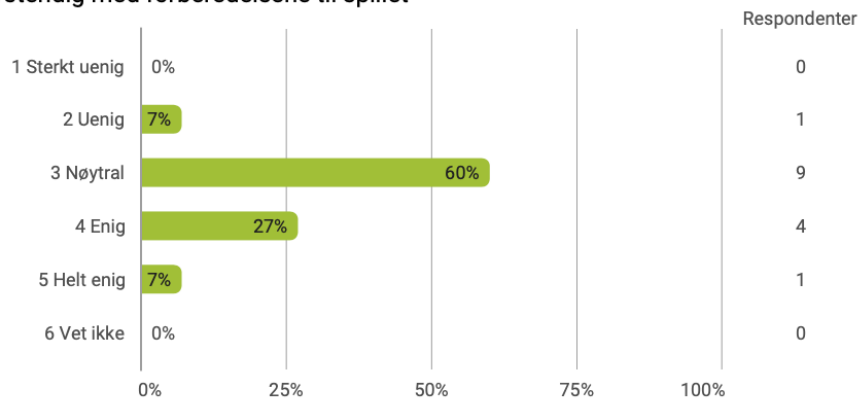
Jeg syns det var vanskelig å vite hvordan jeg skulle forberede meg

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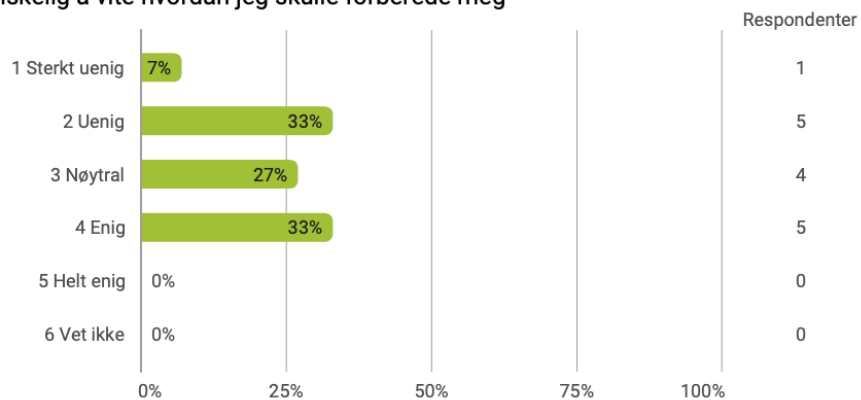
Jeg syns temaet (Nord Irland konflikten) var for vanskelig

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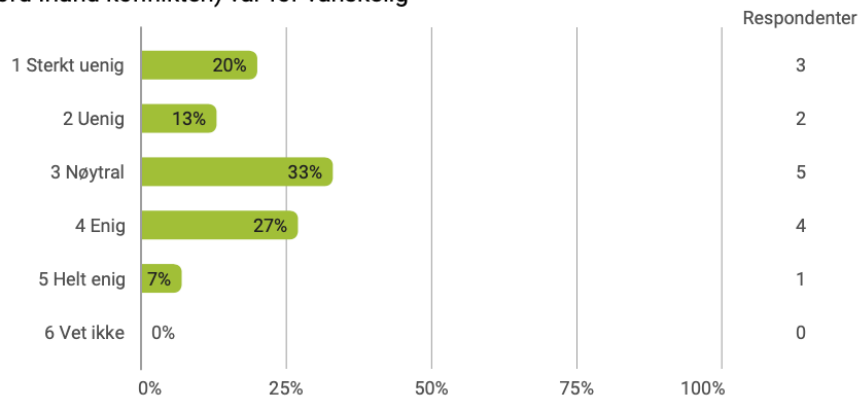
Jeg samarbeidet godt med de andre fra min "faction"

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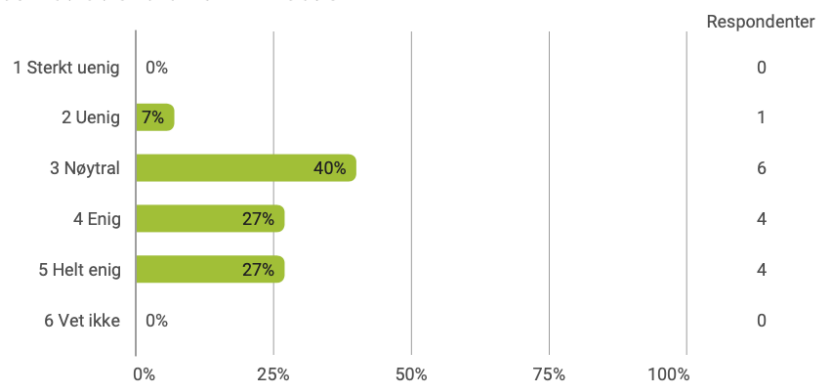
Jeg var mer motivert til timene med RTTP enn jeg er til vanlige timer

