Interactional Competence in L2 English Upper Secondary Oral Assessment: Exploring Teachers' Understandings and Practices

Master's Thesis in English Didactics

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Abstract in Norwegian

I denne masteroppgaven har jeg undersøkt hvordan interaksjonell kompetanse (interactional competence, IC) er inkludert i læreres vurdering av muntlige ferdigheter i engelskfaget på videregående skole. Læreplanen (LK20) legger vekt på at muntlige ferdigheter i engelsk handler om å skape mening gjennom å lytte, tale og samtale. Det er derfor relevant å undersøke hvordan interaksjonell kompetanse blir inkludert og operasjonalisert i muntlig vurdering ettersom samhandling er en sentral del av elevenes muntlige ferdigheter. Læreres oppfatninger og praksis har blitt undersøkt gjennom en mixed methods tilnærming ved bruk av spørreundersøkelse, intervjuer og analyse av læreres oppgaver og vurderingskriterier for muntlig vurdering. Et teoretisk rammeverk for interaksjonell kompetanse tilpasset muntlig vurdering i engelsk på videregående skole blir presentert i studien og funnene har blitt analysert ut fra dette og annen relevant teori. Funnene fra studien viser at begrepet IC er ukjent for de fleste, men at lærere likevel oppfatter at denne kompetansen omhandler ferdigheter knyttet til samhandling med andre. Når lærerne blir bedt om å foreslå hvordan IC kan bli operasjonalisert i kriterier for muntlig vurdering, foreslår de fleste kriterier som reflekterer kjennetegnene på IC som er definert i oppgavens rammeverk. Det indikerer at det teoretiske rammeverket som er definert og foreslått i denne oppgaven, kan være passende å inkludere i muntlig vurdering i engelskfaget på videregående skole.

Videre viser analysen at vurderingskriterier relatert til elevers kommunikative ferdigheter er i mindre grad språkliggjort og operasjonalisert enn kriterier som omhandler språk. Likevel rapporterer majoriteten av lærere å bruke gruppevurderinger som muntlig vurdering, en oppgaveform som inkluderer samhandling. Dette indikerer at det er behov for et rammeverk som kan konkretisere og operasjonalisere også deler av elevers muntlige ferdigheter som ikke er knyttet til språklige elementer. Studien finner også at det i varierende grad er samsvar mellom læreres oppfatninger og praksis rundt muntlig vurdering, noe som indikerer at det er potensiale for å konkretisere flere aspekter knyttet til elevers muntlige ferdigheter. Jeg håper at denne oppgaven kan bidra til å utvikle læreres begrepsapparat knyttet til samhandling og inspirere til å inkludere konkrete kriterier knyttet til de implisitte strategiene som er en viktig del av elevers muntlige og kommunikative kompetanse. IC er lite undersøkt i sammenheng med muntlig vurdering i engelskfaget på videregående skole og videre forskning er nødvendig for å kunne vurdere effekten av å inkludere IC i vurdering.

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List of abbreviations

AfL	Assessment for learning
CA	Conversation analysis
CC	Communicative competence
CEFR	The Common European Framework of Reference for Languages
IC	Interactional competence
L1	First language
L2	Second language
LK20	The English subject curriculum
NSD	The Norwegian Centre for Research Data
RQ	Research question
SLA	Second language acquisition
T1	Teacher 1
T2	Teacher 2
T3	Teacher 3
T4	Teacher 4

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1. Introduction

Oral skills are one of the five basic skills in the English subject curriculum (LK20) and refers to "creating meaning through listening, talking and engaging in conversation" (Directorate for Education and Training, 2019, p. 4). This understanding of oral skills emphasises second language (L2) as a social phenomenon and highlights the communicative purpose of acquiring oral skills in L2. For the purpose of assessing oral skills, one could assume that students' ability to listen, talk and engaging in conversation are also emphasized in teachers' assessment. From language testing contexts, research has shown that students engaged in interaction with peers elicit a wider range of interactional features and engage in a more complex, but balanced and reciprocal interaction which would create a good foundation to assess students' oral skills (Brooks, 2009; Vo, 2020). However, assessing students' oral skills in interaction poses challenges. Research in language testing contexts have found that candidates' performances can be affected by their interlocutors and other contextual factors as interaction requires a co-construction of conversation (Davis, 2009; Galazci, 2008; Nakatsuhara, 2013; May, 2009). Two essential questions arise, how do teachers account for students' ability to engage in conversation in their assessment of oral skills and how is this ability operationalized in a way that accurately describes the features indicative of students' performance? One suggestion could be to incorporate the concept of interactional competence (IC) which can verbalize some of the implicit features that does not concern linguistic aspects of students' oral competence.

1.1 Why interactional competence?

The term interactional competence (IC) was most famously introduced by Kramsch (1986) when she argued that "the oversimplified view on human interactions taken by the proficiency movement can impair and even prevent the attainment of true interactional competence within a cross-cultural framework" (p. 367). Kramsch (1986) criticized the American Council on the Teaching of Foreign Languages' proficiency guidelines as a static content structure, not acknowledging the "dynamic process of communication" and described communication as a "two-way negotiative effort", which emphasizes the co-constructed nature of interaction (p. 368). She called for a curriculum that focused on the learners discourse aptitude, rather than grammatical accuracy as an indicator of proficiency and emphasized that learning a foreign language also requires learning the language's

metalanguage skills, e.g., the ability to reflect on interactional processes (Kramsch, 1986, pp. 368-369). Metalanguage skills acquired in the native language are not necessarily readily available in a second language, and therefore learners must be taught to reflect on the discourse parameters of language in use (Kramsch, 1986, p. 369). Although she did not define IC explicitly, Kramsch' focus on competence as co-constructed in interaction between individuals challenged the conceptualization of communicative competence as a competence that is only evident within the individual (Galazci & Taylor, 2018, p. 220). Several theoretical perspectives have informed the understanding of IC, but Kramsch' view of IC as a competence co-constructed by all participants in interaction forms the basis for contemporary understandings of the concept (Young, 2011, pp. 427- 428).

For the purpose of this thesis and L2 oral assessment, the following definition of IC is suggested,

> Interactional competence (IC) is the skill, awareness, and competence, of language learners to engage in specific interactional behaviours, or more simply put, IC is the ability to participate in interaction. L2 learners' IC is realized through their "repertoire of methods and their ability to adapt them to the interactional context at hand" (Roever & Kasper, 2018, p. 334; Based also on Huth, 2021, p. 359).

The features operationalized to define IC for L2 interaction are topic management, turn-taking management, interactive listening, strategies for repairs and avoiding break-down. The IC features will be presented in the theory chapter (see section 2.3.3). This thesis will use the terms L2 IC and IC interchangeably as the studies referred to in the thesis deal with L2 IC unless otherwise specified.

The concept of IC is increasingly recognized as part of the speaking construct in language testing contexts (Galazci & Taylor, 2018, p. 219; Lam, 2018, p. 377; Nakatsuhara et al., 2018, p. 4; Roever & Kasper, 2018, p. 333). Central to communication is the ability to participate in interaction and this should also be included in the speaking construct for L2 oral assessment in the Norwegian educational context. In LK20, aspects of IC are evident both when the relevance and central values of the subject is described, and in the core elements, the basic skills, various competence aims, and directions for assessment. LK20 is influenced by the Common European Framework of Reference for Languages' (CEFR) focus on

communication as a central goal in language learning (Burner, 2019, p. 21), which subsequently asserts IC as a key component. IC is evident when the relevance and central values of the English subject are described,

> The subject shall give the pupils the foundation for communicating with others, both locally and globally, regardless of cultural or linguistic background. […] It shall prepare the pupils for an education and societal and working life that requires English-language competence in reading, writing and oral communication. (Directorate for Education and Research, 2019, p. 2)

Inevitably, having IC is a part of the foundation necessary for communicating with others, especially in communication with people that have various cultural and linguistic backgrounds. Non-native speakers of English might have different approaches to communication and use a plethora of various accents, which place high demands on interactional skills. The core element "communication" emphasizes that communication in LK20 relates to the ability to "create meaning through language…[and] employ suitable strategies to communicate, both orally and in writing, in different situations" (Directorate for Education and Training, 2019, p. 2). In the competence aims it is also emphasized that students are expected to be able to use appropriate strategies for communication. However, there are no specific references to what suitable strategies for communication are. The competence aim that most closely relates to IC states that students should be able to "explain the reasoning of others and use and follow up input from others during conversations and discussions on various [or vocationally relevant] topics" (Directorate for Education and Training, 2019, pp. 10, 12). This competence aim is particularly relevant for the assessment of oral skills as it embodies several of the characteristics mentioned in LK20's description of what oral skills refers to. As teachers have to interpret the text in the curriculum and make sense of the competence aims for oral assessment, it is important to examine if their understandings of oral assessment include aspects of IC.

In the recent companion to the CEFR, the traditional model of the four skills (listening, speaking, reading and writing) have been replaced by "communicative language activities and strategies" to more accurately capture "the complex reality of communication" (Council of Europe, 2020, p. 33). The communicative language activities and strategies are organized into four modes of communication: reception, production, interaction and

mediation (Council of Europe, 2020, p. 32). The CEFR states that this organization is closer to real-life language use, which they emphasize as "grounded in interaction in which meaning is co-constructed" (Council of Europe, 2020, p. 33). The CEFR's restructuring align with the socio-interactionist view on language that acknowledges the importance of IC in communication. The introduction of a distinct category pertaining to interaction emphasizes the significance of IC as part of language proficiency. Relatedly, LK20 also highlight interaction as significant when "engaging in conversation" is included in the description of oral skills (Directorate for Education and Training, 2019, p. 4). One way to incorporate the focus on interaction in upper secondary L2 oral assessment could be to include aspects of IC in assessment criteria and tasks used to assess students' oral skills in English.

1.2 Research gap and previous research

May et al. (2020) highlight how IC is under-researched and under-explored in the assessment of second languages (p. 165). Thus, exploring IC in the context of upper secondary L2 oral assessment can provide insights into how IC can be included in L2 contexts. Although literature searches for IC have been unsuccessful in finding previous studies on the concept in the Norwegian educational context of oral assessment, there are previous studies that have researched the assessment of oral skills (e.g., Agasøster, 2015; Bøhn 2015; Vignes, 2020; Yildiz, 2011). Several of these studies have found that communication is one of the main constructs that are tested in oral assessment. However, the actual features and explicit aspects that are assessed as part of students' communicative skills are either not sufficiently concretized, e.g., described as "good communication skills, ability to have a conversation" (Yildiz, 2011, p. 63) or focuses on linguistic aspects such as vocabulary, pronunciation and intonation (Vignes, 2020, p. 46). Similarly, Bøhn (2015) found that linguistic competence was the category of criteria that received the most references from teachers assessing upper secondary oral exams in English and teachers considered linguistic criteria to be a criteria that belonged to communication (pp. 5, 6). This can indicate that language-specific criteria are more salient to teachers when assessing oral skills. Naturally, linguistic competence is important to be able to communicate, but what about the skills needed to successfully communicate that are not related to language? Kramsch (1986) points out that the focus on lexical or grammatical accuracy can deceive students into believing that "success in human interactions is contingent on them saying the right word, with the right endings, i.e., getting their grammar straight at the sentence level" (p. 369). In fact, the ability

to communicate is a dynamic process where grammatical errors do not necessarily block comprehension more than discourse errors (Kramsch, 1986, p. 369). The ability to communicate should also be recognized in a holistic assessment of oral skills on the same level as linguistic features such as vocabulary and grammar. Essentially, if students are to develop their oral skills, vocabulary and grammar are important, but the non-linguistic aspects of students' oral skills should also be concretized in criteria and included in the feedback.

Agasøster (2015) researched teachers' assessment of oral skills in lower secondary school and suggested that assessing the ability to maintain a conversation with clear criteria could make a more valid assessment of oral English as opposed to what she labelled as "impression guided assessment" which is based on the teachers' impressions of a students' overall ability (pp. 104-105). As Wong and Waring (2021) point out, the fact that one is able to have a conversation with someone means that you know how to use the interactional practices needed for conversation (p. 9). However, this does not mean that teachers are consciously aware of these practices. Rostad (2018)'s study on the topic of facilitating oral skills in Norwegian lower secondary L2 classrooms found that "teachers should to a greater extent explain what is expected by the students and focus more on metalinguistic competence" to support the development of oral skills (p. 5). In the discussion Rostad (2018) implies that if teachers stressed the importance of language use in working with oral activities, this could increase students' oral participation (p. 67). However, the dynamic nature of spoken interaction can be challenging to verbalize as several implicit skills are employed. Kaldahl (2022) describes the oracy construct as the "taken-for-granted competence" as limited guidelines are provided and the oracy construct is more or less "unspoken" (p. 2). Relatedly, Nakatsuhara et al. (2018) describes that the conversational speaking ability is sometimes neglected in the classroom "in favour of the more obvious aspects of speaking proficiency such as vocabulary, pronunciation and fluency" (quote in foreword). Results from Bøhn (2015) and Vignes (2020) indicates that this might be the case for L2 oral assessment as linguistic aspects of communication are more salient to teachers. However, considering English status as a lingua franca used to communicate with people from diverse backgrounds, and a language widely used in business, commerce and education, successful communication requires more than linguistic knowledge (Rindal, 2014, p. 8; Hellekjær, 2011, pp. 6-7). Hence, aspects related to their communicative ability should also receive attention in oral assessment to support the development of students' ability to communicate orally.

A study by Hellekjær (2012) on the use of English in business communication situations concluded that upper secondary education in Norway is not enough to prepare students for future careers where advanced English proficiency is needed (p. 17). He found that language problems appeared most frequently in face-to-face meetings that involve "linguistically demanding tasks such as negotiations, sales and marketing, making presentations, and contacting customers" (Hellekjær, 2012, pp. 15-16). Similar findings were present in another study by Hellekjær (2011) which found that Norwegian ministerial respondents (of which 81% only learnt English at upper secondary level) reported that they experienced "native or other highly proficient speakers used their command of English to outtalk and outmaneuver Norwegians and negotiators from other language communities" (p. 7). Hellekjær (2011) highlight that speakers in these situations may be reluctant to ask for clarification or fail to understand the nuances of various formulations (p. 7). The situations mentioned as problematic all require aspects of IC, which supports the inclusion of this competence more explicitly in upper secondary L2 instruction.

1.3 Why teachers' cognitions?

When it comes to oral assessment in the Norwegian educational context, there are no national rater training or rating scales (Bøhn, 2016, p. 2). Teachers are legally required to follow the curricular goals and use competence aims as the basis for assessment, but the operationalization into criteria for assessment are based on the teachers' judgement which allows for some variability. The curriculum does not prescribe any specific interpretation of the construct for oral assessment which makes teachers assessment closely connected to their values (Bøhn, 2016, p. 2) and the construct to be tested exists more or less in "the teachers' experienced knowledge base" (Kaldahl, 2022, p. 2). Salaberry and Rue Burch (2021) also point out that the rubrics or standards that teachers create for assessment will often reflect the values and goals of the teacher (p. 12). Therefore, it becomes relevant to explore teachers' beliefs and understandings of IC, as well as how and if they include the concept in oral assessment, as their cognitions can provide insights into how LK20's curricular goals regarding communication and oral skills are realized for oral assessment purposes. Teacher cognition refers to what teachers think, know, and believe and how this relates to their teaching practices (Borg, 2015, p. 1), and it is these perspectives that constitute the data material collected and analysed in this study.

1.4 Aims and research questions

The interest and motivation for conducting this study originated from the urge to understand and concretize what communication entails in oral assessment and how features of communicative ability can be operationalized as part of the construct for assessing oral skills. Therefore, the purpose of this study becomes to concretize and make explicit the ability to communicate to support a holistic assessment of students' oral skills. To explore this, I put to the forefront an aspect of communication that in many ways is subsumed into different competencies familiar from the notion of communicative competence. Even though the assessment of oral skills in Norway is not determined by communicative theories, familiarizing oneself with aspects included in models of communicative competence can raise teachers' awareness of how constructs can be operationalized and concretize aspects of the subject curriculum (Bøhn, 2019a, p. 126). This thesis seeks to explore the concept of interactional competence in relation to L2 oral assessment through teachers' cognitions and oral assessment practices. The research questions (RQ) are as follows:

> RQ1: How do L2 upper secondary teachers understand interactional competence and how are aspects of IC included in teachers' cognitions of oral assessment?

> RQ2: How do teachers believe features of IC can be incorporated into assessment criteria and accommodated in tasks used for oral assessment?

The research questions will be explored through a mixed methods research design which includes the use of a questionnaire and interviews to elicit teachers' beliefs, as well as examples of tasks and assessment criteria to represent teachers' practices.

1.5 Outline of thesis

This thesis consists of six chapters. Following the introduction, the second chapter (Chapter 2: Theory and Background) will present theory and research that is relevant for the context of this study and introduce a theoretical framework for the concept of IC. The third chapter (Chapter 3: Methods and Materials) describes the methods and materials used to collect data material for the study, and addresses reliability, validity and ethical issues that were considered. The penultimate chapter (Chapter 4: Findings and Discussion) will present the main findings related to the research questions and discuss these in the light of the

theoretical framework presented in Chapter 2. The study's limitations will also be addressed at the end of the fourth chapter. Finally, the last chapter (Chapter 5: Conclusions) provides a short summary of the thesis' findings and addresses possible implications for the context of L2 oral assessment and suggests areas for further research.

2. Theory and Background

2.1 Chapter outline

The following chapter aims to establish a theoretical framework of interactional competence (IC) and oral assessment in English as an L2 that will serve as the basis for the discussion and analysis in chapter four. Firstly, teacher cognition will be addressed as it is teachers' attitudes, beliefs and practices that constitute the empirical foundation for this thesis. Secondly, a brief historical perspective on the development of communicative competence (CC) will be introduced as this concept has had a great influence on how language learning is understood in second language acquisition research (SLA) and constitutes one part of the theoretical foundation for IC. Furthermore, different theoretical perspectives on IC will be introduced and discussed for the purpose of oral assessment. I will define interactional competence and suggest how this can be interpreted and operationalized in relation to the context of formative oral assessment in upper secondary English in the Norwegian educational context. Lastly, theory on assessment will be addressed to facilitate a discussion of how tasks can be designed and criteria can be operationalized to facilitate the inclusion of IC in oral assessment.

2.2 Teacher cognition

As the purpose of this thesis is to research teachers' cognitions about IC and if they include aspects of IC in their assessment of oral skills, it is relevant to include some theoretical perspectives on teacher cognition. As briefly mentioned in the introduction (see section 1.3), teacher cognition refers to what teachers think, know, and believe and how this relates to their teaching practices (Borg, 2015, p. 1). Thus, teacher cognition can be characterized as a "tacit, personally-held, practical system of mental constructs…which are dynamic – that is defined and redefined on the basis of educational and professional experiences" (Borg, 2015, p. 40). From this perspective, knowledge and beliefs are central aspects in the system of mental constructs. Teacher knowledge can be described as an umbrella term that encompass a range of the psychological constructs that are required for teaching, such as pedagogical knowledge, practical knowledge, and subject-matter knowledge (Borg, 2015, pp. 40-45). Teacher beliefs relates to their attitudes and values which can be a complex concept that is challenging to elicit as beliefs can be held tacitly or consciously (Borg, 2017, p. 77; Borg, 2015, p. 41). Borg (2015) summarizes the development of teacher

cognition studies as having "provided evidence of the way in which teachers' beliefs and knowledge influence what teachers do in the classroom, though evidence also exists that teachers' beliefs about instruction are not always fully realized in their work." (p. 46). This indicates that there can be discrepancies between a teachers' expressed beliefs and actual practices, but also correspondence between the two. Borg (2015) suggests a set of themes that are central when studying in-service teachers' cognitions and practices. From his suggestions, "reasons for instructional decisions" and "collective principles and practices" are relevant themes researched in this context (pp. 103-106). These themes will be explored through qualitative interviews, a questionnaire, as well as examples of tasks and assessment criteria used for oral assessment. However, this thesis will not only interview teachers to elicit cognitions about IC and oral assessment, but also explore their practices to identify how their beliefs are present in their practice.

2.3 Interactional competence

The definition of IC for the purpose of second language (L2) oral assessment in this thesis is adapted from several studies (see also section 1.1),

> Interactional competence (IC) is the skill, awareness, and competence, of language learners to engage in specific interactional behaviours, or more simply put, IC is the ability to participate in interaction. L2 learners' IC is realized through their "repertoire of methods and their ability to adapt them to the interactional context at hand" (Roever & Kasper, 2018, p. 334; Based also on Huth, 2021, p. 359).

This subchapter will situate the study's operationalization of IC in relevant theory and identify theoretical perspectives that all contribute to define the concept for the purpose of oral assessment. The features operationalized to define IC in relation to L2 oral skills are topic management, turn-taking management, interactive listening, strategies for repairs and avoiding break-down. Before these features are presented in detail (see section 2.3.3), the theoretical foundations of IC will be introduced.

As the main research question for this thesis concerns how teachers include aspects of IC in their assessment of oral skills, it is relevant to consider some theoretical perspectives of the construct. The primary field of research that has explored and identified the features

relevant to IC has used a conversational analytic approach. Conversation analysis (CA) differs from other types of linguistic analyses as the object of study is "the interactional organization of social activities" and it focuses on the social accomplishment of utterances, not the structure of language (Young, 2008, p. 43). CA has identified the various methods and abilities needed in interaction and contributed to an understanding of L2 IC and its development in a CA-SLA context (Pekarek Doehler, 2021, p. 23; Galazci 2013, Roever & Kasper 2018; Pekarek Doehler & Pochon Berger, 2015; Barraja-Rohan, 2011; Hall, 2018). Furthermore, studies on raters' cognitions on IC features present in L2 testing contexts have provided information on the assessment of IC (Borger, 2019; Ducasse & Brown 2009; Kley, 2019; May 2009, 2011; Nakatsuhara et al., 2018; Youn, 2015). There are several elements that contribute to the complexity of IC's operationalization. Firstly, a central point of debate is the question of whether IC should be understood as an individual ability, or an ability that is jointly constructed. This relates to the separability of marks inferred from a co-constructed activity which posits challenges for the validity of marks, especially in the context of upper secondary education where there is an institutional need for individual marks. Secondly, although central features deployed in interaction have been identified, the challenge remains to adapt these features to L2 oral assessment. Which aspects of interaction would sufficiently reflect the richness of IC in a construct for L2 oral assessment? Thirdly, the task design of an oral assessment must enable students to demonstrate their IC and this competence must be possible to identify and assess for teachers. Focusing on IC in the assessment of students' oral skills is relevant as IC is one of the many competences that students must develop in relation to their communicative competence. Developing students' communicative competence is a central objective of the English subject (Skulstad, 2020, p. 43) and the following section will highlight the connection between IC and CC.

2.3.1 The conceptual relation between IC and CC

The concept of IC can be described as conceptually linked to the notion of CC as IC is inextricably tied to the skills needed to become a competent communicator. Hymes' notion of CC defined what a speaker "… needs to know in order to be communicatively competent in a speech community." (Richard & Rodgers, 2018, p. 88) and suggested that socio-cultural factors should be included in addition to linguistic competence to account for the actual use of language (Hymes, 1972, p. 280). Essentially, L2 learners must acquire more than linguistic competence to communicate successfully in a second or foreign language. Interestingly, in

Hymes' (1972) seminal article on CC, he acknowledged that a comprehensive view of competence[1] should include capacities in interaction and mentioned the exact words *interactional competence* in relation to the role of linguistic performance[2] (pp. 283-284). Consequently, Hymes conceptualisation of communicative competence indicated that L2 should be assessed in interactive encounters to account for the social and contextualized dimensions of language (Firth & Wagner, 1997, pp. 759-760). However, the ability for use which is embedded into Hymes' understanding of competence has not been explicitly emphasized in subsequent conceptualizations of the concept.

Canale and Swain (1980) created a framework of CC that conceptualized L2 learners' competences for the purpose of language testing (He & Young, 1998, p. 4). They operationalized CC into three subcompetences, strategic competence, sociolinguistic competence, and grammatical competence (Canale & Swain, 1980, p. 28). Strategic competence was described as "…verbal and non-verbal communication strategies…", grammatical competence included the "… knowledge of lexical items and of rules of morphology syntax, sentence-grammar, semantics, and phonology.", and sociolinguistic competence consisted of "…sociocultural rules of use and rules of discourse." (Canale and Swain, 1980, pp. 29-30). The discourse competence later introduced by Canale (1983) separated the rules of discourse from sociolinguistic competence and emphasized its importance. From these specifications, one can decipher aspects of IC, but it is not explicitly stated. Conceptualizations of CC, like Canale and Swain's model, has later been criticized by interactionally oriented researchers who called for a dynamic and context-sensitive understanding of CC (Pekarek Doehler, 2019, p. 27; e.g., Kramsch, 1986; Firth & Wagner, 1997; He & Young, 1998; Young, 2000, 2008, 2011). Harding (2014) criticised models of CC for not being complex enough to provide "adequate models of what it means to communicate competently in an additional language" (p. 191). Harding highlighted the criticism uttered by McNamara (1996) which pointed out that "ability for use", a component that was present in Hymes' original definition, has remained outside of current conceptualisations of what is important when communicative language performance is assessed (2014, pp. 191-192).

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[1] Hymes define *competence* as "[…] dependent upon both (tacit) knowledge and (ability for) use." (1972, p. 282).

[2] In Hymes description *performance* takes into account "[…] the interaction between competence (knowledge and ability for use), the competence of others, and the cybernetic and emergent properties of events themselves." (1972, p. 283).

However, one model of CC proposed by Celce-Murcia, Thurrel and Dörnyei (1995) included the addition of actional competence which can be considered an attempt of making "ability for use" more explicit. Actional competence is conceptualized as "…competence in conveying and understanding communicative intent by performing and interpreting speech acts and speech act sets.", i.e., it concerns how one gets meaning across in actual language use (Celce-Murcia et al., 1995, p. 9). Furthermore, knowledge of language functions and speech acts sets, as well as reacting to interlocutors speech, are suggested as components of actional competence (Celce-Murcia et al., 1995, p. 22). This way of defining actional competence in practice corresponds with how a speaker's IC is later defined by Roever and Kasper (2018) as "their repertoire of methods and their ability to adapt them to the interactional context at hand" (p. 333). Although the conceptualization of actional competence in Celce-Murcia et al. (1995)'s model does not directly correlate with the way the concept is understood today, it emphasized the importance of conveying and understanding communicative intent in context specific situations (p. 17). Actional competence can be interpreted as the predecessor to what Celce-Murcia (2008) later reconceptualizes into IC in her revised model of CC.

Figure 1
Celce Murcia (2008)'s conceptualization of communicative competence (p. 47).
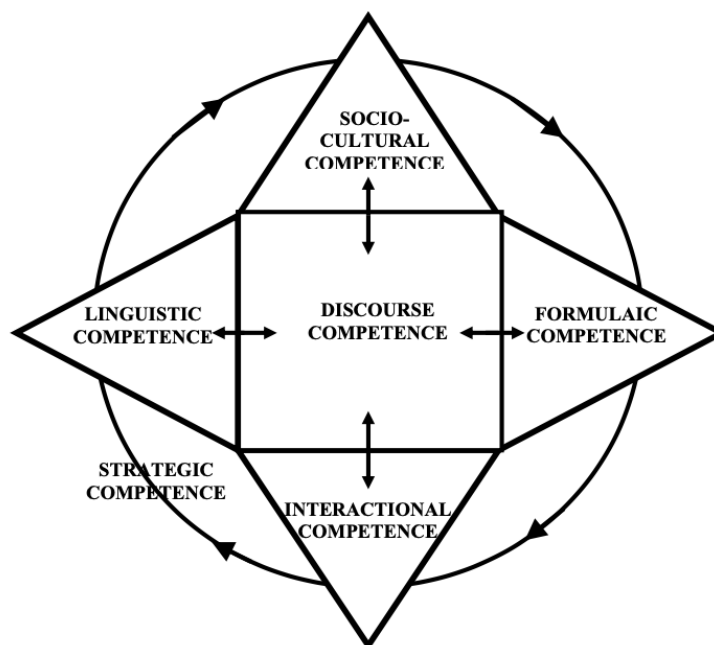
Celce-Murcia (2008)'s revised model of CC described actional competence as one of the three components that constitutes IC (see Figure 1). In this conceptualization, IC consists of actional competence, conversational competence, and non-verbal/paralinguistic

competence (Celce-Murcia, 2008, pp. 48-49). Thus, IC includes aspects such as turn-taking management, topic development, backchanneling, and the ability to comprehend and produce speech acts and speech act sets. IC is described as a "hands-on component" which emphasizes the importance of knowing how to manage social interaction as part of having communicative competence (Celce-Murcia, 2008, p. 48). With this model, Celce-Murcia reintroduces the aspect of "ability for use" more clearly as IC is conceptualized to constitute an explicit component of CC. The inclusion of IC recognizes the social dimension of language competence and can accommodate some of the criticism that models of CC have received for not being complex enough (Lam, 2018, p. 379). Thus, this model emphasizes how IC must be developed in conjunction with the other language competences to successfully engage in interaction (Wong & Waring, 2021, p. 8). In this sense, IC is a re-conceptualization of the abilities needed to develop communicative competence.

2.3.2 Interactional competence as an individual or shared competence?

Although IC can be conceptualized as a component of CC (e.g., Celce-Murcia, 2008), there are some aspects where the two concepts differ. Young (2011) states that,

> the fundamental difference between communicative competence and IC is that an individual's knowledge and employment of these [identity, linguistic and interactional] resources is contingent on what other participants do; that is, IC is distributed across participants and varies in different interactional practices… IC is not what a person *knows,* it is what a person *does* together with others (p. 430)

From this perspective IC is considered a competence that is practice-specific and cannot be restricted to the individual, but is jointly constructed by all participants in interaction. Essentially, the interlocutors all contribute to the interactional context with their individual knowledge of IC which is adapted and co-constructed in each interactional context. Previous understandings of IC have viewed the competence as distinctly co-constructed, and an ability that cannot be possessed individually. Consider these statements by Young (2008), "[IC] is not the knowledge or the possession of an individual person, but it is co-constructed by all participants in a discursive practice." (p. 101) and He and Young (1998), "[IC] is not an attribute of an individual participant, and thus we cannot say that an individual is interactionally competent; rather we talk of interactional competence as something that is

jointly constructed by all participants." (p. 7). This strict stance on IC as an ability that is solely co-constructed is not compatible with the institutional demand of providing an individual mark in English for upper secondary students in Norway. I believe that although the co-constructed nature of interaction is indisputable, there are aspects of IC that can be identified as individual while maintaining the view on language as co-constructed. However, it is important to acknowledge the point made by Young (2011), namely that an individuals' knowledge and employment of IC features will be contingent on what other participants do in interaction (p. 430).

The underlying abilities of interactional competence can be considered universal and individual in the sense that it is the same abilities needed in interaction that must be adapted to suit various contexts (Roever & Kasper, 2018, p. 334). Hence, L2 IC can be described as context-specific in the sense that participants' use of interactional resources varies according to the specific context. Chalhoub-Deville (2003) suggests that IC represents "ability – in language user – in context" (p. 372), which emphasizes that IC is the product of the individuals' abilities in context. Similarly, Hall (2018) described L2 IC as "an individual ability tied to social context and thus variable" (p. 29), which is closer to Young (2011)'s understanding of IC as varying according to interactional practices (p. 430). Essentially, L2 IC encompasses the ability to participate in interaction and can be observed through the participants' repertoire of interactional practices (e.g., topic initiation, turn-taking) and their ability to adapt them to the interactional context at hand (Roever & Kasper, 2018, pp. 333-334). In the L2 assessment context, it is therefore the students' ability to "diversify their practices for dealing with … diverse interactional issues" that represents their L2 IC (Pekarek Doehler, 2018, p. 6).

As students' L2 IC is unarguably a co-constructed competence only observable in interaction, the inclusion of IC in criteria for oral assessment can strengthen the validity of the marks awarded. Essentially, a students' interactional competence should be assessed as part of a students' oral skills whenever the oral assessment requires an interaction. To illustrate how IC is co-constructed, Lam (2018) put forth an analogy of a match between a Grand Slam tennis champion and a novice tennis player. He states how the champion's ability to display their skills against a novice who cannot even return the ball, is different to how their abilities would come across in a match against a fellow professional (p. 379). In essence, how the individuals' IC unfolds will be influenced by the interlocutor and their co-constructed

interaction. However, the tennis match analogy can also be considered from a different perspective. It will be evident that the champion has better skills than the novice regardless of how well they play together, but the champion can still choose to support the novice' performance by e.g., striking the ball in ways that enables them to participate, rather than dominating the match. It is apparent that the skills of the individual will influence how well the game unfolds, but it takes two to play. Hence, a student that is interactionally competent should be able to adjust their methods to achieve mutual understanding and intersubjectivity in an interaction, despite the other interlocutors' level of proficiency.

In other words, the co-construction of the interaction will inevitably have an effect on the performance of the individual in an oral assessment situation (see section 2.4.2). However, oral assessment activities which allow for co-construction, e.g., assignments performed in groups or pairs, will be affected by this variable regardless of whether it is included in the criteria for assessment or not. Even though several scholars have highlighted how IC can be challenging to operationalize for oral assessment as the individual's competence is realized through a co-constructed interaction (Chalhoub-Deville, 2003, p. 826, see also May 2009, Taylor & Wigglesworth 2009), there is still an incentive for including aspects of IC to strengthen the reliability and validity of marks given for oral performances (Roever & Kasper, 2018, p. 348). The aspect of co-construction and implications for assessment will be dealt with in more detail in section 2.4.2 on task design. For the purpose of this thesis, IC will be understood according to Celce-Murcia's (2008) model, which indicates that IC and CC are not two independent competences, but rather IC is a component of CC. Ultimately, IC must be developed conjointly with the other components of CC to create communicatively competent students. Celce-Murcia (2008) operationalized three sub-competences of IC, namely actional competence, conversational competence, and non-verbal/paralinguistic competence (pp. 48-49). However, this thesis will not be using these labels to refer to aspects of IC, but will operationalize some of the concepts present in these sub-categories with more detailed features (see section 2.3.3).

2.3.3 Defining features of L2 IC

Although there is a certain consensus on which features that constitute IC, the question of how this can be operationalized for L2 oral assessment purposes remains. In the context of upper secondary English, both language and content must be evaluated, hence, IC is only one

of several constructs that are included in the criteria for oral assessment. Therefore, the operationalization of IC for L2 oral assessment cannot be a as extensive as it would be for language testing contexts where IC can be the main construct to test. Several studies have contributed to the operationalization of L2 IC in relation to a variety of task types as well as proficiency levels and salience of features (see Appendix A). For this thesis, IC will be operationalized using the following features, turn-taking management, topic management, interactive listening and strategies for repairs and avoiding breakdown.

2.3.3.1 Turn-taking management.

From a CA perspective, turn-taking management is one of the most important aspects of interaction and has been identified as a feature distinguishable across L2 proficiency levels (Galazci, 2013; Pekarek Doehler & Pochon-Berger, 2015). Turn taking is also acknowledged as one of three interactional strategies in the CEFR and is represented with a distinct scale subordinate to the overarching category interaction (Council of Europe, 2020, p. 88). The CEFR's turn-taking scale operationalizes two concepts as central: "initiating, maintaining and ending conversation" and "intervening in an existing conversation or discussion" (Council of Europe, 2020, p. 88). Aspects of turn-taking are also included in the descriptor scale pertaining to co-operation where "inviting others to contribute" is one of the key concepts (Council of Europe, 2020, p. 88). One way to look at turn-taking is by considering it the "traffic rules" of interaction, which might be internalized by proficient speakers, but requires attention for some L2 learners (Wong & Waring, 2021, p. 9). Wong and Waring (2021) assert the significance of turn-taking by stating how,

> participat[ing] in turn-taking is the single most elemental "driving force" in learning how to "do" conversation. It is the axle in the wheel of social interaction, the main supporting shaft that undergirds interactional competence (p. 9)

LK20 describes oral skills in English as "creating meaning through listening, talking and engaging in conversation", which emphasizes the importance of conversation in oral competence (Directorate for Education and Training, 2019, p. 4). Hence, turn-taking management becomes a central aspect to include as part of L2 IC for oral assessment purposes. Studies on L2 IC (Galazci, 2013; Galazci & Taylor, 2018; Kasper, 2006; May, 2011; Pekarek Doehler, 2021; Pekarek Doehler & Pochon-Berger, 2015; Wong & Waring,

2021; Youn, 2015) and studies on raters' cognitions in L2 speaking tests (Borger 2019; Ducasse & Brown 2009; Nakatsuhara et al., 2018; Sandlund & Sundqvist, 2019) affirm turn-taking as a salient aspect. In their model of spoken interaction, Galazci and Taylor (2018) operationalize turn-taking management to encompass the ability to initiate or start a turn, maintain a turn, end a turn, as well as aspects such as interrupting, latching, and pausing (p. 227). Similarly, Nakatsuhara et al. (2018) operationalize turn-taking features as "inviting [a] partner to take a turn, ability to initiate a turn, hold on to a turn, take the floor from a partner when necessary, and/or use intonation to facilitate turn-taking" (p. 34). They also mention the use of body language as a way of facilitating a turn, e.g., "using body language together with verbal cues to facilitate turn-taking or to express agreement", which highlight the implication of including embodied resources for this purpose (Nakatsuhara et al., 2018, p. 28). The ability to take turns in an L2 interaction relies on the students' ability to monitor pragmatic, linguistic and prosodic details of the ongoing conversation (Pekarek Doehler & Pochon Berger, 2015, p. 241). Therefore, a students' turn-taking management skills in a first language (L1) is not necessarily directly transferable to an L2 context and must be practiced in different L2 interactional contexts. Ultimately, turn-taking is an important aspect for managing and developing interaction.

Furthermore, Borger (2019) identified turn-taking strategies and turn tempo/length as two sub-categories of turn-taking management in the assessment of national paired speaking tests in Swedish year 9 students (p. 174). Borger (2019) referred to the CEFR scale called "Taking the floor" to explain turn-taking strategies (p. 174), which includes the aspects previously mentioned by Galazci and Taylor (2018) and Nakatsuhara et al. (2018). However, turn tempo and length referred to the tempo of responses, length of turns and the character of the "interactional flow" as being natural, automatic, or smooth turn-taking, which has not been highlighted in other operationalizations (Borger, 2019, p. 174). This taps into another important element to consider regarding turn-taking, namely the organization of turns. In the rating criteria for a role play task, Youn (2015) operationalized turn-taking to include the aspect of being "Interactionally fluid without awkward pauses or abrupt overlap", which relates to how the turns are managed between interlocutors. This is an important aspect to include as the organization of turns are important for creating a coherent interaction where the turns are distributed evenly between interlocutors. Especially in the context of an oral assessment, it is important that the interlocutors demonstrate good turn-taking skills that strive for a symmetrical pattern of interaction where the conversational floor is managed

cooperatively (Borger, 2019, p. 153). For the purpose of this thesis, turn-taking management will be understood as encompassing the ability to initiate, allocate, maintain and develop a turn, which includes the ability to share and yield the floor (i.e., inviting partners into conversation), as well as the ability to organize turns smoothly across interlocutors.

2.3.3.2 Topic management.

Bøhn (2015) found content and communication to be the two main constructs that teachers of L2 English focused on when assessing students' performance at an oral exam in the Norwegian upper secondary context (p.5). Essentially, students are expected to be able to communicate, but also demonstrate knowledge and reflect on a topic. This expectation is also evident from Yildiz's (2011) MA study on teachers' assessment of English oral exams in upper secondary schools in Norway. Yildiz (2011) found that teachers mentioned the ability to communicate and the ability to reflect and discuss the topic independently, as some of the most important criteria when assessing oral English exams (pp. 63-64). Similarly, Borger (2019) found topic development to be one of the three most salient criteria attended to by teachers in relation to the national speaking test mandatory for all Swedish students of English in year 9 (p. 165). Essentially, the ability to manage topics in interaction is required to be able to display competence, both when it comes to communication and content.

As the studies by Borger (2019) and Yildiz (2011) illustrate, topic management has been identified as a salient criterion in contexts that resemble the formative assessment of L2 oral skills in the Norwegian educational context. Furthermore, topic management has also been identified as a central aspect in studies on L2 IC (Ducasse & Brown, 2009; Galazci, 2013; Galazci & Taylor, 2018; Nakatsuhara et al., 2018). In Galazci (2013)'s study on the candidate discourse of speaking tests, the degree of topic development and topic extensions of own ideas and interlocutors' ideas, were found to be salient features across proficiency levels, (p. 559). Kley (2019) analysed German learners' topic management in a peer-to-peer speaking test and developed criteria based on data driven conversational analysis of the performances. She divided topic management into four identifying actions: "initiating new topics", "reciprocating the interlocutor's topic-initiating questions", "shifting between topics" and "expanding on topics" (p. 318). Similarly, Galazci and Taylor (2018) identified topic management as consisting of shifting, extending, closing, and initiating topics (p. 227). Essentially, topic management have been operationalized in similar ways by various scholars.

However, some scholars operationalize topic management as part of an overarching construct, e.g., Wong and Waring (2021) who describe topic management as a part of sequencing practices (p.10). Sequencing practices refer to "the participants' ways of connecting two or more turns, for example, in making and responding to a request, telling a story or managing a topic" (2021, p. 10). This operationalization highlights the connection between turn-taking and topic management. Similarly, Ducasse and Brown 's (2009) study on raters' orientation to interaction operationalized the management of topics together with turn-taking in a feature labelled interactional management (p. 436). They refer to the management of topics as "vertical cohesion" and the management of turns as "horizontal cohesion" (p. 436). Vertical cohesion then reflects the participants ability to switch between topics, connect topics, and develop the conversation by extending the topic (p. 436). This corresponds with Borger (2019)'s operationalization of topic cohesion as one of two subcategories of topic development moves (2019, p. 158). Topic cohesion refers to how test-takers initiate, develop, and connect topics, and to what degree it is done collaboratively (Borger, 2019, p. 158). The second subcategory is called topic questions and refers to how questions are used to develop and extend topics (Borger, 2019, p. 159). Aspects of topic management are also included in the CEFR's descriptive scale for the interaction strategy "co-operation" where "ability to give feedback and relate one's own contribution to that of previous speakers" are included as one of the key concepts (Council of Europe, 2020, p. 88). On the C1 level this is operationalized as "Can relate own contribution skilfully to that of others" which correspond to higher levels of proficiency (Council of Europe, 2020, p. 88). Ultimately, there are several similarities found in the various operationalizations of topic management. For the context of this study, topic management encompasses both the ability to initiate, develop and connect topics, but also the ability to extend topics. Extending a topic can be considered a way of reciprocating efforts made by the interlocutor and demonstrate interactive listening, but also a way of demonstrating competence by being able to elaborate on ideas. Essentially, the features that constitute IC are inextricably linked in practices of interaction.

2.3.3.3 Interactive listening.

Listening comprehension is an important part of oral skills both defined in LK20 (Directorate for Education and Training, 2019, p. 4), but also identified as central to L2 IC in several studies (Borger, 2019; Ducasse & Brown, 2009; May, 2011; Galazci 2013; Galazci &

Taylor 2018; Nakatsuhara et al., 2018). Bøhn (2015) found that listening comprehension was mentioned by nearly every teacher when they were asked to rate performances of Norwegian upper secondary students' English oral exams (p. 6). This indicates that listening should be included in the operationalization of L2 IC as this is already considered by teachers of L2 English when assessing oral performance. In the context of L2 IC, listening comprehension is often referred to as "interactive listening" which emphasizes the interactive element of listening as an important skill used when engaging in interaction. Ultimately, the ability to listen and understand interlocutors is a vital part of co-constructing interaction. Interactive listening can be demonstrated and identified through various means. Several studies have highlighted the use of body language (e.g., nodding) as a way of demonstrating interactive listening (Ducasse & Brown, 2009, p. 433; Nakatsuhara et al., 2018, pp. 48, 68), as well as audible feedback such as backchanneling (brief verbal signals like, "yes", "mhm" etc.), commenting on the partner's contributions (by e.g., paraphrasing or reformulating), or building/extending on the partner's idea (e.g. by using follow-up questions) (Borger, 2019, pp. 161-162; Ducasse & Brown, 2009, pp. 434-437; Galazci & Taylor, 2018, p. 227; Nakatsuhara et al., 2018, p. 65).

Although, the use of backchanneling and body language have been considered positive by raters when used in interaction (Borger, 2019, p. 161), it does not necessarily equal comprehension as the mere contribution of 'yes' or nodding does not entail comprehension in itself, and can also be interpreted as demonstrating a lack of comprehension (Ducasse & Brown, 2009, p. 438). Additionally, body language can fulfil other functions in interaction such as signalling turn-taking or displaying disagreement (Nakatsuhara et al., 2018, p. 48). Therefore, using more substantial contributions such as commenting on a partner's idea to confirm mutual understanding, or producing responses that extend the partner's idea, are more certain indicators of interactive listening comprehension (Lam, 2018, p. 394; May, 2011, pp. 134-5). Lam (2018) argues that "producing responses contingent on previous speaker contributions" should be included in the L2 IC construct for group and paired assessments as it indicates comprehension, and thus demonstrates that the interlocutors has engaged interactively when listening (p. 394). Including interactive listening is also in line with the competence aim "explain the reasoning of others and use and follow up input from others during conversations and discussions on various topics", where it can be considered a prerequisite for demonstrating this competence (Directorate for Education and Training, 2019, p. 12). Essentially, interactive listening is an important skill needed to establish mutual

understanding in interaction. Some studies have operationalized the use of body language and interactive listening as two separate skills (e.g., Galazci & Taylor, 2018, p. 227; Nakatsuhara et al., 2018, p. 65), however, for the context used here, interactive listening will be understood as including both embodied and verbal resources as both are used conjointly to express interactive listening.

2.3.3.4 Strategies for repairs and avoiding breakdown.

A successful interaction involves a mutual understanding of the co-constructed meaning that emerges across turns and between speakers (Huth, 2021, p. 360). As Kramsch (1986) duly noted, it isn't necessarily linguistic errors that leads to breakdown in communication, but errors on the discourse level (p. 369). To maintain a mutual understanding, it is vital to be able to master strategies for repair to overcome any interactional trouble that might occur. Several studies include repair as an important aspect of L2 IC (Filipi & Barraja-Rohan, 2015; Galazci & Taylor, 2018; Kasper, 2006; Kley et al., 2021; Wong & Waring, 2021) and repair organization has also been identified as one of the skills that is possible to track as learners develop their L2 IC (Pekarek Doehler, 2019; Pekarek Doehler & Pochon-Berger, 2015). In a Norwegian educational context, Bøhn (2015) identified that teachers paid some attention to the use of compensatory strategies and less attention to the ability to repair when assessing L2 oral exams in upper secondary (p. 5). Making use of various strategies to identify potential sources of interactional trouble, and knowing how to repair any problems before it leads to breakdown in communication, is essential in managing interaction and can be indicative of a more advanced L2 speaker (Pekarek Doehler & Pochon-Berger, 2015, p. 263). For instance, resorting to the L1 and suspending talk mid-turn to ask a metalinguistic question when there are gaps in the lexical repertoire is considered a strategy that indicates a lower level of L2 IC (Pekarek Doehler, 2019, p. 44). A more interactionally competent speaker would use strategies such as paraphrasing/rephrasing, or other compensatory strategies to circumvent a word to maintain the progressivity in the interaction (Pekarek Doehler, 2019, p. 45). Filipi and Barraja-Rohan (2015) mention strategies such as "correction, clarification requests, confirmation checks, understanding checks (I mean X not Z)", as actions that can be used to accomplish repair (p. 236). They further acknowledge that "the phenomenon of repair is itself a display of intersubjectivity," and highlights the importance of this interactional feature in maintaining a mutual understanding of the topic under discussion (Filipi & Barraja-Rohan, 2015, p. 239). Ultimately, in order to prepare students to communicate with "a variety of receivers with

varying linguistic backgrounds", it becomes imperative to master strategies to avoid breakdown in communication and maintain a mutual understanding between interlocutors (Directorate for Education and Training, 2019, p. 4).

The CEFR includes several descriptor scales related to this IC feature. One descriptor scale relates solely to the strategy of asking for clarification where three key concepts are operationalized for different levels of proficiency (Council of Europe, 2020, p. 89). The concepts include the ability of "indicating comprehension or a comprehension problem", "requesting repetition" and "asking follow-up questions to check comprehension or request more details" (Council of Europe, 2020, p. 89). Another CEFR descriptor scale pertaining to co-operation includes aspects of collaborate discourse moves associated with repair, namely confirming comprehension, which is operationalized as "Can repeat back part of what someone has said to confirm mutual understanding and help keep the development of ideas on course" on lower levels of proficiency (Council of Europe, 2020, p. 88). Essentially, strategies for repair are not limited to error correction or solely indicative of disfluency, rather the absence of repair strategies can indicate a lack of IC, e.g., if speakers stop talking when faced with a trouble source (Wong & Waring, 2021, p. 11; Hellermann, 2011, p. 147; Kley et al., 2021, p. 173). Several of the strategies implied in the CEFR's scale, e.g., asking for clarification, are also relevant in an L2 context. Furthermore, using strategies for repair to check your own understanding will support the mutual understanding that is co-constructed in the interaction (Hellermann, 2011, p. 148; Filipi & Barraja-Rohan, 2015, p. 236). For the context of this thesis, students demonstrate this IC feature when they are able to identify trouble sources in interaction and use various strategies for repair (e.g., paraphrasing, rephrasing, asking for clarification and use comprehension checks) to maintain mutual understanding. If students use their L1 as a strategy for repair this will be considered the lowest level of IC as the use of L1 in an L2 interaction is essentially a breakdown in communication.

2.4 Assessing IC in L2 contexts

For the context of this thesis, L2 IC has been operationalized to consist of several features (turn-taking management, topic management, interactive listening, and strategies for repair and avoiding breakdown) that can be incorporated into criteria used for oral assessment. In the assessment of IC in L2 contexts it is the students' ability to employ the IC

features in L2 interaction that becomes relevant. Thus, it is essential that oral assessments provide students with the opportunity to practice and express their L2 IC in various interactional contexts. The development of L2 IC can be assessed on how well the speaker diversifies the various interactional features in a manner that is context-sensitive and recipient-designed (Pekarek Doehler, 2021, p. 24). In the Norwegian educational context, students' development of interactional competence in their L2 will be assessed through formative oral assessments. Thus, it becomes vital that the formative assessment situation enable students' to demonstrate their range of IC features.

2.4.1 Formative assessment

The English subject curriculum emphasizes that formative assessment "shall help to promote learning and development of competence in the subject" (Directorate for Education and Training, 2019, p. 11). Furthermore, the Regulations to the Education Act specify that the purpose of formative assessment is to promote learning and a desire to learn, as well as being an opportunity to give students feedback and information about their level of competence (2020, §3-3). For this study, formative assessment follows Fulcher and Davidson's (2007) definition as an assessment that is "carried out during the learning process as an intervention that is designed to encourage further learning and change" (p. 372). Essentially, formative assessment should give the students an opportunity to reflect on their level of competence with guidance from the teacher on how they can develop, e.g., oral skills, in the subject (Directorate for Education and Training, 2019, pp. 5-6). In this study, formative assessment is limited to oral assessment situations conducted throughout the school year where assessment criteria or scoring rubrics have been used, excluding summative assessments such as exams. The formative approach to assessment is influenced by the *Assessment for Learning* (AfL) programme which was initiated by the Norwegian Directorate for Education and Training in 2010 (Directorate for Education and Training, 2018, p. 3). AfL focused on four principles,

> Pupils and apprentices learn more and better when they
> - know what they should learn and what is expected of them
> - receive feedback on the quality of their work or achievements
> - are given advice on how they can improve
> - are involved in their own learning by assessing their own work, competencies, and academic development

The final report of the AfL programme found that the assessment culture became more learning-driven when these four principles were implemented in formative assessment (Directorate for Education and Training, 2018, p. 17). One way to integrate AfL in oral assessment would be to create tasks and assessment criteria that explicitly communicate the objectives and expectations of the assignment to the students. Consequently, if teachers assess students' IC as part of their oral skills, this should be evident from the assessment criteria. A report from a project researching individual assessment (FIVIS)[3] stated that students are interested in knowing the criteria they are assessed on, what they can strive for, and what is expected of them to fulfil the given assignment (Buland, 2014, p. 81). Therefore, it is essential that the assessment criteria are clearly communicated to the students and reflect accurately the various aspects that teachers evaluate when assessing oral skills.

Furthermore, the AfL principles states that students learn better when they receive feedback and advice on how they can improve (Directorate for Education and Training, 2018, p. 5). That students receive concrete and clear feedback on what is good and what can be done better, is found to be one requirement that must be met for students to experience formative assessment as learning driven (Buland, 2014, p. 86). The AfL report highlights that there is a need for a more "concise vocabulary around curriculum and assessment" to support the teachers in their description of students' competencies in a subject (Directorate for Education and Training, 2018, p. 20). Scoring rubrics can function as a framework to communicate concise feedback concerning the students' performance on a specific task. Sandvik (2019) highlights that having guidelines for assessment, i.e., assessment criteria or indicators of competence levels, is one way to strengthen the reliability of an assessment. This is also emphasized by Parkes (2013) who claim that the fundamental issue that threatens reliability of classroom assessment is human judgement (p. 6). Consequently, using scoring rubrics to guide the teachers' assessment of students' performances have been found to increase score reliability (Parkes, 2013, p. 8).

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[3] FIVIS stands for Forskning på individuell vurdering i skolen (Research on individual assessment in schools) and was a project that ran from 2011-2014 and looked at assessment on all levels (1-13) and across several schools in Norway. The final report referenced in this chapter based its analyses on observations of eight different schools in the subjects Norwegian, English, mathematics, and physical education.

Additionally, developing and using scoring rubrics can also make the teacher and students aware of what is being tested in an assessment and how the skills are to be assessed. Hence, using assessment criteria can support that teachers assess only the aspects of a students' performance that is meant to be assessed. This is important for the validity of assessment, as failing to pay attention to performance features that should be assessed, or taking into account features that should not be assessed, can threaten the validity of marks (Bøhn, 2019b, p. 379). However, it is important that teachers can actually use the scoring rubrics to assess oral assessment in real time. Luoma (2004) found that the ideal number of criteria is four to five, with six being the upper limit for cognitive load (p. 80). Having more than six categories of criteria would put too much of a processing demand on teachers to be able to make an accurate and valid assessment. However, criteria can be grouped under conceptual headings to support teachers in making more detailed ratings of students' performance (Luoma, 2004, p. 80). When Nakatsuhara et al. (2018) developed a checklist for the assessment of IC in a paired speaking task, they focused on achieving a balance between teacher usability and construct coverage (p. 48). They created a concise checklist of criteria where each category contained a description of what features to pay attention to, e.g., the category "Keep the discussion going over several turns" was further specified with descriptors such as "develop (own idea), develop (partner's idea), listen, invite" etc. (Nakatsuhara et al., 2018, p. 45). This way, the assessment criteria accurately represented the factors involved in the assessment of certain aspects of test takers' IC. If the aspects being assessed are not concretized, it can be difficult for teachers to provide descriptive formative feedback. Consequently, developing oral assessment criteria that encompass the central skills that are being evaluated in an oral assessment is indicative of a learning-driven assessment culture and support good formative assessment practices.

2.4.2 Task design

There are several factors that affects the task design for oral assessment and IC is only one of several criteria that is tested and assessed in L2 contexts. As a foreign language, English is both the content of instruction and the vehicle used for communication (Kramsch, 1983, p. 175). Therefore, oral competence in the L2 context includes the assessment of both language use and content knowledge. The students are given an individual mark to account for their overall competence in the subject and the competence aims are the basis for

assessment and criteria development (Directorate for Education and Training, 2019, p. 13). Furthermore, the competence aims must be interpreted according to the subjects' relevance and central values (The Regulations to the Education Act, 2020, §3-3). The relevance and central values in the English subject curriculum clearly state that the subject should give students the foundation to communicate and connect with others, and prepare them for a societal and working life that require competence in English oral communication (Directorate for Education and Training, 2019, p. 2). Real-life communication entails negotiation of meaning and participation in interaction (Kramsch 1983, p. 176.) In other words, the competence needed for oral communication encompasses several of the aspects operationalized as part of L2 IC. Hence, oral assessment situations should accommodate this communicative focus and provide the students with opportunities to practice L2 communication and IC in various contexts. For the purposes of assessing L2 IC as part of students' oral skills, it is essential that tasks used for oral assessment enable students to demonstrate a range of interactional features. Borger (2019) highlights that different assessment contexts are desirable due to IC's local and situational nature (p. 154). Thus, it becomes relevant to discover what task types that generate evidence that allows the teacher to make inferences about students' IC in oral assessment. The following sections will discuss how various forms of oral assessment makes it possible for students to express their IC and for the teacher to assess this competence.

2.4.2.1 Individual vs paired oral assessment.

An individual assessment situation is a commonly used form of oral assessment in the Norwegian upper secondary L2 context. The assessment could, for instance, be in the form of an interview, an individual oral presentation, or a conversation or topic talk with the teacher. Oral presentations have been widely used to assess students' oral skills in upper secondary, and there was previously a demand for including a presentation in the oral exam format. However, monologic speaking tasks alone does not provide the context needed for assessing L2 IC (Roever & Kasper, 2018, p. 333; Plough et al., 2018, p. 430). As students' IC is demonstrated through their ability to adapt their repertoire of methods to an interactional context, a monologic task i.e., a presentation in front of the class with no interactive element, would under-represent the IC construct (Roever & Kasper, 2018, pp. 334, 350). An individual oral presentation does not necessarily require the students to engage in interaction which limits the students' opportunity to demonstrate their IC. However, teachers might include a

short question and answer session following the presentation which can allow students to demonstrate some of their IC. As students prepare for a presentation, they must learn content knowledge which might give them the support they need to have a discussion on the topic. Nevertheless, the discourse in a question and answer session is not the ideal format to represent the range of students' IC as the teacher usually take the lead and controls this type of discourse. However, including a conversation or discussion can prepare the student for an oral exam situation, as parts of the upper secondary oral English exam is a conversation between examiner, teacher, and student. In fact, the Norwegian Directorate for Education and Training suggests that the interaction during an exam is used to assess students' listening comprehension (Directorate for Education and Training, 2020). Overall, monologic tasks used to assess oral skills, can to some degree assess students' IC if an interactional element is included. Yet, tasks that require interaction between students can elicit more of students' interactional features and produce performances that better represent the IC construct.

Several studies have explored IC in individual versus paired or group formats of assessment and found that a paired format give the students a better opportunity to demonstrate their IC, than an individual format (Brooks, 2009; Vo, 2020). Vo (2020) looked at what raters paid attention to in the oral communication portion of an English Placement test and found that raters identified a wider range of interactional features, such as connecting and expanding topics, when assessing students' IC in a peer-to-peer format (pp. 8-9). Similarly, Brooks (2009) examined differences between an individual format and a paired format in the context of an oral proficiency test and found that the students performed better and produced higher quality interaction, i.e., where they drew on a greater range of interaction features, in the paired format (2009, p. 360). In the individual format, the tester using the feature "asking a question" accounted for almost half of the interactional features (Brooks, 2009, p. 360). Subsequently, the students described the conversation as more of an interview, which some found easier as the tester managed the interaction (p. 360). Essentially, the students could get away with being more preoccupied with what to say next, instead of listening and interacting with the interlocutor in an individual format. If we consider these findings for the context of formative oral assessment in upper secondary English, there is a strong indication towards making use of assessments where students interact with each other. The results from Vo (2020) and Brooks' study demonstrate that students, when paired with peers, elicit a wider range of interactional features and engage in a more complex, but balanced and reciprocal interaction (2009, p. 353). Therefore, using various tasks where students get to collaborate,

discuss and produce oral texts together, can provide a better representation of the IC construct and enable students to express more of their IC.

One of the reasons why peer-to-peer interactions elicit more interactional features than an individual assessment with a teacher, could be due to the student-teacher relation's effect on students' performances (van Campernolle, 2013, p. 328). The tester, or teacher in the context of L2 English, has a distinct role which carries certain expectations compared to a fellow student. Generally, the teacher manages topics, decide who can speak, who corrects errors, and expresses and clarifies meanings in classroom discourse (Kramsch, 1983, p. 175). Thus, the student-teacher relation can set certain expectations for an assessment situation too. If the students' oral skills are assessed in a conversation between the teacher and the individual student, the discourse can be influenced by the teachers' usual role in classroom interactions. The interactional pattern, or discourse, in individual oral interviews have been found to be controlled by the interviewer, i.e., the interviewer (or teacher in this context) controls the turn taking, topic organization, and leads the conversation (Ducasse & Brown, 2009, p. 425; Plough et al., 2018, p. 430). For instance, depending on the task, a student can expect that the teacher suggests the topics for conversation and takes responsibility in continuing the conversation. Hence, students do not have to demonstrate certain interactional features, as the teacher takes the lead.

Nevertheless, it is important to acknowledge that individual assessments can unfold in other ways than a traditional teacher-led conversation or monologic presentation. For instance, the teacher and student could engage in a "Dynamic Strategic Interaction Scenario" where both take on a role and are given a concrete scenario where negotiation of meaning is required to interact (van Campernolle, 2021, p. 195). In this type of role play task, both participants are given a role with divergent goals for the interaction (van Campernolle, 2021, p. 197). Assigning distinct roles to both the teacher and student can reduce some of the effects deriving from the student-teacher relation and the teachers' role as assessor. Essentially, this type of task in a communicative context, with a clear purpose to reach a certain goal or outcome, can provide students with the opportunity to demonstrate more of their IC (Plough et al., 2018, p. 430). A dynamic scenario can also be performed in groups and adapted to topics relevant for content knowledge already acquired by students in L2 contexts. This could be especially relevant for vocational studies, where a scenario can imitate interactions that students face in their future profession. Communicative tasks that have a non-linguistic

purpose, like discussing genuine opinions or having a discussion based on certain roles, can support students' development of both IC and subsequently their CC (Skulstad, 2020, p. 61). For instance, in a communicative task with an opinion gap, where students have different ideas or opinions on how to solve a topic (Skulstad, 2020, p. 62), central IC skills must be employed to discuss and negotiate towards an outcome. Ultimately, situations that have a communicative purpose creates an opportunity for students to practice and demonstrate their IC in various situations.

2.4.2.2 Challenges related to oral assessment in pairs or groups.

As discussed in the previous section, it has been discovered that the discourse in oral interviews, where the teacher functions as an interviewer and the student as an interviewee, can potentially limit the students opportunity to demonstrate a wider range of interactional features (Ducasse & Brown, 2009, p. 425; Plough et al., 2018, p. 430). Therefore, paired and group formats have been suggested as assessment formats where students can demonstrate a broader range of interactional skills i.e., IC (e.g., Brooks, 2009; Ducasse & Brown, 2009; Ducasse, 2010; Vo, 2020). These formats also resemble more closely the types of tasks and conversations that happens in classroom encounters and in the real world (Nakatsuhara, 2013, p. 9). Furthermore, as group and paired formats inevitably include co-construction of interaction, it becomes relevant to incorporate the aspect of IC in the assessment of oral skills in this format. However, it is important to acknowledge how various interlocutor effects can potentially influence the individual students' performances.

Studies have explored different interlocutor effects in pair and/or group assessments concerning proficiency (Davis, 2009) and extraversion and group size (Nakatsuhara, 2013). The composition of groups for oral assessments can affect how students' perform and how the interaction plays out. Nakatsuhara (2013) looked at extraversion and proficiency in group tasks and found that extraverted and proficient speakers initiated more topics and talked more, regardless of task-type, when they were grouped with less extraverted and proficient speakers (p. 180). Interestingly, if a more proficient introvert was grouped with extraverted members with limited proficiency, the introvert took control of the interaction (p. 183). These findings indicate that both level of extraversion and proficiency can influence the interactional pattern or discourse in conversation. Similarly, Davis (2009) researched the influence of interlocutor proficiency, but in a paired format. He found that level of proficiency had little influence on

the students' average mark, but lower-proficiency students produced significantly more language when paired with a higher-proficiency partner (pp. 378, 381). These findings indicate that teachers should be aware of any influence regarding students' level of proficiency and extraversion when assessing students' oral skills in peer-to-peer interaction. In real life communication, especially considering English' status as a lingua franca, there will be situations where one must interact with people that have various levels of L2 proficiency. Hence, it is important that students get to practice adapting their IC to an interactional context where interlocutors have various levels of proficiency and extraversion. Additionally, it is interesting for the teacher to observe how students manage to adapt their IC in various group dynamics. Practicing IC in various group dynamics can therefore be beneficial both for the students' development of interactional and communicative competence, but also for the teachers' assessment as it provides a more representative selection of students' ability to adapt their IC.

Another factor that can affect students' performance in joint assessment is group size. Nakatsuhara (2013) found that groups of three developed a collaborative interaction and generally used scaffolding (e.g., inviting partners to speak) successfully in interaction (p. 227). In groups of four, quiet members more easily used strategies to avoid talking, despite other members inviting them to contribute (p. 227). Nakatsuhara (2013) also found that unnatural and mechanical turn-taking occurred in groups of four, where the members spoke e.g., according to seating order, regardless of extraversion and oral proficiency levels (p. 228). Overall, extraversion levels influenced both group sizes, but were more prevalent in groups of four due to avoidance behaviour, than in the collaborative atmosphere evident in groups of three (p. 228). These results suggest that assessment in groups of three would create the most fair conditions for assessing students' oral skills and IC in L2 contexts. For the purpose of L2 oral assessment these findings support the importance of assessing students in a variety of different tasks and with different partners to account for interlocutor effects. Additionally, teachers should be conscious of the interactional patterns that becomes evident in certain group dynamics when assessing IC in oral group assessments.

However, using peer-to-peer interaction to assess the individuals' language competences poses a challenge for the awarding of marks. The co-construction of a paired or group format can have implications for assessment and several scholars have discussed the issue of awarding marks for IC in paired and group assessment (e.g., Chalhoub-Deville, 2003;

Galazci & Taylor, 2018; May, 2009; Salaberry & Rue Burch, 2021). The issue of separability arises when each test taker is given an individual mark from a spoken performance that is jointly constructed (Taylor & Wigglesworth, 2009, p. 329). Galazci (2008) discovered that interactional patterns had effects on L2 test-takers' scores in paired speaking tests. Pairs engaged in a collaborative interaction received the highest median IC scores, whereas pairs engaged in a parallel or asymmetric interaction performed less well (pp. 111-112). A parallel interaction is characterized by low mutuality, i.e., little engagement with each other's ideas (p. 102). Essentially, speakers are more concerned with their own contribution, and speak more than they listen, which indicates lower IC (p. 103). In asymmetric interactions one speaker dominates the conversation, but this could be due to several reasons and not necessarily low IC in both speakers. The dominance could be due to interruptions and bad interactional behaviour, but it could also be facilitative, e.g., where the other speaker lacks initiative despite efforts made to invite the partner into conversation (pp. 106, 110). In cases of asymmetric interaction, the awarding of scores becomes complex as one dominant interlocutor could limit the other interlocutors' opportunity to demonstrate their communicative potential (Weir, 2005, p. 153). In a language testing context, May (2009) found that a test taker in an asymmetric interaction, with a partner on a similar level of proficiency, was awarded a score of 2 (p. 416). However, when the same test taker was involved in a collaborative interaction with a more proficient partner, the test taker was awarded the score of 4 (p. 416). The unpredictability of co-construction can be said to threaten the validity and reliability of the paired and group assessment format, but variability has also been viewed as a "useful source of measurement information and validity evidence" rather than as a potential threat (Taylor & Wigglesworth, 2009, p. 333). The element of unpredictability can expose how students employ their repertoire of interactional skills in various situations, which essentially reflects the nature of IC as local and context dependent. For the purpose of assessing students' L2 IC, it is vital that the teacher is aware of how mutual achievements affect their assessment of students' IC in co-constructed assessments. Preferably, the teacher should have a clear policy of their operationalization of IC and include in the task description and assessment criteria how potential interlocutor effects will influence the assessment. May (2009) highlights that there needs to be a clear policy of how candidates' scores will be affected by the style of their interlocutor when individual marks are given (p. 416). As emphasized in section 2.3.2, although interaction is co-constructed, the way that students employ their repertoire of interactional skills will inevitably be observable in group assessments, as students' IC is "an individual ability tied to social context and thus variable" (Hall, 2018, p. 29).

3. Methods and Materials

3.1 Chapter outline

This current study was designed to explore English teachers' cognitions about interactional competence (IC) in L2 oral assessment. The research questions concern both if and how IC is included in teachers' assessment of oral skills, as well as how the assignments used for oral assessment enable students to demonstrate their IC. Firstly, the research design will be described, including the rationale for choosing mixed methods, an overview of the material used in the study, and the process of recruiting participants. Secondly, the process of planning and collecting data from a questionnaire (section 3.3) and teacher interviews (section 3.4) will be discussed and analysed (section 3.5). Thirdly, teachers' examples of tasks and assessment criteria (section 3.6) will be discussed. Lastly, aspects concerning reliability and validity will be addressed (sections 3.7 and 3.8) before highlighting ethical considerations relating to the study (section 3.9).

3.2 Research design

The current study combines the use of quantitative and qualitative methods and can be described using the term mixed methods research (Johnson & Christensen, 2020, p. 453). A questionnaire and interviews have been used as instruments to collect data material to explore English teachers' cognitions about IC in L2 oral assessment. Although there is a consensus of what mixed methods research entail, there are different ways to explain the design typologies, i.e., how the qualitative and quantitative methods are combined in a mixed methods research design. If research designs are considered on a continuum from qualitative to quantitative research, then mixed methods research is located in the middle (Johnson & Christensen, 2020, p. 32). According to Johnson and Christensen (2020), the design typology used for this mixed methods study can be described as a *sequential qualitatively driven mixed methods design* (p. 453). The data material used in this study is collected through interviews and a questionnaire with open ended-questions which positions the study closer to qualitative research in the research continuum (see Figure 2).

Figure 2
The Research Continuum (adapted from Johnson & Christensen, 2020, p. 32)

| Qualitative Research | Mixed Research | Quantitative Research |

The label *sequential* refers to the time orientation which indicates that the qualitative and quantitative components were organized into phases over time (Johnson & Christensen, 2020, p. 453). Furthermore, the paradigm emphasis is qualitative which gives the mixed research design the label *qualitatively driven*. It is qualitatively driven because the data material is predominantly collected and analysed from a qualitative perspective. However, the data material from the questionnaire are also quantified using a quantitative analysis, which is why I have decided to label the study as a mixed methods study.

Whereas Johnson and Christensen (2020) conceptualize time orientation and paradigm emphasis as two dimensions that are decisive of design typology, Creswell (2022) focuses on the intent of the study and what can be accomplished by using the specific design (p. 51). According to Creswell's conceptualization of the various design typologies used in mixed methods designs, this study can be characterized as a *convergent mixed methods design* (2022, p. 52). The intent of the current study corresponds to the intent of a convergent design which is used to "compare the results of the quantitative and qualitative data analyses" (p. 52). The quantitative and qualitative data are collected and analysed separately before the results are integrated in a comparative discussion (Creswell, 2022, p. 52). This study used a questionnaire to elicit data from seventeen participants which provided insights relevant to the research questions. Similarly, the four interviews provided personal in-depth insights which is interesting to explore in comparison with the data from the questionnaires.

In conclusion, I will use Johnson and Christensen's (2020) perspective on research design and describe the current study as *a sequential qualitatively driven mixed methods design*. I have decided to label the study as a mixed methods study, rather than a qualitative study as both quantifiable and qualitative data are collected. The qualitative and quantitative material are collected in phases and analysed predominantly using qualitative methods with the intent of integrating the two databases in a comparative discussion to discuss the following research questions (RQ):

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RQ1: How do L2 upper secondary teachers understand interactional competence and how are aspects of IC included in teachers' cognitions of oral assessment?

RQ2: How do teachers believe features of IC can be incorporated into assessment criteria and accommodated in tasks used for oral assessment?

3.2.1 Materials

The results gathered from seventeen questionnaire responses and four teacher interviews form the empirical data material. Additionally, nine examples of tasks and assessment criteria used for oral assessment were gathered from the questionnaire responses and the teacher interviews. Respondents uploaded examples in the online questionnaire, and each interviewee brought an example to the interview.[4] The participants are all in-service teachers of L2 English in upper secondary school in Norway.

3.2.2 Rationale for the choice of mixed methods

I chose a mixed methods research design for this study because it made it possible to combine the use of a questionnaire and interviews to compile data on teachers' cognitions concerning IC and oral assessment. Within the field of educational research, and especially regarding language teacher cognition, the use of mixed methods research is considered beneficial (Borg, 2019, p. 1157; Johnson & Christensen, 2020, p. 50). As mentioned previously, teacher cognition concerns what teachers think, know, and believe, and how this relates to their teaching practices (Borg, 2015, p. 1, see section 2.2). Hence, teacher cognition is a complex area of research which requires a research design that approaches the topic from several angles. Essentially, the research design had to uncover the teachers' personal and professional beliefs, as well as expose how this were reflected in their practice. Therefore, I chose to make use of a mixed methods design which combined the use of qualitative semi-structured interviews (including documents which gave an account of the teachers' actual assessment practices) and a questionnaire. This way, both the reasons for instructional decisions related to teachers' assessment practices, and any tendencies concerning collective practices and principles could become evident (ref. the themes suggested by Borg 2015, p.

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[4] Teacher 1 brought one example to the interview, but also referred to another relevant example during the interview which was later included in the data material.

103-106). While the teacher interviews go into more depth concerning instructional decisions, the questionnaire collects data from a bigger sample and can evoke any tendencies concerning collective practices and principles. This reflects one of the key arguments for using mixed methods, namely that the combination of quantitative and qualitative data yield results which give a more complete understanding than each method in isolation (Creswell, 2022, p. 52; Johnson & Christensen, 2020, p. 33). Where quantitative instruments might gather generalities, the qualitative data can provide explanations of the mechanisms underlying them (Johnson & Christensen, 2020, p. 448). This way the methods complement each other as the quantitative instrument can provide insights which can be further supported or contradicted from a qualitative perspective. Using a questionnaire alone could not provide the in-depth insights gained from the interviews which are essential when exploring teachers' cognitions and practices of oral assessment. Combining the two databases in a convergent design allows for inferences to be made both from the results of the quantitative and qualitative findings alone, but also metainferences from the analysis of the integration of the two (Creswell, 2022, p. 9). The metainferences made from the integration analysis allows for converging and diverging results to be discovered, in addition to the insights made from the two data sets separately.

When deciding on a suitable method for this study, time and resources were also factors that had to be considered. Conveniently, a mixed methods design allows for different types of data to be collected somewhat simultaneously. Even though I used a sequential approach in which the questionnaire and the interviews were conducted in two phases, this could happen at approximately the same time which made the data collection more efficient. Although using two instruments can be more time consuming to prepare and analyse, the potential number of respondents and insights to be gained made up for this limitation (Johnson & Christensen, 2020, p. 464). Ultimately, a mixed methods research design was chosen as a suitable approach to fulfil the study's research aims.

3.2.3 Recruitment and participants

The research questions specify that upper secondary teachers are the population of interest for this study. As a result, the sampling techniques used to recruit participants for this study are *non-random sampling techniques* (Johnson & Christensen, 2020, p. 253). The participants had to be teachers of English in upper secondary and currently teach to be

included in the study. The criteria were the same for both sample groups, regardless of whether they participated in the questionnaire or the interviews. The relation between the sample groups can be characterized as a *parallel concurrent sample relationship* (Johnson & Christensen, 2020, pp. 261-262). These labels indicate that the sample groups are different, but drawn from the same population and recruited at approximately the same time (Johnson & Christensen, 2020, p. 261). When a researcher intentionally recruits participants who have experience with the phenomenon being explored in the study (i.e., oral assessment in upper secondary English), this is a case of *purposeful sampling* (Creswell & Clark, 2011, p. 173). This approach was best suited to fit the purpose of the study as I wanted in-depth information about the assessment of oral skills in L2 English from the teachers' perspectives.

I used three different strategies to recruit participants. Firstly, I sent out participation requests through e-mail to the department head of languages (or equivalent) at fifty-two upper secondary schools. Secondly, I put up a post in a Facebook-group for English upper secondary teachers in Norway. Thirdly, I reached out to seven teachers through my private network. Some of the schools replied that they would convey my request to the English teachers at their school, while others did not reply, or replied that their teachers did not have the capacity to participate. Initially, I sent out participation requests to thirty-one different schools, but I found that the response rate was not satisfactory and proceeded to send requests to twenty-one additional schools (see Appendix B for examples of requests). Thus, the participation requests were sent out in two phases. I made sure that all eleven counties were represented in both rounds of inquiry. On the website vilbli.no, all upper secondary schools in Norway are represented according to county. I used this as a starting point and chose schools as random as possible for each county. The questionnaire participants were a heterogenous group, both when it came to years of experience, geographical location and formal qualifications (see Appendix C). All seventeen participants were currently teaching English in upper secondary school, some were in their first year of teaching whereas other teachers had thirty years of experience. Overall, eight counties ended up being represented in the questionnaire sample.

Originally, twenty-four participants took part in the questionnaire. However, seven of these responses were omitted from the data set as they only answered the questions concerning their background information. One can presume that the open-ended questions influenced the seven participants' decision to withdraw. Despite being informed that the

questionnaire approximately took twenty minutes to complete, they might have found open-ended questions too time consuming. Out of the seventeen participants that completed the questionnaire, three people volunteered for the interviews, of which two participants ended up taking part. As I wanted a bigger sample for the interviews, I used my private network to recruit two more participants for the interviews. Consequently, two of the interviewees had completed the questionnaire prior to the interview, whereas the other two had not. The background information of the four interviewees is presented in Table 1 below. From this information it is evident that there is variation both in the interviewees' experience and formal qualifications, i.e., the sample can be described as a heterogeneous group.

Table 1
Interviewees' background information

Interviewee	Years of experience	Currently teaching (*VS – vocational studies, GS – general studies*)	Formal English teaching qualifications	Completed questionnaire
Teacher 1	20 years	English VG1 (VS and GS) English 2 programme subject	Major in English, One-year programme in Pedagogy	No
Teacher 2	Less than 1 year	English VG1 (VS and GS)	MA in English literature	Yes
Teacher 3	3,5 years	English VG1 (VS and GS)	MA in English literature, plus a practical-pedagogy supplement unit.	Yes
Teacher 4	14 years	English at all VG-levels (GS)	MA in English	No

3.3 The Questionnaire

Since this thesis' main objective is to explore teachers' thoughts and beliefs concerning IC in oral assessment, I decided to create an online questionnaire which included mostly open-ended questions. An online questionnaire can be described as a "self-report data-collection instrument" which is used to obtain information about the research participants' thoughts, beliefs, and values (Johnson & Christensen, 2020, p. 208). The purpose of using a questionnaire was three-fold. First and foremost, I wanted to gain insight into teachers' cognitions on the topic of IC and oral assessment. Secondly, I wanted to collect examples of tasks and assessment criteria used for oral assessment. Thirdly, I wanted to recruit participants for the interviews. The questionnaire therefore served several purposes which is evident from the structure of the questionnaire design.

3.3.1 Designing the questionnaire

The questionnaire was structured into four parts: *background* (part 1), *oral assessment* (part 2), *interactional competence* (part 3), and *interview request and data collection* (part 4) (see questionnaire guide in Appendix D).

Firstly, the participants had to read through two pages of information about the current study, its purpose, as well as the structure and the estimated time needed to complete the questionnaire. I also included a declaration of consent where the participants had to check off two boxes to indicate that they agreed to the terms of participation. This was obligatory and it would not be possible to continue the questionnaire without giving consent. As this part did not include any terms or concepts specific to English didactics and solely intended to inform the participants, I decided to use the Norwegian language. With the exception of the interview request, which was provided in both English and Norwegian, the rest of the questionnaire was in English. I decided to make the questionnaire in English as the topics covered, e.g., oral assessment and IC, are concepts that teachers predominantly convey in English. Therefore, it seemed most natural to let teachers formulate responses in the target language. Additionally, it limited ambiguity related to any Norwegian translations of terms and concepts.

Furthermore, the first part of the questionnaire concerned the participants' background information and consisted of four questions. I included this part to ensure that participants fit the inclusion criteria, but also to be certain that there was some variety in the samples' experience, qualification, and geographical location. Part two included three questions concerning oral assessment. I specified oral assessment in the context of this study as "assessment situations where criteria or scoring rubrics have been used. This includes formative assessments conducted throughout the school year". As this study looks at oral assessment in general, not limited to summative exam situations, I wanted to specify that I was interested in the formative oral assessments where assessment criteria had been used. Formative assessment refers to any assessment carried out during the students' learning process and intends to promote the development of competence in the subject. (Fulcher & Davidson, 2007, p. 372; Directorate for Education and Training, 2019, p. 11). Therefore, assessment criteria are not necessarily required as part of a formative assessment, but are often used to clarify what is being assessed and supports a reliable and valid assessment practice (Sandvik, 2019).

The third part consisted of four questions regarding IC. Before providing a definition of IC, I asked the participants if they were familiar with the term, and if so, could provide a short description of their interpretation of IC (Q3.1, Appendix D). This gave the participants the possibility to answer the question uninfluenced by my definition of the term, but also stating if term was unfamiliar. Lastly, the fourth part of the questionnaire included one question regarding data collection and one interview request. For the data collection, the participants were requested to upload example(s) of an oral assignment and assessment criteria. It was possible to upload a maximum of four documents. However, only four of the participants uploaded examples, which might be due to several reasons. Perhaps it was time consuming to find an appropriate example to upload, or maybe they felt that their previous responses represented how they assessed oral skills. Therefore, I asked the participants that agreed to the interview to bring an example of a task and assessment criteria used for oral assessment. Finally, the last question encouraged any volunteers that wanted to participate in an interview to leave their contact information. Three participants volunteered, of which two took part in the interviews. Overall, I tried to choose an appropriate number of questions to cover the research interests as almost all questions were open-ended and required some level of effort to complete. In total, the questionnaire consisted of thirteen questions, including the two requests in part four.

A questionnaire that includes mostly open-ended questions can be characterized as a qualitative questionnaire (Johnson & Christensen, 2020, p. 215). I found that open-ended questions would capture teachers' beliefs most accurately as it allowed them to respond using their own words in the way they considered appropriate (Johnson & Christensen, 2020, 215). It was important to access their personal perspectives as the purpose of doing the questionnaire was to explore how IC is included teachers' cognitions of IC in oral assessment. Open-ended questions make it possible to collect rich informative written responses, which could be analysed both from a qualitative and quantitative perspective (Johnson & Christensen, 2020, p. 214). I decided to limit the use of closed-ended questions or level of agreement scales, as these types of items require answers to be based on a set of predetermined categories or scales (Creswell & Clark, 2011, p. 177). I found it restricting to predetermine categorical answers as teachers' cognitions on IC is a phenomenon which, to my knowledge, has not been researched previously in the context of English in Norwegian upper secondary schools. Borg (2019) emphasizes that a quantitative approach to questionnaires can

be appropriate in some contexts, but that there are limitations of using e.g., a series of Likert scale statements as evidence of teachers' beliefs (p. 1155). Therefore, I chose to formulate open-ended questions, so no valuable insights were excluded and none of my personal bias influenced their response.

The questionnaire was designed using the programme SurveyXact which is accessible through licences provided by the University of Bergen. SurveyXact is a web-based tool for designing and distributing questionnaires which makes it possible to collect and store data safely while maintaining participants' anonymity. Johnson and Christensen (2020) list several advantages of using online questionnaires and describe it as one of the most commonly used survey methods today (p. 185). They highlight accessibility and quick turnover as some of the many positive characteristics (Johnson & Christensen, 2020, pp. 185-188). By using an online format, the questionnaire could easily be distributed through a hyper-link and allowed participants to complete the questionnaire according to their schedule. This made it possible to reach a geographically diverse sample as it could be completed anywhere. Subsequently, an online format made it possible to maintain participants' anonymity as it did not require participants to leave any personal information prior to participation. Only the participants that volunteered for the interviews provided information that made it possible to identify them for that purpose. Regarding the appearance of the questionnaire, I decided to structure the different parts of the questionnaire on separate pages according to the categorization mentioned previously.[5] Providing space and not adding too many questions on the same page makes a questionnaire appear less compact and more readable (Johnson & Christensen, 2020, p. 229). Finally, the data collection could be efficiently monitored through SurveyXact which made it possible to track the progress. This was valuable, both when I found the response rate inadequate and when I noticed that few of the participants uploaded examples of tasks and assessment criteria. Moving on, I could then alter the method accordingly.

3.3.2 Piloting the questionnaire

To ensure that the questionnaire ran smoothly, I carried out a pilot test. A pilot test is a preliminary test of the questionnaire which is distributed to individuals that resemble the participants in the study (Johnson & Christensen, 2020, p. 229). I piloted the questionnaire on

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[5] This is evident from the questionnaire guide, which is found in Appendix D, where I have indicated any page breaks to make it as true to the online format as possible.

two upper-secondary teachers and one co-student. I specifically asked the pilot respondents to look for any ambiguous wording, technical difficulties, the overall design (e.g., the number of questions per page), if the information provided was sufficiently informative, and if there was anything missing that should be included. The pilot confirmed that the twenty-minute estimate was accurate for completing the questionnaire. One pilot responder asked me to specify what formal qualifications I wanted in question 1.2, so I added an example "e.g., degree, combination of subjects for MA, BA, or minors and majors" to clarify. Other than this comment, I did not receive any feedback concerning the language in the questionnaire. Prior to the pilot, I designed the questionnaire so that it was obligatory to upload one example. However, I received feedback from one pilot responder which found this off-putting as it was not possible to finish the questionnaire without performing this action. Therefore, I made the action non-obligatory. In hindsight, this decision may have contributed to the limited number of tasks and assessment criteria submissions. Overall, the pilot test confirmed that the questionnaire elicited the desired responses from all participants.