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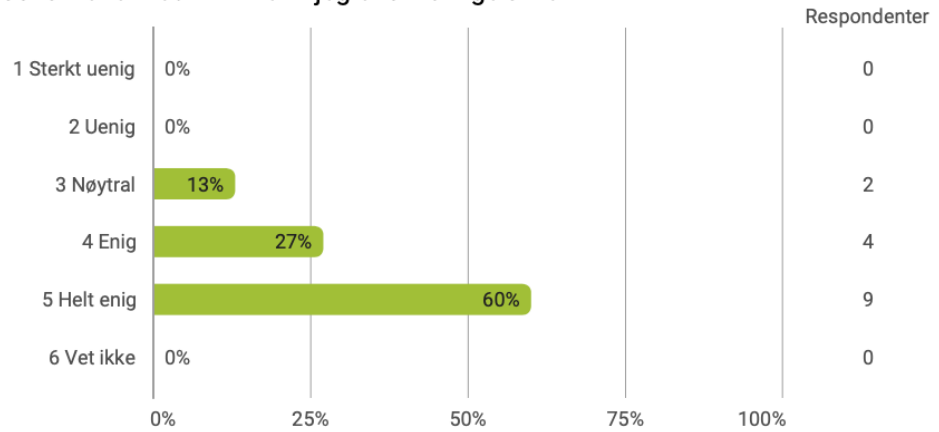
Jeg var mer engasjert enn jeg pleier å være i engelskfaget

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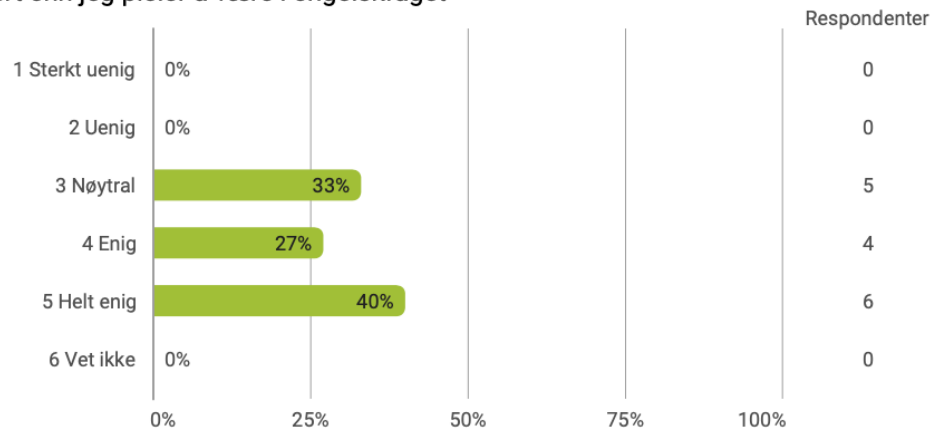
Jeg var aktiv i diskusjonene og gjennomføringen av skuespillet

		Respondenter
1 Sterkt uenig	7%	1
2 Uenig	7%	1
3 Nøytral	53%	8
4 Enig	13%	2
5 Helt enig	20%	3
6 Vet ikke	0%	0
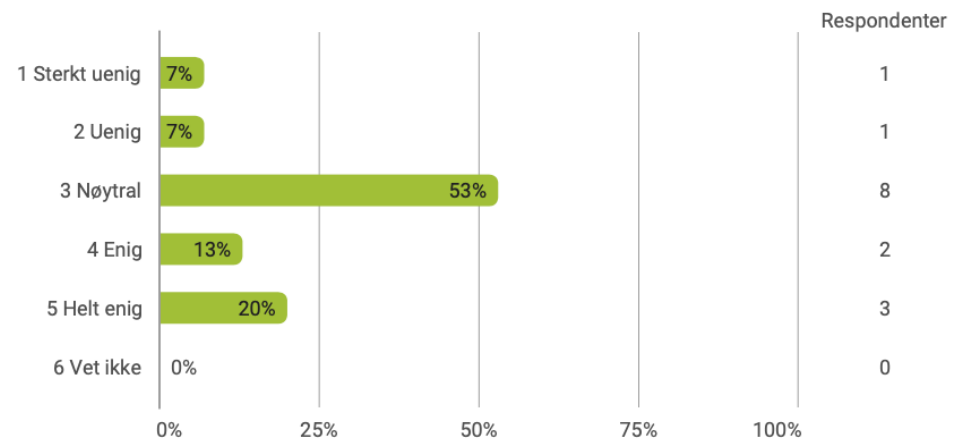
Jeg var mer muntlig aktiv enn jeg er til vanlig