3.4. The Teacher Interviews

A qualitative semi-structured approach was used to carry out the teacher interviews. This form of interview allows the researcher to gain access to the interviewees inner worlds and personal perspectives (Johnson & Christensen, 2020, p. 193), which is essential to this thesis' research aims. Furthermore, this format allows the interviewees to voice their opinions freely, while the researcher is in control of the structure of the conversation. Teachers' beliefs are mental constructs which can be held tacitly or consciously, therefore using a qualitative interview approach is beneficial as the interviewer can ask specific questions to elicit in-depth information (Creswell & Guetterman, 2021, p. 252).

For the qualitative semi-structured interview, an interview guide with mostly open-ended questions was prepared in advance (Kvale & Brinkmann, 2015, p. 156). According to the interviewee and their responses, relevant or necessary follow-up questions could be added, the order of questions in the interview guide could be adjusted, as well as the wording of questions. Hence, any insights that were relevant to the thesis' research questions could receive attention and be explored in more detail. This way, a semi-structured approach provides a degree of flexibility, while the interview guide functions as a script to ensure that all topics are covered. Subsequently, the data collected were somewhat systematic and

comparable as the interviews followed approximately the same structure (Johnson & Christensen, 2020, p. 191).

Additionally, the interview made it possible to include examples of tasks and assessment criteria used for oral assessment as prompts. Each teacher brought an example of a task and assessment criteria they had used for oral assessment to the interview. This allowed for an in-depth exploration of the individual teachers' instructional decisions. The example functioned as a prompt to gain access to the teachers' thoughts and beliefs, while also making it possible to explore how their cognition influenced their practice. The examples can also be considered a form of expressing their cognition concerning oral assessment as the individual teachers' beliefs should be reflected in the material.

3.4.1 Designing the interview guide

A qualitative interview presupposes the use of open-ended questions to elicit qualitative data (Johnson & Christensen, 2020, p. 193). For the teacher interviews, an interview guide was structured in six parts according to different topics, *background information* (part 1), *general cognitions and beliefs about oral assessment and the English subject* (part 2), *tasks for oral assessment* (part 3), *criteria development* (part 4), and *interactional competence* (part 5) (see Appendix E). The sixth part included questions related to the example that the interviewees brought with them. Therefore, the questions in part six are not evident in the prepared interview guide as they were designed for each individual interview. Even though two of the interviewees had completed the questionnaire prior to the interview, I intentionally left the part about IC until the end as I did not want my definition of the term to influence their responses. I also wanted to access the teachers' personal perspectives on oral assessment without it being related to IC specifically. I created the interview guide in English with Norwegian translations in case there was a need to explain or clarify something in Norwegian.

The interview guide was created with the research questions in mind. Essentially, the interview questions had to be able to elicit teachers' cognitions concerning IC in oral assessment. As a researcher I am interested in the teachers' reasons for instructional decisions, but also how their beliefs influence their practice. Therefore, one part of the interview guide was tailored specifically to an example of oral assessment which each teacher brought to the

interview. By using the example as a prompt for elaboration, the teachers could more easily explain how IC could be included in oral assessment from a practical perspective. The interviewer could also ask specific questions related to the concrete task which elicited interesting perspectives which could otherwise remain obscure.

Furthermore, the questions in the interview guide had to be formulated in a way that encouraged interviewees to elaborate on their personal perspectives, while remaining brief, concrete and unambiguous. A variety of question types were used, e.g., introductory questions like, "What do you believe is the main objective of the English subject?", follow-up questions like, "When you mentioned that you had presentations, was that individually or in groups?" (Transcription Teacher 2), and direct questions like "Do you include aspects of interactional competence in your scoring rubrics for oral assessment?" (Kvale & Brinkmann, 2015, pp. 160-162). Overall, the interview guide acted as a script for the interviewer to guide the conversation (Kvale & Brinkmann, 2015, p. 156). In total, the interview guide consisted of twenty-five prepared questions, excluding task-specific questions and suggested follow-up questions (see Appendix E).

3.4.2 Pilot interview

In preparation for the teacher interviews, I conducted a pilot interview with a participant that fulfilled the inclusion criteria for the sample used in the study. During the pilot interview I experienced that I needed to include some specific examples of oral assessment to elicit a more concrete response from the interviewee. This regarded both questions of how IC could be operationalized and incorporated into oral assessment, but also questions concerning how assignments enable students to demonstrate IC. Therefore, I proceeded to ask the interviewees to bring their own example to the interview. This way, I would have data material on the teachers actual assessment practices and be able to discuss IC in relation to a practical example.

Furthermore, after doing the pilot interview I decided to include a longer definition of IC by adding examples of features that could be operationalized as part of IC. In the pilot interview I used the definition of IC that was used in the questionnaire. However, as the pilot participant was unfamiliar with IC, this definition made it difficult for them to provide answers relating to how IC could be operationalized and used in assessment. Therefore, with

the risk of influencing the interviewees' understanding of IC, I expanded the definition to include more specific aspects of IC (see Table 2). This was a choice I made to facilitate a conversation where the interviewees could more easily provide their interpretations of how IC could be included in oral assessment.

Table 2
Definitions of IC

Definition used in the questionnaire	Definition used in the interview
Huth (2021) highlights how "...interaction is inherently co-constructed, that is, when people talk, meaning is constructed across turns and across speakers" (p. 360). Interactional competence thus presents "...a distinct and decidedly dynamic view of how meaning emerges across speakers and turns when interlocutors interact with one another." (p. 376).	Interactional competence can be described as the skill, awareness and ability to participate in specific interactional behaviours. Participants' IC is their repertoire of methods and their ability to adapt them to the interactional context at hand. Some scholars operationalize IC as consisting of aspects such as topic management, initiating a topic, extending a topic etc., turn management, e.g., starting a turn, maintaining a turn, ending a turn etc., interactive listening, e.g., backchanneling, comprehension checks etc. strategies to avoid break-down/repair, e.g., recasts, and non-verbal behaviours, e.g., facial expressions, eye contact etc. (Based on Huth 2021, Roever & Kasper, 2018; Galazci & Taylor, 2018).

The pilot interview confirmed that the estimated time of completion was between 45 to 60 minutes. The pilot participant did not have any specific feedback or objections concerning the wording of the questions or the general experience. However, my subjective experience as an interviewer made me aware of how I must be attentive during the interview to clarify any statements, and avoid asking overlapping questions that have been covered by the interviewee's earlier responses. I also became aware of how I asked follow-up questions, which were sometimes formulated as leading questions.

3.4.3 Conducting the interviews

The interviews were conducted during a period of two weeks, one week in December 2022 and one week in January 2023. Two of the interviews were conducted in person at the teachers' place of employment, whereas the other two were conducted via Zoom. All audio files and transcriptions were stored safely, protected with two-factor authentication in data storage solutions provided by the University of Bergen.

The interviews all followed roughly the same structure, as outlined in the interview guide (see Appendix E). However, the task-specific questions in part six were introduced at different times during the interviews depending on the flow of the conversation. Some of the questions were also reworded or omitted as some of the participants' responses covered

several questions. However, the fact that some questions became superfluous might indicate that the interview guide could have included less questions. Nevertheless, having the interview guide made it easier to ensure that all topics were covered when the order of the questions changed.

Initially I wanted all interviews to be conducted in English as the topic of oral assessment in the English subject is usually conveyed using English terms. However, Teacher 1 did not wish for their interview to be recorded and their interview proceeded to be carried out in Norwegian. The other three interviews were conducted in English. The interviews were audio-recorded and saved using anonymous names like, Teacher 2 and Teacher 3. Some interviewees provided quick, concise responses, while others spent more time formulating a response and had lots to say. Overall, the interviews lasted between 45 to 75 minutes. It worked very well to include the teachers' examples in the interview, which evoked valuable insights concerning IC.

Throughout each of the interviews I aspired to be an interactive listener both to keep a friendly and inviting tone, but also to be able to pick up on ambiguous answers, answers that needed clarification or follow-up questions. The interviewees all appeared engaged and comfortable which made the interview process an enjoyable experience. Furthermore, I believe it is important to acknowledge that the conversation between an interviewer and an interviewee is jointly constructed by them both. Kvale and Brinkmann (2015) describe the interview as an interpersonal situation where the interviewer and interviewee reciprocally influence each other (p. 35). Thus, the knowledge that is produced in the interview is constructed between both participants (Kvale & Brinkmann, 2015, p. 35).

3.4.4 Transcribing the interviews

The interviews were transferred from oral to written mode using transcription. Transcription can be described as "constructions from an oral conversation to written text" (Kvale & Brinkmann, 2015, p. 210). There are no universal form or code for the transcription of interviews, but the most common way is to transcribe verbatim (i.e., word for word) or use a more formal coherent writing style (Kvale & Brinkmann, 2015, p. 211). For the current study, the intention of doing semi-structured interviews and transcribing them were to create material for thematic analysis, i.e., I am more interested in *what* is said, rather than *how* it is said. Therefore, I transcribed the interviews in a written style which maintained the meaning,

but omitted repetitive fillers, disfluencies and interjections of insignificance. Another reason for transcribing the interviews in a more formal written form was to facilitate member-checking (see section 3.8 on validity). Kvale and Brinkmann (2015) suggest using a fluent written style of transcription to avoid interviewees being shocked of how their oral language can appear incoherent when they receive the transcription for validation (2015, pp. 213-214).

To ease the process of transcribing, I used Microsoft Word's dictation function to write out the interview as a first step. The dictation function reproduces oral speech quite accurately, but cannot be trusted to render each word correctly. The dictation function produces a completely coherent text without punctuation and does not distinguish between speakers. Therefore, as the next step, I played and replayed the recording of the interview whilst I rectified any misspellings, added punctuation and omitted repetitive fillers. I also indicated who spoke, as well as any questions and abrupt cut-offs (see transcription key Appendix F). Lastly, I listened to the interview while reading the final transcription to make sure that everything was rendered true to the interviewee's way of articulating themselves. I aspired to reiterate the meaning as accurately as possible and limit how much my subjective interpretation tainted the transcription. However, as Kvale and Brinkmann (2015) highlight, there is no such thing as a true, objective transcription as all transcriptions are a written construction (2015, p. 213). They state that even the insertion of commas and periods are in itself a process of interpretation, which indicates the importance of acknowledging transcriptions as constructions (Kvale & Brinkmann, 2015, p. 213).

The transcription for Teacher 1 is an exception to the process described above. This interview was conducted in Norwegian and was not recorded. Consequently, I had to prioritize taking notes to be able to reiterate their opinions as accurately as possible. I was not able to transcribe my utterances word by word, but included any added questions. Therefore, the transcription of Teacher 1's interview is shorter and somewhat condensed compared to the other transcriptions (see Appendix G). Nevertheless, through member-checking, Teacher 1 confirmed that their utterances had been reiterated accurately, except for one remark where "an opera" was changed to "an episode from a soap opera" (see section 3.8 for member-checking). Other than that, the interviewee did not state that any information was incorrect or missing from the transcription. However, it is important to acknowledge that this is the reason why Teacher 1's transcription differs from the other interviewees' transcriptions.

3.5 Analyses of the questionnaire and interview data

The questionnaire and interview data were analysed qualitatively using thematic analysis. Thematic analysis seeks to identify, analyse and report patterns or themes within the data (Braun and Clarke, 2006, p. 79). Braun and Clarke (2006) describe a theme as capturing "something important about the data in relation to the research question, and represents some level of patterned response or meaning within the data set." (Braun & Clarke, 2006, p. 82). Before broader themes could be identified, the material was coded and categorized. The software NVivo 12 was used for the analysis and coding process. Coding refers to the process of getting an overview of the qualitative data by breaking the text down into smaller segments with attached key words (Kvale & Brinkmann, 2015, p. 227). By coding and categorizing the data, it was possible to look for connections between the questionnaire and interview responses and explore findings relevant to the research questions.

The initial categories for the coding were created according to the structure of the interview guide for the interview transcripts, and according to the questionnaire guide for the questionnaire responses. For instance, the categories *oral assessment* and *interactional competence* were created according to the different parts of the questionnaire guide, whereas *general beliefs about the English subject*, *oral assessment*, *criteria development*, *interactional competence* and *task-specific questions* were created according to the structure of the interview guide. When categories are created in advance, this can be seen as a case of concept-driven coding (Kvale & Brinkmann, 2015, p. 227). I found this approach to be helpful in the first stage, as the intention was to get an overview of all the material in order to facilitate more in-depth analysis. The phases of the qualitative data analysis of the interviews are presented in Table 3.

Subsequently, segments were coded with descriptive words, i.e., key words were attached to the segments in order to categorize them (Kvale & Brinkmann, 2015, p. 227). A segment is any meaningful unit of text, i.e., it can be a sentence, a word, or a longer passage (Johnson & Christensen, 2020, p. 544). This step in the coding process can be seen as a case of data-driven coding because the codes were developed and identified through the readings of the material (Kvale & Brinkmann, 2015, p. 227). Data-driven coding can also be described as inductive coding, as the codes are generated by the researcher through the examination of the data (Johnson & Christensen, 2020, p. 549). Throughout the coding process, the codes

were reviewed, and categories were revised accordingly (an example of coding is included in Figure 3).

The questionnaire data was also analysed quantitively in Microsoft Excel by quantifying e.g., how many times certain concepts were included in the participants responses. This was relevant to find out if there were any tendencies of collective practices and principles. By quantifying the responses, salient tendencies became more evident and could be presented in figures and tables in the discussion.

Table 3
Overview of phases in qualitative analysis in interviews

Phase 1	Phase 2	Phase 3	Phase 4
Reading through the transcriptions to identify relevant segments relating to the initial categories derived from the interview guide.	Code the transcriptions according to the research questions, establishing sub-categories and new codes alongside re-reading the transcription. Codes assigned to segments through meaning condensation. Thematize, categorize and organize coded statements.	Review and revise codes and categories.	Identify relationships and overall themes relevant to explore the research questions.

Figure 3
Example of utterance coded as reference to strategies for repair and avoiding break down.
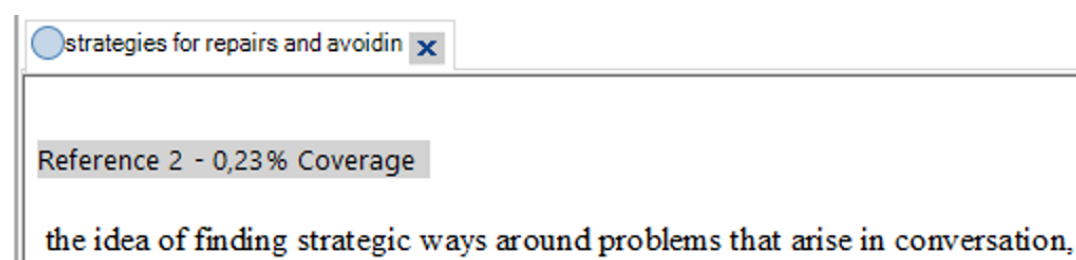
3.6 The examples of tasks and assessment criteria used in oral assessment

In addition to the insights gained of teachers' cognition from the questionnaire and interviews, a third source of data material was accessed through the documents collected for this study. The documents refer to the examples of nine tasks and assessment criteria used for oral assessment collected through the questionnaire and the interviews. Creswell and Guetterman (2021) highlight how documents can be a valuable source of information in qualitative research (p. 257). Documents are created using the words and language of the

participants and are usually given thoughtful attention (Creswell and Guetterman, 2021, p. 257). Hence, for the current study, the documents provide an additional authentic dimension of teachers' cognition as they illustrate teachers' assessment practices. While the interview and the questionnaire elicited teachers' self-reported cognitions concerning IC in oral assessment, the documents made it possible to analyse how aspects of IC were incorporated into teachers' authentic oral assessment practices. Additionally, having the documents, made it possible to analyse how the task and assessment criteria corresponded with one another. Salaberry and Rue Burch (2021) highlight how assessment criteria can be considered a reflection of what aspects teachers value (p. 12). Hence, it is relevant to explore how teachers' beliefs are evident in the tasks and assessment criteria used for oral assessment.

The documents were analysed from a qualitative perspective. Any information that could identify the tasks or assessment criteria to a specific school or teacher were removed prior to the analysis. The intention of the analysis was to discover how the tasks enabled students to express their IC and how aspects of IC were included in the assessment criteria. The examples that teachers brought to the interview were analysed to discover if the teachers' cognitions of IC and oral assessment corresponded with their practices and how potential features of IC was operationalized.

3.7 Reliability

When conducting a study, it is important to consider both validity and reliability. Reliability can be defined as "consistency of measure" (Fulcher & Davidson, 2007, p. 375). In essence, this means how consistent and stable the results are and whether a finding is possible to replicate if the study is conducted by other researchers (Kvale & Brinkmann, 2015, 281). Reliability is important in different phases of the study, both in the completion of the interview and the questionnaire, but also in the process of transcription and analysis. Creswell and Guetterman (2021) list three factors that can lead to unreliable data: ambiguous and unclear items on instruments, varied and non-standardized procedures of test administration, and participants that are nervous, misinterpret questions or guess on tests (p. 188). Several actions were taken to ensure the reliability of the study.

Firstly, the interview and the questionnaire were both piloted to ensure that the instruments produced consistent results. Through the process of piloting, participants were asked to provide feedback if any of the questions were ambiguous or difficult to understand.

No reports pertaining to this implication were made by the pilot participants (see sections 3.3.2 and 3.4.2). From the researchers' point of view, I could also evaluate to which extent the questions included in the questionnaire and interview guides elicited the desired response. Stable and consistent answers across the different participants in the pilot questionnaire indicated that the results were reliable and could be possible to replicate by other researchers. The interview was piloted on one participant, which means that the pilot interview could only give an indication of how the questions were interpreted as clear and unambiguous by this single participant.

In addition, the timing of interviews can also affect the consistency of the results i.e., the reliability. To minimize any potential effects relating to the time variable, all the interviews were conducted at approximately the same time. Moreover, the interviews were semi-structured which is one way of standardizing the administration of the interviews. The only exception are the task-specific questions relating to the oral assessment example that each interviewee brought to the interview. However, the interview guide, the interview transcriptions, and the examples of tasks and assessment criteria used for oral assessment, are available as appendices, making the data collection procedures transparent.

Furthermore, it is important to acknowledge that the interview, like any interaction, is co-constructed between the interviewer and the interviewee. Kvale and Brinkmann (2015) emphasize the aspect of co-construction by stating that "[t]he interviewee's statements are not collected – they are coauthored by the interviewer." (p. 218). As a researcher and interviewer, I influence what aspects of the interviewees' utterance that receive attention in follow-up questions, likewise, the interviewees' response to these questions will affect how the conversation develops. Although the interview is semi-structured, there are some level of flexibility. If a topic that is relevant for the research questions arise, it can receive more emphasis in follow-up questions. Hence, a follow-up question can be formulated as a leading question in that they probe for elaboration on a specific topic. Kvale and Brinkmann (2015) state that leading questions does not necessarily reduce the reliability of a qualitative interview and highlight that leading questions can be used to check the reliability of the interviewee's response and verify interpretations made by the interviewer (p. 200). Kvale and Brinkmann present an interesting paradox, namely that "[t]he decisive issue is not whether to lead or not to lead but where the interview questions lead and whether they lead to new, trustworthy, and worthwhile knowledge." (2015, p. 200). Subsequently, from the

transcriptions it is evident that some leading questions have been used to confirm interpretations, or reify implicit knowledge possessed by the participants, e.g., when the researcher asks, "You were looking for, in this task, their ability to listen as well?" and the interviewee replies "Yeah, exactly yeah." (Transcription, Teacher 2, Appendix G). Consequently, co-construction is a factor that I believe must be acknowledged as the interview inherently is a social construction jointly created by both interlocutors. Thus, member-checking is one of the measures I took to ensure that the interviewees agreed with the transcribed representation of our co-constructed conversation.

3.8 Validity

Whereas reliability concerns the consistency and trustworthiness of the results, validity concerns the accuracy of the interpretations made from the results (Johnson & Christensen, 2020, p. 156; Kvale & Brinkmann, 2015, p. 281). There are various types of validity evidence that can highlight different aspects of validity, but essentially validity refers to "the degree to which *all* [emphasis added] the evidence points to the intended interpretation of test scores for the proposed purpose" (Johnson & Christensen, 2020, p. 163; Creswell & Guetterman, 2021, p. 188). In other words, one can pose the questions, "Are you measuring what you think you are measuring?", or "Does our observation indeed reflect the phenomena or variables of interest to us?" (Kvale & Brinkmann, 2015, p. 282). Throughout the research process, I have strived to become aware of potential threats that can affect the validity of the study.

Since the material for this study mainly consist of teachers' reported beliefs and thoughts, it is essential that these are accurately interpreted, if not, this could weaken the validity of the findings. To ensure that my interpretation of the interviewees' responses coincided with the teachers' reported cognitions, I made an effort to interpret their statements throughout the interview, summarizing the essence of their statement, e.g., "R: just to repeat what you said, they did this hearing or conversation based on an essay that they wrote on the same topic?" (Transcription Teacher 4, Appendix G). In the example from Teacher 4's interview, I repeat the information provided by the teacher to ensure that my interpretation of their response is correct. Using interpreting questions throughout the interview to rephrase the interviewees answers can be one way to ensure validity as it makes it clear that the interviewer has understood the teachers' response correctly. However, the most important

measure to ensure that my interpretation of the interviewees' statements was portrayed accurately in the transcriptions, was sending the transcriptions back to the participants for member-checking.

The strategy of member-checking is one way of providing evidence for emic validity (Johnson & Christensen, 2020, p. 285). Emic validity focuses on the degree of which the researcher understands the participants' viewpoints and portray them accurately (Johnson & Christensen, 2020, p. 285). Therefore, I asked the participants to review the transcription to validate that their opinions and intentions were rendered accurately. I believe this action was of utmost importance as it is the teachers' cognition that forms the data material gathered from the interviews. Hence, it is vital that the teachers verify the transcriptions, i.e., the researchers' construction of the conversation, as a valid representation of their opinions and beliefs. Except for a couple of remarks, the teachers confirmed that the transcriptions coincided with how they experienced the interview. As mentioned previously, after receiving feedback from Teacher 1 "an opera" was changed to "an episode from a soap opera" in the transcription. Teachers 2 and 4 had no comments, whereas Teacher 3 meant to say, "more intimidated" not "less intimidated" in the following statement, "I think some students who sit on a lot more street-smart knowledge will feel less intimidated by these very formal oral assessment situations". Subsequently, the transcriptions were altered according to the teachers' feedback.

In the context of this study, it is also relevant to mention internal validity. Internal validity refers to "the degree to which a researcher is justified in concluding that an observed relationship is casual" (Johnson & Christensen, 2020, p. 286). When analysing the data from the questionnaire, it became apparent that seven participants only provided answers to the background part of the questionnaire. These participants were omitted from the process of analysis. There was also one participant who did not provide answers to the third part about IC in the questionnaire, and four participants only provided answers to question 3.1 in part 3. The other twelve completed the whole questionnaire. However, as the response rate was lower on the questions pertaining to IC, this can have implications for the possible inferences that can be made. The sample size for the participants that completed the whole questionnaire is therefore quite small (N=12), which can also affect the external validity of the results, i.e., the generalizability of the results (Johnson & Christensen, 2020, p. 288). However, the intention of this non-random sample is not to generalize findings to the general population, but explore

if any tendencies arise from English upper secondary teachers' cognitions of IC in oral assessment. Recruiting English upper secondary teachers from different counties was therefore a conscious decision. Otherwise, the study could have been considered a case study of, e.g., Vestland, and indicated a tendency that might only be apparent in a specific geographical area. Although I will not discuss the variable of geography in relation to the results, a geographically diverse sample give grounds for exploring teachers' collective practices and principles.

Qualitative interviews tend to ask interviewees to describe things that they have experienced in the past, e.g., in this context, an oral assessment situation. To make the interviewee's recollection of their choices and experienced situations as valid as possible, it is useful to provide concrete cues and allow the interviewee time to reflect (Kvale & Brinkmann, 2015, p. 52). Including the examples of tasks and assessment criteria used for oral assessment, can be seen as an effort to increase the validity of the interviewee's reports as it provides a concrete cue for the interviewee to describe their experience. As teachers' beliefs can be tacit or conscious, using the documents prompted the teachers to reflect concretely on the topic.

However, it is also important to acknowledge the researchers role in the interpretation and analysis of the data material. If a researcher purposefully selects and interpret findings that agree with their personal view, or a certain perspective they wish to promote, this can be seen as an example of researcher bias (Johnson & Christensen, 2020, p. 284). Researcher bias can be a threat to the validity of a study if measures are not taken to mitigate this. One way to reduce researcher bias is to use a negative-case sampling strategy. When using a negative-case sampling strategy, the researcher search for examples within the data sets that disconfirm the researchers expectations and generalizations (Johnson & Christensen, 2020, p. 284). If the overall findings can be argued based on different types of evidence, both negative and positive, the results of the study can be considered more credible. Another way to reduce researcher bias is to be completely transparent with the data collection and analysis procedures. Therefore, all material used in this study are available as appendices, which makes it possible for the readers of the study to verify the research process.

3.9 Ethical considerations

Ethical issues are embedded in every stage of the research process and must be considered when making choices regarding the data collection and analysis. Issues pertaining to professionality and the treatments of participants are two central ethical concerns for educational scientists (Johnson & Christensen, 2020, p. 120), and have been considered in the conduction of this study. There are several approaches to ethical issues in research. The ethical approach, *utilitarianism,* asserts that "judgements of the ethics of a study depend on the consequences the study has for the research participants and the benefits that might arise from the study" (Johnson & Christensen, 2020, p. 119). From a utilitarian perspective, the cost and sacrifices made by the participants and benefits of the study must be balanced, e.g., the time sacrificed by the researcher and the participants must lead to some advancement of knowledge or benefit the participants (Johnson & Christensen, 2020, p. 120). The current study has made use of instruments that collect data from people and must therefore take certain ethical considerations when it comes to professionality and the treatment of participants. I took several measures to ensure that the treatments of participants were ethically sound.

Firstly, the study was approved by the Norwegian Centre for Research Data (NSD) (see Appendix H). Obtaining an informed consent is an important ethical practice that is a prerequisite for proceeding with the data collection. To make an informed consent, potential participants must be made aware of any factors that might influence their willingness to participate (Johnson & Christensen, 2020, p. 126). To convey the information to the participants, a consent form was included in the participation requests. The consent form was created using the template provided by the NSD. This form includes among others, information about the purpose of the study, the terms for participation, and their rights as participants (see Appendix I). The consent form also informs the participants that their participation is completely voluntary and that their consent can be withdrawn at any point in the process.

Secondly, the participants' anonymity was protected at every stage of the data collection and analysis. All questionnaire participants were anonymous through SurveyXact, except for the ones that volunteered for the interviews. The interviewees' identity remained confidential as the data material was saved using an alias to protect their identity (e.g.,

Teacher 1). To maintain the interviewees' anonymity, any references to age, location or names of universities were removed from the transcriptions. Additionally, the examples of tasks and criteria were stripped of any information that could identify the school or teachers involved. Furthermore, all the data material were saved in password protected storage solutions and handled using software available through licences from the University of Bergen (e.g., SurveyXact, OneDrive and NVivo).

Thirdly, the transcribed interviews were member-checked (see section 3.8). Qualitative interviews can lead participants to disclose information they later regret having shared (Kvale & Brinkmann, 2015, p. 96). Therefore, the transcriptions were sent back to the interviewees as it is imperative that the interviewees' validate the transcriptions as accurate representations of their reported cognitions. I found member-checking especially important for Teacher 1's interview transcription as they did not wish to be recorded and the transcription was based on the researchers' notes. Consequently, member-checking gave the interviewees the possibility to verify their contribution to the study and withdraw if they were not satisfied with their contribution or suggest changes to support the validity of the data.

Lastly, providing participants with the possibility of validating their contribution can be seen as a strategy to reduce research misconduct. Johnson and Christensen (2020) describe research misconduct as "fabrication, falsification or plagiarism in proposing, performing or reviewing research, or in reporting research results" and is a problem that falls within the category of professional issues (p. 121). By including the member-checked transcriptions (and all the other data material used in the study) as appendices, any findings or results discovered from the analysis of the material are transparent and can be verified and rechecked. Furthermore, it is important to acknowledge the researchers' role and be aware of researcher bias (see section 3.8 on validity) to reduce any ethical issues relating to professionality.

4. Findings and Discussion

4.1 Chapter outline

This thesis has explored how IC is present in teachers' cognitions of oral assessment. In the following chapter, each section will present a summary and analysis of the data collected and discuss these findings in relation to each other and according to theory and research (see Chapter 2). The first section will concern RQ1, before findings related to RQ2 will be discussed. Lastly, relevant limitations will be addressed.

4.2 Findings related to RQ1

The first research question explored how L2 upper secondary teachers understood interactional competence and how aspects of IC were included in teachers' cognitions of oral assessment. Findings concerning this research question will be discussed in relation to the different data sets and in light of the theoretical framework (see Chapter 2). Subsequently, the findings will be discussed with regard to teacher cognition and whether teachers' beliefs and practices correspond.

4.2.1 Teachers' conceptual understanding of IC

The first part of RQ1 concerned teachers' conceptual understanding of IC. Teachers were asked if they were familiar with the term IC and if they could describe the concept. To my knowledge, no previous research on teachers' conceptions of IC has been conducted in the Norwegian educational context. Therefore, the findings will be discussed in light of the theoretical framework (see Chapter 2) and mostly international research. In this section, both the findings from the questionnaire and the teacher interviews will be presented and discussed. Firstly, the teachers' familiarity with the term will be presented before their understandings will be discussed.

4.2.1.1 Familiarity with the term.

As shown in Figure 4, questionnaire responses revealed that seven teachers were familiar with the term IC, five teachers were not familiar with the term itself, but could infer its meaning, whereas four teachers clearly stated that they were not familiar with the term. In the interviews, three out of four teachers stated that they were unfamiliar with the term.

Teacher 2 (T2) stated that they had become aware of the term after doing the questionnaire, but also had experiences from other subjects where this competence had received more emphasis.

The theoretical perspectives of IC that are evident in their responses will be addressed in the following sections.

4.2.1.2 IC as the ability to participate in interaction.

The interviews and questionnaire responses revealed that the majority of teachers understood IC as an ability that is important in interaction with other people (see Table 4). The understanding of IC as a competence expressed in interaction with others corresponds with the definition of IC that is operationalized for this thesis, namely that IC encompasses students' ability to engage in interaction (see section 2.3). The salient perspective of IC as a competence that students demonstrate together with others corresponds with the view emphasized by Young (2011), "IC is not what a person *knows*, it is what a person *does* together with others" (p. 430) (see also section 2.3.2). The co-constructed quality of IC is reflected in some of the questionnaire responses which describe IC as demonstrated through a "proper conversation with others" or "a conversation about a topic rather than a formulaic Q&A". In the same way, other questionnaire responses highlight IC as competence in "speaking together" rather than "presenting" or "memorizing and repeating knowledge" (see Appendix J, Q3.1). Several of the questionnaire responses also included references to IC features such as, turn-taking management, topic management and interactive listening when

they listed "taking turns", "listening" and "building on what others say" in their interpretation of IC (see section 2.3.4). These responses indicate an understanding of IC as more than producing language in conversation, it requires engagement from the partners involved in an interaction. The teacher interviewees also implied that interactions are co-constructed in their responses and included references to IC features such as topic management and interactive listening (see section 2.3.4). For instance, Teacher 2 highlighted in their response that IC relates to how one is able to build conversation related to others' contributions and specifically mentioned the ability to listen to others. Teacher 1 (T1) also highlighted that students should be able to pay attention to information provided by others and interact with this. Essentially, the teachers' responses indicate that they consider students' IC as evident in interaction with others whenever meaning is co-constructed across turns and across speakers (Huth, 2021, p. 360). As pointed out by Teacher 4 (T4)'s response, the word interaction implies that one interacts with something, which might be one of the reasons why this understanding was the most prevalent across all responses, despite unfamiliarity with the term IC.

Table 4
Overview of teachers' understandings of IC (see also Appendix G & J)

Questionnaire
My understanding of it is the ability to interact well with others while speaking like listening, taking turns, asking questions, building on what others say, using appropriate phrases (example: I agree, but I also think that ...)
Competence in interacting, speaking together, discussing, listening, rather than presenting.
My interpretation is the skills you use when communicating with others (listening, taking turns, speaking etc)
Interview
It's about how the students are able to pay attention to information contributed by other students in a discussion so they can retell and interact (**T1**), (my translation)
It requires that you are not only able to recognise what someone else is talking about and then making comments specifically related to that, but also that you are able to listen to others (**T2**),
I would rephrase it as knowing how to participate (**T3**),
Interaction means interacting with someone else, you're engaged in some sort of activity with another individual, so interactional competence then would have to be something in that (**T4**)

However, while several teachers highlighted that IC refers to students' abilities to participate in interactions, two responses in the questionnaire suggested different perspectives on IC. One teacher interpreted IC as being part of the teachers' pedagogical competence:

I imagine it covers the "interacting with students" part of the job. I.e. how well or in what manner you engage with students and build a working relation with them

This is an interesting response as it focuses on the teachers' own IC, rather than the students' IC in interactions with others. Another participant connected IC to the new format of the written exam following the new English subject curriculum (LK20):

I assume it ties into the competence assessed in part 3 of the new LK20 written exams, namely understanding viewpoints as expressed by other people, and writing a text addressing these while supplying one's own.

Although, the written perspective is emphasised in this response, understanding others' viewpoints and being able to produce responses connected to others' contributions are central ideas also in the operationalization of IC for oral assessment purposes. IC can also be understood in relation to written interactions, but will not be addressed in this thesis.

4.2.1.3 IC as context specific.

From the teacher interviews, other theoretical approaches to IC also became evident (see section 2.3.3). Teacher 3 (T3) highlighted the context-specific quality of IC by emphasizing that students must actively seek to understand the given interactional situation to know how to participate.

I guess I would rephrase it as knowing how to participate, though I would take all these skills like, for instance knowing what information is helpful in any given situation, and knowing how to deliver this in a helpful manner, and of course just understanding the situation in the first place. All these, I think lumped together into the term [interactional] competence? [...], so being able to, and I suppose being willing to, think actively about how to participate in any given situation, yeah. **(T3)**

Essentially, IC is a context-sensitive competence embedded into social actions and will vary according to the situation and participants involved (Young, 2011, p. 428). Therefore, it is valuable that the teacher acknowledges that understanding the interactional situation is an

important aspect of IC. As Chalhoub-Deville (2003) suggests, IC represents students' "ability – in language user – in context" which emphasizes that students' IC is individual, but will become a product of both contextual factors and individual abilities (p. 372) (see section 2.3.3). Ultimately, students' L2 IC becomes visible in how they adapt their repertoire of interactional knowledge to the context at hand (Roever & Kasper, 2018, p. 334). In contrast to Teacher 3, Teacher 1 indicated less awareness of IC's context-sensitive quality.

> *It's about how the students are able to pay attention to information contributed by other students in a discussion, so they can retell, interact. If it is a group presentation, then everything is interactional competence. The moment one open's ones mouth and says something in a classroom it is [interactional competence]* **(T1)**

Teacher 1 claimed that as soon as someone speaks in a classroom, it is considered IC. Further, Teacher 1 also stated that in a group presentation "everything" would be IC. These claims can imply that Teacher 1 has a limited conceptual understanding of how IC encompasses a set of skills that must be adapted to context. For instance, IC features are underrepresented if a group assessment mainly requires oral production, not interaction between the students. Roever and Kasper (2018) emphasise monologic speaking tasks as underrepresenting the IC construct, as IC is only observable when "co-participants jointly engage in talk" (p. 333). Depending on the tasks' description, a group assessment often requires students to prepare and present content, which does not necessarily include an interactive element. A presentation can therefore be considered as more representative of students' oral production skills, rather than their ability to interact.

4.2.1.4 Summary of teachers' conceptual understanding of IC.

To summarize, several teachers' conceptual understanding of IC acknowledged that IC is a competence that is expressed in interactions with others. Several teachers also indicated explicitly that the interaction must focus on communicating with others, not simply presenting or repeating knowledge. Teachers referred in a varying degree to specific IC features that are required to demonstrate their competence, however, some referred to the IC features operationalized in this study. Some teachers also indicated awareness of IC as being context-specific when they highlighted that the interactional situation is essential. Furthermore, it will be interesting to discover how features of IC is present in teachers' cognitions concerning oral assessment criteria.

4.2.2 Features of IC evident in oral assessment criteria

The second part of the first research question concerned how aspects of IC features are included in teachers' cognitions of oral assessment. How aspects of IC features are included in oral assessment became evident both through the teachers' self-reported beliefs in the questionnaire and the interviews, but also through teachers' practices in their examples of tasks and assessment criteria. This section will first introduce and discuss the findings from the teachers' self-reported beliefs evident from the questionnaire and the interviews, before moving on to the findings from the examples of tasks and assessment criteria. The findings from the three sources will be discussed and compared in relation to each other, the theoretical framework, and whether teachers' cognitions correspond with their practices.

4.2.2.1 Evidence of IC in teachers' beliefs concerning oral assessment criteria.

The questionnaire results in Table 5 presents the assessment criteria teachers reported to include in oral assessment. The categories that received the most references overall were criteria related to language, such as general references to language, vocabulary, grammar, and other linguistic terms (Table 5). This corresponds with Bøhn's (2015) findings concerning the assessment of the English oral exam in Norwegian upper secondary, which found that linguistic competence were the criteria teachers' referenced most frequently (p. 6). This can indicate that teachers have a wider vocabulary of terms to describe linguistic competence and find this easier to verbalize and operationalize for assessment criteria. Some responses included exclusively references to linguistic competences when, e.g., "Pronunciation, Flow, vocabulary, grammar, syntax", and "Structure and language, not pronunciation" were described as the criteria used for oral assessment. This does not necessarily mean that only language-specific features are assessed during their oral assessments, but it can indicate that linguistic competences are more salient than other features that teachers pay attention to.

Table 5
References to aspects included in criteria for assessing oral skills in Q2.3

Criteria	Number of references
Language in general	13
Communication in general	5
Content	11
Vocabulary	11
Fluency	2

Grammar	7
Participation/Engagement/Discussion	5
Structure	7
Pronunciation	2
Sources	2
Syntax	2
Flow	3
Relevance	3
Coherence/Cohesion	1
Understanding	1
Tempo/pace	2
Intonation	1
Active listening	1
Sentence structure	2

Overall, every response included some reference to language-specific criteria, but only nine responses referred to aspects related to communication or interaction. The content criterion is mentioned in eleven out of seventeen responses which is expected as it corresponds with the English subjects' demand to test content knowledge in assessments to cover the subjects' competence aims. Three tendencies become evident when analysing the questionnaire responses. Firstly, linguistic competence is more widely represented in assessment criteria. Secondly, IC features are most salient in criteria pertaining to communication and thirdly, in the five responses that describe communication related criteria in detail, all IC features, but strategies for repair and avoiding breakdown, are present. This can indicate that strategies for repair are not a salient aspect that teachers look for when assessing oral skills. However, in the English subject curriculum, using strategies for communication are emphasised both in the competence aims and in the core element communication (Directorate for Education and Training, 2019, pp. 2, 10). Furthermore, when oral skills are described in the curriculum, it is explicitly highlighted that students should be able to communicate with "a variety of receivers with varying linguistic backgrounds" (Directorate for Education and Training, 2019, p. 4). Therefore, it would seem logical that teachers pay attention to students' ability to employ strategies for repair and avoiding breakdown as this is important to maintain a mutual understanding in interactions (see section 2.3.3.4). The limited attention to repair strategies in the questionnaire correlates with Bøhn's (2015) study where the ability to repair was only referenced twice among the twenty-four

participating teachers (p. 8). Nevertheless, Bøhn (2015) categorized compensatory strategies as a separate criteria which the teachers found to be one of the most important criterions for assessing oral exams (p. 7). However, the ability to repair encompasses more than the use of compensatory strategies, such as the ability to ask for clarification and identify troubles in interaction to avoid breakdown in communication (see section 2.3.3.4.).

Through a qualitative analysis of teachers' self-reported cognitions pertaining to oral assessment criteria in the questionnaire (Q2.3, see Appendix J), it becomes evident that aspects of IC are most salient in criteria related to communication. One participant described communication as a criteria that is defined by genre or situation which resonates with IC's context-specific quality:

> *communication, which is defined by genre/situation - for a presentation it can be connection with one's audience, expressed through i.e., body language and eye contact, and for the group conversation it had to do with building group dynamic.*

This awareness of situation can be interpreted to correspond with the perspective that IC is context-sensitive and hence acknowledging that the use of interactional features varies accordingly (Hall 2018; Young 2011). Additionally, referring to communication in presentations as expressed through non-verbal behaviours such as eye contact and body language correspond with Galazci and Taylor's (2018) operationalization of non-verbal behaviours as one of five features constituting the IC construct (p. 227). However, as most studies on IC have been done in a language testing context where presentations are rarely used, little is known about the salience of IC in a possibly individual presentation context. Furthermore, the participant highlighted "building group dynamic" as representing the communication criteria in a group conversation. This can indicate an understanding and awareness of the co-constructed interaction that occurs between individuals in group conversations, a quality which is essential to IC (Kramsch, 1986, p. 368). Similarly, one participant described the criteria "communication skills" as "starting a conversation, taking inititative,[*sic*] keeping a conversation going" which resonates with several aspects of the features operationalized to constitute IC in this thesis, e.g., turn-taking management and topic management. Turn-taking management concerns how an interaction is managed and developed, and central is the ability to initiate a turn which is implied in the previous response (see section 2.3.4.1). Additionally, to keep a conversation going, the interlocutors must be

able to develop and extend topics which is an important aspect operationalized as part of the IC feature topic management (see section 2.3.3.2).

Moreover, the criteria labelled participation and discussion also included references to features operationalized to constitute IC in this thesis. One participant described the criterion "discussion" as the "ability to include others in the discussion by asking questions, building on others' answers, taking initiative [*sic*] in the discussion". Similarly, another participant described the criterion "participation" as "dynamic conversations where students build on what they have said and respond to each other, are open to dialogue etc.". The descriptions of the criteria "participation" and "discussion" are somewhat similar. The "discussion" example includes references to turn-taking management, e.g., using questions to include others in discussion and taking initiative, as well as topic management, e.g., the ability to build on others' ideas and connect topics (see sections 2.3.3.1-2.3.3.2). Likewise, the ability to build on others' ideas is present in the "participation" example and can also be considered a reference to topic management. The ability to build on each other's ideas and produce responses contingent on previous contributions, requires the ability to listen and understand other interlocutors which also relates to the IC feature interactive listening (see section 2.3.3.3). Essentially, both keeping a conversation going, building on others' ideas and responding to them, all require students to express some level of interactive listening. One participant included a criterion labelled "active listening" and describes this as "participation in group talks vs presentation skills during presentations". This description indicates that the teacher considers listening to be a central aspect when assessing students oral skills in these two formats of assessment. The references to interactive listening in criteria related to communication indicates that teachers consider listening to be a salient aspect to consider when assessing oral skills. This correlates with the description of oral skills in the English subject curriculum which explicitly includes listening (Directorate for Education and Research, 2019, p. 4). Other responses which included criteria such as engagement, could also indicate some degree of interactive listening. However, without any further description it is difficult to interpret what aspects they consider as indicative of engagement in oral assessments and if that correlates with interactive listening.

Another interesting finding that can relate to features of IC is one participants' description of the criterion "structure" as "flow, transitions, use of linking words" (see Appendix J). The mentioning of transitions and flow in oral assessment is interesting as this

can indicate attention to how a student manages turn-taking to transition from one speaker to another, e.g., in a discussion format. The managing of turns creates transitions from one speaker or topic to another and constitutes the structure of an interaction. Youn (2015) described one aspect of turn organization as being "interactionally fluid without awkward pauses or abrupt overlap" which can correspond to a good way of transitioning between utterances in an interaction (p. 223). Essentially, a good flow in a conversation can be a result of good turn-taking. Borger (2019) highlights interactional flow as a feature of turn-taking management, which she characterizes as "natural, automatic or smooth turn-taking" (p. 174). She operationalizes turn-taking management as pertaining to "how transitions between turns are carried out", which highlights the connection between transitions and turn-taking (p. 153). A well-structured oral assessment will entail that participants identify when it is appropriate to initiate a turn, allocate a turn, maintain a turn and end a turn, which pertain to the IC feature turn-taking management operationalized for this thesis (see section 2.3.3.1). Nevertheless, as the questionnaire does not provide an in-depth response to how the various criteria are being assessed, this is only an interpretation of how it can be understood in relation to IC.

The findings from the questionnaire indicate that features of IC are most salient in criteria operationalized as communication, participation, and discussion. This corroborates the conceptual relation between interactional competence and communicative competence as teachers consider IC features relevant to successfully communicate (see section 2.3.1). As demonstrated in Table 5, there are several terms and labels that refer concretely to language specific features in the questionnaire responses. Communication, on the other hand, appears to be a concept that is harder to reify and verbalize to the same extent. Overall, the questionnaire responses indicate that three out of the four IC features operationalized in the theoretical framework are included in teachers' cognitions concerning criteria for oral assessment. However, it is important to state that the responses discussed here refer to six out of the seventeen questionnaire responses. The rest of the questionnaire responses (11) used one word, e.g., "language", or "content", to indicate assessment criteria which do not provide evidence to discuss to what degree IC features are evident in teachers' cognitions (see Appendix J). Therefore, these tendencies are merely an indication of how aspects of IC are present in some of the teachers' cognitions.

As mentioned previously, none of the questionnaire responses elicited any references to the IC feature strategies for repair and avoiding breakdown. However, when the teacher

interviewees were asked the same question, half of the teachers included references to strategies for repair and avoiding breakdown (see Table 6). Both Teacher 2 and Teacher 4 mentioned the use of compensatory strategies as one criterion they pay attention to when assessing oral skills, a criterion which Bøhn (2015) found that teachers considered to be important to assess in an oral exam context (p. 7). This criterion relates to the feature strategies for repair and avoiding breakdown which is operationalized to constitute L2 IC for this thesis (see section 2.3.3.4). Teacher 4 described that students "drop on the scale" if they use their L1, Norwegian, as a strategy for repair:

> *There are certain pitfalls that I always watch for and that's "How did the students respond if they don't know what to say?", if they can't find the word, so I also look for, "Are they able to mobilise their vocabulary?" and one strategy that some students have is that they switch to Norwegian, and then that's sort of an automatic,-- then you drop on the scale, so I always watch for that as well* **(T4)**

This utterance indicates that Teacher 4 considers the strategy of resorting to L1 as indicative of lower proficiency. Teacher 4's view on using L1 as support correlates with theoretical findings which have identified this strategy as indicative of a lower level of L2 IC (Pekarek Doehler, 2019, p. 44). In the interview, Teacher 4 also mentioned another strategy students can use if there are gaps in their lexical repertoire, namely mobilizing their vocabulary. This is also mentioned by Teacher 2,

> *I don't think we should expect upper secondary students to know every word, but like is confident enough to be able to speak comfortably and find alternative words if they are missing a word, substituting and finding other options* **(T2)**

In this utterance Teacher 2 implies that students' ability to mobilize vocabulary through e.g., rephrasing their utterance will be indicative of good oral skills. The use of compensatory strategies to circumvent a word, e.g., paraphrasing or rephrasing, has been found to indicate more interactionally competent speakers (Pekarek Doehler, 2019, p. 45). Hence, a student that can overcome interactional trouble by employing various strategies will be considered as more interactionally competent, e.g., they can rephrase their utterance if they forget a word instead of using their L1 to ask what the word is in English (Pekarek Doehler & Pochon Berger, 2015, p. 252). The CEFR also includes a distinct descriptor scale concerning the ability to ask for clarification which emphasizes the importance of this ability in maintaining mutual understanding in interactions (Council of Europe, 2020, p. 89). The CEFR have

differentiated this ability according to their levels of proficiency which can easily be adapted to an L2 context (Council of Europe, 2020, p. 89).

Teacher 4 also stated that they assessed students' ability to carry out a conversation in oral assessment. When Teacher 4 were asked how they assessed students' ability to carry out a conversation they responded with two rhetorical questions which indicated that they looked for students' ability to take initiative and develop topics:

> *"Do they respond to my questions with a simple answer and then wait for me to ask another question?"*

> *"Do they take the cues and go with them so that it becomes a conversation and a sharing of opinions rather than an interview?"* **(T4)**

Furthermore, Teacher 4 stated that "the best students will be able to carry out a conversation, and take initiative in the conversation, include examples of their own, [and] bring in new stuff that's relevant to the question at hand.", which implies an awareness of turn-taking management, topic management and interactive listening. Taking initiative in a conversation require that a student is able to identify when it is appropriate to take the floor to share their contribution. The ability to initiate a turn is a central aspect of the IC feature turn-taking management (Borger, 2019; Galazci & Taylor, 2018; Nakatsuhara et al., 2018). This feature has also been identified as salient across proficiency levels (Galazci, 2013). When L2 learners become more proficient, they are able to decode utterances while composing their own contributions and projecting the end of other speakers' turns which makes the ability to initiate turns gradually smoother (Galazci, 2013, p. 572). Specifically, the ability to start a turn after a latch or overlap turns indicates higher levels of IC (Galazci, 2013, p. 572). The CEFR also include a descriptor scale related to turn-taking where "initiating, maintaining and ending conversation" is a central concept (Council of Europe, 2020, p. 88). In the CEFR scale, a B2 level student "Can initiate discourse, take their turn when appropriate and end conversation when they need to, though they may not always do this elegantly", which can inspire an operationalization of this feature in oral assessment criteria (Council of Europe, 2020, p. 88). Teacher 4 also referred to the IC feature topic management when they mentioned students' ability to bring in relevant examples of their own into the conversation. The ability to initiate new relevant topics and extend other-initiated topis (e.g., develop a topic that is already being discussed) over several turns have been found to indicate higher levels of

L2 IC (Galazci, 2013, p. 569). This ability also relates to the IC feature interactive listening as the student must understand what is discussed to be able to produce relevant contributions to the conversation (Lam, 2018, p. 394). The IC feature interactive listening was also referred to in Teacher 2's response when they mentioned IC explicitly as a criterion they pay attention to and define as the ability to listen and follow up. Teacher 2's understanding of IC relates to how Nakatsuhara et al. (2018) identified students as demonstrating interactive listening when they extended or developed partner's idea in a following turn and asked follow-up questions in conversations (p. 65).

Teacher 3 included a criterion called "group dynamic" for their oral group talk assessment (see Table 9) and specifically described the inclusion of the group dynamic criteria as representing the structure of a conversation:

> *when it comes to conversations it's hard to account for it [structure], so I thought that the group dynamic would work as a substitute for the whole structure part of it, and to encourage at least some level of structure and orderliness to what could otherwise be a fairly chaotic exercise.* **(T3)**

While Teacher 4 describes structure to be of less importance unless students are creating "actual presentations", Teacher 3 acknowledges the importance of a structure in conversation with they include the criterion group dynamic. Teacher 3 also explained that they considered the inclusion of the group dynamic criterion to account for the competence aim "explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant topics" (Directorate for Education and Training, 2019, p. 10), which embody several of the IC features operationalized for this thesis. Teacher 3's intention of including this criterion also concerned the collaborative nature of the assessment:

> *I wanted them to mind if they were hogging the spotlight, or if they maybe needed to step up a little bit and take more initiative, and trying to encourage them to cooperate in the conversation, so not just grabbing the opportunity to show off all their knowledge, but also to raise their fellow students up if they were struggling, or, -- just building on the previous points in the conversation, so that they showed that they were listening to what their fellow students were contributing to the conversation, and constantly thinking, in terms of the conversation, kind of being different pieces that could fit together in a way, so that they would constantly think about the pieces of information coming to light in the situation, in the conversation, and trying to connect it to other knowledge they had themselves, and use that in the conversation themselves.* **(T3)**

Several references to IC features are evident in Teacher 3's description of the group dynamic criterion. The awareness of whether students' are hugging the spotlight or dominating with their knowledge at the expense of others can refer to the IC feature turn-taking management (see section 2.3.3.1). Essentially, students with good turn-taking skills will strive to create a collaborative interaction pattern where the conversational floor is managed cooperatively (Borger, 2019, p. 153). Teacher 3 also mentioned how they pay attention to students that contribute to the conversation and are able to link their contributions with previous utterances and collaboratively develop topics. Developing topics collaboratively require that the students are able to expand on each other's topics by using e.g., follow-up questions, and also connect their contributions to previous turns and others' ideas, which are all central aspects of topic management (see section 2.3.3.2). Interactive listening is also important in the context of topic extension as students must pay attention to and understand others' contributions to make relevant contributions of their own to extend the topic (see section 2.3.3.3). Galazci (2013) highlights that topic extensions are both "a speaker-based and a listener-based strategy" which provide evidence that a student has sufficient English language ability to understand another interlocutors' idea and be able to expand this idea further (p. 561). Essentially, all features are needed to develop a collaborative conversation and are inextricably linked.

From Table 6 it is evident that several of the same criteria are mentioned in both the questionnaire responses and the interviews. Hence, the tendency that language-specific criteria are more salient to teachers is also present in the teacher interviews. In particular, no IC features were referenced in Teacher 1's response which indicate that they did not consider IC features to be very salient when they assessed oral skills. Teacher 1 highlighted several aspects related to linguistic competences such as being prepared for oral assessments through practicing the pronunciation of difficult words and whether they could construct sentences using good linking words. Overall, IC features were present in three out of the four teacher interviewees' cognitions concerning oral assessment criteria.

Table 6
Overview of teachers' reported oral assessment criteria

	Teacher 1	**Teacher 2**	**Teacher 3**	**Teacher 4**
Criteria from interview responses	Content Structure Vocabulary Grammar Sentence construction Pronunciation Preparedness Timing	Interactional competence (ability to listen and follow up) Vocabulary Using correct terms and idioms Substitution vocabulary Use of compensatory strategies	Structure - transition in a presentation - group dynamic in a group assessment Content Language Flow Grammar Pronunciation Vocabulary Communication - non-verbal behaviours - tempo	Content and content knowledge Language Grammar Pronunciation Idiomatic usage Ability to carry out conversation - turn organization - topic management - use of compensatory strategies

4.2.2.2 Evidence of IC in teachers' examples of tasks and assessment criteria.

The majority of the tasks and assessment criteria examples that are part of the thesis' data material are group or pair assessments (see Appendix K). The teachers were asked to submit an example of any oral assessment they had used, not specifically a group assessment, but the majority still submitted group assessments. This can indicate that group assessments are commonly used. Group assessments are a format that can enable students to demonstrate their IC, and the analysis of the examples demonstrated that some of the documents included references to IC features in assessment criteria (see Table 7). However, there are also examples of group assessments that inevitably include the co-construction variable, but have not operationalized IC as part of the assessment criteria (e.g., Teacher 2, Teacher 1, Teacher 4 & Example 4).

Table 7
Overview of aspects of IC identified in examples

Type of task	Aspects of IC features included
Questionnaire	
Evaluation criteria for literary discussion of a novel	In criteria: one category labelled "discussion and communication". Refers to how correct language and appropriate speaking voice are used to communicate clearly, level of participation, and how one includes other members into conversation by asking questions, listening and building on others' answers.
Example 1	Differentiated according to low-mid-high level of competence.
Socratic seminar on a novel **Example 2**	In the task description the format Socratic seminar is described as a discussion which emphasize that participants listen and respond without interrupting, they are also encouraged to paraphrase essential elements of other's ideas before responding, also includes a set system of turn-taking where one must raise their hand before speaking. Additionally, students must maintain eye contact and address each other by name. The teacher is side-lined and passive.

	In criteria: references to interactive listening are identified, e.g., "listens to the opinions of others and comes up with their own input" (middle competence level), or "listens actively and takes responsibility for continuing the discussion in a constructive way" (high competence). Also references to sharing the floor and topic management e.g., "shows openness to other students' arguments and gives others room to respond, at the same time using others' arguments in their own on a very high level" (high competence).
	Differentiated according to low-mid-high level of competence.
Oral test in pairs. ***Example 3***	In criteria: "ability to initiate, maintain and end conversation about general topics and subject-specific topics", "evaluate and use suitable listening and speaking strategies adapted to purpose and situation", which refer to topic management, turn-taking management and interactive listening.
Group presentation ***Example 4***	No specific reference to IC in either assessment criteria or task description
Interview	
Group project (news broadcast or quiz show) ***Teacher 1***	The task description emphasized the weighing of individual vs group efforts: Level of participation with others was assessed individually, and group co-operation (i.e., everybody knows what to do when, evenly distributed talk time) was assessed as a group. No description of how participation with others, or co-operation are assessed in assessment criteria.
Video tutorial about how to make a website (in pairs or individually) ***Teacher 1***	No specific reference to IC in either assessment criteria or task description.
Podcast (groups of 2-3) ***Teacher 2***	The task description emphasizes that interactional competence (ability to listen and follow up in conversation) will be weighted in evaluation (only for high achieving performances). Did not operationalize IC into assessment criteria in the task
Group talk (groups of 3) ***Teacher 3***	The task description emphasize that group dynamic will be assessed. The teacher highlights that you should support your mates, share the spotlight, build on each other's ideas and lift each other up. In criteria: includes a separate category pertaining to group dynamic, which refers to sharing the floor in interaction, ability to build on others' ideas, and support co-students in interaction. Differentiated according to low-mid-high level of competence.
Individual conversation with teacher ***Teacher 4***	The basis for the oral assessment was the topic that the students had written an essay written about. No reference to IC in assessment criteria. The teacher (T4) uttered that they focused on content, language and conversation in assessment, but only content and language are represented in scoring rubrics.

What is interesting to notice is that three of the four examples submitted in the questionnaire included aspects of IC. Two of the three examples that included aspects of IC have also operationalized aspects of IC into three levels of competence. This indicates that features of IC are present in some teachers' practices and that it is possible to operationalize IC into assessment criteria for oral assessment. Example 1 include a category in their assessment criteria called "discussion and communication" (see Figure 5). In this category, the criteria have been differentiated according to lower, middle, and high competence. One criterion related to the students' level of participation and indicates that the students have to participate actively to achieve high competence in this assessment. For this criterion the teacher could have included references to some explicit IC features to make it clear for the students what kind of behaviours that indicate active participation, e.g., are able to initiate, maintain and allocate turns while managing the floor cooperatively (Borger, 2019, p. 153), which relates to the IC feature turn-taking management. If all students in a discussion actively participate, then the turn organization should be collaborative in the sense that everyone gets an equal chance to speak. Ideally, a discussion should be characterized by a collaborative interactional pattern where there is a balanced quantity of talk between the interlocutors (Galazci, 2008, p. 99). Nevertheless, in certain group dynamics some students might participate less, which can lead to asymmetrical interactional patterns, despite more active members efforts to include them (Galazci, 2008, p. 110.).

The teacher that submitted Example 1 has also included a criterion related to the inclusion of group members which clearly communicates what behaviour that indicate active efforts to include group members (see Figure 5). For instance, if a student actively participates, but ignore or interrupt other group members in their attempt, this behaviour represents lower competence. Higher competence is indicated by aspects related to the IC features interactive listening and topic management, e.g., asking questions can be used to demonstrate interactive listening, but also to follow-up others' contributions and extend topics (Borger, 2019, p. 159). The ability to build on others' contributions is also present in the criteria and indicates high competence. This is an aspect of topic management that is also operationalized in the CEFR descriptor scale related to "co-construction", where "Can relate own contribution skilfully to that of others" represents C1 level (p. 88).

Figure 5
Example of assessment criteria from Example 1 (see Appendix K)

Discussion and communication	Your communication is unclear with imprecise/incorrect language/you speak quietly.	You communicate clearly, with correct language and an appropriate speaking voice.	You communicate clearly, with precise and correct language, and with an appropriate speaking voice.
	You show little participation in the discussion.	You actively participate in the discussion.	You actively participate in the discussion.
	You ignore/interrupt/ talk over your group members.	You actively include your group members by asking questions and listening.	You actively include your group members by asking questions, listening, and building on their answers.

The differentiated criteria in Example 2 from the questionnaire also included references to the CEFR scale related to co-construction, as well as the IC features interactive listening and topic management (see Table 8). The connection between interactive listening and topic management is highlighted in the criteria as listening is included as a prerequisite to be able to contribute with relevant input to the conversation. These criteria clearly communicate that a high level of competence expects students to master the ability to initiate, develop, and connect topics (Borger, 2019, p. 158). According to the criteria, a student with lower competence will to a less extent be able extend the topic from previous turns, while a student with higher competence is expected to be able to extend and develop topics "in a constructive way". This differentiation corresponds with Galazci (2013), who describes topic extension as a fundamental topic development move where the ability to extend both self-initiated and other-initiated topics increase with higher levels of competence (p. 570).

Table 8
Example of assessment criteria

Lower competence level	Middle competence level	Higher competence level
"can to a limited extent elaborate on the open conversation, use others' arguments and opinions"	"listens to the opinions of others and comes up with their own input"	"listens actively and takes responsibility for continuing the discussion in a constructive way"

Teacher 3's example of group dynamics was discussed in section 4.2.2.1., and in the assessment criteria example it became clear how this criterion is operationalized (see Table 9). Group dynamics is differentiated into three levels of competence which takes into

consideration what behaviour that contributes positively to assessment. In the assessment criteria, it is clear for the students that stealing the spotlight and not showing interest or patience for other contributions, will indicate lower levels of competence. The group dynamic criterion is operationalized into differentiated levels of competence with indicators of proficiency evident for all aspects related to IC:

Table 9
Teacher 3's example of group dynamic in assessment criteria[6]

	Lower	Middle	High
Group dynamic	Great imbalance: steals the spotlight or withdraws from the conversation	Somewhat good balance between initiative and passivity	Take initiative, but shares the floor and allow others to contribute
	Do not build on others' ideas or extend on topics	Somewhat attentive to others' contributions	Can extend and build constructively on others' contributions
	Show little interest in, or patience for others knowledge	Somewhat interested and engaged in involving others	Support co-students actively and naturally

The operationalization of group dynamics demonstrates, e.g., how few topic extensions (i.e., ability to extend and develop topics), indicate lower competence, while the ability to constructively build on others' contributions indicate higher competence. As previously mentioned, the ability to extend topics and build on others' contributions has been identified as a feature that indicates higher levels of L2 IC, both in Galazci (2013)'s research, but also evident from the CEFR scale concerning "co-operation" (Council of Europe, 2020, p. 88). The ability to take initiative is also emphasized in Teacher 3's criteria with clear reference to what behaviour that indicates lower competence. If a student takes initiative to the extent that they steal the spotlight, this is considered lower competence, whereas sharing the floor is considered higher competence. These references to turn-taking management clearly indicates that collaboration is awarded in this interaction, which is similar to the "discussion and communication" criteria included in Example 1 (see Figure 5). However, Teacher 3's operationalization highlighted more explicitly that higher levels of competence require balance between listening and speaking, e.g., sharing the floor is still important whilst taking initiative. The balance between taking initiative and dominating the conversation is more

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[6] Translated to English - original in Norwegian found in Appendix K

implicit in Example 1 as the ability to actively participate is a distinct criterion on its own. Example 1 includes another criterion related to the ability to include group members, but is not emphasized in the same collaborative manner as in Teacher 3's criteria.

Interestingly, both Teacher 2 and Teacher 4's beliefs indicated that they included aspects of the IC feature strategies for repair and avoiding breakdown in their assessment of oral skills, but this is not evident in their actual assessment criteria examples (see Table 10). This indicates that some IC features might be more challenging to operationalize and that there might be some discrepancies between teachers' beliefs and practices.

4.2.2.3 Discrepancies between beliefs and practices.

Borg (2015) highlights that teachers have cognitions about all aspects of their work and that their beliefs and knowledge influence what they do in the classroom (pp. 46, 48). However, as Borg (2015) points out, "teachers' beliefs about instruction are not always fully realized in their work" (p. 46). Contextual factors can interact with teachers' cognitions in a way that alter their practices, but do not change their underlying cognitions, which can lead to incongruency between beliefs and practices (Borg, 2015, pp. 324-325). By analysing the questionnaire and interview responses according to teachers' oral assessment examples, it becomes evident that some beliefs and practices do not correspond with one another. This discrepancy can indicate less awareness of certain IC features and indicate that these are challenging to verbalize and operationalize into assessment criteria. In the teacher interviews, both Teacher 2 and Teacher 4 reported to pay attention to the use of compensatory strategies and ability to mobilize vocabulary when assessing oral skills. However, these aspects are not evident from their assessment criteria examples:

Table 10
Examples of discrepancy between beliefs and practices

	Criteria from interview	Task type	Criteria in example
Teacher 2	Interactional competence (ability to listen and follow up) vocabulary using correct terms and idioms substitution vocabulary use of compensatory strategies	Podcast in pairs or groups	Reference to sources Interactional competence (ability to listen and follow up in conversation)
Teacher 4	Content and content knowledge Language Grammar Pronunciation Idiomatic usage	Conversation with student and teacher	Content - knowledge about the topic for discussion Grammar - concord - prepositions

	Ability to carry out conversation - turn organization - topic management - use of compensatory strategies		- verb-tense - it/there - adjectives/adverbs - other issues Pronunciation - level of fluency - mispronunciation Idioms - use of idiomatically correct English - "Norwegianisms" or other incorrect idioms

This can indicate that the teachers are aware of how students orient to troubles in conversation and what strategy they use for repair to avoid breakdown in communication, but find this feature challenging to operationalize into assessment criteria. As mentioned in section 4.2.2.1., Teacher 4 described that students "drop on the scale" if they use their L1 as a strategy for repair. This aspect could have been included in assessment criteria where using the L1 to repair interactional trouble was indicative of low competence, and the ability to paraphrase and mobilize vocabulary indicated higher competence. This corresponds with Pekarek Doehler and Pochon-Berger (2015)'s findings on repair organization in L2 IC which have established that students diversify their methods to manage interactional trouble as they become more interactionally competent (p. 254). Whereas students with lower levels of IC might stop mid talk and resort to their L1 when faced with a lexical gap, higher levels are indicated by the ability to paraphrase while maintaining the progressivity of the conversation (Pekarek Doehler & Pochon-Berger, 2015, p. 254). Despite strategies for repair and avoiding breakdown being present in both Teacher 2 and 4's beliefs concerning oral assessment, this feature is not represented in their assessment criteria. This can indicate that features of IC are challenging to operationalize which creates a discrepancy between their beliefs and their practices.

In the teacher interview, Teacher 2 stated that they included IC specifically as a criterion for assessment. Teacher 2 had completed the questionnaire before doing the interview and uttered that completing the questionnaire made them more aware of how they thought about IC and how they weighted IC in oral assessments. However, Teacher 2 only included that IC would be weighted for the students aiming for the high level of the podcast assessment in the tasks' description (see Appendix K for task). However, Teacher 2 did not operationalize IC into assessment criteria and identify what features of IC that indicated higher or lower proficiency. Nevertheless, the task was differentiated according to the level of competence students aim for, and IC was only mentioned in relation to the assessment of students that are aiming for a higher level of competence. The teacher uttered that they did not

include IC for students aiming for the middle level, but they still assessed students aiming for the middle positively if they demonstrated IC,

> *I know that for the students that are aiming for the middle level, not that they can't show interactional competence, but I didn't want them to feel too stressed out about that […] For some people passing is enough of a challenge, so I guess that was what was important there, but that of course doesn't mean that the students that I knew were aiming for the middle level, if they showed good interactional competence, if they were able to listen and follow up and actually interact with each other, that gave them a little bonus, so it's something that they can take elements from, that higher level, if they want to add something to their own content* **(T2)**

It is interesting how Teacher 2 considered IC to be competence that is only attainable for higher performing students while they still rewarded middle aiming students if they showed aspects of it. One can question why it would be less attainable for a student aiming for a middle level to participate collaboratively in an interaction than a student aiming for the higher level. Co-construction is a variable that is present in the interaction between the students in the podcast task whether IC is included in criteria or not, and whether it is an explicit part of the teacher's evaluation or not. Teacher 2 implied in the interview that they were aware of the co-construction variable and included this in their assessment when they stated that,

> *if you have a really good conversation partner, that can pull you up from like a three to maybe a four […] I'm evaluating both of them* [in the oral assessment], *but more that I'm trying to recognise where they are being good conversation partners, if that makes sense? without necessarily quantifying it* **(T2)**

Teacher 2 implied that students will be evaluated positively if they were good conversation partners and that this was something they paid attention to. Essentially, their utterances concerning the assessment of IC indicates that they assess more than students' ability to listen and follow-up in conversation. One can question why the teacher has not chosen to communicate the aspects they are paying attention to more clearly to the students through assessment criteria. If students were aware that their level of engagement and co-operation in a group task were being assessed, this could contribute to a collaborative interaction which might benefit every group members' performance. In a language testing context, Galazci (2008) found that students received better IC scores when their interaction was characterized by a collaborative interaction pattern, rather than an asymmetrical or parallel interaction pattern (pp. 111-112). For an L2 context, it would not benefit the students if they were being

disadvantaged in the assessment situation due to a dominating speaker in the group. Essentially, an asymmetrical interaction could limit students' opportunity to demonstrate their oral skills. May (2009) found that test-takers' scores varied according to their partners' proficiency level and the interactional pattern of the conversation (p. 416). When a test-taker participated in a collaborative interaction with a more proficient partner a higher score was given then when a test-taker was involved in an asymmetrical interaction with a lower proficiency partner (p. 416). May (2009) highlights that it is difficult to operationalize criteria where individual scores are given to a joint performance, but emphasize that,

> *if individual scores are to be given, there is a clear need for a policy of either compensation, or 'no benefit' to candidates who are perceived to have been disadvantaged by the interactional style of their interlocutor (p. 416)*

In Teacher 2's case, they mention that a good conversation partner will be rewarded, but not what happens if a student is disadvantaged from another students' performance. Interestingly, the teacher had experienced a situation where a student felt that she was disadvantaged by her partner,

> *I had the experience that one of my students came to talk to me afterwards not because she felt like the grade she got was bad, but just that she could have gotten a better grade had she been on a different group, because one of the girls on her group had talked over her a lot, or she at least experienced that she couldn't get a word in in a lot of situations because of that, and that's something that I didn't know about, that those two students had that particular issue[...], but yeah so that's something that I will have to take into consideration in the future.* **(T2)**

Teacher 2 acknowledged that they were not aware of the asymmetry in the group, which indicates that the group member that dominated the conversation did not receive any negative influence on their marks. This situation supports that IC should receive more attention in assessment as situations like this can potentially limit students' opportunities to demonstrate their competence in group assessments. The lack of operationalization can indicate that Teacher 2 has not considered how the co-construction variable can affect students individual performances both negatively and positively. The CEFR have descriptor scales related to "co-operation", and "Collaborating in a group" which have operationalized collaborative interaction according to proficiency levels (Council of Europe, 2020, pp. 88, 109-111). These scales can inspire the inclusion of co-construction into assessment criteria. Furthermore, examples of assessment criteria from other teachers demonstrates that it is possible to

communicate clearly how individual students' contributions to the interaction is reflected in differentiated criteria (e.g., Teacher 3's group dynamic criteria, discussion and communication criteria in Example 3, see Table 9 and section 4.2.2.1).

Although Teacher 1 does not include any criteria pertaining to IC for their oral assessments, which do include group and pair work (see Table 7), they seem to be aware of how the variable of co-construction affects students' performance. Teacher 1 stated that any unequal distributions, one way or the other could have both positive and negative effects on the assessment of the individual in a group assessment,

> *In group presentations the assessment is divided according to what aspects that are assessed individually and what aspects that are being assessed as a group. It varies from group to group how the individual and shared aspects are weighted in the assessment. Some have spent more time at the expense of others and their grade can be lowered one or two grades depending on how severe it is. If the student is on a 5+ level, they would receive a lower grade for spending time at the expense of others. (...) I often grade the individual aspects first, such as content, language etc., and then I look holistically at the performance and raise or lower their grade accordingly. A student that speaks to a grade 3 can receive a higher grade if they have contributed well to the group. Any unequal distributions, one way or the other, will therefore have an effect on the whole group* (my translation). **(T1)**

In this statement, Teacher 1 explained that there are some aspects of a group performance that are marked individually, whereas other aspects are marked on a group level. The assessment of a students' performance would then be the result of both their individual performance, but also the effect they have had on the groups' overall result. For a group project, Teacher 1 described that the students would receive individual marks based on what the students performed individually as well as their level of group co-operation (see Appendix K):

> *Individual grades - based on what you yourself do & level of group co-operation:*
>
> *1. Individually: content of what is being said (relevance), voice level, grammar, sentence structure, pronunciation, **level of co-operation with others**, [bold added] level of preparedness & manuscript independence*
>
> *2. As a group: **participation/co-operation level** [bold added] (i.e., everybody knows what to do when), meeting required length of broadcast, dividing who says what when as evenly as possible everything handed in when needed, etc. As well as video quality if you choose to submit it as a video.*

However, the aspects marked individually and as a group are not operationalized into verbalized concrete features (see Appendix K). "Level of co-operation with others" could for instance have been described in more detail by using aspects of various IC features operationalized in this thesis. One example could be to include speaking at the expense of others and failing to invite partners into conversation as indicating lower levels of performance, for instance operationalized as low levels of turn-taking management and interactive listening. The co-operation level could also have been described using the CEFR scale "co-operation" as inspiration, where the ability to invite others into conversation is a key concept (Council of Europe, 2020, p. 88). The CEFR also includes a separate descriptor scale concerning "Facilitating collaborative interaction with peers", of which aspects could have been included to make students more aware of strategies for creating a collaborative interaction (Council of Europe, 2020, pp. 110-111). On the B1 level this is operationalized as e.g., "Can collaborate on a shared task, e.g. formulating and responding to suggestions, asking whether people agree, and proposing alternative approaches." (Council of Europe, 2020, p. 111). From Teacher 1's utterances in the interview it is clear that they are aware of how co-construction affects individual performances, however there are potential for making it more clear for the students how this affects the teachers' evaluation of their performance. The lack of operationalization can suggest that it is challenging to make interactional features explicit. Teacher 1 admitted this themselves and stated that "there is a potential of becoming better at including the implicit strategies or methods into assessment" (my translation).

Relatedly, Teacher 4 expressed how they were learning something in our interview concerning the various implicit strategies and abilities employed in interaction, "I'm learning something here, how to make these implicit things more explicit to the students". Teacher 4 also confirmed that that the operationalization of criteria is challenging, as well as the verbalization of features and abilities required in interaction:

> *all of the things that you said* [referring to the thesis' operationalization of IC] *are really interesting and it sort of names the things that I'm looking for in a very clear manner, more than I've been able to do myself, so I think all those things are important (…) in an interaction, but I don't know how to teach it. It's really difficult, because it is something that you have to learn by doing it.* **(T4)**

In essence, Teacher 4 stated that it is difficult to teach and verbalize features of spoken interaction as it is primarily considered something one develops by engaging in interaction.

Kaldahl (2022) researched lower secondary teachers' understandings of the oracy construct across subjects and found that teachers' metalanguage concerning oracy was lacking and that some teachers contemplated if they were qualified to assess this (p. 22). She described the current state of the oracy construct as a "taken-for-granted competence" and explained that a systematic didactical approach of oracy and assessment is missing in teacher education (Kaldahl, 2022, p. 23). This tendency seems evident in Teacher 4's cognitions concerning the operationalization of criteria for oral assessment. Teacher 4 stated that they divided criteria for oral assessment into three categories concerning content, language, and conversation. The categories content, grammar, pronunciation, and idioms have their own designated columns in the scoring rubric (see Table 10). However, students' ability to carry out a conversation in an oral assessment was not operationalized or evident in their actual assessment criteria even though Teacher 4' beliefs included awareness of this feature (see Table 10 and section 4.2.2.1). Hence, how the students are being assessed on their ability to carry out a conversation remains unknown to them. This represents a discrepancy between the teachers' beliefs and practice. Teacher 4 is concerned that if students are given extensive assessment criteria for oral assessment it can be perceived as a recipe to follow,

> *[including IC in assessment criteria] would be very interesting, but I'm always worried that if I operationalize, -- if you do that for all these things, I'm worried that it's going to become a recipe for how to carry out a conversation, rather than a way for me to evaluate .... because if they become very concerned with maintaining eye contact, saying the correct things, using the correct body language, all these things can inhibit conversation, yeah, I'm not sure.* **(T4)**

However, three out of the four categories Teacher 4 included in assessment criteria relate to language-specific criteria which paradoxically could be perceived as a "recipe" for how to talk accurately by students. The predominant focus on language-specific criteria in oral assessment could do what the teacher claims hinder conversation, namely make the students too concerned with using correct language. Consequently, comprising the categories pertaining to language and include one category pertaining to IC could create a more balanced representation of the various skills that is assessed in an oral assessment.

In the questionnaire responses, an instance of discrepancy between practices and beliefs are also evident, however here it is the other way around. The assessment criteria in Example 3 included references to the IC features turn-taking management, topic management and interactive listening with the criteria "ability to initiate, maintain and end conversation

about general topics and subject-specific topics" and "evaluate and use suitable listening and speaking strategies adapted to purpose and situation" (see Table 7 and Appendix K). However, these IC features were not inferred from their questionnaire response, "The main focus points are content, structure, and language", which indicates that the construct coverage present in their practice does not correspond with their cognition. This exemplifies the concern uttered previously, in that the questionnaire responses with one-word responses does not correspond with how the criteria are operationalized in practice. Therefore, one can only consider the questionnaire responses as demonstrating tendencies of teachers' beliefs as practices and cognitions does not always correspond. In this case, IC features are seemingly included in the teachers' assessment of students' oral skills, but it does not seem to be as salient as other criteria in the teachers' beliefs.

4.2.2.4 Correspondence between beliefs and practices.

When teachers' beliefs concerning oral assessment are compared to their examples of assessment criteria there are also evidence of correspondence. From the questionnaire, Example 1, 2 and 4 all indicated congruency between beliefs and practices. The teacher that submitted Example 4 reported to include criteria related to "Structure and language, not pronunciation" which does not imply attention to IC. This was confirmed in their practices when no reference to IC features were evident from the task description or assessment criteria (see Appendix K). The teachers that submitted Examples 1 and 2, on the other hand, did report to include oral assessment criteria that implied attention to IC (see Table 8 & Figure 5). The teacher that submitted Example 1 reported to include "Discussion - ability to include others in the discussion by asking questions, building on others' answers, taking initiative [*sic*] in the discussion", while the teacher that submitted Example 2 stated that they included "participation (dynamic conversations where students build on what they have said and respond to each other, are open to dialogue etc.)" in their assessment of oral skills. Their examples of assessment criteria demonstrate that their beliefs and practices correspond as they both referred to topic management, turn-taking management, and interactive listening in their criteria (see Table 8, Figure 5 and section 4.2.2.2).

Through the interview, Teacher 3 stated that they had worked very consciously with how they conducted themselves in interaction in their personal life. This becomes apparent as their beliefs concerning oral assessment criteria and their practices correspond. Teacher 3 had

a very clear intention for including group dynamics in their oral group talk assessment and the various features were clearly differentiated according to levels of competence (see section 4.2.2.1). While Teacher 1 and Teacher 2 implied that they were aware of the co-construction variable for assessment, they had not operationalized it into assessment criteria. Teacher 3's operationalization of group dynamics clearly communicates how students' level of co-operation affects the assessment of their performance. When assessing the students' performances in the group talk task, Teacher 3 reported to use a big sheet of paper to note down the interactional structure. They noted down key words relating to the individuals' contributions and used arrows to indicate how one student builds upon something that another student has said. This method visualizes the flow of the conversation and can contribute to a valid assessment of real time performance. This method can also make Teacher 3 aware if asymmetric or parallel interaction patterns emerge (as described by Galazci 2008). If students are engaged in an asymmetrical interaction, one speaker dominates the conversation which is not beneficial considering that the teacher must have a rationale to assess every students' oral skills. Thus, the inclusion of the group dynamic criterion makes it clear for the students how their level of co-operation and participation is reflected in the teachers' assessment of their performance and can incentivise collaborative interactions. Overall, Teacher 3's operationalization of group dynamics in assessment criteria demonstrates that there is correspondence between their beliefs concerning oral assessment and their actual assessment practices.

4.2.2.5 Summary of IC features evident in teachers' beliefs and practices.

Like in the questionnaire responses, there are more references to linguistic competences than other competences across the different teacher interviewee's responses and operationalizations in assessment criteria. This corroborates the tendency present in the questionnaire responses and indicates that features related to IC are more challenging to operationalize. However, IC features are present in some teachers' cognitions, where the questionnaire responses included references to three out of four IC features, while all IC features were referenced in the teacher interviews. Yet, Teacher 1 stands out from the other three and does not include any references to assessment criteria that relate to IC, except for the task description that included what aspects that were assessed individually and as a group. Teachers 2 and 4 include references to IC features in their assessment of oral skills, but have not operationalized these features into criteria for oral assessment. This indicates a

discrepancy between their cognitions and practices. However, there are also incidents where cognitions and practices correlate both in the questionnaire and the interviews. Teacher 3 indicated that they pay attention to IC features and are aware of how the variable of co-construction affects individuals' performances in group assessments with the inclusion of the group dynamic criteria. Examples 1 and 2 from the questionnaire also demonstrated congruency between beliefs and practices when their cognition concerning oral assessment criteria corresponded with their operationalization of actual assessment criteria.

4.3 Findings related to RQ2

The second research question concerned how teachers believe IC features can be incorporated into assessment criteria and accommodated in tasks used for oral assessment. Firstly, the teachers were asked explicitly how assessment criteria could incorporate features of IC in both the questionnaire and the interviews. This will be discussed in relation to implications of incorporating IC into oral assessment and the theoretical framework (see Chapter 2). Secondly, teachers were asked to mention the type of tasks they used to assess oral skills and which tasks they believed enabled students to express their IC. This will be discussed in relation to task designs that support students' expression of IC and the theoretical framework.

4.3.1 Teachers' beliefs concerning the inclusion of IC in criteria

The findings from the questionnaire and the teacher interviews demonstrated that most teachers are able to interpret what IC is even if they are not familiar with the term itself (see section 4.2.1). The tendency is that they understand IC as more than just talking, it encompasses the ability to participate in interaction with others, which corresponds with the definition of IC used in this thesis (see section 2.3). Some teachers even indicated awareness of IC as a co-constructed and context sensitive competence. However, when teachers were asked how IC could be incorporated explicitly into assessment criteria for oral assessment, only seven out of the twelve questionnaire responses included concrete suggestions. Interestingly, fifteen of the questionnaire participants responded to all questions, but the last three concerning the operationalization of IC. This indicates that teachers find it challenging to verbalize the features and abilities needed to successfully interact as they avoided the questions related to operationalization. Table 11 presents a selection of teachers' cognitions concerning how IC can be included into criteria for oral assessment. The responses are

organized according to how the responses fit into the theoretical framework for this thesis. From Table 11 it becomes evident that teachers' suggestions of how IC can be incorporated into criteria for oral assessment share similarities with the IC features operationalized for this thesis. Some of the examples are repeated in several categories as features of IC are inextricably linked (e.g., topic extension is a part of topic management and interactive listening as mentioned by Galazci, 2013, p. 561). Three of the four IC features operationalized for this thesis are evident in both the interviews and the questionnaire responses.

Table 11
Teachers' beliefs of how IC features can be operationalized in criteria.

IC features	Questionnaire responses	Teacher interviews
Turn-taking management	"I usually say that they will be evaluated on how the conversation is a "real" conversation where they **wait their turn,** build on others' contribution and develop topics together. So, if they logically can build a conversation compared to using preprepared lines"[7] "Include **criteria that asks for interaction**, not just a presenting a rehearsed script. **Asking questions, responding, taking turns,** respectfully agreeing og disagreeing." "By rewarding students who **help other students in the conversation through asking helpful questions.**" "**starting up a discussion/keeping a conversation going/ending or finalising an argument**/responding to peer's comment or argument etc"	"**Take initiative**, but **shares the floor** and allow others to contribute" (T3) "The best students will be able to carry out a conversation, and **take initiative in the conversation**, include examples of their own, bring in new stuff that's relevant to the question at hand." (T4)
Topic management	"I usually say that they will be evaluated on how the conversation is a "real" conversation where they wait their turn, **build on others' contribution and develop topics together.** So, if they **logically can build a conversation compared to using preprepared lines**"[8] "**starting up a discussion/keeping a conversation going**/ending or finalising an argument/responding to peer's comment or argument etc"	"Can **extend and build constructively on others' contributions**" (T3) "the best students will be able to carry out a conversation, and take initiative in the conversation, **include examples of their own, bring in new stuff that's relevant to the question at hand.**" (T4) "Do they take the cues and go with them so that it becomes a conversation and a **sharing of opinions** rather than an interview?" (T4)
Interactive listening	"**listen and respond to things said by others** and to follow up" "ability to **listen, understand, and then reply meaningfully**." "ability to **understand and take into account the input of others**, and then **provide either a satisfying answer or a constructive continuation.**" "starting up a discussion/keeping a conversation going/ending or finalising an argument/**responding to peer's comment or argument** etc"	"ability to **paraphrase and utilise in your own arguments**, so you're always looking for the **ways that students are able to take things said by others, and apply it to what they themselves are saying.**" (T2) "It requires that you are not only able to **recognise what someone else is talking about and then making comments specifically related to that,** but also that you are **able to listen to others,** […], **utilising information and comments presented by others, asking questions**" (T2) "Can **extend and build constructively on others' contributions**" (T3)

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[7] Translated from Norwegian: "jeg pleier å si de blir vurdert på hvor vidt det er en ekte samtale hvor de venter, bygger på hva motparten sier og sammen driver temaet videre. Altså, om de logisk kan bygge en samtale, sammenliknet med å forberedte replikker"
[8] Same as above.