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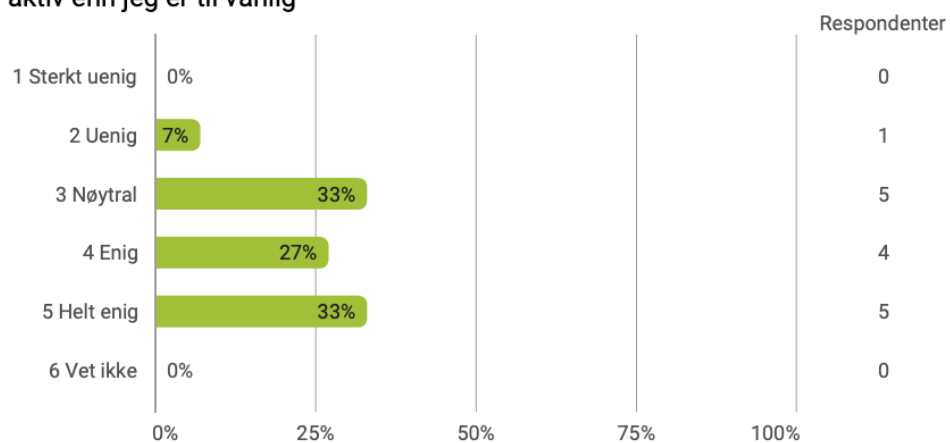
Jeg gruet meg til å snakke foran klassen i gjennomføringen av spillet

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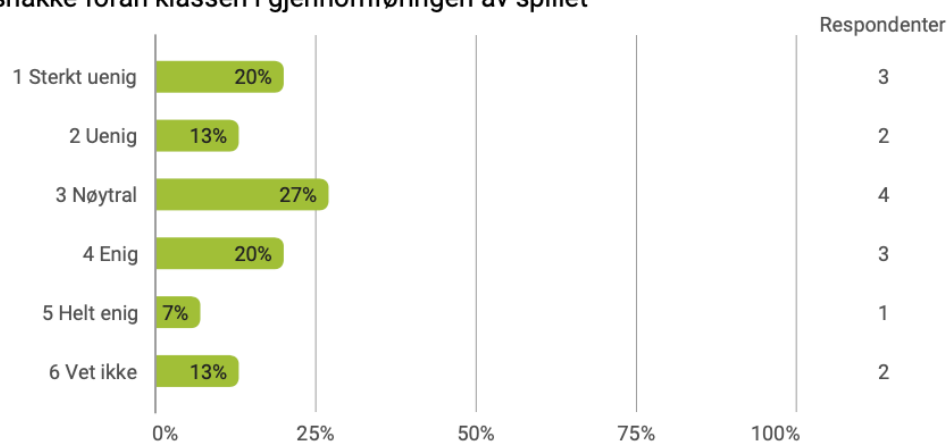
Jeg var trygg på mine medelever

	Respondenter
1 Sterkt uenig	0% — 0
2 Uenig	0% — 0
3 Nøytral	40% — 6
4 Enig	33% — 5
5 Helt enig	20% — 3
6 Vet ikke	7% — 1
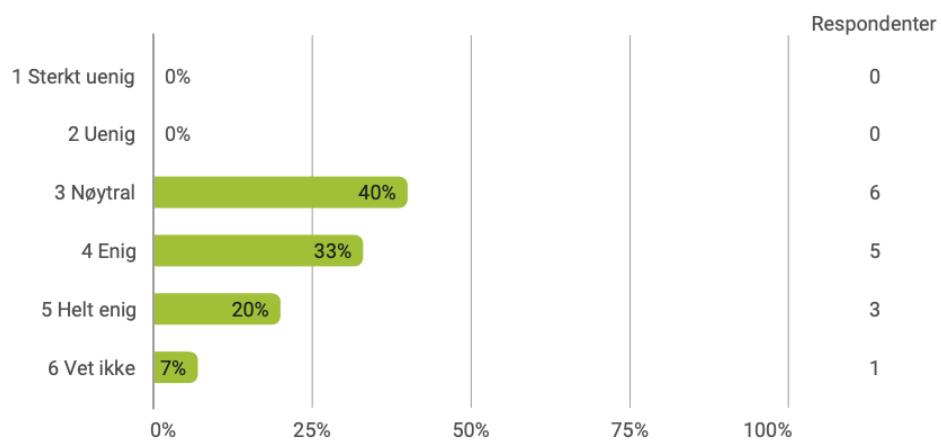
RTTP gjorde det mindre skummelt å snakke foran klassen

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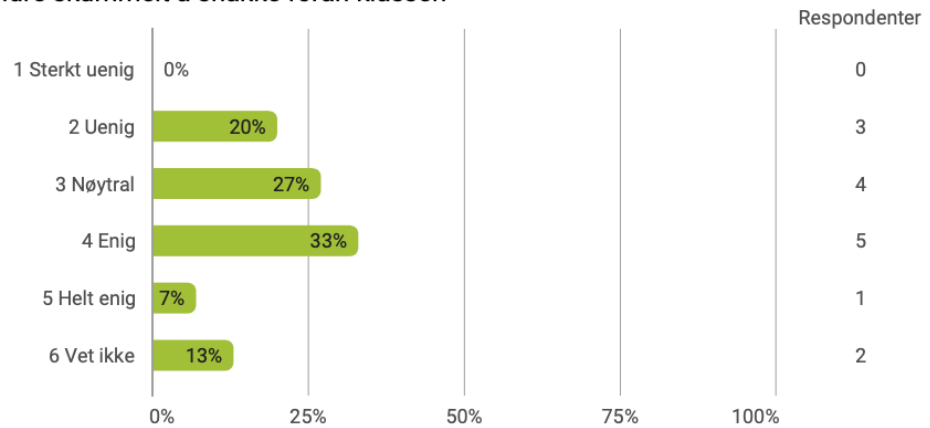
Jeg syns RTTP var en god måte å lære på