Strategies for repair and avoiding breakdown		"In a discussion task it could have been included to **what degree students use different strategies like asking for rephrasing or clarification** if they are unsure if they have understood things correctly" (T1)[9] "**substitution vocabulary**, like if they aren't able to use lingua franca, I want them to be able to say, it is a language that is a common language for a lot of people, it is important because a lot of people speak it" (T2) "I feel like asking questions is not something that I have necessarily looked for as much until now, but something that I think I will be looking for in the future, like **if they're able to ask others "Do you mean this" or like interpretations, or thoughts or anything like that I think is important**" (T2) "the idea of **finding strategic ways around problems that arise in conversation**" (T4)

Five questionnaire responses are not included in Table 10 as they did not include concrete suggestions for operationalizing assessment criteria or referred to implications for including IC (see section 4.3.1.1). However, seven questionnaire responses suggested various ways to include IC explicitly in criteria and are represented in Table 10. One of the competence aims in the English subject curriculum concerns students ability to "explain the reasoning of others and use and follow up input during conversations and discussions on vocationally [or various] relevant topics" which might be why formulations that resemble this competence aim are suggested in several of the teachers' responses (Directorate for Education and Training, 2019, pp. 10, 12). However, again no responses from the questionnaire suggested aspects related to strategies for repair and avoiding breakdown, while the interviews included several references to this feature.

From the questionnaire responses and the teacher interviews, teachers implied that they welcomed the focus on IC. Eleven of the teachers' questionnaire responses to Q3.4 "Do you include aspects of interactional competence in criteria/scoring rubrics for oral assessment? If yes, can you provide some examples?" indicated that they either already included IC in criteria or intended to include it. A questionnaire participant uttered that "I haven't tried it yet, but the group discussion/debates where we are supposed to include the interactions between the students I intend to use as a specific criteria", another said "If I understand the term right, I do it sometimes. I say that a part of being a good speaker you also need to be a good listener. So, the ability to listen and maybe ask follow up questions to other students is part of the assessment.". In the teacher interviews, Teacher 1 uttered that there

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[9] Translated from Norwegian "I en diskusjonsoppgave så kunne det blitt inkludert i hvilken grad elevene bruker forskjellige strategier som å be om omformulering eller oppklaring om de er i tvil om de har forstått ting riktig"

was a potential for including more of the implicit strategies and methods into assessment, and Teacher 3 stated that they "absolutely see the value of having a more concrete, and more direct approach to this [IC] in the classroom, among them in the English subject.". Teacher 4 also uttered that they learnt something about how implicit features in spoken interaction can be made more explicit to the students through the use of IC features. Essentially, there seems to be a desire to include criteria that incorporates explicit references to IC features, but the challenge is to operationalize the features into differentiated assessment criteria and communicate clearly how co-construction impacts performances.

4.3.1.1 Implications of including IC in assessment criteria.

In the questionnaire responses, some teachers expressed their opinions about the implications of including IC in assessment criteria. One teacher stated that they believed scoring rubrics to be "a bit too formulaic and static to accurately assess oral competence", a perspective which echoes Galazci and Taylor (2018)'s operationalization of the IC construct for L2 speaking assessment. Galazci and Taylor (2018) visualized the construct for assessing IC in L2 contexts as a tree to be more consistent with the "organic and dynamic nature of spoken interaction" (pp. 226-227). They state how it is difficult to represent the construct of IC in, e.g., a rubric, as this suggest that the various features of IC have a fixed hierarchical structure, when there really are no fixed boundaries between features (Galazci & Taylor, 2018, p. 226). Spoken interaction is dynamic and the features operationalized to define IC for this thesis, i.e., turn-taking management, topic management, interactive listening and strategies for repair and avoiding breakdown, are all inextricably linked (see section 2.3.3). In an interaction, none of these features are employed in isolation, e.g., when a topic is developed in a conversation, or when one build on other's ideas, this will require both turn-taking management, i.e., knowing when to take the floor, topic management, i.e., knowing how to connect topics collaboratively, and also interactive listening, i.e., being able to understand interlocutors and produce responses contingent on previous contributions. The inevitable dynamic nature of spoken interaction makes it difficult to concretize the different abilities employed in interaction into scalable criteria. However, considering interaction from a CA perspective makes it possible to use metalanguage to reflect on interactional processes and consequently operationalize the mechanisms involved in interaction for assessment. As stated by Galazci and Taylor (2018), "just because a construct is difficult to scale, does not necessarily mean we should not try" (p. 230). Various IC features can be differentiated on a

strong-weak performance assessment scale, e.g., topic management here exemplified by a scale from Kley (2019) concerning the aspect topic extensions:

Table 12
Adapted from Table 11.1 in Kley (2019, p. 318).

Improvement needed	Fair	Good
Student hardly expands on own and/or partner's contributions; student asks no follow-up questions	Student adds some information on own and/or partner's contributions; student asks some follow-up questions	Student frequently adds information on own and partner's contributions; student asks a number of follow up questions

The scale provided by Kley (2019) suggests one way of differentiating the ability to extend topics according to three levels of IC. Several examples present in theory, the various assessment criteria submitted in the questionnaire and Teacher 3's operationalization of group dynamic, makes it evident that it is possible to operationalize scoring rubrics for IC that accommodates the dynamic nature of spoken interaction (see Table 9).

Whereas one questionnaire participant stated that one does not necessarily need a rubric with high, middle, and low competence levels to assess IC and implied that informing the students in other ways is sufficient, another stated that "[IC] needs to have its own heading for the criteria in order to have a proper focus in evaluation." (see Appendix J). As previous findings have indicated, language-specific criteria seem to be the most salient to teachers in their cognitions concerning oral assessment. Therefore, a separate category pertaining to features of IC seems to be necessary to provide enough attention to these features. A real time assessment of students' performance in an oral assessment, perhaps in a group with several students, puts a processing demand on the teachers' attentiveness and ability to evaluate. Teacher 1 stated that it can be difficult to create good assessment criteria and assess performances, e.g., if several students have a group presentation that lasts for 8-10 minutes. In this case, having explicit and concrete criteria could ease the assessment, e.g., with the possibility of using arrows or other strategies to indicate co-operation in group assessments like Teacher 3 did in their group talk assessment. Having explicit criteria relating to IC features can make it easier for the teacher to keep track of each students' contribution. Both Parkes (2013) and Sandvik (2019) highlight that the reliability of assessment can be supported with guidelines for assessment, either through the use of assessment criteria with indicators of proficiency or scoring rubrics (2013, p. 8). An Assessment for Learning (AfL) report (2018)

highlighted that there is a need for a concise vocabulary concerning assessment to support teachers in their description of students competencies (Directorate for Education and Training, p. 20). Essentially, having assessment criteria can support teachers in providing students with concise feedback which is important considering that formative assessment is emphasized in the Regulations to the Education act (2020, 3§3) and the English subject curriculum. Students are interested in knowing what is expected of them in an assessment and teachers should be able to provide concrete objectives also when it comes to aspects of IC. The analysis of the teacher interviews discovered that several teachers assess IC features that they do not include in operationalized assessment criteria (see section 4.2.2.3). This goes against the principles of AfL which emphasize that students learn more and better when they, e.g., "know what they should learn and what is expected of them" (Directorate for Education and Training, 2018, p. 5). Hence, having assessment criteria that accurately represent what teachers assess can support students' learning process as they become aware of how their performances relates to the teachers' assessment. Additionally, clear indicators of proficiency are one way to strengthen the reliability of assessment as teachers can use criteria as guidelines for consistent assessment of performances (Sandvik, 2019; Parkes, 2013).

To support the validity and reliability of assessment, it is important that assessment criteria are usable while maintaining construct coverage. Nakatsuhara et al. (2018) developed an assessment checklist for IC in a paired speaking task and found that there must be a balance between the number of criteria and teacher usability (p. 48). This corresponds with Luoma (2004)'s findings, who claims that more than six categories in criteria would exceed the limit for teachers' cognitive processing load (p. 80). Teacher 4 stated that they believed that students should know as much as possible about what teachers are looking for, but that it was challenging to verbalize criteria and make them comprehensible for the students,

> *"I think that they [students] should know as much as possible about what we're looking for, but then it's difficult to sort of pinpoint everything, and sometimes these criteria, these lists of criteria, they become too long, too massive, (...) so you want to trim it to something that's comprehensible for the students, and that's what I'm always trying to do".* **(T4)**

However, Teacher 4 only represented two of the three categories they assessed in their assessment criteria which indicate some cognitive dissonance (see section 4.2.2.3). Luoma (2004) states that four to five criteria are the ideal number of assessment criteria (p. 80). In this context, these four criteria should reflect the aspects teachers' pay attention to when
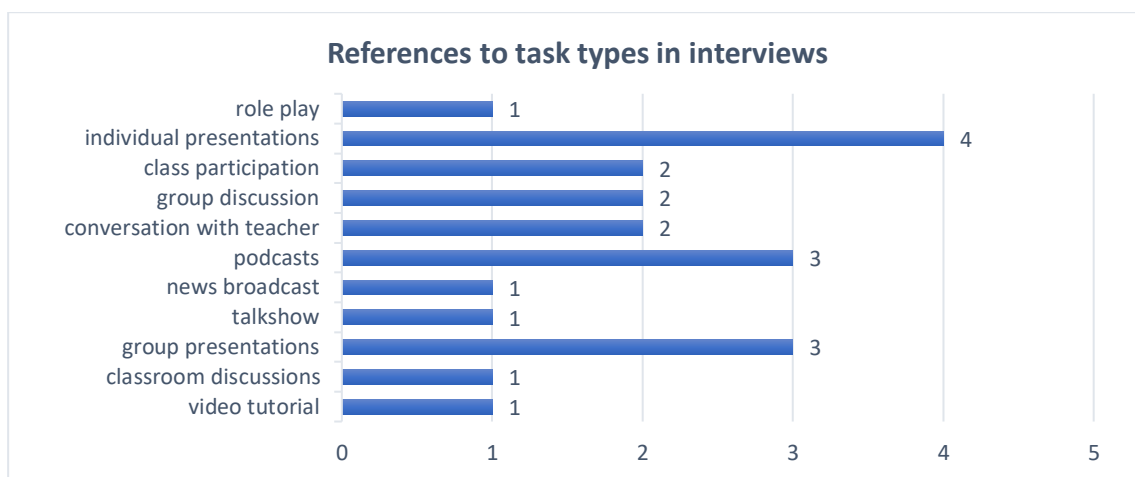
assessing oral skills. In the case of Teacher 4, including IC in criteria would more accurately represent the features actually being assessed by the teacher. Even if a teacher informs the students that their IC will be evaluated in the assessment, it is not certain that students can infer what features that constitute lower and higher levels of performance. When teachers find it challenging to operationalize their beliefs relating to IC into criteria, it would probably be difficult for students to grasp too. Like Teacher 4 stated "all these things [IC features] are important in an interaction, but I don't know how to teach it. It's really difficult, because it is something that you have to learn by doing it." which implies that having a framework of IC features to concretize skills needed for interaction can enhance both students' and teachers' metalanguage skills.

4.3.2 Teachers' beliefs concerning IC in tasks used for oral assessment
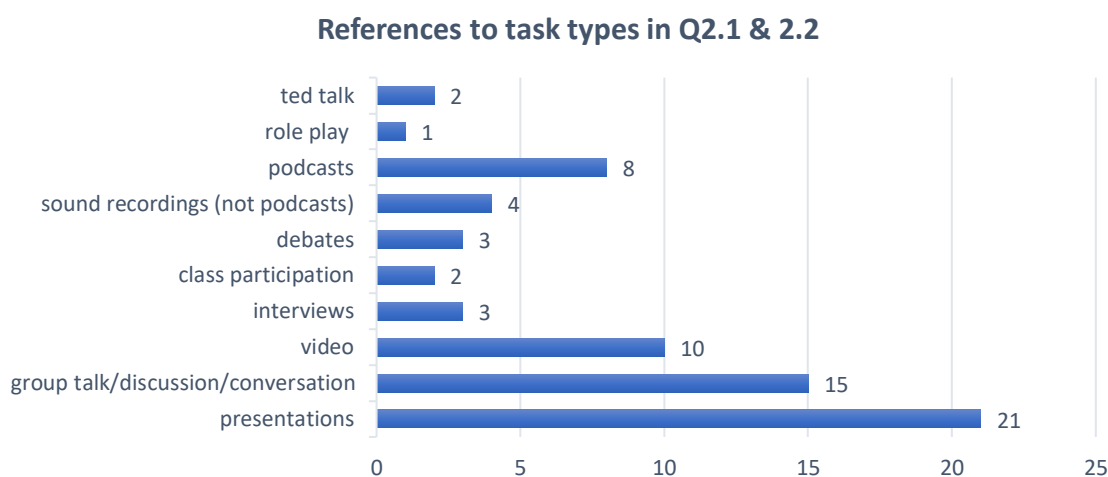
Students' L2 IC becomes evident in how they diversify their interactional practices (e.g., turn-taking management) when dealing with various interactional demands in contexts. (Roever & Kasper, 2018, pp. 333-334). Interactional competence is an ability that is tied to social context and varies accordingly (Hall, 2018, p. 29), which means that students must be given ample opportunities to demonstrate the range of their IC features in a variety of oral assessment forms. Before finding out what tasks and activities teachers believed enable students' expression of IC in oral assessment, I wanted to find out what tasks they already used to assess oral skills. Overall, teachers used a variety of different tasks like videos, recordings, podcasts, ted talks and group assessments (see Figures 6-8). Having a variety of tasks give students the possibility of demonstrating several features of their IC as each type of assessment require students to adjust their IC to the interactional context. A majority of teachers in the questionnaire (14/17) reported to include some form of group assessment to assess oral skills, but three questionnaire responses did not specify if a conversation was between students or with the teacher. All the teacher interviewees' except for Teacher 4 stated that they used group assessment. This indicates that group assessment is a common form of oral assessment, which incentivise the inclusion of IC in assessment criteria as co-construction is central in this format. Group assessments that include peer-to-peer interaction have been found to elicit more interactional features and thus provide a better rationale for assessing students' IC as part of their oral skills (Brooks, 2009; Vo 2020).

The results also showed that all seventeen teachers in the questionnaire reported using a variety of presentations, either individual, group or pair presentations (see Figure 8 for specifics). The same was true for the teacher interviewees, who all reported to use presentations, where all but Teacher 4 had used group presentations. Individual presentations can be considered to require some level of IC as the content being communicated must be recipient-designed, however monologic tasks demonstrate primarily students' ability to produce language which underrepresent the IC construct (Roever & Kasper, 2018, p. 350). Every teacher interviewee stated that they tried to include a short discussion session after finishing presentations, which can elicit some level of students' IC. Yet, there are other task types where students can present a wider range of their IC features.
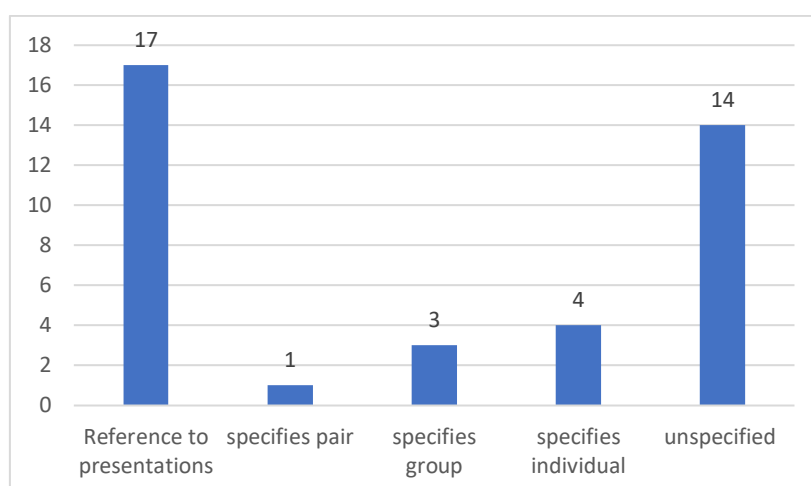
Figure 6
Reference to task types in interviews

References to task types in interviews

Task type	Value
role play	1
individual presentations	4
class participation	2
group discussion	2
conversation with teacher	2
podcasts	3
news broadcast	1
talkshow	1
group presentations	3
classroom discussions	1
video tutorial	1

Figure 7
References to task types in questionnaire

References to task types in Q2.1 & 2.2

Task type	Value
ted talk	2
role play	1
podcasts	8
sound recordings (not podcasts)	4
debates	3
class participation	2
interviews	3
video	10
group talk/discussion/conversation	15
presentations	21

Figure 8
References to use of presentations in questionnaire

4.3.2.1 Task design that enables students to demonstrate their IC.

Findings from the interviews and the questionnaire indicate that teachers consider various forms of group assessment as a format that support students' expression of IC (see Table 14). While some suggested oral conversations with the teacher, others described specifically that the teacher should be sidelined in a discussion to facilitate IC. The socratic task example included in Table 7, suggested a format that limit teachers' interference where one student has the role of a moderator (see also Appendix K). In the teacher interviews, Teacher 3 uttered that they tried to interfere as little as possible in their group talk assessment. Nevertheless, they would ask a few guiding questions to ensure equal balance between the three students in the group. However, it is important to be aware of the teachers' influence in oral assessments and make sure that students' opportunities to demonstrate IC is not limited by their interference. The teacher has a distinct role in the educational context and generally manage conversations in school contexts, which has found to affect the interactional pattern in individual assessments between teacher and student (van Campernolle, 2013, p. 328; Kramsch, 1983, p. 175). Students are used to IC features such as turn-taking management and topic management being controlled by the teacher (Ducasse & Brown, 2009, p. 425), which can influence their performance if a teacher interferes in a group assessment. In a language testing context, Brooks (2009) found that an individual assessment with a rater elicited fewer interactional features from the student and the raters' use of the feature "asking a question" accounted for half of the interactional features used in the assessment (p. 360). This situation is transferable to an L2 context in which students' oral skills are assessed in a conversation with the teacher. Teacher 4 described that they had a sheet of prepared questions to prompt

conversation for their oral conversation assessment, which implies an interview setting where the teacher leads the conversation. As IC is context-specific, students' IC must be practiced in a variety of contexts with different purposes and group dynamics (Borger, 2019, p. 154). Thus, using primarily teacher led individual conversations to assess students oral skills could limit their possibility to demonstrate their range of IC features as the role of carrying out the conversation is taken by the teacher. Brooks (2009) also found that peer to peer interaction elicited a wider range of interactional features and prompted students to engage in more complex, balanced and reciprocal interaction (p. 353). Thus, a situation where students discuss with peers can make the interactional roles more equal and make it possible for the teacher to assess how their IC features are adapted to different contexts and interlocutors.

However, having a group assessment puts certain demands on the teachers assessment skills and ability to design fair tasks. Teacher 4 uttered concerns of how group assessments provide students with equal opportunities,

> *I want to try at some other point to have these group conversations, but I find it really difficult, "How can I evaluate this?", "How can I make sure that everyone gets their say?", "That everyone gets to speak enough so that I can evaluate it", but it's tricky.*
> **(T4)**

One answer to the rhetorical questions asked in their response would be to include IC in group assessments. Features of turn-taking management and interactive listening can be included in assessment criteria to make sure that students are aware that they will be evaluated on their co-operation, which can support that everyone gets their say and prompt students to use strategies to ensure that their talk time is evenly distributed. Real-life communication entails negotiation of meaning and participation in interaction (Kramsch 1983, p. 176.) and it is central that students are provided with opportunities to practice the skills needed to be able to communicate and prepare them for a future that require English oral competence. Teacher 3 took certain measures to ensure that students had equal opportunities to demonstrate their oral skills, despite potential interlocutor effects, when they chose the groups for their oral group talk. Firstly, Teacher 3 made sure that there was little content overlap to avoid students feeling like all the talking points were taken by the more extraverted members of a group. Secondly, the groups consisted of only three students. Groups of three have been found to create collaborative interactions with natural and smooth turn-taking where students use strategies successfully to invite group members to speak (Nakatsuhara, 2013, p. 228). Teacher 2

considered students' levels of proficiency and extraversion when they created groups for their podcast group assessment. Both levels of proficiency and extraversion have been found to affect interactional patterns and individual scores in language testing contexts (Nakatsuhara, 2013; Davis, 2009). Essentially, the co-construction variable will have an effect on the interaction and subsequently how the individual students' demonstrate their competence and should therefore be considered in task design and criteria development. Operationalizing IC features in assessment criteria for group performances can prompt teachers to be aware of how interlocutor effects influence individual performances. Subsequently, having features of IC clearly communicated to the students can make them more aware of what behaviours that lead to successful communication. For instance, one example of assessment criteria used for a literary discussion task have verbalized IC features in an explicit and comprehensible manner (see Table 13). These criteria communicate clearly to the students how different kinds of interactional behaviours correspond to competence levels. This can make students more aware of how, e.g., interrupting, is considered a low level of IC.

Table 13
Example of assessment criteria from literary discussion task, full example in Appendix K

Low	Middle	High
You ignore/interrupt/talk over your group members	You actively include your group members by asking questions and listening	You actively include your group members by asking questions, listening and building on their answers

Another form of assessment suggested by the teachers are tasks with a communicative purpose, e.g., discussing a topic, role plays, and debates. Teacher 3 highlighted that more low-bar conversation-oriented assessments with a clear scenario or situation can support students' IC in oral assessment contexts. For this purpose, a role play task with a "Dynamic Strategic Interaction Scenario" can be relevant to use as it provides the participants with distinct roles and a concrete scenario where negotiation of meaning is required (van Campernolle, 2021, pp. 195-197). Teacher 4 also suggested using more "informal" type of assessments to facilitate students' IC. Teacher 1 reported to use discussions as an informal oral assessment where students are encouraged to actively participate, but not disadvantaged if they are passive.. Furthermore, Teacher 1, 2 and 4 uttered that they are interested to assess how students interact in spontaneous interactions in oral assessments, a focus which can be facilitated in more conversation-oriented assessments. For instance, Teacher 1's discussion as informal

assessment can be organized as a formative assessment. Communicative tasks with a non-linguistic purpose, like an opinion gap task, require students to demonstrate their IC in discussion and negotiation (Skulstad, 2020, pp. 61-62). In line with the teachers' cognitions, Plough et al. (2018) suggests a task-based approach with a well-defined communicative context to be ideally suited to elicit and evaluate IC (p. 430). The CEFR also includes descriptor scales relating to spoken interaction in various contexts such as informal and formal discussions, goal-oriented collaboration and information exchange, which could support the teachers' development of assessment criteria relating to IC in communicative tasks for oral assessment (Council of Europe, 2020, pp. 71-81).

Table 14
Teachers' suggestions of tasks that enable students to express IC

Tasks and activities mentioned in questionnaire	Debate, discussion, groupwork, podcast, oral topic conversation with teacher, book café, all oral activities, discussion recordings, discussion circles, group conversations with sidelined teacher, role playing games, tasks that include discussion and interpretation, e.g., students finds out if they are for or against something just before the assessment, practice phrases to use in discussions, practice asking follow-up questions, talk about expectations in discussions, talk about body language and its effect on communication
Tasks and activities mentioned in interviews	Creating posters, discussions, groupwork, podcast, topic talks, group presentation, group talks, more low-bar conversation-oriented assessments, role-play, a task with a clear scenario or situation, create situations which do not seem too formal

4.3.3 Summary of findings related to RQ2

Overall, teachers believe that various forms of group assessments are best suited to support students' opportunities to demonstrate their IC. This corresponds with teachers' conceptual understanding of IC as a competence that is required to interact with others. The findings from both the questionnaire and the interviews demonstrate that group assessments are commonly used to assess students' oral skills. Although teachers' beliefs indicate an awareness of IC in group assessments, there are still room for improvement when it comes to operationalization of the features that constitute IC. Including IC in assessment criteria would support the reliability and validity of group assessments as co-construction and interlocutor effects have been found to influence individual marks and should be accounted for in joint assessment (Davis, 2009; Galaczi, 2008; May, 2009; Nakatsuhara, 2013) Several of the assessment criteria examples submitted exemplify how IC features can be operationalized in assessment criteria and differentiated into levels of proficiency. This indicates that although some teachers find it challenging to operationalize features related to IC, there are also

teachers that have an awareness of how IC can be incorporated in assessment criteria. Several of the teachers' suggestions of how IC can be operationalized into assessment criteria correspond with the theoretical framework suggested to constitute features of IC in this thesis. Overall, this indicates that this thesis' suggested theoretical framework of IC can be applicable to L2 contexts.

4.4 Limitations

As Borg (2019) accurately acknowledges, "methodological choices are … often a compromise between what is ideal and what is feasible" (p. 1156). In an ideal world, doing more interviews, having more respondents for the questionnaire, and more documents to analyse, could have enhanced the insights gained from this study. However, one must make choices according to what is attainable by one person within two semesters. The sample for this study is quite limited as only twelve teachers completed all parts of the questionnaire, four teachers were interviewed, and nine examples of tasks and assessment criteria were included in the data material. Therefore, the findings from this study should not be taken as representative of teachers' cognitions on oral assessment and IC in general, but rather as indicative of tendencies that can be explored in further research.

The questionnaire was designed using primarily open-ended questions to give the participants the possibility to express their beliefs in their own words. Borg (2019) problematized the use of Likert scales as evidence of teachers' beliefs and stated that questionnaires generally do not provide any "broader interpretive context for teachers' responses", but are useful to identify trends across a larger sample (pp. 1155-1156). Although the use of open-ended questions in this study intended to reveal teachers' beliefs without any researcher bias, the teachers' answers did not always make it clear what their beliefs were as some responses were limited to only a few words. Hence, the questionnaire responses could only indicate what criteria that were most salient to teachers at a general level, since not every response specified what they identified as indicative of a criterion. Therefore, I cannot state that teachers take or do not take IC into consideration when assessing, e.g., the criterion communication, as I cannot from all responses interpret what features they pay attention to when assessing various criteria. For the teachers that submitted assessment criteria in the questionnaire, it was possible to analyse in more detail if they included aspects of IC, however, only four of the teachers that completed the questionnaire submitted criteria.

Considering that this study uses several methods for data collection, where the interviews provided more in-depth information, the questionnaire could have been designed with more closed-ended questions which potentially could have contributed to a higher response rate. Seven participants filled out the background part of the questionnaire, but did not complete the other parts that required them to write responses using their own words. Having more closed-ended questions in the questionnaire could have encouraged the participants that withdrew from the study to continue, thus providing a broader data material to use as evidence of the tendencies that emerged from the material. One of the advantages of using a questionnaire is that it can reach a larger and more geographically diverse group of respondents which can provide results that makes it possible to draw generalizations (Johnson & Christensen, 2020, pp. 442-443). However, to generalize findings, a sample should be random, which is not the case for this study as upper secondary L2 teachers were specifically recruited both for the interviews and the questionnaire. Therefore, although participants from eight different counties participated in the study, the findings cannot be used to generalize across a wider population, but only provide indications of tendencies that apply to the context of L2 oral assessment in upper secondary.

As an inexperienced researcher, the process of analysing the interviews also revealed room for improvement. Although measures such as piloting and member checking were used to support the validity of the interviews, the researcher is "the main instrument for obtaining knowledge" which magnifies the importance of a researcher's integrity (Kvale & Brinkmann, 2015, p. 97). During the interviews I remained close to the interview guide and tried to be as objective as possible, however, at times I felt that some of the questions became repetitive and somewhat superfluous. There will always be a level of subjectivity both when conducting the interview, e.g., related to variations in the way questions were formulated, and in the analysis of the data, e.g., considering how answers were interpreted. The interviews produced a lot of material that was interesting, but perhaps not always relevant for the thesis' object of investigation, which indicates that the interview guide could have been improved. Additionally, the analysis of the interviews revealed that at times, more follow-up questions could have been asked to get a more accurate description of the teachers' cognitions.

Furthermore, it is important to acknowledge that the study uses teachers' self-selected examples of tasks and assessment criteria to represent their oral assessment practices.

Therefore, the teachers are themselves in control of what example they submit which can have affected the results. Every teacher stated to use or have used a presentation to assess oral skills, however, only one of the teachers uploaded an individual oral assessment, everyone else submitted group assessments. This can indicate that the teachers' choice of tasks were influenced by the topic of the study and maybe group assessments were chosen because teachers' thought this was more appropriate for the topic. This corresponds with the results as teachers reported that they thought group assessments were most appropriate to use in assessment to elicit students' IC. Additionally, one example of a teachers' oral assessment cannot be said to represent teachers' oral assessment practices in general, but can again only indicate how they tend to assess students' oral skills. Ideally, observations of teachers' assessment practices and more examples of tasks and assessment criteria could have strengthened the validity of the tendencies that became evident in the material.

6. Conclusions

To conclude, the research questions will be revisited to shine light on some of the study's significant findings. Furthermore, the didactical implications of the study's findings will be addressed in relation to the assessment of oral skills in L2 contexts. Lastly, suggestions for further research will be presented.

6.1 Revisiting the research questions

Through an analysis of questionnaire responses, interviews and examples of tasks and assessment criteria, this study has gained insights on teachers' understanding of interactional competence and oral assessment. The first research question concerned how L2 upper secondary teachers understood interactional competence and how aspects of IC were included in teachers' cognitions of oral assessment. The findings revealed that the concept of IC was unfamiliar to the majority of teachers, yet their interpretations of the concept indicated similar understandings. Most teachers interpreted IC as a competence that is used in interactions with others, an interpretation which corresponds with the definition of IC in this study.

Furthermore, the study revealed that features of IC were present in six of the teachers' beliefs from the questionnaire and in all four of teacher interviewees' beliefs concerning oral assessment criteria. The questionnaire responses included references to three of the four IC features operationalized in this study, whereas the interview responses included references to all four IC features. Still, the study confirmed the tendency present in other studies on oral assessment (Bøhn, 2015; Vignes, 2020), namely that teachers refer to a wider range of language-specific criteria when asked about the criteria used for oral assessment. This indicates that linguistic criteria, e.g., related to vocabular, idioms, grammar, seem more salient and easier to verbalize for teachers. Criteria related to non-linguistic aspects of oral assessment were not represented with such a diverse vocabulary, which indicates that there is a potential for making criteria related to non-linguistic aspects of oral skills more explicit. According to LK20, oral skills relate to students' ability to listen, talk and engage in conversation (Directorate for Education and Training, 2019, p. 4), which implies that aspects related to students' IC, i.e. non-linguistic aspects, are relevant in the context of oral assessment. The inclusion of IC features in criteria can contribute to a more holistic

assessment where aspects related to students' communicative ability are also operationalized and verbalized in assessment criteria.

Even though references to IC features existed in teachers' beliefs on oral assessment, the features were not always operationalized and incorporated into their practices. This study demonstrated that there are both discrepancies and convergences between teachers' cognitions and practices. Three out of nine examples of tasks and assessment criteria included IC features differentiated according to three levels of competence in the assessment criteria. The remaining examples did either not include any reference to IC in assessment criteria, or only mentioned aspects related to IC in the tasks' description. All the submitted assessments examples were group tasks, except for one that was a conversation between the teacher and a student. This indicates that there is a potential for including IC features in assessment criteria and operationalize these features according to levels of competence.

The second research question concerned how teachers believed features of IC could be incorporated into assessment criteria and accommodated in tasks used for oral assessment. This results demonstrated that teachers referred to several of the IC features operationalized in this study when they were asked how features of IC could be explicitly incorporated into oral assessment criteria. This indicates that the framework of IC suggested in this thesis can be suitable for L2 oral assessment contexts. However, the response rate concerning IC operationalization were lower than the other parts of the questionnaire and only parts of the responses included concrete suggestions. Again, this indicates that aspects related to non-linguistic parts of students' oral skills are more challenging to operationalize and verbalize. Nevertheless, teachers uttered that they welcomed the focus on IC and could see the value of having a more concrete approach to IC in oral assessments. Some suggested that IC needed to have its own heading to receive attention in assessment and others stated that they intended to include this in their assessment criteria. This demonstrates how the concept of IC can elicit the appropriate focus in assessment if teachers learn more about IC and use this concept consciously as part of their oral assessment practices.

The study also demonstrated that the majority of teachers used some form of group assessment, e.g., group discussion, podcasts, video, or group presentations, to assess students oral skills. Teachers also believed that group assessment is the task type that is best suited for students to demonstrate their IC. This corresponds with the teachers' interpretation of IC as a

competence used in interaction with others and provides an incentive for including IC in assessment criteria as the co-construction variable is relevant whenever the task includes some form of interaction. Furthermore, teachers emphasized that tasks suitable to support students' expression of IC should be more conversation-oriented and less informal with a communicative purpose. In an English subject where oral skills are specifically described as "engaging in conversation", it seems natural that oral assessments include an element of interaction which subsequently are acknowledged in teachers' assessment of students' oral skills.

6.2 Didactical implications

This study sheds light on a part of students' oral competence that is emphasized as central in LK20, but that seems challenging to operationalize in oral assessment. One implication of this study is that it can direct attention to the implicit mechanisms involved in interaction and support the operationalization of criteria related to non-linguistic aspects of students' oral competence. As Rostad (2018) highlighted in her study on the facilitation of oral skills, there is a need to focus more on metalinguistic competences to support students' development of oral skills. Acknowledging interactional competence in oral assessment can support a focus on the use of English as a language for global communication and facilitate tasks with communicative purposes. Spoken interaction and communication are dynamic processes which require linguistic knowledge, content knowledge, but also knowledge on interactional competence. Drawing attention to how interactions are co-constructed by all interlocutors can provide a deeper understanding of what it means to communicate in an L2 and make students more aware of how they use the English language in interactions.

Furthermore, the inclusion of IC features in criteria for oral assessment can be one way to avoid what Agasøster (2015) characterized as "impression guided assessment" concerning the ability to maintain conversation (p. 104). Thus, including IC can support a more "concise vocabulary around curriculum and assessment" when it comes to oral skills and students' communicative ability (Directorate for Education and Training, 2018, p. 20). If students' interactional competence is verbalized in assessment criteria it becomes transparent for the students how their oral skills are assessed which in turn can make it easier for teachers to provide concise feedback on all aspects of students' oral performance. At an upper secondary level, Norwegian students of English have generally reached an upper-intermediate level in

English (Bøhn, 2015, p. 2), and in some cases perhaps it is their interactional competence that keep them from achieving the highest mark. For instance, if there is a case where a student has a good understanding of vocabulary, grammar, idioms and content, but there is something about their oral competence that is difficult to pinpoint and keeps them from receiving the highest mark, it could be the way they interact in the L2 that must be developed. The inclusion of IC could make this aspect of their oral competence more explicit and support students that are already quite proficient in English in developing their communicative competence. Essentially, paying attention to IC features can increase students' and teachers' awareness of how to communicate successfully and prepare the students for a working life that require them to "communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds." (Directorate for Education and Training, 2019, p. 4).

6.3 Suggestions for further research

The findings from this study represent several tendencies on the topic of IC in L2 oral assessment, which can be explored in further studies. This study's sample is quite small and mainly qualitative, and the topic of IC is under-researched in the context of L2 assessment (May, 2020), which makes for several avenues for further research. Future research could investigate IC using a larger sample from a quantitative perspective to find out if the tendencies present in this study, e.g., that criteria related to non-linguistic aspects of oral competence are challenging to verbalize, are generalizable to a larger population. This way, further studies could help validate or discard the results from this study. Alternatively, future research could use methods like video recording or observation to create a more representative selection of teachers' practices which could be analyzed qualitatively in more detail. This could provide deeper insights into how teachers' beliefs and practices of oral assessment correspond or differ. This study based its interpretation of teachers' practices on one or two of their self-selected oral assessment examples which limits the conclusions that can be made from this material.

The scope of future research could also expand to encompass how IC is implemented in both teaching and assessment and evaluate the effects on students' overall oral competence. This study can only indicate how IC could have a positive effect concerning oral assessment, but further studies could establish if the inclusion of IC does in fact contribute to a more holistic assessment of students' oral skills. Relatedly, it would be valuable to learn more about

students' perspectives and discover if the inclusion of IC has any effects on students perceived oral competence and if a more concise vocabulary concerning communicative aspects of oral skills promoted a development of communicative competence.

Additionally, it would be interesting to research if teachers alter their assessment practices when they have knowledge of the framework of IC features and if they experience that it is easier to verbalize and give concise feedback on aspects of students' oral performance that does not relate to language-specific criteria. It would also be interesting to see how teachers considered interlocutor effects and contextual factors in their assessment of IC as part of oral assessment. Would the awarding of marks be different depending on the group dynamics? How would they deal with situations of asymmetric interaction? Research on IC in language testing contexts have found that test-takers scores differed according to their interlocutors, and it would be intriguing to explore if this tendency is present also in L2 contexts where students' oral skills are assessed in group assessments (May, 2009; Galazci, 2008).

7. References

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8. Appendices

Appendix A Features of IC identified in studies

Study	Title	Context/task	Features/Aspects
Pekarek Doehler (2021)	Toward a Coherent Understanding of L2 Interactional Competence: Epistemologies of Language Learning and Teaching	Developing IC for classroom interaction	- Turn-taking - Opening or closing a conversation - Disagreeing - Initiating a story-telling - Verbal and non-verbal resources (p. 24)
Wong and Waring (2021)	"Interactional Practices and the Teaching of Conversation" in Conversation Analysis and Second Language Pedagogy	Suggest a model of IC based on CA to illuminate structures of conversation	- Turn-taking practices: Way of constructing a turn and allocating a turn. - Sequencing practices: Ways of initiating and responding to talk while performing actions such as requesting, inviting, story-telling, or topic initiation. - Overall structuring practices: Ways of organizing a conversation as a whole as in openings and closings. - Repair practices: Ways of addressing problems in speaking, hearing, or understanding of the talk. (p. 8-9)
Borger (2019)	Assessing interactional skills in a paired speaking test: Raters' interpretation of the construct	Rater's interpretations of recorded performances of students in a paired speaking format	**Topic development moves:** - Topic cohesion: initiating, developing and connecting topics in a collaborative manner - Topic questions: the use of questions to manage conversation **Turn-taking management:** - Ability to initiate and maintain discourse - Turn length and speed of response **Interactive listening strategies** - Confirmation: ability to actively monitor partner's speech and confirm mutual understanding - Back-channelling using brief verbal or non-verbal signals of engagement while the other speaker maintains the floor; type of listener support - Clarifications: ability to respond to interactional trouble by asking for or giving clarification or help - Flexibility: listening engagement; ability to accommodate speech to the situation and recipient; ability to paraphrase or reformulate ideas to achieve mutual understanding. - Interactional roles - Additional comments on interaction (adapted from pp. 158-162) *Most salient criteria marked in bold.*
Galazci and Taylor (2018)	Interactional Competence: Conceptualisations, Operationalisations,	Attempts to create a model for spoken interaction	- Turn management – starting, maintaining, ending, pausing/latching/interrupting - Breakdown and Repair – Joint utterance creation, self/other, recasts

	and Outstanding Questions	based on theoretical and empirical research	• Topic management
			  – shifting, extending, closing, initiating
			• Interactive listening
			  – backchanneling, comprehension checks, continuers
			• Non-verbal behaviour
			  – eye contact, facial expression, laughter, posture
			 (p. 227)

Ducasse and Brown (2009)	Assessing paired orals: Raters' orientation to interaction.	Raters' orientations to interaction in speaking tasks involving peer-to-peer candidate interaction in Spanish beginner level course. Based on a discussion task.	• Interpersonal non-verbal communication: An interlocutor in a pair demonstrates communication through non-verbal communication using gaze and body language • Interactive listening: An interlocutor in a pair actively demonstrates communication by indicating comprehension to the speaker or through supportive audible feedback • Interactional management skills: An interlocutor in a pair demonstrates communication in the current turn or over different topics (pp .437-438)
Nakatsuhara et al., (2018)	Learning Oriented Feedback in the Development and Assessment of Interactional Competence	Raters' orientation to features of interaction in a paired colla-borative speaking task	 *Full version found in the study on pp.62-66*

Galazci (2013)	Interactional Competence across Proficiency Levels: How do Learners Manage Interaction in Paired Speaking Tests?	Study of candidate discourse using data from Cambridge English paired speaking tests. Two test takers engage in multiple tasks with an examiner/ interviewer	The most salient features that showed differences across proficiency levels were:
			
			• Topic development organization and specifically:
			  o degree of topic development
			  o topic extensions of 'own' vs. 'other' topics
			• Listener support moves:
			  o backchannelling (e.g., 'yes', 'hm')
			  o confirmation of comprehension (e.g., 'absolutely', 'exactly')
			• Turn-taking management:
			  o in a no-gap-no-overlap manner
			  o following an overlap/latch
			  o following a gap/pause.
			 (p. 559)

Youn (2015)	Validity argument for assessing L2 pragmatics in interaction using mixed methods	Analysis of role play performances in the context of English for Academic Purposes	"The CA findings led to the five rating categories (Contents Delivery, Language Use, Sensitivity to Situation, Engaging with Interaction, Turn Organization), reflecting the distinct features of interaction-involved pragmatic performances" (p. 206) Examples from the highest score on interactionally relevant criteria adapted from appendix (p. 223) which constitutes the complete rating categories and scoring levels

				- Turn organization: - Complete adjacency pairs (e.g., question & answer, granting a request & thanking) - Interactionally fluid without awkward pauses or abrupt overlap - Engaging with interaction - A next turn shows understandings of a previous turn throughout the interaction (i.e., shared understanding) - Evidence of engaging with conversation exists (e.g., clarification questions, backchannel, acknowledgement tokens) - Non-verbal cues also serve as acknowledgement, so no need to heavily rely on the amount of discourse markers - Contents delivery - Smooth topic initiations with appropriate transitional markers and clear intonations (i.e., smooth turn initiation) - Clear, concise, fluent (esp. speech act delivery)

Appendix B Examples of participation requests

1. Participation request to schools

Hei!

Jeg er lektorstudent ved universitetet i Bergen og skriver masteroppgave i engelsk fagdidaktikk. Masteroppgaven har til formål å undersøke hvordan interaksjonell kompetanse (interactional competence) blir operasjonalisert og inkludert i vurderingen av muntlige ferdigheter i engelskfaget på videregående skole.

I den forbindelse tar jeg kontakt med deg i håp om at du ønsker å svare på/distribuere til engelsklærere en spørreundersøkelse. Den inneholder et par spørsmål om din bakgrunn og erfaring, tre spørsmål om muntlig vurdering og fire spørsmål om interaksjonell kompetanse. I den siste delen av spørreundersøkelsen ønsker jeg å samle inn vurderingskriterier og oppgavetekster som har blitt brukt i muntlige vurderingssituasjoner. Er du interessert i å bidra til forskningen ved å delta i intervju, vil du få muligheten til å legge igjen din kontaktinformasjon.

Kjenner du andre som kunne vært interessert i å delta så setter jeg pris på om du kan dele lenken til spørreskjemaet med de!

Link til spørreskjemaet: https://svar.uib.no/LinkCollector?key=MGWCUL4EJ23N

Prosjektet er godkjent av NSD og svarene fra spørreskjemaet blir samlet inn anonymt. Tidsomfanget på spørreundersøkelsen er estimert til ca. 20 min. Spørreundersøkelsen er på engelsk.

Ta gjerne kontakt om du har spørsmål til spørreundersøkelsen eller et eventuelt intervju. Jeg er veldig takknemlig for alle som bidrar til studien!

Vennlig hilsen,
Lisbeth Væhle Balchen
Masterstudent ved Universitetet i Bergen.

2. Participation request to private network

Hei!

Jeg er lektorstudent ved universitetet i Bergen og skriver masteroppgave i engelsk fagdidaktikk. Masteroppgaven har til formål å undersøke hvordan interaksjonell kompetanse (interactional competence) blir operasjonalisert og brukt i vurdering av muntlige ferdigheter i engelsk på videregående skole.

I den forbindelse tar jeg kontakt med deg i håp om at du ønsker å svare på en spørreundersøkelse som inneholder et par spørsmål om din bakgrunn og erfaring, tre spørsmål om muntlig vurdering og fire spørsmål om interaksjonell kompetanse. I den siste delen av spørreundersøkelsen ønsker jeg å samle inn vurderingskriterier og oppgavetekster som har blitt brukt i muntlige vurderingssituasjoner. Er du interessert i å bidra til forskningen ved å delta i intervju, vil du få muligheten til å legge igjen din kontaktinformasjon. Kjenner du andre som kunne vært interessert i å delta så setter jeg pris på om du kan dele lenken til spørreskjemaet med de!

Link til spørreskjemaet: https://svar.uib.no/LinkCollector?key=MGWCUL4EJ23N

Prosjektet er godkjent av NSD og dine svar fra spørreskjemaet blir samlet inn anonymt. Tidsomfanget på spørreundersøkelsen er estimert til ca. 20 min. Spørreundersøkelsen er på engelsk. Ta gjerne kontakt om du har spørsmål til spørreundersøkelsen eller et eventuelt intervju. Jeg er veldig takknemlig for din deltakelse!

Vennlig hilsen,
Lisbeth Væhle Balchen
Masterstudent ved Universitetet i Bergen.

3. Participation request posted to Facebook group

(Posted with permission from admin)

Hello all English teachers 😊

I am currently working on my master thesis in English Didactics which aims to explore the assessment of oral skills. More specifically, the thesis will look into how interactional competence is operationalized and incorporated in the assessment of oral skills in English.

Therefore, I am reaching out to you as teachers of English in upper secondary, hoping that you will spare some minutes of your time to answer a questionnaire on this topic. If you are interested in participating in an interview, it is possible to leave your contact information at the end of the questionnaire.

Link to the questionnaire: https://svar.uib.no/LinkCollector?key=MGWCUL4EJ23N

I am very grateful for any participants!

Do not hesitate to contact me if you have any questions.

All best,
Lisbeth Balchen

Appendix C Questionnaire participants' background information

Partici-pant	County	Years of experience	Currently teaching (VS – vocational studies, GS – general studies)	Formal qualifications
1	Vestland	8	English VG1 (VS and GS), English 1 programme subject	Master's degree – Teacher education degree from university
2	Innlandet	First year	English VG1	Master's degree
3	Troms og Finnmark	6	English VG1	BA in English + teacher training program (PPU)
4	Viken	3	English VG1	BA in English, MA in Spanish
5	Vestland	13	English VG1 (VS)	English and English education, MA, 4 year from university and Postgraduate certification in Education (PGCE)
6	Trøndelag	21	English 2 VG3	MA in English literature, Nordic languages, and history
7	Innlandet	21	English VG1 (VS)	Cand. Philol
8	Innlandet	3	English VG1 (GS and VS)	MA in English, Postgraduate Certificate of Education (PGCE)
9	Oslo	20	English VG1, VG3	MA
10	Rogaland	6	English VG1 (GS), adults (VS)	Lektor with MA in English
11	Vestfold og Telemark	1	English VG1	MA in English
12	N/A	10	English (GS)	MA
13	Vestland	10	English VG1 (GS), English 2	MA
14	Oslo	30	English VG1, VG3 (GS)	MA
15	Rogaland	12	English VG1, VG3	MA
16	Agder	22	English VG1	MA
17	Troms og Finnmark	4	English VG1	MA, (Teacher Education degree)

Appendix D Questionnaire guide

Page 1

Denne spørreundersøkelsen er en del av en masteroppgave i engelsk fagdidaktikk som undersøker hvordan interaksjonell kompetanse (Interactional competence) blir inkludert i vurderingen av muntlige ferdigheter i engelsk og hvordan denne kompetansen blir forstått av lærere.

Spørreundersøkelsen inneholder et par spørsmål om din bakgrunn og erfaring, tre spørsmål om muntlig vurdering og fire spørsmål om interaksjonell kompetanse. I den siste delen av spørreundersøkelsen ønsker jeg å samle inn vurderingskriterier og oppgavetekster som har blitt brukt i muntlige vurderingssituasjoner. Er du interessert i å bidra til forskningen ved å delta i intervju, vil du få muligheten til å legge igjen din kontaktinformasjon.

Dine svar fra spørreskjemaet blir samlet inn anonymt.

Tidsomfanget på spørreundersøkelsen er estimert til ca. 20 min. Spørreundersøkelsen er på engelsk.

Prosjektet er godkjent av Norsk senter for forskningsdata. Ta gjerne kontakt om du har spørsmål til spørreundersøkelsen eller et eventuelt intervju. Takk for din deltakelse!

Vennlig hilsen,
Lisbeth Væhle Balchen.
e-post: lisbeth.balchen@uib.student.no
tlf: 95459871

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Samtykkeerklæring

Informasjonen som blir samlet inn i denne spørreundersøkelsen vil være anonym og bli brukt som datamateriale i en masteroppgave i engelsk fagdidaktikk. Du vil kun bli kontaktet for intervju dersom du selv oppgir at du er interessert i dette.

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

- Lisbeth Væhle Balchen på mail: lisbeth.balchen@student.uib.no, eller på telefon: 95 45 98 71,
- Veileder Kimberly Marie Skjelde på mail: kimberly.skjelde@uib.no,
- Personvernombud ved Universitetet i Bergen, Janecke Helene Veim på mail: personvernombud@uib.no

Jeg samtykker til:
- at mine opplysninger behandles frem til prosjektet er avsluttet (senest 30.09.2023.)
- å delta i spørreundersøkelse

Page 3

Part 1 – Background

The first part of the questionnaire includes a few questions about your background.

1.1 In which county municipality do you teach English?

1.2 What are your formal qualifications as a teacher? (e.g., degree, combination of subjects for MA, BA, or minors and majors)

1.3 What level and educational program are you currently teaching? (e.g., English VG1 GSP/VSP, English 1 VG2)

1.4 How many years have you been teaching English?

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Part 2 – Oral assessment

This part includes three questions about oral assessment. In this context, oral assessment are assessment situations where criteria or scoring rubrics have been used. This includes formative assessments conducted throughout the school year. I am interested in oral assessment for English VG1.

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2.1 What type of tasks/activities have you used for oral assessment this year? Specify education programme – vocational/general studies.

2.2 Have you used any other tasks/activities for oral assessment previously? Specify education programme – vocational/general studies.

2.3 What do you consider central aspects to include in the criteria (or scoring rubric) for oral assessment?

Page 6

Part 3 - Interactional competence

This part includes four questions about the term interactional competence.

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3.1 Are you familiar with the term interactional competence? If yes, provide a short description of your interpretation of the term.

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Huth (2021) highlights how "...interaction is inherently co-constructed, that is, when people talk, meaning is constructed across turns and across speakers" (p. 360). Interactional competence thus presents "...a distinct and decidedly dynamic view of how meaning emerges across speakers and turns when interlocutors interact with one another." (Huth, 2021, p. 376).

3.2 How do you think aspects of interactional competence can be explicitly incorporated in criteria/scoring rubrics for oral assessment?

3.3 What types of tasks/activities do you think could enable students to express their interactional competence?

3.4 Do you include aspects of interactional competence in criteria/scoring rubrics for oral assessment? If yes, can you provide some examples?

Reference
Huth, T. (2021). Conceptualizing Interactional Learning Targets for the Second Language Curriculum. In S. Kunitz, N.Markee, O. Sert (Eds.), Educational Linguistics, vol.46. *Classroom-based Conversation Analytic Research* (pp. 359-381). Springer. https://doi.org/10.1007/978-3-030-52193-6_18

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Part 4 – Interview request and data collection
4.1 Please upload example(s) of:
> • a presentation of an oral assignment (oppgavetekst) given to students and the corresponding assessment criteria/scoring rubrics.

You can upload more than one example.

It must be clear which task/activity the criteria correspond to. Additionally, the context for the oral assignment, i.e. the level, education programme and subject, must be evident from the material. This can be achieved by e.g. renaming a document "English VG1 GS"

(GS - general study program, V - vocational study program).

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4.2

Would you be interested in participating in an interview?

The interview would last between 30-45 minutes and focus on your beliefs and understanding of oral assessment, designing of tasks and criteria for assessment, as well as the incorporation of interactional competence within these topics. The interview will be an in-person interview. If geographical conditions prevent physical attendance, it will be carried out digitally. The interview will be recorded and transcribed. If you are interested, please leave your contact information (email or telephone).

Your contribution is very much appreciated. I am very grateful for any volunteers.

In Norwegian:

Er du interessert i å stille opp i et intervju á 30-45 min?

Intervjuet vil gå inn på dine oppfatninger og tanker rundt vurdering av muntlige ferdigheter, utforming av oppgaver og kriterier for vurdering, samt inkluderingen av interaksjonell kompetanse innenfor disse temaene. Intervjuet vil bli gjennomført digitalt om geografiske forhold hindrer fysisk intervju. Det vil bli tatt lydopptak av intervjuet. Hvis du er interessert, legg igjen din kontaktinformasjon (e-post eller telefon) i tekstfeltet nedenfor.

Din deltakelse blir satt høyt pris på. Jeg er veldig takknemlig for alle interesserte.

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Thank you so much for your participation! Please reach out if you have any questions regarding this questionnaire or a potential interview.

All best,
Lisbeth Væhle Balchen.
e-mail: lisbeth.balchen@uib.student.no
phone: 95459871

Appendix E Interview guide

Interview guide

Part 1 – background information

1.1 What are your formal qualifications as a teacher? (E.g. degrees, MA, BA)/ Hvilke formelle kvalifikasjoner har du som lærer?

1.2 What level and educational program are you currently teaching? (e.g. English VG1 VS) / Hvilket nivå og utdanningsprogram underviser du i per dags dato?

1.3 How many years have you been teaching English? / Hvor mange år har du undervist i Engelsk?

Part 2 – General cognition and beliefs about assessment and the English subject

2.1 What is your perspective on language learning/teaching and what do you believe is the main objective of the English subject? / Hva mener du er det overordnede målet med engelskfaget?

2.2 What do you believe is the intention/goal of doing oral assessment? /Hva mener du er hensikten/målet med en muntlig vurdering?

2.3 LK20 describes oral skills as referring to creating meaning through listening, talking and engaging in conversation. How would you describe a student with good oral skills? / Hvordan vil du beskrive en elev med gode muntlige ferdigheter? *What do you characterize as good oral skills?*

2.4 According to LK20, formative assessment in English should "promote learning and development of competence in the subject." LK20 further describe that students demonstrate and develop competence when they e.g., "communicate and interact in a nuanced and precise manner with fluency and coherence, both orally and in writing, adapted to the purpose, recipient and situation." **How do you believe students' abilities** to communicate and interact in a nuanced and precise manner with fluency and coherence adapted to the purpose, recipient and situation **can be facilitated in an oral assessment situation**? / I følge LK20 skal underveisvurdering i Engelsk "bidra til å fremme læring og til å utvikle kompetanse i faget», videre følger det at elevene viser og utvikler kompetanse i engelsk når de f.eks. «kommuniserer og samhandler nyansert og presist med flyt og sammenheng muntlig og skriftlig, tilpasset formål, mottaker og situasjon.» **Hvordan mener du at elevenes evne til å kommunisere og samhandle nyansert og presist med flyt og sammenheng tilpasset formå, mottaker og situasjon kan inkluderes i en muntlig vurderingssituasjon i Engelsk?**

2.5 How could the competence aim "explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant/various topics" be operationalized to fit the purpose of oral assessment? *Or what skills do you understand to be relevant in relation to this competence aim?* / Hvordan kan kompetansemålet «gjøre rede for andres argumentasjon og bruke og følge opp andres innspill i samtaler og diskusjoner om ulike emner» bli inkludert i vurderingen av muntlige ferdigheter?

Del 3 – Tasks for Oral assessment

3.1 What do you believe to be important aspects to consider when designing an oral assessment task? / Hva anser du som viktige hensyn å ta når du utarbeider en muntlig vurderingsoppgave? **(when it comes to type of task, contextual factors, skills they get to display, prepared or planned etc.)**

3.2 What type of tasks or activities do you use to assess oral skills? / Hvilke typer oppgaver eller aktiviteter bruker du for å vurdere muntlige ferdigheter?

(*Follow-up questions:*
- How do you conduct [use an example of an activity they mentioned] for assessment? / Hvordan gjennomfører du denne typen oppgave i en vurderingssituasjon?
  - o E.g., if the student has a presentation in front of the class, do you include a question, and answer session at the end?
  - o E.g., if the teacher uses a topic talk or group assessment, how are the students prepared for the format of assessment, do they prepare something, how many are involved etc.?)

3.4 Do you assess students' oral skills individually or in pairs/groups? / Vurderer du elevers muntlige ferdigheter individuelt eller i par/grupper?

Follow-up:
- "Do you think students performance should be assessed individually or jointly in an assessment with a group activity?"

3.4 What factors do you take into consideration when putting students together in groups or pairs for assessment? / Hvis du har vurderinger i grupper/par, hvilke hensyn tar du når du setter sammen elever? Samme nivå/forskjellig? Introvert, ekstrovert? Venner/ikke venner osv.

3.2 What, if anything, do you find challenging about oral assessment? Designing, completing, assessing etc. / Hva, om noe, synes du er utfordrende med muntlig vurdering.

3.2 The requirement to hold a presentation for the oral exam was removed in august 2020, has this altered the way you design oral assessment tasks? / Presentasjonskravet for muntlig eksamen ble fjernet august 2020, har dette endret måten du utformer muntlige vurderinger?

Del 4 – Criteria development

4.1 In general, what do you think are important criteria to include in the assessment of oral skills? / Hvilke kriterier inkluderer du i din vurdering av muntlige ferdigheter?
Remember to include any follow-up questions to clarify how they understand certain constructs.

If they mention communication:
- How do you identify aspects related to communicative skills in assessment?

4.2 What do you use as the foundation for developing criteria for assessment? / Hva bruker du som grunnlaget for utarbeiding av vurderingskriterier? – create criteria for assessment on your own, or do you collaborate with other teachers, do you have any common guidelines at the school?

Part 5 - interactional competence

4.2 Are you familiar with what the concept of interactional competence entails? How would you describe the concept "Interactional Competence"? / Er du kjent med hva konseptet "interaksjonell kompetense" innebærer? Hvordan vil du beskrive konseptet "interaksjonell kompetanse"?

4.3 "Interactional competence can be described as the skill, awareness and ability to participate in specific interactional behaviours. Participants' IC is their repertoire of methods and their ability to adapt them to the interactional context at hand. Some scholars operationalize interactional competence as consisting of aspects such as topic management, initiation, extending etc., turn management starting, maintaining, ending etc., interactive listening, backchanneling, comprehension check etc., strategies to avoid break-down/repair, e.g. recasts, and non-verbal behaviours, facial expressions, eye contact etc.

Interaction is inherently co-constructed, that is, when people talk, meaning is constructed across turns and across speakers. Interactional competence presents a dynamic view of how meaning emerges across speakers and turns when interlocutors interact with one another."

Do you think this definition of the concept clarified what interactional competence entails?/ Var denne definisjonen oppklarende for hva interaksjonell kompetanse innebærer?

4.4 What skills do you think the students must demonstrate in order to express their interactional competence? / Hvilke ferdigheter mener du eleven må vise for å uttrykke deres interaksjonelle kompetanse?

4.5 How do you think a task, such as a topic talk (or another the example they have mentioned «Podcast») allow students to demonstrate their IC? / Hvordan mener du en "topic talk" (eller ett annet eksempel de nevner tidligere) åpner for at elever kan vise sin interaksjonelle kompetanse?

4.6 How can tasks/activities used for oral assessment be designed to allow students to demonstrate their interactional competence? / Hvordan kan muntlige vurderinger utformes for å gi elever rom til å vise deres interaksjonelle kompetanse?

4.7 Do you include aspects of interactional competence in your scoring rubrics for oral assessment? (Exemplify with one type of task they have used, e.g. podcast or a topic talk) / Inkluderer du elementer av interaksjonell kompetanse i dine vurderingskriterier for muntlig vurdering?

> If difficult include - This could be operationalized in various ways, e.g., as a construct «interaction» on its own or as sub criteria – e.g. use compensatory strategies, turn organization, expanding on topics using follow-up questions, eye contact, initiation, interruption etc. / Dette kan bli operasjonalisert på forskjellige måter, for eksempel som et eget kriterium kalt «samspill» el. «interaksjon», eller som et subkriterium – f.eks. bruker kompensasjonsstrategier, øyekontakt, initiativtaking, avbryting, utvidelse av tema ved å stille oppfølgingsspørsmål, organisering av turtaking etc.

Follow-up:
> *Can you provide examples of how IC can be operationalized in scoring rubrics e.g. for a podcast or topic talk (or other types of tasks mentioned)? / Kan du gi noen eksempler på hvordan IC kan operasjonaliseres i vurderingskriterier, f.eks. i en gruppesamtale eller podcast (ev. andre oppgaveformer nevnt)?*

4.8 How could the competence aim "explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant/various topics" be accommodated for in an oral assessment with interactional competence in mind? / Hvordan kan kompetansemålet «gjøre rede for andres argumentasjon og bruke og følge opp andres innspill i samtaler og diskusjoner om ulike emner» bli inkludert i vurderingen av muntlige ferdigheter, interaksjonell kompetanse tatt i betraktning?

Follow-up:

What type of tasks/activities can be used to accommodate this competence aim? / Hvilke typer oppgaver kan bli brukt som muntlig vurdering for å imøtekomme dette kompetansemålet?

4.10 Is there anything you would like to add? Anything you want to clarify, or ask for clarification about?

Appendix F Transcription key

Symbol	Description
R	Indicates that the researcher speaks
I	Indicates that the interviewee speaks
…	Indicates significant non-verbal behaviour e.g., *interviewee nods to confirm* when the interviewee confirms a statement made by the researcher
?	Indicates a question
!	Indicates emphasis
" "	Used when the interviewee refers to something someone else has said, or they refer to their thoughts or previous utterances, or they refer to a term, e.g., …they are used to being told like "you have to speak during a presentation"…
--	Indicates an abrupt cut-off or self interruption, i.e., an incomplete sentence, e.g., …and now, -- the previous one…
underscore	Indicates overlapping speech across turns, e.g., R:…need English for when they, I: exactly yeah
[…]	Inaudible speech

[xyz]	Brackets used to amend utterances to maintain anonymity. E.g., Replacing the actual name of the university with [university]

Appendix G Teacher interview transcriptions

Transcription – Teacher 1

<div align="right">

Date of interview: 19.12.23

Duration: 50 minutes

</div>

Part 1 – background information

R: What are your formal qualifications as a teacher? (E.g. degrees, MA, BA)/ Hvilke formelle kvalifikasjoner har du som lærer?

I: Hovedfag i engelsk fra [universitet], Årsstudium i pedagogikk. Har også undervisningskompetanse i historie og sosialantropologi.

R: What level and educational program are you currently teaching? (e.g. English VG1 VS) / Hvilket nivå og utdanningsprogram underviser du i per dags dato?

I: Det varierer, men i år underviser jeg i VG1, Engelsk, både YF og ST + Engelsk 2 programfag VG3

R: How many years have you been teaching English? / Hvor mange år har du undervist i Engelsk?

I: Siden 2003

6. Questions specifically regarding the assessment:

R: What was your thoughts behind making it possible to complete the assignment alone or in pairs? / Hva var dine tanker bak det å gjøre det mulig å gjennomføre oppgaven alene eller i par?

I: Noen elever er mer komfortable med å jobbe alene, individualister. De fikk lov å velge denne gangen, noen jobbet individuelt og andre alene. Det er noe med det å bli kjent med klassen. Det var også første gang jeg brukte en slik vurdering, video tutorial.

R: For the people that did complete the task in pairs, did you take the way they interacted with each other into consideration when providing feedback or grading the task? E.g. turn organization or topic management? / For de som gjennomførte oppgaven parvis, tok du måten de samhandlet på i betraktning når du ga de tilbakemelding, eller når du vurderte oppgaven?

I: Av de som jobbet i par, tok noen ansvar for hoveddel, andre innledning og avslutning. Jeg belønner eller straffer ikke elevene basert på hvilken del de har. Innholdet blir vurdert på det de felles klarer å få fram, mens ordforråd og uttale, det språklige, blir vurdert individuelt. Belønner ikke de som ikke «gidder» å gjøre en innsats, 2-eren skal ikke belønnes for at den de er i par med oppnår en høyere måloppnåelse. Det skal være et rettferdig vurderingsgrunnlag. Elevene skal ikke oppleve motvilje mot å samarbeide og vurderingen av hver enkelt blir derfor basert hovedsakelig på det de individuelt presterer, selv om innholdet blir vurdert sammen. Jeg skriver ofte i oppgaveteksten, oppgaver som er gruppearbeid, hva som blir vurdert individuelt og hva som blir vurdert felles. Det er viktig med en rettferdig tidsfordeling og felles innsats.

R: What would you say are indicative of "god formuleringsevne"? / Hva mener du indikerer at elevene har "god formuleringsevne"?

I: At elevene formulerer og strukturerer gode setninger, er bevisst på ordbruk, f.eks. me and you vs you and I. Velger eleven ord og uttrykk som «My meaning is...» vil ofte karakteren gå nedover, men klarer de å forstå at den korrekte uttrykksformen er «My opinion is...» vil de øke sjansene for en høyere måloppnåelse.

R: You include the competence aim "use appropriate strategies for language learning, text creation and communication" as one of the competence aims in focus. How do you interpret

what appropriate strategies for communication entail? Or how does this task allow the students to demonstrate this? / Du inkluderer kompetansemålet "bruke egnede strategier i språklæring, tekstskaping og kommunikasjon" eller på engelsk, ""use appropriate strategies for language learning, text creation and communication" som et av kompetansemålene som denne oppgaven fokuserer på. Hva tenker du at egnede strategier for kommunikasjon innebærer? Eller hvordan gjør denne oppgaven det mulig for elevene å vise denne kompetansen?

I: Angående text creation, så handler det om å strukturere oppgaven på en god måte. Communication handler om hvordan innholdet blir kommunisert til meg.

R: Hva tenker du er strategier for kommunikasjon? Eller hvordan viser de at de behersker det?

I: At de har satt seg inn i ordforråd på forhånd. Det viser at de har valgt en strategi, nemlig å sette seg inn i ordforrådet. Hvordan uttale ord de er usikre på f.eks. Noen famler litt i blinde, selv om jeg tidligere har gått grundig gjennom hvordan de bruker forskjellige ordbøker, både for amerikansk, Merriam-Webster, og britisk, Oxford, aksent for å lære seg korrekt uttale.

R: You also include the competence aim "use appropriate digital resources and other aids in language learning, text creation and interaction", how do you understand interaction in the context of this task? / Du inkluderer også kompetansemålet "bruke egnede digitale ressurser og andre hjelpemidler i språklæring, tekstskaping og samhandling" eller på engelsk "use appropriate digital resources and other aids in language learning, text creation and interaction", hvordan forstår du interaction eller samhandling i denne konteksten?

I: Interaction er ikke nødvendigvis relevant for akkurat denne oppgaven, men hele læreplanmålet. Det å kunne bruke de riktige digitale ressursene, riktige programmer, huske å ha volum på osv. En elev snakket seg gjennom hele oppgaven uten å huske å ta opp lyden, da manglet han samhandlingsbiten. Men angående dette kompetansemålet i forhold til denne oppgaven, var nok language learning og text creation mest relevant. To valgte å jobbe i grupper, mens resten jobbet individuelt.

_____

Part 2 – General cognition and beliefs about assessment and the English subject

R: What do you believe is the main objective of the English subject? (language learning) / Hva mener du er det overordnede målet med engelskfaget?

I: Lære engelsk, bli flinkere i språket ved å utvikle et større ordforråd, mer kunnskap om ordforråd, grammatikk, oppnå læreplanmål, forstå innholdet om det de lærer om, kultur, politikk, samfunnsforhold. Lære terminologi innenfor sjangre, f.eks. litterær analyse, analyse av film osv. De to viktigste er språk og innhold, og det å øve seg på å produsere både muntlig og skriftlig. Å utvikle seg gjennom skoleåret er og viktig. Karakteren skal settes på et bredt grunnlag, derfor er det viktig at elevene får variasjon.

R: What do you believe is the intention/goal of formative oral assessment? /Hva mener du er hensikten/målet med en muntlig vurdering?

I: Få tilstrekkelig karaktergrunnlag. Du har den spontane samtalen gjennom diskusjoner i klasserommet, men ikke alle tørr å snakke høyt og det er derfor viktig å ha varierte vurderinger for å få et godt karaktergrunnlag. Det er krevd både fra UDIR, men også skolen.

R: What, if anything, do you find challenging about oral assessment? Designing, completing, assessing etc. / Hva, om noe, synes du er utfordrende med muntlig vurdering.

I: Det er noen ganger utfordrende hvis eleven snakker veldig fort, spesielt hvis det er noen som har en dialekt/aksent du ikke er vant til å høre. F.eks. nå har jeg to elever som er fra afrikanske land som snakker en variant av engelsk der ord uttales annerledes enn i amerikansk og britisk engelsk. Da må jeg passe på at jeg ikke henger meg opp i uttale, men følger med på hva elevene sier. Av og til spør jeg etterpå hvordan elevene uttaler noen ord på engelsk for å få bekreftelse på at de uttaler ord riktig i tråd med deres aksent. Så er det og iøynefallende om elever har stavefeil på presentasjoner, noe som kan stjele fokus om det er mange grammatiske feil. Da noterer jeg ofte bare «spelling mistake» for å unngå å henge meg opp i det. Slike feil er «attention grabbers». Jeg har aldri vært redd for å lage vurderinger da jeg har hatt god øvelse i det. Prøver å lage åpne oppgaver slik at elevene selv kan være med å vinkle den på en måte de finner interessant. Elevene snevrer selv inn oppgaven ved å lage en problemstilling de må få godkjent. Har og noen problemstillinger/tema i bakhånd om de ikke kommer på noe.

Det å lage gode vurderingskriterier kan også være vanskelig. Kan også være utfordrende om det er en gruppepresentasjon på 8-10 min med flere elever involvert, spesielt i starten av året når du ikke kan navn, da er det utfordrende å skrive ned nok til at man får gitt en god tilbakemelding.

R: How would you describe a student with good oral skills? / Hvordan vil du beskrive en elev med gode muntlige ferdigheter? Alternatively, what do you characterize as good communication skills?

I: Da er det flere elementer som er relevant,
- Innhold og struktur. At de har en rød tråd, gjerne at de tidlig har med problemstilling, som vil gi et godt helhetsbilde, vs. at de bare har med en innholdsliste.
- Generelt det å tenke på ordbruk, elever har ofte en tendens til å bruke svake bindeord, som gjør at de havner i repetisjonsfellen og begynner setninger på en svak måte. Da kan de havne mellom tre og fire og får ikke vist høyere kompetanse.
- Å forberede seg ved å bruke gode metoder for å uttale ord riktig, noen ord, f.eks. constituency og prejudice er utfordrende for elevene. Da gjelder det å dobbeltsjekke uttale i forkant. Det er tydelig om en elev har jobbet med det, noe som er kjempepositivt.
- Forberedthet i forhold til å kunne materiale er og viktig, ikke at de har lært noe utenat, men at de kan snakke fritt f.eks. basert på noen få punkter på lysbildet. Repeterer de bare det som står, kan det så tvil om de har gjort det selv.
- Det å se mot publikum istedenfor å se ned på pc-en er og viktig. Jeg nekter aldri elevene å bruke manuskript, men anbefaler de hvordan de kan bruke det, at de holder det på måter som gjør at de kan opprettholde kontakt med publikum eller legger det bort, f.eks. om elevene snakker mens de ser ned på et ark, kan det straffe seg i forhold til at stemmen blir monoton. For å unngå å havne i fellen ved å lese av, er det lurt å bare ha stikkord. Det blir også litt eksamenstrening, sensor kjenner ikke elevene og det er dermed viktig med et godt førsteinntrykk og være bevisst på tidsbruk. Jeg lærer elevene opp til å følge med på tiden selv, og hvordan de kan utnytte tiden om de har mer tid igjen, f.eks. ved å bruke tiden på å legge til detaljer som ikke er synlig på Powerpointen eller snakke om kildene heller enn å avslutte før tiden. Bevisstgjør elevene om at de må holde seg innenfor tiden. På en tidligere skole, var det noen

elever som slet med å ha en presentasjon på 2-3 minutter, en «god» elev vil fint ha nok innhold til 8-10.

- Alle de punktene til sammen gjør en god elev.

R: Hva med spesifikt relatert til oral skills?

I: Ordforråd, uttale, grammatikk, setningselementer, hvordan de bygger opp setninger og strukturen. Hvordan de uttaler ord, holder de seg innenfor en standardvariant er det samme hvilken.

R: According to LK20, formative assessment in English should "promote learning and development of competence in the subject." LK20 further describe that students demonstrate and develop competence when they e.g., "communicate and interact in a nuanced and precise manner with fluency and coherence, both orally and in writing, adapted to the purpose, recipient and situation." How do you believe students' abilities to communicate and interact in a nuanced and precise manner with fluency and coherence adapted to the purpose, recipient and situation can be facilitated in an oral assessment situation? / I følge LK20 skal underveisvurdering i Engelsk "bidra til å fremme læring og til å utvikle kompetanse i faget», videre følger det at elevene viser og utvikler kompetanse i engelsk når de f.eks. «kommuniserer og samhandler nyansert og presist med flyt og sammenheng muntlig og skriftlig, tilpasset formål, mottaker og situasjon.» Hvordan mener du at elevenes evne til å kommunisere og samhandle nyansert og presist med flyt og sammenheng tilpasset formå, mottaker og situasjon kan inkluderes i en muntlig vurderingssituasjon i Engelsk?

I: Uformelt i form av diskusjoner, «Klarer de å følge opp de innleggene og kommentarene som andre kommer med?», «Klarer de å utvikle samtalen?», jeg pleier å ha diskusjoner gjennom skoleåret. Tydeliggjør for elevene hva som er en kommentar, hva som er et innlegg, «Klarer de å argumentere godt nok?». Når de har hatt en gruppe/individuell presentasjon så får elevene en framovermelding med hva de må forbedre. Det blir fulgt opp til neste vurdering for å se om de faktisk har forbedret seg.

R: Diskusjon som tydelig formativ vurdering?

I: Den er uformell på mange måter. Jeg forteller elevene at alt de sier i timene kan være med å vippe en elev opp. Det kan være godt nok til at eleven automatisk vippes opp, eller gi de en mulighet til å få en sjanse til å bevise at de burde vippes opp senere. Jeg oppmuntrer til deltakelse, men straffer de ikke om de ikke er aktive. Flere hensyn blir tatt angående elever med angst, stamming og andre utfordringer. Jeg sier og til elevene at jeg står med et ark under diskusjoner og skriver ned hvem som deltar, en strek for hver gang. Noen ganger spør jeg om en elev vil være ordstyrer, gjør de en god jobb kan de bli belønnet for det. Samme med elever som har gode debattinnlegg. Det vet elevene at jeg gjør og at det brukes som forbedrende for karaktergrunnlaget, en slags godkjent/ikke godkjent som kan telle positivt. Diskusjon blir en mulighet for spontan samhandling der elevene må følge med på hva de andre sier og respondere på det. Det blir en uformell vurdering. Jeg noterer bare for meg selv, kanskje noen elever får tilbakemelding timen etterpå, ros eller konstruktiv kritikk, mer blir det ikke rom for tidsmessig. Da måtte det blitt planlagt som en formell vurdering. Men det ville jeg ikke gjort med tanke på elever med forskjellige utfordringer relatert til det å snakke høyt i klasserommet.

R: How could the competence aim "explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant/various topics" be accommodated for in an oral assessment? Or what skills do you understand to be relevant in relation to this competence aim. / Hvordan kan kompetansemålet «gjøre rede for andres argumentasjon og bruke og følge opp andres innspill i samtaler og diskusjoner om ulike emner» bli inkludert i vurderingen av muntlige ferdigheter?

I: Gjennom diskusjoner i klasserommet, i plenum, men og i smågrupper. Jeg prøver å gå rundt å høre. Jeg retter sjelden på uttale i plenum, men gjør det i mindre firergrupper om det ikke er noen som sliter eller jeg vet ikke ønsker det. Noen elever sier i forkant at de ønsker å forbedre uttalen sin og da gjør jeg de bevisst på det. Jeg ønsker ikke at elevene skal oppleve det som et stressmoment. Jeg hadde tidligere en elev som var ny i Norge, hen hadde ikke så god uttale, men deltok alltid aktivt. Hen fikk etter hvert mye bedre uttale. Hadde jeg rettet på denne eleven så kunne det påvirket utviklingen negativt.

Del 3 – Tasks for Oral assessment

R: What do you believe to be important aspects to consider when designing an oral assessment task? / Hva anser du som viktige hensyn å ta når du utarbeider en muntlig vurderingsoppgave? – (when it comes to type of task, contextual factors, skills they get to display, prepared or planned etc.)

I: Kommer an på hvilken type oppgave det er. Elever spør veldig ofte når det skal være levert, hvor mye tid får de til å jobbe med det og hvor mye tid jeg forventer at elevene skal bruke. Oppgaven må være klart formulert selv om det er en oppgave de snevrer inn selv og strukturerer selv. Jeg tenker og over om jeg er til stede og kan veilede elevene i klasserommet med tanke på oppgaveteksten. Er jeg ikke til stede i klasserommet og kan svare på spørsmål, vil det være mer informasjon i oppgaven og formuleringer som ikke åpner for tvil. Man må også kjenne klassen. I starten blir det ofte enklere oppgaver slik at alle har forutsetning til å gjennomføre, selv de som strøk i engelsk på ungdomsskolen. Jeg er også alltid tydelig på om det skal jobbes alene eller i grupper.

R: What type of tasks or activities do you use to assess oral skills? / Hvilke typer oppgaver eller aktiviteter bruker du for å vurdere muntlige ferdigheter?

I: Video tutorial, diskusjon i klasserom og gruppepresentasjon. Jeg hadde gruppepresentasjon i Engelsk VG1 der elevene skulle presentere hvordan engelsk blir brukt i et engelsktalende land, da måtte de f.eks. inkludere hva som er grunnen til at engelsk snakkes i India. I Engelsk 2 presenterte de en person eller tidsperiode i grupper. I den klassen var det en gjeng med utvekslingsstudenter som trengte å brytes opp litt, og jeg delte opp denne gjengen slik at de fikk samarbeide i nye grupper. Er og noen som ikke kan være på gruppe sammen så da må det tas litt hensyn. Har også brukt nyhetssending og talkshow tidligere eller latt elever ha gruppepresentasjon og velge selv. Har også brukt fagsamtale formelt, og podcast mer uformelt. Fagsamtale kan være en en-til-en boksamtale etter de har lest en roman, der de trekker en tekst, eller kapittel som grunnlag for samtalen. Da får elevene eksamenstrening og øvd seg på spontan samtale da de vet ikke spørsmålene de får på forhånd. De kan ha fått hint om hva de kan bli spurt om eller ha fått vite tema et par dager på forhånd. Sier også til elevene at det kan komme tøffere spørsmål for å prøve å få fram refleksjon, men som ikke har til hensikt å sette de fast. Det er et forsøk på å løfte elevene opp og vil ikke påvirke negativt. Ligger en elev og vipper vil det ikke føre til en lavere karakter om en ikke kan besvare

spørsmålet, men beholde eleven på samme nivå. I engelsk har fagsamtalen mest vært individuell, mens oftere grupper i historie og samfunnskunnskap, grupper på 3 og 4.

R: Hvorfor ikke bruke mer grupper i engelsk?

I: Det er lettere å gi en skikkelig tilbakemelding og være mer bevisst når en bruker tiden med enkeltelever. Når boksamtaler gjennomføres settes 2-3 uker av, men da skal de lese, ha boksamtale og skriftlig vurdering i den perioden. Legger til rette for selvstendig arbeid og lar klassene velge om de skal lese en roman felles eller ha hver sin. Jeg godkjenner romanen basert på visse krav.

R: Om du bruker presentasjoner foran klassen, inkluderer du en liten samtale/diskusjon om temaet etter presentasjonen?

I: Det varierer, av og til, noen ganger. Kommer an på hvor god tid jeg har. Om våren helst, ikke på høsten.

R: What factors do you take into consideration when putting students together in groups or pairs for assessment? / Hvis du har vurderinger i grupper/par, hvilke hensyn tar du når du setter sammen elever? Samme nivå/forskjellig? Introvert, ekstrovert? Venner/ikke venner osv.

I: Om høsten kjenner jeg ikke elevene, så jeg ser hvordan de sitter, bruker de gruppene de sitter i, da blir det mindre forflytning og mindre støy for naboklasserom, og gruppebordene kommer til å bli byttet på. En av mine elever som har angst har en elev de kan samarbeide med, ville aldri satt denne eleven med noen andre uten å ha snakket med de i forkant. Har til nå ikke hatt vurderinger med andre, men oppmuntrer hen til det. I klasser der alle er komfortable, kan jeg av og til telle til 5, plukke ut tilfeldig. Varierer etter hvilket klasserom, hvor godt jeg kjenner elevene. Alle på gruppen skal være med å finne informasjon og innhold, men er det godkjent/ikke godkjent kan noen presentere på vegne av andre i uformelle sammenhenger. F.eks, når det gjelder en elev med utfordringer med stamming ville jeg aldri presset hen til å snakke foran klassen, hen må ha en god dag. 99% av tiden kan alle samarbeide med alle.

R: The requirement to hold a presentation for the oral exam was removed in august 2020, has this altered the way you design oral assessment tasks? / Presentasjonskravet for muntlig eksamen ble fjernet august 2020, har dette endret måten du utformer muntlige vurderinger?

I: Nei, egentlig ikke. Som jeg nevnte tidligere, så må elevene ha et grunnlag av flere vurderings/presenteringsformer for å kunne beslutte hvilken de vil bruke på eksamen. Har elevene aldri hatt presentasjon så kan de ikke vite om det er en metode som passer de. Jeg har alltid en presentasjon og en samtale gjennom skoleåret. I tillegg er det elementet med å sette karakteren på et bredt og variert grunnlag. Derfor har jeg både boksamtale og presentasjon på VG1, og heldagsprøve og f.eks. romananalyse. Åpner og for podcast selv om jeg finner det kjedelig å lytte til og foretrekker video, men tilpasser meg til elevene. I engelsk 2 har elevene og laget plakater der de sammenlignet de politiske systemene i Storbritannia og USA. Da gikk elevene rundt å så på hverandres, snakket med hverandre, og forbedret sine egne basert på det. Blir en slags uformell vurdering, jeg kan gi elevene tilbakemelding underveis, påpeke hvor de kan legge til mer informasjon eller be de spesifisere hva de mener her og der. Viktig at elevene får erfaring i alternative måter å vise kompetanse på.

Del 4 – Criteria development

R: What do you use as the foundation for developing criteria for assessment? / Hva bruker du som grunnlaget for utarbeiding av vurderingskriterier?

I: Vurderingskriteriene lages konkrete i forhold til vurderingen. Enten på bakgrunn av kriterier laget her på skolen eller på andre skoler i forbindelse med lignende vurderinger. Ikke alltid jeg lager selv, noen ganger fra lages det helt fra scratch. Jeg bruker aktivt det jeg har laget selv før, men det varierer. Noen ganger må vurderingskriterier konkretiseres i forhold til oppgaven. For skriftlig vurdering bruker jeg også UDIR's ressurser. Når det gjelder muntlig vurdering brukes også læreverket sine ressurser.

Part 5 – IC

R: Are you familiar with what the concept of interactional competence entails? How would you describe the concept "Interactional Competence"? / Er du kjent med hva konseptet

"interaksjonell kompetense" innebærer? Hvordan vil du beskrive konseptet "interaksjonell kompetanse"?

I: Handler om at elevene klarer å få med seg informasjon som andre elever bidrar med i en samtale slik at de kan gjenfortelle, samhandle. Om det er en gruppepresentasjon er egentlig alt interaksjonell kompetanse. Det øyeblikket man åpner munnen og sier noe i et klasserom så er det jo det.

R: Interactional competence can be described as the skill, awareness and ability to participate in specific interactional behaviours. Participants' IC is their repertoire of methods and their ability to adapt them to the interactional context at hand. Some scholars operationalize interactional competence as consisting of aspects such as topic management, initiation, extending etc., turn management starting, maintaining, ending etc., interactive listening, backchanneling, comprehension check etc., strategies to avoid break-down/repair, e.g. recasts, and non-verbal behaviours, facial expressions, eye contact etc.

Interaction is inherently co-constructed, that is, when people talk, meaning is constructed across turns and across speakers. Interactional competence presents a dynamic view of how meaning emerges across speakers and turns when interlocutors interact with one another."

Do you think this definition of the concept clarified what interactional competence entails?/ Var denne definisjonen oppklarende for hva interaksjonell kompetanse innebærer?