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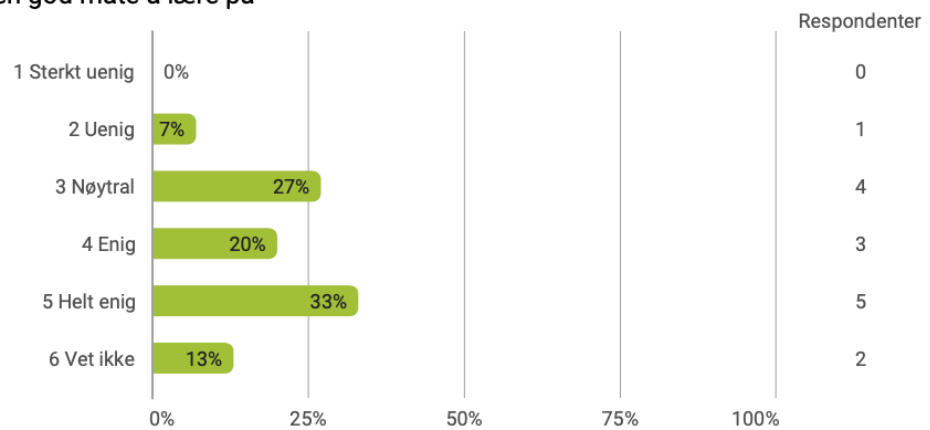
Spillet var for avansert, så jeg klarte ikke følge med

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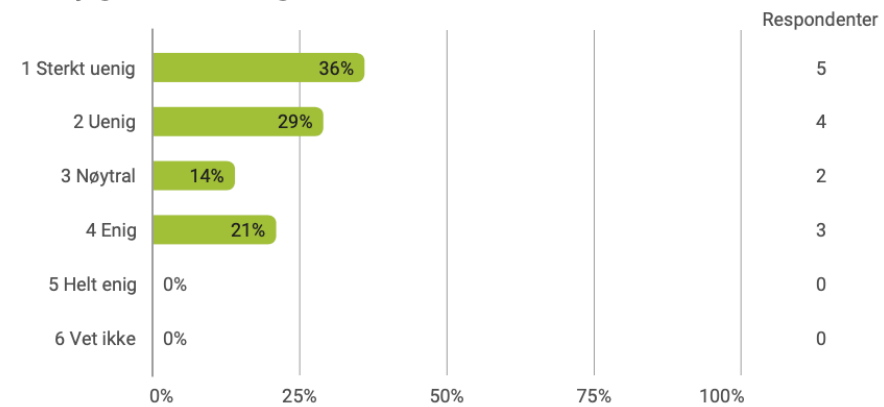
Etter RTTP har jeg ny kunnskap om Nord Irland konflikten

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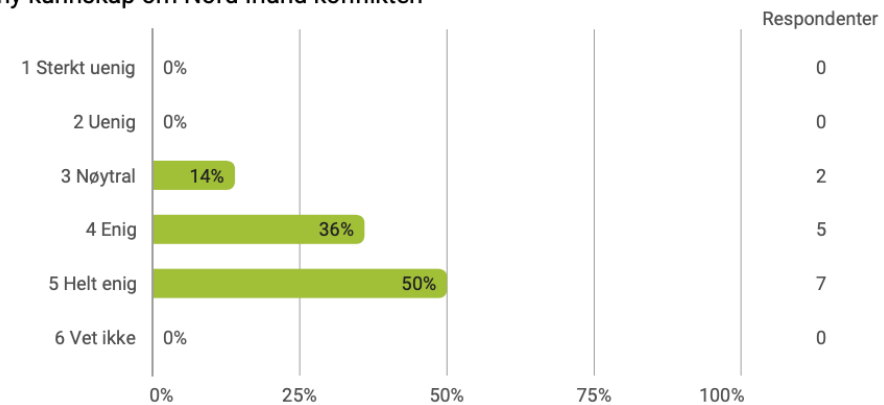
Jeg ser verdien av rollespill i klasserommet