I: Tenker at diskusjoner, plakater, det som har blitt tidligere nevnt går alt under det der. Sier ofte til elevene at det er tre viktige forskjeller, muligheten til å anvende materiale og vise refleksjon, ordforråd, «hvilke valgmuligheter har du?», «hvilke valg tar du angående grammatikken?». I diskusjoner, be om å repetere, ikke bare når en er usikker på om en forstår, men for å få eleven til å omformulere. Det er kjempepositivt. Utfordringen er at det [interactional competence] går inn i alt, åpner elevene munnen så er det interaksjon, elevene skal vise kompetanse gjennom dette. I starten har jeg har typiske aktiviteter for å ufarliggjøre det å snakke engelsk, stille hverandre spørsmål, act out a fairytale, an episode from a soap opera, word games etc.

R: Do you include aspects of interactional competence in your scoring rubrics for oral assessment? (Exemplify with one type of task they have used, e.g. podcast or a topic talk) / Inkluderer du elementer av interaksjonell kompetanse i dine vurderingskriterier for muntlig vurdering?

I: Skriver det kanskje ikke i kriteriene, men skriver hva som vil bli vurdert felles og individuelt. Det er viktig at elevene passer på at de får rettferdig mengde tid, f.eks. 3-5 min per elev. Elevene skal være forberedt og vite hvem som skal snakke i hvilken rekkefølge og fordele tema rettferdig. Tydeliggjør at de kan velge selv hvem som sier hva, så lenge de fordeler tiden jevnt. Jeg trekker elever om de tar tid på bekostning av andre, det er veldig egosentrisk. Ser så på forberedtheten til de andre, men er det tydelig at de har jobbet, men ikke får vist det så straffes de ikke for det.

R: How could the competence aim "explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant/various topics" be accommodated for in an oral assessment with interactional competence in mind? / Hvordan kan kompetansemålet «gjøre rede for andres argumentasjon og bruke og følge opp andres innspill i samtaler og diskusjoner om ulike emner» bli inkludert i vurderingen av muntlige ferdigheter, interaksjonell kompetanse tatt i betraktning?

I: I en diskusjonsoppgave så kunne det blitt inkludert i hvilken grad elevene bruker forskjellige strategier som å be om omformulering eller oppklaring om de er i tvil om de har forstått ting riktig, at de viser til at de har forstått andres bidrag til samtalen ved å referere til poeng de har nevnt. Men jeg har til nå bare brukt diskusjoner som en uformell vurdering der de kanskje får litt tid til å forberede seg, vet tema, og om de skal argumentere for eller mot f.eks. Det er potensiale for å bli flinkere til å inkludere disse implisitte strategiene/metodene i vurdering. I gruppepresentasjoner deles det opp hva som blir vurdert individuelt og hva som blir vurdert som gruppe. Det varierer fra gruppe til gruppe hvordan individuelle og felles aspekter vektlegges i vurderingen. Noen har brukt mer tid på bekostning av andre og kan gå ned en hel eller to karakterer alt etter hvor ille det er. Er eleven på 5+ vil den kunne bli trukket for å ha brukt mer tid. Her burde den som har for mye tid distribuert den mengden informasjon på en mer rettferdig måte og gruppen burde øvd sammen for å løse det på en rettferdig måte. Jeg setter ofte en karakter basert på det individuelle først, innhold, språk osv, så ser jeg på helheten og trekker ned eller opp basert på det. En elev som snakker til en 3-er

kan bli trukket opp om de har bidratt godt til gruppearbeidet. En skjevfordeling, enten ene eller andre veien, vil dermed ha en påvirkning på hele gruppen.

Date of interview: 20.12.23

Duration: 60 minutes

R: First of all, what are your formal qualifications as a teacher?

I: I have been through the "Lektor" training programme at [university], so I have a master's degree in English literature.

R: Do you teach other subjects as well?

I: Primarily English, although after Christmas I will also be teaching a little bit of Norwegian at the 3rd grade level.

R: Yeah, so you have teaching qualifications for both subjects?

I: English is my main subject, yeah.

R: Yeah, so you did Norwegian and English in "Lektorutdanning."?

I: Yes, that is right *interviewee nods to confirm*

R: What level and educational programme are you currently teaching?

I: I am currently teaching primarily first grade upper secondary in vocational classes, there is one health class, one construction, and then one health with general study competence

R: Yeah, interesting. And how many years have you been teaching English?

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I: This is my first year.

R: Do you like it so far?

I: Yes, I'm having a great time.

R: Good, so the first part is more general questions, or perspectives. What is your perspective on language learning or teaching? It's a very broad question, but what comes to mind?

I: I think my main goal for, like learning any language and teaching people language, is that- it's like understanding, and being understood, that's kind of the baseline for me. Anything beyond that is a bonus if that makes sense. Obviously now a lot of teenagers are very competent in speaking English, like especially understanding English as well, because they are exposed to so much English, so really with a lot of them it's just like fine tuning and developing written skills, but my main perspective, or like main goal, I guess is like developing understanding, and the confidence to use whatever English skills they have, to make themselves understood.

R: Yeah, very good, so you could say that my next question sort of coincides with this, but what do you believe is the main objective of the English subject?

I: Yeah, I think the English subject is very broad. It is such a big subject for actually like how little you have it in school, especially in upper secondary, because you're meant to go through both language, language learning, learning about literary analysis, learning about society, social studies, history, geography, like all of these subjects that are just like crammed into one 5-hour a week subject for one year! So, for me I want my students, in addition obviously to learning, to be comfortable speaking and writing. I want to teach them media literacy in basic, like in every respect, both in terms of fiction, and in terms of non-fiction because that is a skill that they can use on every level and in every subject, and seeing as the world is becoming more and more globalised, and we are more and more exposed to American media, news, and content, teaching them how to be critical of English language sources, and content is, I think, incredibly important.

R: Yeah, that's very vital! In relation to oral assessment what do you think is the goal of an oral assessment, more generally?

I: I feel like my answer here is going to be coloured by the fact that I'm in this, that I'm in this interview, and that I filled out the questionnaire, because the questionnaire that I filled out earlier actually made me a lot more aware of like how I think about interactional competence, and how I weight international competence in oral assessments. I was very lucky that the next assessment that I was going to do with my students was an oral one, so I think like in conjunction with my earlier comments about how the goal is to understand and be understood, being able to produce speech spontaneously is something that I look for in oral assessments. I know that this is something that's very scary to a lot of students, particularly in English, because not only do they have to speak on a subject that they may not feel completely confident speaking about, but they also have to do it in a language that isn't their first language, so a lot of them have an instinct to come to assessments like that very prepared, and basically have scripts and stuff, so while I understand that impulse, what I look for in oral assessments is that ability to kind of speak on a subject without having a script, having keywords, having quotes or any other notes that you have, that's kind of fine, but being able to have the knowledge so internalised in a way, that you can talk about it, and also pay attention to what other people are saying and interacting with that, if that makes sense.

R: Yeah, absolutely! Kind of ties in with my next question, how would you describe a student that has good oral skills, or if you think about an ideal top performing student, like what do they have of skills?

I: The highest performance that I think that I could imagine is someone who speaks comfortably. I don't think we should expect upper secondary students to know every word, but like is confident enough to be able to speak comfortably and find alternative words if they are missing a word, substituting and finding other options, and also is able to get out of their own head enough that they can listen to conversation partners and take what other people are saying into account when they themselves go on speaking. I think that's kind of like the ideal yeah.

R: Yeah, I had a look at how the curriculum describes what formative assessment in English is and they describe very clearly that formative assessment in English should promote

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learning and development of competence, -- competence is such vague word like "what does that mean?", so they kind of describe competence as something they demonstrate and develop when they communicate and interact in nuanced and precise manner with fluency and coherence orally and in writing adapted to the purpose, recipient, the situation, -- that's also expected in the competence aims, but how do you believe that these abilities that students have to have can be facilitated in oral assessment situations?

I: I think encouraging students to move away from the script is probably like the best first step, because as soon as they have a script, they are no longer listening to what other people are saying, and they,-- you are losing out immediately on so much of that competence, and so much, like so many of those skills,-- I know that my students, even those who kind of perform on the lower level, understand most things in English, but they are kind of unable to showcase that in assessments and in the classroom, because they are too caught up in what they're going to say next. Particularly in assessment situations where you have the option of having a script, students that go with having a script will immediately kind of, like I said, lose out on that. So, encouraging that, and I guess working with ways that you could move away from the script, and like teaching them how to let go of the scripted material, I think would probably be,-- I have no idea if I'm answering the question now I'm just,-- really I'm just talking.

R: Yeah, that's perfectly fine, I think you're answering the question because it's like how can we facilitate this […]

I: Yeah

R: Then one of those things can be to encourage them to lose the script, or to create maybe different kinds of assessment where a script isn't necessarily something you need.

I: Exactly, I think taking the "fagsamtale" into the English subject,-- I feel like Norwegian as a subject, is a lot better when it comes to oral assessments, there are a lot more creative oral assessments which gives a lot more opportunities for students to reflect verbally, and so I think taking a lot of those tools and assessment formats into English is probably something that students might like. They can still get the time to prepare and have notes and everything, but they simply don't have time to make a script and also won't know what questions are going to be asked, so I think that's definitely important.

R: Yeah, because as you were saying in the beginning as well, English is such a broad subject, it covers so much, so why shouldn't we treat English like other subjects, like history, or social science, or Norwegian, where we discuss the content, <u>yeah.</u>

I: <u>Yeah,</u> that's literally what I do in my classes! I feel like I have some older colleagues that are over, -- like slightly older generation of teachers, and they are so much more focused on teaching grammar and teaching them about specific ways of building sentences and stuff. I'm like, I mean, why should I spend time talking about like English syntax for the whole group when most of them understand English syntax.

R: Yeah.

I: If I meet a student and that particular student doesn't understand English syntax, okay, then that is feedback that I will give to them, but there is so much to do, I don't have time to think about grammar or like grammar exercises that the whole class can do, it's unproductive and unhelpful when the main goal is for them to learn to use the English language to talk about other things. A very low number of my students and none of my students now, seeing as I'm only in vocational classes, will ever be expected to talk at length about English grammar, they just need to know how to use it.

R: Yeah, and also like in your task as well, like it's directed at what they're going to do in their profession, and the curriculum is also formed after what they will need English for <u>when they</u> <u>[…]</u>

I: <u>Exactly, yeah.</u>

R: So, the next question I have is, we have kind of talked about this as well, but how could the competence aim, explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant/various topics, be accommodated for in an oral assessment?

I: Yeah, I mean, obviously now I'm going to be slightly biased and say that I think that the way that I did this assessment really took that competence aim and allowed it to flourish,

because they were able to,-- I was also lucky, previous to this assessment they had had a similar assessment in a different class in Norwegian, like in a health subject, but in Norwegian, where they were able to talk about their profession, and so a lot of them were able to use content that they already had, content that they were already familiar with, but to then take that information and use it. So cooperating with vocational teachers and hearing what they are doing in their subjects so that you can follow up later with something in English where you take a lot of the pressure of content preparation off the shoulders of the students, allowing them just to find out, "Okay, which words do I need here?", "How can I talk about this particular subject?", "Which terms?", "What phrases do I need to know that are very specific?", you know cause obviously in healthcare, which is what this was, there are a lot of topics that require very precise formulations. I think cooperating with vocational teachers so that you can follow up in ways that will allow them to focus primarily on the language, and language that they're going to need is, I think, a very good way of doing that. Like I said, I really lucked out, it wasn't necessarily planned that thoroughly. I hadn't sat down and talked to the teachers, saying like "Hey, when are you going to talk about future professions?", that was literally just like dumb luck on my part, but I really see the value in how that worked out, so that's something I think I'm going to try to emulate again later.

R: Yeah, so when it comes to designing oral assessments, what do you believe are important aspects to take into consideration? Like what kind of tasks, or any contextual factors, or any skills you're specifically trying to elicit, or if they planned or prepared something, or yeah?

I: I think in general what I'm looking for is their ability to reflect, at least semi spontaneously. The task that I sent you is a podcast task, so they had a lot of time to prepare for that, a lot of them made scripts, like the ones on the middle level, because I split it into two levels, a lot of the people in the middle level made scripts, no one on the high level made scripts, which is good, I would have been disappointed if they had seeing as interactional competence was so weighted there, but,-- I lost track, what was the question?

R: What aspects you consider when you create tasks, or […]

I: Yeah, so basically finding ways that they can use, -- this kind of goes back to what we were talking about previously, like finding ways that they can use the knowledge that they have gained over the course of the past weeks, and allow them to showcase the language skills that

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they have, and the ability that they have to create something new. If they get the task of answering a specific question, a lot of them will go out of their way just to answer that question, and you'll lose out on a lot of ability to talk around a subject, so any assessment that will allow them to, not only talk alone, but talk to others or to co-create new knowledge is good I think, and like we also talked about earlier, including the "Fagsamtale", which would encourage them to produce things very spontaneously because they get a limited amount of time to prepare for things like that, I think it would also be very good. As I said in the beginning, the goal is to be understood talking about various subjects. So, designing tasks that really get at that and get out that ability to reflect and produce more spontaneously, I think is the most important thing, so I think like in the future I will probably move away from presentations simply because there is very little to be gained from a presentation in terms of actual applicable skill. Very few people are going to need to hold a presentation in that class, it's useful to know how to present to smaller groups, just cause that might be something that you can do for work, but in terms of presenting in front of the whole class, other subjects can do that, like we don't have to do that in our subjects when the main goal is for them to learn how to use a language that isn't their own.

R: Yeah, so that kind of ties in with my next one, what kind of tasks or activities have you used to assess oral skills previously?

I: So this semester I have been primarily focusing on,-- we started with a presentation and we've had a couple of podcasts for various groups, like this one was for the whole class, and now the previous one where they could choose what they wanted to do, and one group wanted to do a podcast, and I've also arranged group discussions about a TV show that weren't individually graded, but we watched one episode of the same TV show every week, and I walked around and listened to them talking about it, and they prepared questions and stuff, and that essentially allowed me to get a sense of how they talk about media, what they think about when they're watching a show, how they can actually discuss these things with each other, and also because everything that they're preparing is questions, that also encourages that same spontaneous production of speech and thought that we've been talking about, so that's allowed me to do some continuous assessment without any of those conversations being individually graded if that makes sense.

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R: Yeah, so when you mentioned that you had presentations, was that individually or in groups?

I: Yeah, it was in groups, it was in groups in front of the whole class. I tried to tell them that not all of them needed to speak, it was meant to be like a soft introduction to presenting in front of the class, but of course all of them are coming from schools where they are used to being told like "You have to speak during a presentation" and so what ended up happening, unfortunately, was that a lot of them were really stressed out about that. So that was a very, -- I learned a lot from doing that, and so in that sense I'm glad that I started with that, but at the same time, I don't think that I'll be doing anything like that again, I don't think that any students really enjoy presentations.

R: So, when you've had these presentations, have you included a question-and-answer section at the end? or how did you conduct them?

I: Yeah, I asked them to, -- obviously prepare the presentation, then I told them that there will be,-- you will get one question, basically after the presentation, like every person will get a question, and this was originally intended because I wasn't expecting everyone to speak. I was expecting that at least some of them wouldn't be speaking during the presentation, and so in order to ensure that I got some of their thoughts, and some of their reflections, I had questions afterwards, but what I did do was that,-- because this was the first assessment as well, I asked them if they wanted to do questions in a small group outside, so the group that had just held their presentation, -- I mean we went through all the presentations first, and then at the end, because we had time, did the question and answer then. So, I just took each group out one by one and asked questions that would fill out the information that they had in the presentation.

R: Yeah, and when you do oral assessment in pairs or in groups, do you assess their skills individually?

I: Yeah, I think that, once again this is also, -- it's been a steep learning curve because this is my first year as an English teacher, and so I've learned a lot, like the first presentation I did, not with this class, the health class that had this podcast assessment, but with a different class, I tried to assess them, like the people who had presented together, I tried to assess them as a group, but what it turned out was that because they all work so individually, a lot of them

eventually get into the groove of like working together and like building each other up and doing teamwork and stuff, but especially at the beginning they're all so individualised, so it's almost pointless to assess them as a unit. Also, I feel like it is kind of unfair to assess them all as a group, particularly when you don't know the classes, so the groups are all kind of random, you don't know that people are going to become, -- like be on a group with other people who will pull them up and encourage them and stuff, so even if you assess individually, people can still be pulled up to higher grades by others, and with the presentation specifically, what I told them, and what I told all of my classes that had presentations, was that you will be graded individually, but if the cohesion of the presentation, like the whole thing, if the whole product is really good, and you all manage to work together to create one really good product, because essentially that's what a presentation is, it is one complete product, so if the cohesion is good that will pull you up, even if your individual part has weaknesses, or if you are struggling with what you specifically are doing, if the whole thing is good that will pull up the whole grade, so primarily individual but with collective influence I guess.

R: Yeah, it is a joint effort. If you decide to pair up students, or put them in groups, do you take any special considerations? like maybe level of competence or introversion/extroversion, friends?

I: Yeah, so the task that I sent you today is split into two levels and that is simply because there are, -- like I require different things from people who are aiming for different grades essentially, so that was one thing that was important when I was making the groups. I didn't want to put people who had a middle level goal on a group with people on a high level, simply because it wouldn't make sense with the final product, so outside of that I asked them to tell me what they wanted to aim for and then I essentially put them in groups trying to make it so that no one on the same group had the same profession, which was another important consideration here because that would take away a lot of that comparative element that was also part of the part of the task. Interestingly enough they got their grades back today, and I had the experience that one of my students came to talk to me afterwards not because she felt like the grade she got was bad, but just that she could have gotten a better grade had she been on a different group, because one of the girls on her group had talked over her a lot, or she at least experienced that she couldn't get a word in in a lot of situations because of that and that's something that I didn't know about, that those two students had that particular issue. Even though they were informed of who they were going to be on a group with, a lot of them

chose most of their group members themselves and then I just came in and did some final moves around just to make sure that the professions and levels were all divided fairly, but yeah so that's something that I will have to take into consideration in the future. For the most part I think, -- I like letting students choose the groups themselves if I can. Sometimes you can't, sometimes you have to take considerations, when it comes to grades that they're aiming for and other skills that they have, and who can positively contribute to others skill set I guess, they need to complement each other in a sense, you don't want two people who are unable to speak, basically, to be on the same group, because then you'll basically not have a product, yeah someone needs to kind of be the pulling force on a group.

R: but that was kind of interesting when you said that one of your students felt that one person in their group took all the floor, just kept talking and talking. Was that something you noticed when you were listening to the podcast?

I: No, because the feedback that she got was not about like "You didn't speak enough", it was because there were particular aspects of,-- she was talking about psychiatry and English competence, and what I was missing was reflection on how the English language is important in the field of psychiatry, specifically because it is a very international field, you will be required to speak to international colleagues, you might have to go to conferences, you might have to use a lot of English in your studies, and this was simply something that didn't come out in the in the podcast. So, I guess what she felt was that she didn't have any opportunity to say those things, but it wasn't something that I noticed, because other than that I felt like it was fairly evenly distributed, but I guess that was something that she felt.

R: So, my next question is, what, if anything, do you find challenging about oral assessment? Could be the designing, or the completion of it, or the assessment part?

I: I think, unless you do something recorded, and even recording things comes with its own challenges and logistic issues of "Where do we have recording space?", "Which hardware are you going to use for recording?", "Are there going to be technical issues?", things like that, but if you do it spontaneously, or like live, say you do "fagsamtale", you have the issue that people have in Norwegian all the time with "fagsamtale" which is "Alright I'm doing a 'fagsamtale' with this group right now and all of the other groups are currently getting more time to prepare", so that's something to think about. Then if you do presentations there is the

issue of "Are people going to be paying attention?", "Are people going to be making loads of noise in the classroom?", are the people who are done with their own presentation, "Are they just going to be sitting there or like working with their presentation?", and there are obviously steps you can take to mitigate all of those things as with "fagsamtale", you can give them tasks to do that have to be completed by the end of the lesson, or you can request that everyone puts their laptops away during presentations and things like that, but it's still challenging to ensure that students are happy with the assessment situation. I guess that's the main thing, because as teachers, I could happily just say "Okay, all of you shut up", right, "just don't speak", like "someone else is speaking right now", but students are obviously going to have feelings about those things, as is well within their right, but that also makes oral assessments more challenging cause it's so in the moment and so,-- very live, yeah.

R: Do you find that there is anything challenging about assessing the performance? Or finding out where they end up in the scale from low to higher competence?

I: Yeah, I'm thinking mostly about the one class that I have now, the health class with general studies competence, in that I'm lucky in that most of the time, it is fairly clear where they fall, and it's down to evaluating how much of the task they've actually answered, to decide which exact grade it is going to be, but most of the time it is fairly clear. Most students today, I feel, are fairly good at speaking English, not all, and this is something that I'm sure you're aware of as well, is that boys generally tend to be stronger in English currently, simply because they play a lot more video games and speak to other people from around the world in English, and so they have that kind of built in interactional competence in a way that a lot of girls don't, but most of the time it's been fine. The most important thing that I'm looking for is that they are able to, like we've been talking about, I feel like I've said it 100 times *laughter*, but like that they can make themselves understood, and that they can get out the things that they want to get out, and if they don't have the most precise words, or they need to take a couple more seconds to say a thing that, you know would take me at [age] a couple seconds to say, that's fine, so what I'm looking for is basically how productive is your speech essentially, and that's usually for me fairly easy to assess, luckily, so fingers crossed it stays like that.

R: Yeah! So, with the oral exam, previously there was a requirement to hold a presentation in the exam that has now been removed. You have only worked after this requirement was

removed, but do you think this has affected how you shape the oral assessment tasks, or decide what assessments to do?

I: Yeah, I mean, I think lucky for me, it really aligns with my current goals for oral assessments in English, because as I mentioned earlier I've decided that I'm going to move away from presentations a format. In theory, I am a little hesitant to like completely removing presentations, and that's simply because of those students that don't have that much of that spontaneous interactional, like in the moment competence, and so they don't have those same opportunities of actually showing what they can do in those situations without that prepared bit, so that's somewhere where I'm a little bit like "I don't know if this is going to work out for everyone", obviously, if everyone can move away from presentations and we can all just focus on encouraging students to get those spontaneous skills that's very good, but I think that for a lot of people who feel a lot more security and safety in being able to prepare for something and knowing that "Okay, at the very least if I can't answer like basically a single question I will at least have something that I know I can deliver". So that's kind of, that I guess is a concern that I have which I don't think is necessarily entirely relevant to what you're asking but it's still,-- yeah I'm lucky in that what I was going to do anyway was prioritised, like how they talk to each other.

R: Yeah, because even though the requirement has been removed, they still have the possibility to do that if they feel like that displays their competence in the best way, so it has just been removed as an <u>obligatory…</u>

I: <u>Ahh, okay! Yeah,</u> that's well,-- that's very reassuring, that's good.

R: As you were saying some students might feel like it is safer for them to have that <u>presentation</u>

I: <u>Yeah exactly</u>, yeah okay! Well, that makes me feel a little better about the whole situation, that's very good. I mean there are some students that really excel at presentations, they're super good, they're charismatic and they know what they want to say and all of that, and maybe they want that, and even the students that are a little bit,-- like the students that I have that prepare a script before doing a podcast, I can't imagine that a lot of them are super interested in going in unprepared to an exam. They probably want to have something to say…

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R: Yeah, I was one of them, I always enjoyed presentations.

I: *laughter* Exactly.

R: I feel like this question might have been answered already, but if you have to think in general, the criteria for oral assessment, what do you include in the scoring, criteria development?

I: I think once we're in a group assessment or pair assessment, I am looking for ability to listen and follow up, and also finding adequate ways of talking about things, so that's something that's semi related to vocabulary, if they can use specific terms, say in this profession podcast, the people who were able to use terms like lingua franca, and saying "English is going to be important in my profession because it's a lingua franca", "It is the language that a lot of people use" then that's good, I am looking for that. So I guess vocabulary and also substitution vocabulary, like if they aren't able to use lingua franca, I want them to be able to say, it is a language that is a common language for a lot of people, it is important because a lot of people speak it, so being able to, -- Oh, there's a term for that, like understanding concepts? Does that make sense, do you know what I'm talking about?

R: Yeah.

I: There is a term for it, but like having the concept understanding, even if you don't know the specific term for something and being able to express that, and also being able to listen, understand, and follow up with other people. Those are kind of,-- it's hard to boil it down to keywords, but those are the kind of things that I'm looking for.

R: Yeah, and when you develop the criteria for an assessment, do you do that on your own? or do you collaborate with other teachers? Do you have any common guidelines at your school?

I: I tend to use, -- if I need actual rubrics, which I know is good teaching practise to use rubrics because it makes it clearer for the students, but I haven't been consistent, I'm going to be honest and say that. I tried to use rubrics developed by UDIR, they have some that are primarily meant to assess the semester grade, like whole year grade, and so I try to use those

and try to make them apply to the specific tasks that I'm doing, because they often deal with being able to talk about specific subjects and being able to use specific terminology, and international competence and things like that. Yeah, I try to use rubric literature that's already out there because I'm not an expert on those things, so yeah.

R: Yeah, I have a few questions related to your task, it has been 42 minutes I don't know how much time you have, but I have a few more questions if that's alright?

I: Yeah, that's alright.

R: So, you included interactional competence in the high performing version of the task, why did you decide to do that?

I: Because I know that for the students that are aiming for the middle level, not that they can't show interactional competence, but I didn't want them to feel too stressed out about that. A lot of them have anxiety about oral assessments, and so I know that for those that are aiming for the higher level I can encourage them to really step out of their own mind. If I tell them, "I'm looking for how you listen to others and how you talk to others", those that are kind of like,-- what they need to show me is just that they know how to talk about things, like they should be able to do just that. For some people passing is enough of a challenge, so I guess that was what was important there, but that of course doesn't mean that the students that I knew were aiming for the middle level, if they showed good interactional competence, if they were able to listen and follow up and actually interact with each other, that gave them a little bonus, so it's something that they can take elements from, that higher level, if they want to add something to their own content, I guess.

R: And this might be a difficult question, because you have mentioned that you look at international competence as how they talk to others, how they listen and follow up conversation. If you describe it yourself, what aspects do you look for when you assess their interactional competence in this task? and can you provide any examples of how this can be operationalized? maybe in a scoring rubric, to differentiate between a high level and a lower level?

I: Yeah, so I guess in terms of how you would,-- if you were going to write it down to specific criteria, it would be to take information presented by someone else and either explaining it in your own terms,-- I had one student who did that, he would,-- because his conversation partner sometimes struggled with using precise language and so he would specify, he would ask follow up questions and be like "Okay, so is it kind of like this?", then she could answer "Yeah, that's what I meant" or like, "No, more like this", so using interactional competence in a productive way, to,-- I'm not boiling it down at all *laughter*

R: That's okay.

I: So, like ability to paraphrase and utilise in your own arguments, so you're always looking for the ways that students are able to take things said by others, and apply it to what they themselves are saying. So, if someone says "English is going to be important to me in this way", someone else says, "Oh, okay that's really interesting. In my profession it'll be more in terms of this, but I see some similarities blah blah", things like that where you can spontaneously compare and use different perspectives in that way, like being able to preface by, I had one student who said, "As was said earlier…", which I like, that's immediately a plus in my book as you have clearly,-- you remember, you do not only remember what was just said, you remember what was said 5 minutes ago. That's really good, that tells me so much about,-- not only your ability to be present in the conversation in the moment, but also to utilise the whole conversation in order to strengthen your own arguments,

R: and also, like you were looking for in this task their ability to listen as well?

I: Yeah, exactly yeah.

R: I'm not really sure, because we did discuss individual versus joint assessment, but did you individually assess the students or look at their performance jointly as well for this task?

I: A little bit, it comes down to some of what we were talking about earlier, in that if you have a really good conversation partner, that can pull you up from like a three to maybe a four. If your conversation partner can ask you good questions or make interesting comments that you can follow up on, or if they make a remark that you hadn't thought about, but you think about it in the moment, like "Oh, that's actually relevant for me as well!". There were moments

when that was very clearly happening, where I could tell like, okay, so say that they start by presenting "I'm talking about cultural competence" and one person doesn't really say much about race and religion, but then the next person is able to talk about that, and then that first person can come back and say "Okay, yeah actually now that that's been said, this is also relevant for me", and so it's not that I actively think of it in terms of like, I'm evaluating both of them, but more that I'm trying to recognise where they are being good conversation partners, if that makes sense? without necessarily quantifying it.

R: Yeah, that makes sense. We are approaching the end here, I love that you have so much to say!

I: This happens every time I do any kind of interview like this *laughter*. I end up talking for way too long so, thank you. I'm glad you're enjoying it.

R: Yeah, I'm the same. Suddenly you remember an example and you're like "Oh, this is also relevant", but how would you describe the concept of interactional competence, or how do you understand the concept?

I: Yeah, I mean I feel like this is something that we've touched upon a couple of times in the course of the conversation, and it is I guess being able to produce relevant conversation, if that makes sense, if I'm going to boil it down to one phrase. It requires that you are not only able to recognise what someone else is talking about and then making comments specifically related to that, but also that you are able to listen to others, as we've discussed, utilising information and comments presented by others, asking questions, and I feel like asking questions is not something that I have necessarily looked for as much until now, but something that I think I will be looking for in the future, like if they're able to ask others "Do you mean this" or like interpretations, or thoughts or anything like that I think is important, and that once again comes back to that,-- think about conversation as being able to talk to other people in a way that is fluid in a sense?

R: Yeah, that was really good boiled down, I think.

I: Okay, thank you I felt like it was messy but thanks.

R: I have created a definition that I can just briefly read out loud, "Interactional competence can be described as the skill, awareness, and ability to participate in specific interactional behaviours. A students' international competence is then their repertoire of methods or their ability to adapt these to the interactional context. Some scholars operationalize this as consisting of aspects such as topic management, initiating topic, extending topics, building on others topics, and turn management, how you start a turn, how you maintain the turn, how you end the turn, and how you give the floor for someone else to talk, that can be challenging to find out as well, "When can I say something without interrupting?" for instance, and also interactive listening, which can be identified through backchannelling, like you're doing now saying yeah, nodding your head, which makes me feel like okay you're listening, you're understanding what I'm saying, and also like you mentioned, comprehension strategies to avoid breakdown in communication, being able to repair, and recast as well, I'm saying it back if you're not really sure, or if you want them to specify, and also non-verbal behaviours like facial expressions and eye contact. So, it's all these implicit skills, I feel like.

I: Yeah, this really reminds me of when I did [coursecode] in university which is like text and communication essentially, and they had a couple weeks on conversation analysis. So, a lot of the things that you were talking about just now is kind of like, it is very relevant in conversation analysis where you're thinking specifically about, "Okay, how do people go about like having conversations?", super interesting and I haven't really thought about it in those specific academic terms, but that makes me want to get out some of that literature.

R: Yeah, so what are you saying about conversation analysis, -- like a lot of the studies I've read builds on conversation analysis, so it's kind of a hybrid field of conversation analysis and second language acquisition. So, yeah, I feel like you have answered every question I've had.

I: Ok, good!

R: Is there anything you want clarification about or something you want to add or?

I: No, I actually don't think so. I think I've said what I want to say about interactional competence, which is shocking because I can usually just speak for hours, that's the teacher in me. Love to talk about things.

R: yeah, but can I just ask you, this is more out of curiosity, but do you feel like after you did the questionnaire, that it kind of changed how you did oral assessments?

I: Yes, because this is something that I mentioned earlier right, that I was very lucky with the timing of that, and so not that it wasn't stuff that I'd already thought about because there was something that I,-- when I was in school placement I was with a with a Norwegian teacher who was looking for interactional competence in "fagsamtaler" very specifically, it wasn't just like "Can you answer my questions?", it was "How do you make space for all the students?", "How do you follow up on comments already made by someone else?", "Are you so desperate to get out like the thing that you had planned that you unable to see that is already been said?", things like that, and so it was kind of in the back of my mind, but it formalised it for me in a way.

R: Yeah, maybe that's a strength for you to have that input from Norwegian as well? No one has really talked about this in my studies in English and History explicitly.

I: Yeah, definitely I feel like a lot of the time the English subject is lagging behind in a lot of ways. There was so much interesting stuff happening in Norwegian that is so relevant and so cool, like it's a real shame that it isn't really brought up in English as well, which is, I think more than anything, it is a language subject, you're meant to be able to use language, that's the whole purpose, or not the whole purpose, but that is like,-- so there's the overarching purpose I should say, and so being able to steal some of those things, I guess from Norwegian, I think would be incredibly cool, like unrelated to language, but one of the things that I kind of miss about teaching Norwegian is that ability to partition the year into themes, and themes that are not socially related or politics related, or anything like that, which is what you tend to do in English, you go "Okay, we're going to talk about the United Kingdom" for five weeks, we can talk about the United states for a month and a half, but in Norwegian, because they don't really have that specific political and social aspect it's more like, "Okay, so we can have about the environment and identity", like more overarching broader topics like that, and I think at some point I might want to try and do that in English as well, because I think that utilising broader themes can allow the students to draw connections between countries, and between social dilemmas in a different way than just talking about the United States now and the UK now, if that make sense?

R: Yeah, definitely. The new curriculum opens for more of this. It's really interesting to see how the subject can develop, yeah! We'll have to call it a day, it was really nice to talk to you, good luck on the last finishing touches before Christmas, and thank you!

I: Thank you!

Transcription – Teacher 3

<div align="right">

Date of interview: 04.01.23

Duration: 75 minutes

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R: The first part of the interview is about your background, so what are your formal qualifications as a teacher?

I: Right, so I started on a bachelor's degree in history, and after a couple of years of study and finishing my bachelors thesis, I had some spare free points to expand in other subjects and that's when I started studying English, and after I did a yearlong unit of English I decided to continue pursuing the English subject rather than switching back to history, so I wrote yet another bachelors thesis in English literature and eventually went onto a master's degree in English, also in literature, and I finished that with one year of the practical pedagogy supplement unit, and since that I've worked at my current place of employment for, let's see I'm on my fourth year, so three years finished.

R: Yeah so, you have been working for 4 years as a teacher?

I: Or let's see, I think it's three and a half at this point, I started the fall semester 2019

R: Yeah, so just before the pandemic and then you had to adapt everything!

I: Yeah, it's been a heck of a start.

R: Yeah wow, no one could have expected that.

I: No, not at all.

R: So, what level and educational programme are you currently teaching?

I: So I'm currently at an upper secondary school and the first year I think the reigning curriculum was still, -- was it the previous "kunnskapsløfte" and for that one in the vocational programmes, English was split between two years, so you have students from vocational classes three lessons a week the first year and then two lessons a week the second year, but since 2020 I guess, both general studies and vocational studies all have English during the first year. So, the group's I'm currently teaching are one general studies group, and three different vocational groups, one in the sales service, and tourism programme, one in the electrical engineering programme, and one in the technical and industrial production programme.

R: Yeah, so you have experience from both vocational and general studies?

I: Yeah, I tend to land a quite varied bouquet of different students.

R: Yeah, that's good. The next part is more about general beliefs, so quite vague questions, more from a broader perspective. So, the first question is, what is your perspective on language learning, and what do you believe is the main objective of the English subject?

I: The first one was my perspective on language learning, right?

R: Yeah

I: Boy, how do I break that down. I've been working recently, trying to make a more structured approach to grammar study, because I've found that for myself, and I get the impression for many other teachers as well, grammar is taught kind of piecemeal and it comes across to many students as just an endless mountain of different rules and exceptions that they have to slog through, and I recently came across this, I guess you could call it a paradigm or framework, that breaks most of languages grammar down into five different domains and I've tried, a little bit at least, to incorporate that into my classes to help students see that the systems and the rules of grammar have an interconnectedness, and that if they have a firm

understanding of the foundations, it will make it a lot easier for them to troubleshoot later on because they won't be going to school forever, and later in life they will end up in situations when they need to learn on their own, and I figure that a little bit of this metacognition around language and how its built, and how they can pursue answers for questions that arise, will be a great help for later in life. At the same time, I think that you can perfectly well ride a bicycle without knowing what all of the different parts are called, so I also have a firm belief in a intuitive approach to language, so there's a bit of cognitive dissonance going on. I do believe that it is helpful to learn some of the foundations of grammar, but I also I think that there is, - that it is helpful, and important to also underscore the importance of what can be gleaned from context and what can be inferred. When it comes to, -- let's see, what was the second part?

R: The main objective of the English subject

I: Yes, a lot of that hearkens back to my own literature studies, because in university I would start reading texts about Shakespeare and Donne, and Dickens, and all these classics that I always used to feel that were little bit, like out of my reach, but during my studies, I more and more, got the impression that it was totally fine to have opinion on these texts as well, and I found that very liberating, and a kind of empowering feeling, so one of my big objectives with the English language is to teach the students to make up their mind about stuff that they read, stuff that they see here, and to have a bit of faith in their own voice, now with the new "kunnskapsløfte", LK20, there's a lot of emphasis on the whole democracy and citizenship, and I think that if students aren't taught to form opinions of their own, believing in them and communicating them, then we're not really going to have a functioning democracy. In my school we have a bit of a tradition to focus quite a bit on the social situations in the US and the UK, and talk a lot about social political struggles, tying it all to literature, and of course to language learning as we go along, and I think that both the students interacting with this, as well as literary texts, are together a very central part of the whole kind of mission statement of the subject.

R: Yeah. I think what you're saying about the goal of teaching is definitely good input! The curriculum, LK20, describes oral skills as referring to creating meaning through listening talking and engaging in conversation. How would you describe a student with good oral skills? Kind of in general, what comes to mind?

I: When I operate within the realms of language competence, usually my rule of thumb is that the first objective should be to understand and to make oneself understood, and a student that is able to do this they're already fairly competent with language, and beyond that of course there's always room for improvement in terms of vocabulary, in terms of flow, and in terms of intonation, but all of these should be,-- not ends of their own, not goals of their own, but service the purpose of understanding, and of making oneself understood, so that I won't necessarily be too hard on a student who, for instance doesn't have a native sounding accent, unless it comes in the way of understanding, so a student with good oral skills, in my opinion at least, will be a student who is able to understand spoken English well and also be able to interact with this other speaker, engage in a conversation, make up their mind about what is being said, and giving their own opinion in return, being able to paraphrase and to reiterate what is already being said in their own words, and these kinds of skills.

R: Yeah, and the curriculum also states, as you're saying how both speaking and listening are important aspects of an oral skills. This next question is kind of a broad question as well. The curriculum describes formative assessment as something that should promote learning and development of competence in the subject, but competence is kind of a broad term. It can encompass a lot of different things, but the curriculum further describes this as something the students demonstrate and develop in communication, and interaction with a nuanced and precise manner, with fluency and coherence, both orally and in writing, adapted to the purpose, recipient, and situation. So, my question then is, how do you believe that students abilities to communicate and interact in a nuanced and precise manner with fluency and coherence adapted to the purpose, recipient and situation can be facilitated in an oral situation? So, in short, how do you believe students abilities can be facilitated in an oral situation assessment situation?

I: Right, I think the first, and not necessarily most important, -- but I feel like an essential part of this is to establish a situation. There needs to be some scenario for the students to use as a framework and preferably we want this situation to be one the student might actually meet again later in life. We've all had experience with the traditional upper secondary school presentation on subjects, which is all fine and well, but I think many students feel like they don't really see those kinds of situations all that often after school. So, instead of this, I'm myself fairly big fan of more low bar situations, more conversation-oriented situations for various reasons, part of that is that this is more close, I believe, to situations that students will

meet later in life. Whether that be conversations around the dinner table, or when they're in a meeting with their colleagues for instance, or anything of the sort. Secondly, I feel like those kinds of presentations can often be a poor gauge of students actual oral skills because it's fairly easy for a student who, for instance has strong written skills, to type out a kind of script, and following that, and being hard to fault for doing anything wrong technically, but they might not have that kind of language innately. So, for presentation situations like that, I like to follow up the whole presentation with a couple of follow up questions at least, but on the whole I much prefer having more spontaneous kinds of oral assessments, like conversations for instance, and of course having the strong case, having the strong scenario. That can mean for instance having a role play, like one I did a couple of days ago with my sales, service and tourism class, where I put them together in groups and one of them was to act out being a difficult customer or something like that, so that the students have a clear feeling of what would be expected of them in this situation because here the students would know that "Okay, here I need to act professionally to deal with this difficult customer", whereas the customer themselves might need to draw on a different repertoire if they want to be unpleasant for instance. So, giving the student a kind of scenario where it's fairly clear what will be expected of them in terms of things like linguistic,-- or the tone of language to keep more formal or less formal, what would be expected of the structure of the whole oral text, which would vary a lot from case to case, and some discussions or conversations are not really all that structured at all, what kind of interactions with the other participants would be expected and things like this. So, setting up clear scenarios, I think, is the definite first step to help students show how much competence they have, because part of this is also that I think many students are more streetwise than bookwise in many ways. I think some students who sit on a lot more streetsmart knowledge will feel less intimidated by these very formal oral assessment situations and might do a lot better in more relaxed, casual, or low bar atmospheres and might draw on a lot more of their type of knowledge when they approach these kinds of tasks.

R: Yeah, definitely. And that would support their competence in a different way, rather than focusing on specific, -- as you were saying, book smart aspects of knowledge, because the students we teach today, they're very eloquent, or could be in some respects, like the way they use language. Some students talk about how they talk to people online, and they have a lot of knowledge on language and culture but it's perhaps not often that the assessment situations accommodate that, I feel like. There is one competence aim in the curriculum which states that the students are expected to explain the reasoning of others and use and follow up input

during conversations and discussions on vocationally relevant/various topics. What skills do you understand to be relevant in relation to this competence aim, how can it be operationalized to fit the purpose of oral assessment?

I: Right, so the first part of this, I think has to do with proper understanding, and being able to glean the central points from something spoken, or said. That is a skill that I've dedicated a lot more time to as of late, because I find that some students struggle a fair bit with being able to extract what the main purpose, or point, in the certain text is, so I think the first component of this competence aim is understanding, making sure that the students can tell what is important information here, and what is less important to pay attention to, and then being able to formulate their own input, either that be just supplementary information, or an opposing opinion, or anything like that, and being able to present that in a helpful manner. So, for instance, just practising information packaging, helping students get used to saying the most important part first and then elaborating, rather than going off on a long rant where they only get to the point at the end, and that also warrants a bit of prior knowledge to the topic at hand, so these students also need to be able to tap into some prior knowledge about whatever it is being discussed. Those are the skills I think are important in a situation like that, but it's a harder question how we accommodate for those kinds of situations. Sometimes we could for instance play an audio recording of a speech, or an interview, or something like that, and ask the students to formulate a response of some kind, but I also think it's helpful to practise doing this in real time, because sometimes conversations move fast and in order to participate we need to be able to think on the spot. One way I've tried to incorporate this kind of competence, is in the task that I sent you earlier on, the little group talk assessment, where I emphasised that I would be assessing their abilities with social dynamics too, meaning that I wanted them to mind if they were hogging the spotlight, or if they maybe needed to step up a little bit and take more initiative, and trying to encourage them to cooperate in the conversation, so not just grabbing the opportunity to show off all their knowledge, but also to raise their fellow students up if they were struggling, or, -- just building on the previous points in the conversation, so that they showed that they were listening to what their fellow students were contributing to the conversation, and constantly thinking, in terms of the conversation, kind of being different pieces that could fit together in a way, so that they would constantly think about the pieces of information coming to light in the situation, in the conversation, and trying to connect it to other knowledge they had themselves, and use that in the conversation themselves. Right, I think I got to where I wanted to go.