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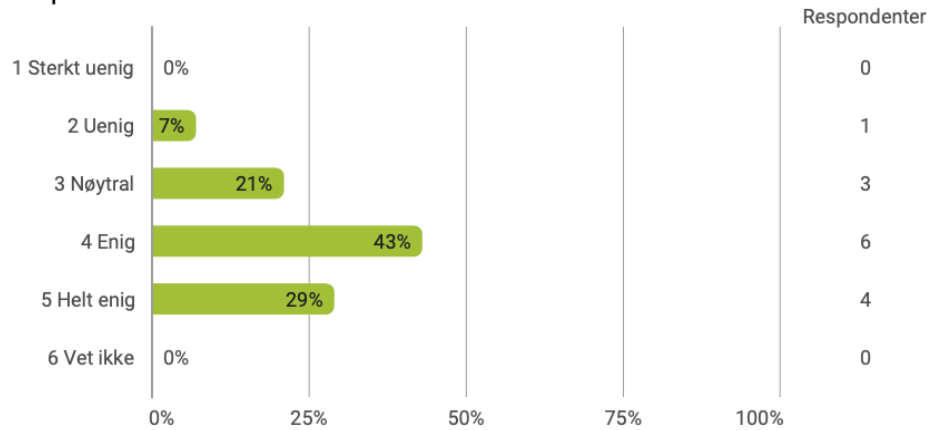
Jeg kunne gjort noe lignende igjen

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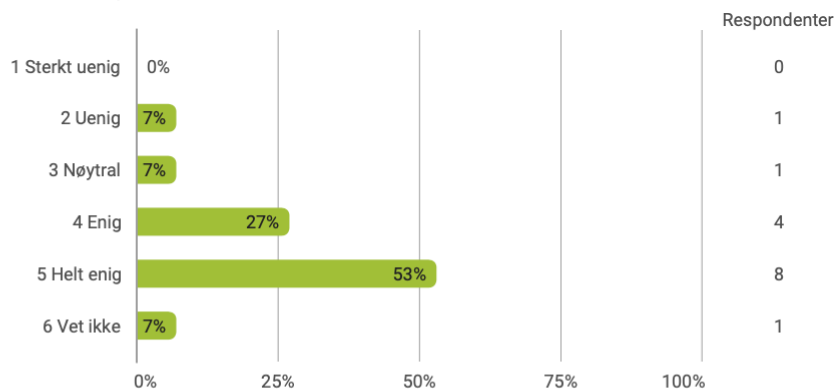
Jeg foretrekker vanlig undervisning over RTTP

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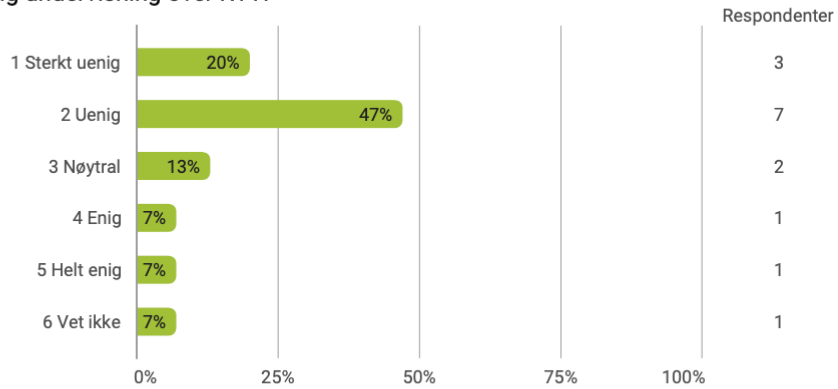
Jeg lærer mer av vanlig undervisning enn RTTP

	%	Respondenter
1 Sterkt uenig	13%	2
2 Uenig	27%	4
3 Nøytral	20%	3
4 Enig	27%	4
5 Helt enig	0%	0
6 Vet ikke	13%	2
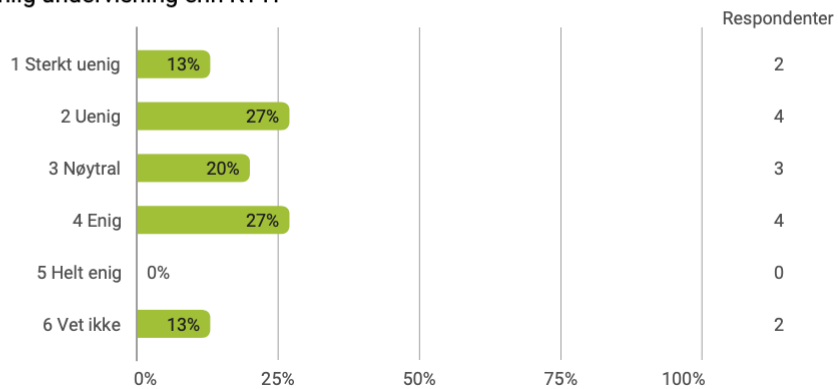
Appendix 8: Student 1 post-intervention interview

Hvordan syns du har vært?

Det var gøy. Det har vært veldig gøy.

Har dere spilt noe rollespill før? Som du kan huske.

Ja, bare et sånn rettsak.

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

Syns du det var vanskeligere eller annerledes å gjøre det sånn som vi gjorde det nå enn sånn som dere har gjort før?

Nei, for nå har vi litt informasjon om hva vi selv mener og dere gav oss sånn lapper så det var ikke så vanskelig

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

Hvordan syns du det var å forberede deg til spillet?

Greit. Det sto liksom alt vi trengte på det [rolle]arket.

Var det noe du syns var overraskende?

At vi fikk til så mye på bare en uke.

Hvordan syns du der var å snakke høyt i klassen? Pleier du å gjøre det til vanlig?

Nei, men det var mindre skummelt nå egentlig enn til vanlig.

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

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

Mhm

Hvordan syns du vanskelighetsgraden var? Temaet da, var det vanskelig?

Det hadde jo sikkert vært temaer som hadde vært lettere. Men det var ikke akkurat vanskelig nå heller

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

Nei, egentlig ikke.

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

Ja.

Noe annet du har lyst å si?

Bare at det har vært gøy når dere har vært her!

Appendix 9: Student 2 post-intervention interview

Hvordan syns du det har vært?

Gøy.

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

Har du vært med å spille rollespill i noen andre fag?

Vi har hatt skuespill i norsken, men det var det egentlig.

Var det samme greien som nå eller hadde dere replikker og sånn der?

Nei det var sånn, vi skulle herme etter, og sammenligne tekster.

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

Hvordan syns du det vi har holdt på med nå da har vært i forhold til det dere har gjort før av rollespill?

Det er jo på engelsk så det er jo litt annerledes, så det er jo greit å se det man kan i engelsk.

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

Syns du det var en bedre måte å gjøre rollespill på? Eller skumlere?

Ja jeg syns det var gøy, gøy og lærerikt.

Hvordan syns du det var å forberede seg?

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

Var det noe som overraska deg?

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

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

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

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

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

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

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

Appendix 10: Student 3 post-intervention interview

Hvordan syns du det har vært?

Gøy, å ikke ha vanlig time. Det virka jo litt virkelig.

Har du spilt noe rollespill før i noen andre fag?

Ja. I samfunnsfag og i norsk.

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

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

Hvordan syns du det var å forberede deg til det her?

Det var litt vanskelig å komme med spørsmål og svar og sånn, men det var greit når dere kom med replikker (post-it-lapper).

Var det noe som overrasket deg med denne måten å jobbe på?

Ja. At vi fikk litt liten tid. Men det gikk jo fint.

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

Hvordan syns du det har vært å snakke engelsk høyt i timen da?

Jeg liker ikke så godt å snakke høyt engelsk, men det gikk fint for de fleste ordene kunne jeg så da gikk det fint.

Oppfølgingsspørsmål: Syns du det hjalp at flere også snakket engelsk? Har det hatt noe å si tror du?

Ja, eller, ja det var greit det.

Syns du at det var en engasjerende måte å lære på?

Ja, det syns jeg.

Hvordan syns du vanskelighetsgraden var?

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

Oppfølgingsspørsmål: Syns du det var vanskelig å henge med når de andre snakka?

Bare noen ganger, når de snakka om ting jeg ikke visste hva var.

Er det noe du skulle ønske vi gjorde annerledes?

Nei, egentlig ikke. Bare at vi fikk litt mer tid.

Appendix 11: Student 4 post-intervention interview

Hvordan syns du det har vært?

Det har vært gøy.

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

Har du spilt noe rollespill før?

Nei, ikke noe sånm type rollespill.

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

Hvordan syns du forberedelsene gikk?

Det gikk jo greit, det var jo ikke så utrolig mye å forberede seg på.

Var det noe som overraska deg underveis?

Nei egentlig ikke.

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

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

Hvordan syns du det var å snakke engelsk høyt i klassa?

Jeg er veldig komfortabel med det. Jeg snakker jo engelsk daglig, spiller online.

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

Oppfølgingsspørsmål: Fikk du noen lapper underveis? Ville du hatt mer, mindre eller var det grei mengde?

Jeg fikk noen, og det hjalp.

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

Ja.

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

Nei det har gått greit å forstå den.

Er det noe du syns vi kunne gjort annerledes?

Kanskje litt mer tid til faction meetings. Tid til å diskutere med de i gruppa.

Appendix 12: Student 5 post-intervention interview

Hvordan syns du det har vært?

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

Har du vært med på å spille noe rollespill før?

Ja, vi har vell hatt litt i klassen men ikke noe sånn som dette. Det var ganske mye større det her.

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

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

Var det noe som overrasket deg?

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

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

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

Hvordan syns du det var med forberedelser? Syns du det var greit med de rollearkene og sånn?

Ja, det funka. Det var ganske greit det ja.

Hvordan syns du det har vært å snakke engelsk høyt i klassen?

Det er ikke så skummelt det. Vi er så vandt til å bruke mikrofoner å snakke høyt, så det er ikke noe problem det egentlig.

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

Syns du det har vært engasjerende? Følte du at du ble litt revet med?

Ja, jeg gjorde det.

Er det noe du skulle ønske vi hadde gjort annerledes?

Nei, jeg syns det var ganske greit sånn som det var.

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

Kunne du tenkt deg å gjøre RTTP igjen?

Ja. Jeg syns nesten det er gøyere enn vanlig time så!

Appendix 13: Student 6 post-intervention interview

Hvordan syns du det har vært?

Gøy.

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

Har du spilt noe rollespill før i noen andre fag?

Vi hadde sånn rettsak i samfunnsfag en gang, men det var ikke like gøy.

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

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

Vett ikke.

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

Hvis du tenker tilbake på mandag for en uke siden, er det noe som har overrasket deg underveis?

Jeg trodde ikke det skulle bli så gøy. Jeg tenkte først "årh stress" men så ble det ikke så stress.

Hvordan syns du det har vært å snakke engelsk høyt?

Det er jeg ikke så glad i. Men det går fint liksom.

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

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

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

Syns du det hadde vært bedre om dere hadde hatt faste replikker?

Da hadde folk snakka mer tror jeg.

Oppfølgingsspørsmål: Tror du det hadde gjort det hadde påvirket engasjementet? Hadde det blitt kjedelig å lese rett opp?

Ja kanskje, det hadde kanskje ikke blitt like gøy.

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

Mhm

Hvordan syns du vanskelighetsgraden var på temaet? Følte du det var et komplisert tema?

I begynnelsen tenkte jeg litt sånn "åj", men etter hvert skjønte jeg mer - når jeg kom inn i det.

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

Ja

Er det noe du syns vi kunne gjort annerledes?

Jeg vett ikke. Tror ikke det.

Har det vært noe snakk om dette når vi ikke har vært her? Har folk gledet seg? Gruet seg?

Nei, ikke så mye egentlig.

Appendix 14: Student 7 post-intervention interview

Hvordan syns du det har vært?

Ehh gøy.

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

Har du spilt noe rollespill før?

Ikke egentlig.

Syns du det hadde vært bedre med replikker på forhånd eller likte du at dere måtte komme på ting underveis?

Det er jo smart å komme opp med ting selv også så man lærer noe, men vi fikk jo replikker underveis så det hjalp jo.

Men syns du at det kunne vært noe annerledes under forberedelsene?

Jeg følte jo det meste vi trengte i starten.

> **Oppfølgingsspørsmål: Syns du det hjalp å ha faction meetings?**
>
> Mhm.

Er det noe som har overraska deg underveis?

Tror ikke det.

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

Hvordan syns du det har vært å snakke engelsk høyt i klassen?

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

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

Egentlig ikke.

Oppfølgingsspørsmål: Skulle du ønske det var mer post it lapper underveis?

Nei, jeg syns det var helt passe mengde.

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

Det er bedre å lære det sånn, man husker det jo litt bedre og lærer det litt bedre når man lærer det sånn. Enn å bare lese om det.

Oppfølgingsspørsmål: Syns du det var greit å følge med på det som blei sagt, forsto du det som blei sagt eller var det vanskelig?

Jeg fikk med meg det meste.

Oppfølgingsspørsmål: Så du vil heller lære om Nord Irland sånn enn å lære om det på tavla?

Ja det funker jo bedre sånn, jeg hadde jo ikke huska det om vi leste om det på en annen måte.

Oppfølgingsspørsmål: Har temaet vært vanskelig å forstå fra start?

Jeg forsto det ikke helt fra start, men så forsto jeg litt mer hva det handla om etter hvert.

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

Ja.

Er det noe vi kunne gjort annerledes?

Nei ikke som jeg kommer på.

Oppfølgingsspørsmål: Tror du det hadde vært bedre å hatt mer tid på forhånd før vi begynte å spille?

Nei jeg syns det var helt passe tid til alt egentlig.

Appendix 15: Pre-intervention interview, teacher

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

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

Hvor lenge har du fulgt denne klassen?

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

Kan du beskrive klassemiljøet på en generell basis?

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

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

Hvordan er det generelle nivået i engelskfaget?

Du har noen som er veldig, veldig gode. Og så har du noen som, hva kan du si, under middels.

> **Oppklaring: Lesing? Skriving? Generelt?**
>
> Noen liker ikke å lese eller å skrive i det hele tatt. Og noen elsker å snakke engelsk. Vi har flere som har samtaler seg imellom på engelsk. **Det er fint!** Nei det er ikke

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

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

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

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

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

Hvordan oppfatter du elevenes syn eller holdninger til engelskfaget?
Det kommer veldig an på hva temaet er. Noen ting elsker de, mens andre ting syns de er forferdelig kjedelig. Vi har jo hatt, tidligere i høst, har vi lest utdrag fra en bok «All the bright places» også så vi filmen, og hadde fagsamtale etter på. Det syns de var kjempe gøy sant. Jeg

har aldri hørt de snakke så mye engelsk før i disse gruppene sine og de kommer med egne fortellinger om livet og dype tanker om både det ene og det andre. Kjempe spennende. Så hadde vi om noe annet som de ikke kunne interessert seg mindre i. Så det handler om å finne det de er interessert i. Generelt er nok kanskje engelsk et litt mer takknemlig fag å undervisa i enn norsk og andre ting, for de ser nytten av det selv om de ikke syns temaet er aktuelt.

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

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

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

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

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

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Men jeg tror det meste er bra når det kommer i passe doser, tror jeg, men jeg vet ikke.

Hvordan tror du holdningen i klassen/klassemiljøet vil påvirke spillet vårt?

Det tror jeg vil påvirke masse. Jeg har prøvd å si at de skal ta godt i mot dere, men som sagt så liker de studenter godt.

Men hvordan tror du det kan påvirke, at de ikke vil?

Ja noen kan jo si at de ikke vil. Det kan jo være, men den store hopen vil jo gjøre det de får beskjed om.

Tror du at det her, det at noen ikke vil snakke fordi noen er bedre som du sa? Tror du det vil være avgjørende?

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

Hva engasjerer deg som lærer i undervisning?

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

Hva er det som engasjerer elevene mest i engelskundervisningen?

Det er når de får sitte i grupper som de får sitte i grupper om temaer de er interessert i med folk de liker å være i grupper med, for da tørr de mer.

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

Det er et komplisert og vanskelig tema, vi syns jo det er vanskelig selv noen ganger og vi skjønner at det er det som kan være avgjørende.
Lurt med en liste med argumenter dere kan gi dem. Hvis vi har hatt debatter i norsken også glemmer de sine egne syn, også at de argumenterer for det som er eget og ikke partiets syn. Jeg tenker ta med minst mulig, ikke masse skriftlig informasjon. Nå har jeg sagt det skal være rollespill og hvis de da blir møtt med masse skrift så tenker de at det skulle være noe gøy, det skulle være rollespill. Jeg tenker det er lurt.

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

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

Appendix 16: Post-intervention interview, teacher

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

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

Det er ikke sånn at jeg fikk avsmak på metoden

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

Hva tenker du om vanskelighetsgraden?

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

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

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

ikke det hadde gjort dem noe mer motivert, det tror jeg ikke. Jeg tenker bare hvis det hadde vært mitt opplegg så hadde det inkludert det.

Har du fått noe respons fra elevene utenom når vi har vært her?
Hmm nei.. Men, de har gitt uttrykk for at de har gleda seg til engelsken og at de syns det har vært hyggelig.

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

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

Hvordan syns du elevene har håndtert jobbingen? Både selvstendig og i grupper.
Jeg tror ingen av dem gikk tilbake å lese i pamphleten for å lese mer informasjon. De leste på sitt ark, men ikke på det andre. Ikke som jeg så. Det skulle jeg jo ønska de hadde gjort.
Av det jeg så i gruppene, de samme som var muntlige i diskusjonen var de som var aktive i gruppene.

Men jeg syns det var bra at dere beholdt de viktige engelske ordene. "Decomissioning" for eksempel sant. De sitter her og bruker det! Det er jo bra! Det var et eller annet de hadde misforstått.. "Free trail" og "Fair trail". Det misforsto de hele veien.

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

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

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

Hvordan tror du en bør håndtere de elevene som ikke har lyst til å delta? Nå endte vi jo opp med en elev som ikke sa noen ting.

Jeg fikk ikke med meg alle disse jentene, de blir så lave i forhold til de andre som tar så stor plass.

Tilleggsspørsmål: Ja eller den eleven som ikke ville være med i det hele tatt. Noe du tenker man kunne gjort eller, det er jo vanskelig med de som melder seg ut.

Jeg vet ikke. Men jeg tenker at sjølom man skjønner at de ikke vil ta ordet i det store her så håpe at de får sagt noe i de små møtene. At en prøver å gi de ros og tilbakemelding hvertfall. Følge med på at de får gjort noe da, eller sagt noe da. At man får hørt de. Også er det som jeg sa til dere og, at man plukker ut som ikke sier så mye i begynnelsen.

Oppklaring: Ja få de til å starte liksom.

Men jeg tror jo og at den delen der er mye enklere hvis det er tema de vet mer om og kanskje bryr seg mer om.

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

Hvordan syns du de elevene som vanligvis ikke deltar så mye gjorde det nå?

Det var jo de som var mest avhengig av lappene deres. Sånn som SSS, sa han noen av de? Altså han sa masse men sa han noen av de?

Tilleggsspørsmål: [elev navn] leste noen av lappene, men det var mange av de som ble sendt videre.

Ja for da var jeg overraska av [elev navn] ga lappene til [elev navn].
Jeg var ikke overraska over at de ikke tok større plass. Men jeg hadde jo håpa at det kanskje, men ja.

Tilleggsinfo: Ja at det skulle løfte enda flere fram enn bare de.

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

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

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

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

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

Er det noe mer konkret du syns vi kunne gjort for å gjøre det mindre ubehagelig eller vanskelig for elevene? Mer/mindre møter? Noe vi kunne gjort på forhånd.

Kanskje flere møter? Nei vet ikke, jeg syns det var greit.

Tilleggsinfo: Nei det er jo som du sier, noen får du nesten ikke med uansett hva du gjør.

Nei, men det betyr ikke at vi skal slutte å prøve. Jeg syns dere var veldig flinke til å prøve å få de til å si noe. Og dere var flinke til å gi de ros når de gjorde det. De likte dere.