R: Yeah, I think as you're mentioning the task that you sent me really accommodates this competence aim, and I have a few questions regarding your task, just to understand how you did it more practically, so firstly what class and what level did you use this assessment?

I: Right, this I used with a first-year group of construction students

R: Yeah, so how did you conduct the assessment more practically? Because one part was about a country, and the other part was about a tool, so how was that,-- let's say, was there any like set framework for how they were to conduct the conversation, or did they just speak freely?

I: Well, first the two different components, the one with the cultural competence was not all that elegantly integrated with the more vocational part of it. It was a little bit tacked on, but I thought, part of the reasoning here was that maybe some of the students who were struggling a bit more with the cultural part might save a bit of face with the more vocationally oriented part, so that was part of the reason why I connected the two together, and the way I did it was that, I think I split the class into groups of three and took one of those groups a side at a time, and I would let them speak pretty freely, but if one of the participants were kind of lagging behind, I might ask them a pointed question or an open question, depending, to try to guide them into the conversation, and to help me note the actual interaction part of it all, I had one big A3 sheet of paper where I'd write down some keywords that were being said by whom, so I have one column for each student, and then I would use arrows to show if, for instance, one student built upon something that another student said, and stuff like that to show the flow of the conversation. Then I also had the assessment sheets close by so I can note down my immediate impressions of their language skills, and how broad or deep their cultural understanding and so and so was, and I think beforehand I had given them a bit of time to study, to prepare, probably about one week or so, and encouraged them to talk together in the preparation time leading up to the conversations, but not preparing any kind of choreographed script or anything of the sort.

R: Yeah, so you had more of a moderating role guiding the conversation, so you weren't just an observer, but mostly observing, and then just asking some questions where it was necessary to elicit more talk, or stimulate that conversation?

I: Yeah, I was thinking in an ideal group I would play very little part in the conversation at all and students would kind of build off of each other and show interest in what each other was saying, and so and so, but naturally to try to ensure a little bit of equal balance across the three students, I would pop in with a few guided questions along the way.

R: Yeah, so were there any challenges with assessing the group dynamic? As you're saying if one person kind of steals the spotlight, how did that affect the assessment of the one who did steal the spotlight, as well as the other people in the group?

I: One hurdle that I was mindful of was that, especially during the cultural part, the students with the most initiative might risk stealing all the simple points and the more reluctant students might be left with little to talk about, and that did show up in some cases, but I found that often some of the students who are more confident in their own language abilities, and who are also strong in terms of content, were often also fairly socially aware, so they would take initiative to try to invite their fellow students into the conversation too, and that was also part of the reasoning behind these two, tools or processes, I would try to encourage students to choose different tools so that there wouldn't be too much overlap,-- that, come to think of it, that probably also influenced how I put together the groups of three, because that way, even if one student were to steal all the easy talking points about South Africa, the other students would still have their vocational material that will be uniquely theirs. Other than that, of course, I think there is always the risk of having students who are just reluctant to participate in any oral conversation at all, but I got the impression that it would not have made much of a difference if we were only under four eyes compared to this group situation. So, mostly when I talk to students early in the year in particular, they often say that they are very stressed out by the notion of presenting to the whole class, but are much more comfortable speaking in smaller groups. So, I think for the students who are nervous about their own English skills, I think many of them will have an easier time with this kind of assessment situation compared to traditional presentation.

R: Yeah, definitely, so as you were mentioning you organised the groups into three, or three students in each group, what aspects did you take into consideration when organising the different groups?

I: So, first of all, it was not to have too much overlap in terms of their content. So, I think since I had two countries, India and South Africa, I tried to have two South Africa student for each India student, or the other way around, and then there's the tools and processes part as well, trying to ensure that there's not too much overlap there, and then lastly I tried to group the students together in a way that, if there were dominant students, not to have them together with the more meek students all the time to try to ensure that there will be some kind of level playing field in terms of participation there, I think those were my primary concerns when I put together the groups.

R: You also decided to include group dynamics as one of the criterion's for the assessment, and why did you decide to include that?

I: I think that part of the reason was to incentivise the kind of behaviour where they see it as a cooperative situation, rather than a competitive one, because I didn't want the students to feel quite so much like they were being compared to the other guys in the conversation, and that it was all a race to get to the easier talking points, that was part of the reasoning why. Also, it was to try to connect it to the competence aim that you mentioned earlier yourself, "explain the reasoning of others and use and follow up input from others during conversations and discussions on various topics", because that's not always quite so easy a competence aim to facilitate in other teaching situations, so I thought I'd find a clever way to sneak it into an assessment. It was also trying to play up to, or rather trying to accommodate for the new focus on democracy and citizenry as it's been included in the new curricula, cause I think that moving forward, being mindful of how we converse with each other is going to be a pretty big factor in shaping what the public debate looks like, and considering how toxic and nasty a lot of the conversations that are going on online look, I wanted to bring an antidote to all of this into English, basically to train them to be mindful and respectful of people around them whenever they are engaging in conversation, or even when,-- in a sense when their own grade is on the line, so I think those were my primary motivations behind including that. Also, it's,-- normally when I make an assessment rubric I tend to split it into three parts, three categories, one for content, one for language, and one last one for structure, and for texts and the more formal oral assessments, like presentations, structure will be dictated a lot by the kind of genre, like a presentation is expected to have some kind of intro, a middle part, and a conclusion where it all winds down, the same goes for factual text like a five paragraph essay for instance, but when it comes to conversations it's hard to account for that, so I thought that

the group dynamic would work as a substitute for the whole structure part of it, and to encourage at least some level of structure and orderliness to what could otherwise be a fairly chaotic exercise.

R: Yeah, I guess the group dynamic is what makes up the structure of the conversation.

I: That was my thinking too.

R: Teah, so did you assess this individually, or kind of on the group level?

I: I did assess it individually, but I am mindful too that a student's performance would be, at least somewhat, affected by the group. This is true in all group work really, but I tried to focus mostly on the individual student as they spoke, and think of them as such,

R: Yeah, alright. So, I have some more, kind of not-related-to-your-task questions. So, when you're designing an oral assessment, more generally, what aspects do you consider? We've kind of touched upon this, but, kind of the type of task, the skills they get to display, should it be prepared, or time to plan things?

I: Yeah, boy that is a good question. The first thing will be just the pure logistics of it, considering like, "How will we carry this out?" and "How much time should we dedicate to it?", and stuff like that, because experience shows that if you're going to have individual presentations in a class full of 30 students, that is going to take a while. It's much simpler if you're pressed for time, to have each student for example record a podcast episode, or something like that, so the first thing that comes to mind is always time constraints. Usually, I like to plan these kinds of things ahead, and to plan for about 3 assessment situations per semester, so I will start the year with a rough idea of what kind of assessment situation that I want, but of course things happen, suddenly some periods are moved around, and you lose some periods because one class is going to trip and this and that, so time constraints is usually the first thing that that I account for. Then I try to connect it to a broader topic that is worked previously to the assessment situation, so if we're currently knee deep in the US then it's usually pretty apt to have the assessment situation be something related to that so that students get to demonstrate the competence that they've already accumulated on the subject matter, and let's see, what more, the third step, I reckon, is the context that students are given, because I

have a really hard time with tasks that read, just make a presentation about, it comes back to this whole idea that I want the students to have some kind of mental framework of a problem that is to be solved, and for example, one that we ran this year, was a kind of travel project for the US, where the scenario is that the students have, or the student, has been granted free trip to the United States and the conditions are that they plan the whole trip in advance, taking into account costs, and that there should be some kind of learning experience along the way, that there is some focus on social and cultural environments in the places that they go, and that they do their homework in advance of the trip, so looking into climate, crime rates, poverty, that kind of stuff in advance. In return they get a paid flight to and from the US, I think $2000 to spend on accommodations and activities and other than that they are pretty free to run wild. So, the students are given a concrete task to solve, a scenario that they are too,-- yeah inhabit anyway,-- and another one could be, for example, this time you're a travel agent and you're planning a trip for somebody else, so that the student has some kind of idea about who they are as they present this oral text that they've created, and who is their perceived audience and stuff like this. So, yeah, time constraints, kind of overarching broader topic, and some kind of concrete scenario, those are first three things that I think I account for whenever I make an assessment.

R: Yeah, we want them to demonstrate their competence without it being focused purely on language. So, you have mentioned a few activities and tasks that you have used to assess oral skills, like the travel task, podcasts, group discussions, or the group talk that you sent to me, as well as presentations, but are there any other type of task you have used to assess oral skills?

I: Oh yeah, there's one I like to use fairly early on, and I mean we can call it an assessment but if, -- well, it is, but it's pretty cleverly disguised anyway. So, in the beginning of each semester, I handout a questionnaire where they get to assess their own skills and write a little bit about their own expectations for the subject, if there's anything they want to,-- any skills in particular they want to improve, if there's anything they are worried about, and what grades they are aiming for, and I read through the answers to the questionnaire and have a follow up conversation with each of the students, preferably in English. The goal of that follow up conversation is to learn a little bit more about their answers. So, if for instance a student writes that they feel like they're doing below average in writing, we can talk a little bit about what seems to be the problem, is it getting started, is it like making sense of your ideas, is it

finding the right words, is it like the grammar of it all, and then we can start thinking about how we can try to improve on that in the general teaching, and also of course it is to get a first impression of their language skills, cause some students come from lower secondary school with just the greatest of ease when it comes to fluidity and confidence in their own language, while others feel a little bit more reluctant and need to warm up a little bit before they get into the groove. So, it is sort of an assessment because I make a little note about how that individual student's English is, but it also serves a lot of different purposes as well.

R: Yeah, so was there any other activities that you can think of that you have used, or?

I: Well, we use oral English in the classroom all the time, and whether the students are aware of it or not, that performance is assessed as well. So, whenever we're discussing an issue, like for instance the gun debate in the US in class, and I have students discuss a question in groups before we talk about it in plenary, I'll go around and listen to what each student is saying and if a student brings up a very good point, or if they're particularly eloquent that one day, of course that makes an impression of their total performance, which I think is important because there are many students who do have a lot to bring to the table, but are very reluctant to bring it up in a plenary situation, so yeah just the everyday classroom oral activities is also part of the whole assessment.

R: Yeah, it's always a challenge to get people to talk that's never changing, I guess. So, previously, or like pre 2020 there was a requirement to hold a presentation for the oral exam but that has been removed, has this kind of altered the way that you design oral assessment tasks? or maybe you haven't been able to have any like exam experience since they[…]

I: Not yet. This year is the first one that we are conducting the exams for everyone. There have been some a single candidates, but I haven't had the chance to examinate any of them yet, so I haven't thought all that much about this, but nevertheless, I think increased emphasis on different types of oral situations might be a help along the way already. I think I would encourage any student to take the reins of that exam situation for as long as possible anyway, because the more the students themselves are in control of the oral exam, the more they get to guide the whole discussion situation, or the whole examination towards the topics where they feel confident in their knowledge and can show their best side. So, I don't think that the skills required in a presentation are made entirely void and we do still practise giving presentations,

but I have, at least myself, taking a big step away from this being the kind of, be-all end-all of oral assessments.

R: Yeah, so moving on to the criteria. When you develop criteria, what do you use as the foundation for this? Do you have any common guidelines at your school, or do you collaborate with other teachers? This is in general, not just for oral exams.

I: Yeah, the first step I go to whenever I make, for example an assessment rubric, is a task that I made previously, and then I try to adapt the text to this new situation, but these previous rubrics, and previous assessment tasks have their base in, I guess a lot of different sources, because for one thing we cooperate a lot, in just among us English teachers, we are a fairly large school with some 800 plus students, so we are quite a few English teachers cooperating together, and we very often like to discuss assessments and cooperate when we make assessment criteria and things like that, so I also have that going on, and of course there is the curriculum and the competence aims. Recently I was in a countywide meeting for English teachers all across the county, and there I was made aware that UDIR has published, I think it was in 2020 along with the new curriculum, their own guidelines to do with assessment, so I have printed them out and pinned it to the wall in my cubicle, and I have read through them a couple of times, but I haven't made a conscious effort to incorporate them fully into any of my assessment criteria, consciously at least.

R: Yeah, because oral skills are, -- because it is a local exam it's not, -- it doesn't have the same common guidelines as the written exam does, so it is interesting to know how you find out what you want to assess, because for us teachers it's up to ourselves how we interpret the curriculum and the competence aims. So, generally, what do you include as criteria in oral assessment? What is important to include? I think you mentioned something previously, like content and structure, yeah.

I: Yeah, I can probably go a little bit more into detail for each of them. Let's see, -- I'll just find a more recent assessment rubric that I made, or another assessment situation. Yeah, here we are. So, first there is some sort of category, I guess you could call it, for the structure as mentioned, in a traditional presentation that would have to do with the opening, for instance making sure that they prepare the audience for what is to come during the rest of the presentation, maybe have a slide with a disposition on it, or for instance in the travel project

it's generally a good idea to show the whole travel itinerary so the audience have clear idea about what to expect, and the ending, that the presentation wrap up, in a kind of soft and sensible way, that is not like a sudden drop from activities on day four to the sources' slide, but rather that maybe they add some kind of conclusion, or afterthought or summarised the experience in some way to help land the whole presentation, and under the structure part I also include the progression between the different parts, how well they transition from one topic to the next as they talk, because if they pay too little attention to this, it can all float together and become a bit hard to follow for the audience, and of course you've seen how this was adapted for the conversation assessment with the whole group dynamic, a portion of it, and then for the content part, this will very often be heavily influenced by the kind of situation that I asked the students to solve. So, for instance for the group conversation, this had to do with the depth and breadth of knowledge of the country they chose, and the tool, or process that they chose to explain, and here I generally place the criteria that have to do with the knowledge and competence, that they've accumulated while working on the project itself, how well they can connect this to previous competence, like for instance how well they draw upon other topics that we've discussed in class, and yeah, whatever it is that the task at hand asks them to include. Then I tend to have a bracket for language where I look at things like flow, first and foremost, because if a student has some mispronunciations along the way, or a couple of minor grammar mistakes, that does not necessarily hinder communication all that much as long as they don't get too caught up in it. So, I tend to put quite a bit of emphasis on flow because that has so much to say for,-- that is so much of understanding, just being able to maintain a clear and cohesive flow, and of course there is things like grammar, where I look at concord rules, and verb tense used, and other such things that would be covered in class to some extent, and pronunciation, and lastly we have vocabulary stuff, if they have a very restricted vocabulary, or if they use a wide and precise vocabulary as they speak. Occasionally, in addition to these three, I might include some other sort of components, or rather other areas as well, like for instance in the presentation setting, if the student is too preoccupied with their screen, or if they're turned very much away from the audience, or if their body language is not very communicative, I might,-- not necessarily fault them for that, but it will affect their overall performance because it is tied to communication. I think we've all had experience with somebody giving a presentation, and kind of hiding behind a list of notes or whatever, and how that immediately just shuts off all connection to their audience, so I try to make them mindful of establishing eye contact from time to time and having a dynamic body language, moving around a little bit, showing that they're alive, that will liven

up the presentation quite a bit, and tempo as well, because if a presentation for instance is perfectly fine, but delivered so rapidly that the audience aren't given time to absorb the information that they are given, that too will hinder communication. So, in a presentation sense, I will be looking for such things too, so whatever it is that I'm assessing, especially when it comes to the structure and language part, the guiding question is "Does this communicate well?", "Do these aspects work in favour of clear and concise communication or do they hinder it?".

R: Yeah, I guess because overall goal is that, -- as we have established earlier as well, that they are understood, and that people understand what they're saying. When you mention tempo and the non-verbal behaviour aspect, do you operationalize that as part of a communication construct, or how does it all tie together in that sense?

I: It is via communication, so whenever I give feedback on their performance in these areas it's always about, for example, "You are crossing your arms, and when you do that, you are in the way of your own communication because you are taking a bit of a reserved stance away from your audience", and yeah. It's all about whether they are benefiting or hindering their own communication and tempo too. If you're ever so eloquent, that won't be all that helpful if you speak too fast for people to actually pick up on what you were saying. That is always the bottom line that guides the kind of feedback that I give, and also that motivates my inclusion of such in assessment criteria like this, but I think I also tie it a little bit to genre competence, a presentation or a conversation is a kind of oral text, and I think it is a part of a language to understand what is expected of you, whenever you take part in one of these kinds of oral texts, just like with any written text like how,-- for instance in a five paragraph essay, you are expected to have a thesis statement, or a research question, the same way I think in a presentation you are expected to have that kind of communicative connection to your audience, so I tend to tie it a little bit to genre competence as well.

R: Yeah, because I guess with creating assessment rubrics, it is all about making it very clear and comprehensive for the students what they're being assessed on. Is international competence something that you are familiar with, or have heard about before?

I: Not as I can recall, now it does make sense that it should be more clearly treated in the curriculum for pedagogy and didactics, considering it's become such a major part of the new

English exams, for instance the written ones, they have a whole,-- for the new exam format that is dedicated to interactivity, so I very much welcome the focus on it, but I can't recall working on it as a theoretical concept myself.

R: When you hear the term interactional competence, what comes to mind? How would you describe it, if we're thinking about a students' interactional competence in an oral assessment situation, or just oral skills in general?

I: I guess I would rephrase it as knowing how to participate, though I would take all these skills like, for instance knowing what information is helpful in any given situation, and knowing how to deliver this in a helpful manner, and of course just understanding the situation in the first place. All these, I think lumped together into the term interactive, was it? Interactive competence?

R: Interactional, yeah.

I: Yeah, interactional right, so being able to, and I suppose being willing to, think actively about how to participate in any given situation, yeah.

R: Yeah, and I have a definition here that I will read quickly, so, Interactional competence can be described as the skill, awareness, and ability to participate in specific interaction behaviours, and students interactional competence then is their repertoire of methods and their ability to adapt them to the interactional context at hand, and some scholars would operationalize interaction competence as consisting of aspects such as topic management, initiating a topic, extending a topic, and also turn management, like knowing when to start a turn, how to maintain the turn, how to end the turn, and also how to, as you have mentioned, saying something that's built upon some,-- like what other people have said, and also the aspect of interactive listening, using strategies such as back channelling, which is kind of saying 'yes' 'mhm', comprehension cheques, like making sure that people understand what you're saying, and also strategies to avoid breakdown, using repairs, recasts, for instance, and also the non-verbal aspect of facial expression, and eye contact. So, it's kind of this view of how meaning emerges across speakers and interlocutors when we interact with each other, and making it more comprehensible, and more concrete, because there are so many different ways we can describe what it means to interact with each other, but having these more

specific terms makes it easier to communicate what it means to, for instance, to manage a topic, initiate a topic, extend a topic et cetera.

I: It's really interesting because I've been thinking a lot about this lately, because some,-- I was about a year and a half ago, diagnosed with ADHD so all these things are things that I have worked very consciously with just throughout my growing up and throughout my life, so I've had pretty,-- I've been thinking very consciously about how I conduct myself in interactions, and things like, managing turn taking and knowing and considering how to package information in a helpful manner so that I don't start a sentence, and then having it drift out into nothingness and things like this, and I suppose that might have been some of my some of my motivation for focusing on it myself, with for instance this group talk task before I came across it in any theoretical sense, because it has certainly helped me function a lot better in society, and I reckon that people being aware of this, and thinking consciously about it, might help them out a lot too. I absolutely see the value of having a more concrete, and more direct approach to this in the classroom, among them in the English subject.

R: Yeah, because I feel like, for instance in written work, it's easy to say "well you should have introduced the sentence… you could have used linking words…you could,-", how you're building your arguments is easier to provide concrete feedback on when you have it in writing in front of you, but when we are assessing performance in real time, if you're not really paying attention to these aspects then it's hard to find the right words to provide feedback on it as well, and maybe the way that you manage turns and topics in a discussion can be what separates the higher proficiency from lower proficiencies.

I: I think it is worth mentioning that reflecting over these things has a lot to say for emotional intelligence too, and creating awareness of the people around you, because I think sometimes students in the classroom even, have a tendency to frame every interaction as kind of between them as individuals and the teacher, and not really see that the whole class is often partaking in a plenary interaction. Yeah, just thinking about making room for others in conversations is a very important social skill to have.

R: Definitely, as you were saying in the assessment you had as well, communicating to the students that it is not just about having the spotlight on you, but also including the others which is an important skill to have also moving on in life regardless of who you are talking to.

I initially had some more questions, but I feel like from the answers you have provided, it has already been covered. Also, I had one question about how you include IC in scoring rubrics, but you have demonstrated in this task and interview how you would do that. I think it's been really interesting to listen to your thoughts and insights, and I feel like you're very,-- like concrete about your thoughts, as you're saying, like you probably have a more conscious,-- or more of an awareness of these interactional cues, and social,-- kind of how to participate in interactions, then maybe most have. So, yeah, I think it's been really interesting to listen to what you have to say.

I: Thank you! I've been working on that my whole life.

R: Finally getting like recognition for it *laugher*, yeah

I: Yeah!

R: I think this is an interesting topic to dive deeper into. So, are there anything else you would like to add, or feel like you need to clarify, or?

I: No, only that, -- don't hesitate to get in touch if you have any follow-up questions, or if you need any clarifications, or anything at all really.

R: Thank you!

I: It was a pleasure to take part!

R: That's great. I guess I'll just have to say, thank you! It was really nice to talk to you, and I will be in touch if there are any questions that arise when I have a look at this material.

I: Best of luck with your thesis!

R: Thank you so much. Okay, bye bye!

I: Farewell!

R: So, the first questions are more about your background, so what are your formal qualifications as a teacher?

I: I have a masters in English from the [university], and I have one year of history education as well.

R: What level and educational programme are you currently teaching?

I: I'm teaching high school, tertiary school, upper secondary school?

R: Upper secondary, yeah.

I: Yeah.

R: Yeah, and English in first grade, second grade, or?

I: I teach all levels so first year, second year, and third.

R: How many years have you been teaching?

I: In total? 14 years.

R: Alright, this part is about general beliefs. So, what is your perspective on language, like learning and teaching more in general, and what are the main objectives of the English subject?

I: For English specifically, it's to develop the students English speaking and writing capabilities, and also to teach them stuff about societies in English speaking countries and prepare them for their further studies by forcing them to read and to write.

R: Yeah, and my project is about oral assessment. So, what do you think is the intention or the goal of an oral assessment?

I: Yeah, so it's two-fold. One is to test them in whatever subject you've been teaching, whatever topic it might be. Secondly, it's about testing their speaking capabilities and their abilities to carry out a proper conversation as close to a real situation as possible, so it becomes a conversation more than an interview.

R: The curriculum describes oral skills as referring to creating meaning through listening talking, and engaging in conversation, so how would you describe a student that has good oral skills?

I: They can answer and ask questions. They can respond to comments that I make. They can respond to sort of cues in the conversation, and share knowledge that they required beforehand.

R: In the curriculum, in English, formative assessment is said to promote learning and development of competence in the subject, but competence is a very broad term which encompasses a lot of different things. Further, the curriculum states that students demonstrate and develop competence when they communicate and interact in a nuanced and precise manner with fluency and coherence both orally and in writing adapted to the purpose recipient and situation, this is also reflected in the competence aims, but how can this be facilitated in an oral assessment situation?

I: How do you cover all those things?

R: Yeah, or how do you give students the possibility to demonstrate that?

I: It's difficult, but if you give time and you have certain things that they have to do before the conversation, before the assessment, things that they have to learn, then that gives you a subject that you can talk about in depth. So, it becomes more than this sort of everyday conversation, there is a subject matter there that they have to be able to speak about using the correct terms that come with the topic, and then I think in terms of situation specific language,

you don't have to be that strict when it comes to formal language, so you can test their ability to speak in a less formal situation as well, I don't know if that's answering your question?

R: Yeah! Because to demonstrate their competence, -- that is a very wide, -- like you have a wide competence in a variety of different situations right, so giving the impossibility of showing various aspects.

I: I would rather, I don't want a situation where they can sort of remember or memorise a script. That's not oral communication. So, I want them to be able to have a conversation where they don't know necessarily the direction of the conversation before they start, we know the general things we're going to talk about, but the conversation itself could go either direction. So, you can't really base this, -- it's not a presentation of a script that you've learned.

R: Yeah, so it's not set beforehand.

I: Yeah.

R: Yeah, and there's also a competence aim, -- this is for the first grade students, explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant or various topics, how can this be operationalized to fit the purpose of oral assessments?

I: So, if you have a topic then where there are certain facts and certain arguments delivered by someone else, you're basically asked to reiterate them, "What does this person say about this issue?" and "What are your reflections on that?". So, we talk about many sort of social studies type issues in English and they read about and talk about different views on these issues, and so that's taking someone else's perspective and sort of reflecting on that.

R: When you design oral assessments, what do you believe to be important aspects to consider? We've kind of touched upon it, but like the type of task, or the skills they get to display or the context.

I: So, what I've done recently is, I've taken projects that they have written about and I've done oral assessments on the same themes, so they should have a relatively solid background knowledge about the subject, they don't have to do the work over again to do the oral assessment, and so that's important that they then get to show that they have the knowledge and the background to be able to discuss something at length and in depth. So, that's an important part of it, that's the contents bit. It's always divided into contents and then language in these assessments. As long as they're not actual presentations, structure doesn't come into it as much, but language and contents are important, but what I usually say to the students is, "For this, the most important thing is that we're going to focus on language, so it doesn't have to be perfect, but I'll be making notes and reflecting on, or trying to evaluate your English speaking abilities and your abilities to carry out a conversation, but you have to also be able to make sense of what you're talking about"

R: Yeah, so what kind of tasks have you used, or activities more generally, to assess oral skills?

I: So, this year I've done just conversations so far, just individual conversations with students on various topics, so for, -- Do you want that specifically in terms of topics as well?

R: Just briefly, yeah.

I: So, one is in 3rd year English, it is about politics, British politics, and British history, History of the British Empire, and then for second year it is about culture and language. Again, topics that they've written about, and then they talk about. This semester I'm gonna be doing oral presentations in class for those who are comfortable with that, or in smaller groups, or if it's necessary, individual presentations with me. Then I focus more on the structural aspects of things, so they have to be able to have a thesis, to present it in a structured manner with an introduction, main body and all that kind of stuff that comes with that territory, and then following that type of presentation there will always be a conversation where I ask questions, follow-up questions, everything they've talked about, and then we get both the planned presentation, and the improvised conversation afterwards.

R: Yeah, so mostly you've used oral assessment situations with the student alone, like individually?

I: This year, yes.

R: Have you used any like joint, group, paired activities previously?

I: I've tried, -- so these conversations that come afterwards, after the oral presentations in class, usually involve all the students, but I only evaluate the person presenting, but I want to try at some other point to have these group conversations, but I find it really difficult, "How can I evaluate this?", "How can I make sure that everyone gets their say?", "That everyone gets to speak enough so that I can evaluate it", but it's tricky.

R: Yeah, so you haven't really used a lot of group, or paired assessments in English at all?

I: No.

R: Not even for more formative, informal assessments?

I: Well in class, -- like different tasks that we've done in class definitely, but not stuff that's going to be evaluated with a grade or anything, no.

R: Right and, so I guess you kind of touched upon this but, what, if anything, do you find challenging about oral assessment?

I: First of all, it is to figure out what they're going to talk about, and make them learn the stuff that they're going to talk about, it is difficult, "How can I assure that they know enough about the subject to actually have a conversation about it?" that can be difficult. Sometimes it's difficult, especially if we do presentations in class, it's difficult to have,-- for students because they're so nervous, to actually be evaluated fairly, because they're stressed out in the situation, so that's a problem, and I don't know, it's also like paying attention, "What is good language?", I mean, "How do you evaluate what is functional?", "How many errors can a person make in their spoken English before it's too much?", "What are the things that define the different levels of competence?", it's really tricky, "Where do we draw the line between a five and a four?"

R: Previously there was a requirement to hold a presentation during your oral English exam, but that was removed in August 2020, but I guess you haven't really had any experience with conducting oral exams after this because of covid?

I: Yeah, I've done, -- I've had many private exams that I have evaluated yeah.

R: Okay, yeah, so has the fact that this requirement is removed altered the way that you conduct oral assessments?

I: In a sense, because these individual conversations that I have, they're more like a typical oral exam the way that things are done now without a presentation, so they work pretty well as a preparation for oral exams, but even if they're not in the exams I think it's important to do the presentations because it gives,-- it is a sort of incentive for the students to actually do some work, then to create something, a product, that they can show to class and if these are done properly it can be very, -- it could have an educational value for the other students as well, because they get to interact with the subject matter, so if they pick topics, and I encourage them to pick topics that are kind of, sometimes controversial, because we can get a discussion going and when that happens, sometimes, is that we get really good discussions and sometimes people are triggered and we get arguments which is always fun.

R: Yeah, and you said that there were maybe seven students, -- the classes aren't that big in the programme subject at least, -- so that you can create this environment of discussion.

I: Yeah, I'm really adamant, and I say this at the beginning of every year that, "I want you to disagree", and "I want you to disagree with me" and "I'll give you extra credit if you do", so argue with me, argue against me, but have an opinion on things right, it's very boring if they don't have opinions. So, it's up to me as well to find these subjects that they have opinions about, but it changes all the time. So, a few years back it was very easy, when Donald Trump was president, to have people talk about American politics.

R: I remember so well, because when I was in 3rd grade, we were like "Donald Trump will never be elected"

I: Exactly

R: and then it happened!

I: Yes, and then everyone is engaged yeah, but then move on a few years, Donald Trump is out of the picture, "What are the new things that engage students?", so you have to always be able to pick up on what the students are interested in, and if they're interested in anything of value at all.

R: Yeah, when you create criteria for an assessment, what are some important criteria that you include for oral skills?

I: Yeah, so I have them, -- I have to bring them up here, just look at what they are, but they're always divided into three, or for conversations always divided into three categories, so it's the contents bit, and then it's the language bit, and the conversation bit. These are three different things, so I have to be able to test if they know something about the subject they're talking about, and I have to be able to test their language skills, so for language, when I do these conversations, I've divided language into three, so its grammar, its pronunciation and idiomatic usage. Mostly, I don't focus that much on pronunciation, usually pronunciation is good enough, so I'm not that concerned with whether or not they have the correct sounds at all times, and those types of things. I don't think,-- from my part it is not that important. Grammar issues are, but they're less important in oral evaluations then they are in written evaluations. I allow for more grammatical mistakes to a certain extent, there's a limit at some point, but idiomatic usage is really important and I try to make note of things that they say that aren't proper idiomatic English expressions. There are certain pitfalls that I always watch for and that's "How did the students respond if they don't know what to say?", if they can't find the word, so I also look for, "Are they able to mobilise their vocabulary?" and one strategy that some students have is that they switch to Norwegian, and then that's sort of an automatic,-- then you drop on the scale, so I always watch for that as well, yeah. So, in general, their ability to carry out a conversation.

R: How do you assess their ability to carry out conversation?

I: "Do they respond to my questions with a simple answer and then wait for me to ask another question?", "Do they take the cues and go with them so that it becomes a conversation and a

sharing of opinions rather than an interview?". That's important, that will always sort of differentiate the top students from those who aren't there, so the best students will be able to carry out a conversation, and take initiative in the conversation, include examples of their own, bring in new stuff that's relevant to the question at hand.

R: Do you include this in your criteria?

I: Looking at it, no, I don't. I talk to them about it beforehand, but yeah, it's not there as such, it isn't.

R: So, what do you use as the foundation when you develop criteria for assessment? Do you have any like, -- because from UDIR there's no strict guidelines on how to assess <u>oral skills.</u>

I: <u>No</u>

R: So, it's kind of up to teachers to identify the different constructs themselves, so do you create criteria on your own, or do you cooperate with other teachers or have anything common at the school?

I: Yeah, it's been very difficult, for a long time, to get teachers to actually have criteria at all right, because this is a generational thing. So, for a lot of teachers it seems that giving criteria beforehand, -- they think that you're giving away the task, that you're giving them too much information, it becomes too easy for the students if they know how they're going to be evaluated, and I think that's unfair. I think that they should know as much as possible about what we're looking for, but then it's difficult to sort of pinpoint everything, and sometimes these criteria, these lists of criteria, they become too long, too massive, so the ones that come from UDIR, for instance for written assessments, the evaluation criteria for exams, there's too much information, where you divide things into low competence, middle and then high, there's too much information there for a student to sort of absorb, so you want to trim it to something that's comprehensible for the students, and that's what I'm always trying to do, and I've written these criteria, but I shared them with others and been given feedback on them, but it's a constant work in progress.

R: Yeah, and the topic that I have chosen for my masters is something called interactional competence, are you familiar with the term?

I: No.

R: What comes to mind when you hear the term? What do you think it entails?

I: So, interaction means interacting with someone else, you're engaged in some sort of activity with another individual, so interactional competence then would have to be something in that, "How do you interact?", "Are you competent in a conversation?" for instance, or in any other social interaction with someone else, I don't know.

R: Yeah, that's why I think this is so interesting because it's so implicit.

I: Yeah.

R: We don't write it out.

I: No.

R: Like you haven't included it in your criteria.

I: No, exactly.

R: But you assess it.

I: Yeah.

R: And you can tell me what you assess! but it's kind of being aware of this, so I've found a definition that states that international competence can be described as the skill, awareness and ability to participate in specific interaction behaviours. Students' interactional competence then is their repertoire of methods, and their ability to adapt them to the international context at hand. This can be operationalized as consisting of aspects such as topic management, initiating topics, extending topics, like building on previous statements,

and also turn management, knowing when to start, how to maintain your turn, how to end your turn, and also, like the curriculum states, listening is also a big part of oral skills, so interactive listening, like back channelling is one thing, like saying yes, and comprehension cheques like "Do you understand me?", or kind of making sure that other people understand what you're talking about, and also strategies to avoid breakdown and repairs, if you don't know the word, like you were saying, "How would you deal with that?", and then there's also the non-verbal aspect of it, like facial expressions, do they maintain eye contact? If they're having a presentation, or having a discussion with someone, if you look at your piece of paper then you lose out on a lot of the things are happening, so interaction is very co-constructed, the meaning is constructed across the turns that you make between the speakers, so this presents more of a dynamic view on how the meaning emerges across speakers then, so yeah, that's the definition, or

I: These are all things that I look for, but I haven't quantified them, so I haven't said to the students, this,-- I mean, this would be very interesting, but I'm always worried that if I operationalize, -- if you do that for all these things, I'm worried that it's going to become a recipe for how to carry out a conversation, rather than a way for me to evaluate, so having those perhaps in the back of my mind, but I'm not sure if that's fair for the students, maybe they should know what I'm looking for, but then again I don't want them to, -- because if they become very concerned with maintaining eye contact, saying the correct things, using the correct body language, all these things can inhibit conversation, yeah, I'm not sure.

R: Yeah, so kind of finding a balance between how specific you will communicate the criteria, so what skills do you think that students must demonstrate in order to express this interactional competence?

I: Yeah, I think it,-- all of the things that you said are really interesting and it sort of names the things that I'm looking for in a very clear manner, more than I've been able to do myself, so I think all those things are important, body language, those filler words that we put in every now and then, the idea of finding strategic ways around problems that arise in conversation, "How do you present something to the person you're talking to?", "How do you find your way around explaining something in a proper way?", all these things are important in an interaction, but I don't know how to teach it. It's really difficult, because it is something that you have to learn by doing it.

R: Yeah, exactly, and that's why,-- like also considering the fact that the English subject is supposed to prepare the students for real life communication, authentic situations, and everything like that, and also you spend time in class, maybe discussing certain matters, having debates or discussions, but it's kind of, -- I always compare it to written texts, it's very clear that you're lacking linking words, there's lack of flow because of this and this, but then for oral assessment, students don't really get feedback like, "Okay, well you were more concerned about demonstrating your own competence than engaging in conversation", for instance, if it's a paired assessment, and then that kind of show shows their interactional competence in an interaction, and kind of knowing how to engage, -- yeah, it is a difficult thing to assess, but I think it's very interesting to look at,-- how the different aspects are so implicit because, like you were mentioning, how to carry out a conversation, that could be a criteria without specifying too <u>much maybe</u>.

<u>I: But I have to</u> be able to say to this person that, "You weren't that good at carrying out the conversation because you're lacking this, this, this and this", and sometimes I will do that, I will say something like, "What happens is that you don't take initiative in the conversation. I give you a cue, you answer yes or no, and then it stops. You don't bring in arguments, you don't use examples that you thought of yourself, you don't add anything much to the conversation other than just answering my questions and then it becomes an interview not a conversation", but it's really interesting cause I can use those criteria, that you have there, to show the students, perhaps beforehand, what a good conversation is, but it seems that, -- I often have informal discussions about everyday subjects, I often talk to my students about what their weekend was like, what they're planning for Christmas, all these sort of, seemingly random subjects.

R: But that's kind of teaching them interaction competence!

I: Exactly, without them having to worry about, "Am I correct in what I'm saying?", in terms of, "Do I know anything about the subject?", so those types of exercises in class, I think prepare them for the conversations.

R: And that's kind of why I think English is different from other foreign languages, because the students are very proficient from the beginning, most of them, so it's kind of like, "How

can you support them in their development of becoming more proficient?", and like you were saying if one student of yours, you're having a conversation, and they just say yes or no, and don't contribute to the conversation, then that demonstrates that this student lack some knowledge on how to manage topics, so it's kind of about supporting these implicit skills which I think is really interesting.

I: but it's very, -- I'm learning something here, how to make these implicit things more explicit to the students.

R: Yeah, and also to ourselves.

I: Yeah.

R: We kind of infer from the context, without that being based on empirical evidence in a sense, because you could say that "Well I had a feeling", or like "My intuition is the reasoning for my grading or evaluation" in a sense.

I: "From what I sort of subjectively think a good conversation is, you didn't do very well"

R: Yeah, and then it's like, "Okay, how can I improve?"

I: Yeah, exactly.

R: so then it would be, -- it's different of course in a conversation with the teacher, compared to like a group assessment because that kind of provides opportunities for more of these methods to flourish, because if you as a teacher are taken away from the situation and maybe three students are discussing a topic without any, or a lot of interference, then they get to show their competence in a natural, and more real, authentic situation in a sense.

I: It's very difficult as well to, -- and I've focused on maintaining sort of English language classrooms, because you want them to be able to discuss things in English, even if I'm not there, yeah, but it's very difficult.

R: Yeah, so how can tasks and activities be used for oral assessment, that allows students to demonstrate this interactional competence? Like tasks and activities that support this, do you have any ideas?

I: No, and that's what I'm trying to figure out. These types of evaluations have to be,-- we want to make them as, not too formal in a sense right, because if they always know that they're going to be assessed with a grade for instance, then that puts a lot of pressure on them, it perhaps makes for more competition, where one person wants to take control to show what they know, and that limits how much the others get to speak, but in our teaching as well, we're more and more looking for "How can we assess things that happen without it being formal evaluations?", "How can we use all those things that happen in class as a way of evaluating their competence?", but you still have to give some feedback on these things right, so it's very tricky, because for now we've based much of our grades on formal situations that don't necessarily require, always, that interactional competence.

R: Yeah, so I have a few questions related to your task, you have kind of mentioned it, so just to repeat what you said, they did this hearing or conversation based on an essay that they wrote on the same topic?

I: Yeah.

R: So, was it purely related to the contents of their essay?

I: No.

R: How did you conduct the conversation?

I: So, they wrote essays based on those questions, or that subject matter that they've read up on, and so the conversations aren't necessarily tied directly to their essays, but to the overall topics, as we have here, a list of, I don't know, 10 questions or so that I can use as a basis for conversations. So, we'll start with something like "Explain to me the term ethnocentrism", so they will start with that, and then I'll ask for, "Can you give me some examples?", they will often explain by using examples that we've worked on, and I say "Can you relate this to something else, some other examples that you perhaps can think of on the spot?", it's about

intercultural competence so,-- and multiculturalism, and we talk about things like, in terms of ethnocentrism, "Are there things that you've experienced in your life that you think ,-- or have you met another culture where you thought these things are a bit weird" I force them to reflect on these things using something other than the examples that they've read in the book, so that they show that they understand these things, also it forces them to relate the conversation to their own experiences, and that makes it more natural, it takes away that academic aspect of it, so I think that's interesting as well. So, the questions are all there to have something that we know beforehand, "We're going to talk about things related to these questions" that gives us a common ground, they can prepare, but they also have to be able to show that they really know what these terms mean by relating it to more stuff than the stuff that they read about.

R: Yeah, so how would you describe the structure of the interaction in this assessment?

I: So, when we do the actual assessment?

R: Yeah.

I: We'll sit pretty much here in this room, a group room like this, me and the student, and first I'll ask "Is there anything that you prepared for, more than something else in this list of questions, that you would like to start with?" for the most part they will say no, and then I'll say "We'll just start with the first question here then" and get started there, and then we'll move, -- depending on how much they have to say, maybe they will spend the whole session talking about one or two questions, but having a list of questions enables me to be able to move on, because I'm not there to see what they don't know. I'm looking to find something that they do know, something that they can talk about at length, and it depends also, I have some multicultural students, people from different cultural backgrounds, who have tons of experiences that they can talk about, which are super interesting for me to hear about, and it's interesting for them to talk about, sometimes it,-- I guess, the point is that they forget that they are in an evaluation, when they start speaking more freely, they get less,-- typically you will see that they start off being really stressed out, and then after,-- cause these can last for 10-20 minutes these conversations, some of them if I have a lot of time, we end up talking for half an hour, and they are really surprised at the end of it when I say "We've been talking now for 25 minutes", "Wow, time flew by", because they were talking about something that interested them. I think that's a good, -- because I want to remove the restraints of feeling that "I'm

constantly being evaluated". It's very tricky because I use this form as well, I write in the form with a pen while they're talking, and sometimes they get really stressed out with that, so I'll show them, -- they would have seen the evaluation material before, I show it to them and I say "I'm just going to make some notes, they might be good things, just stuff that I notice when we're talking, so don't get too caught up with what I'm doing", because I have to be able to write down some examples of things.

R: Yeah.

I: I don't know if I've answered your question.

R: Yeah, so they had some topics that they knew would be discussed, and had the possibility to prepare?

I: Yeah.

R: In what ways do you think this type of assessment allows the student to demonstrate their interactional or communicative skills?

I: Yeah, in the interaction with me they can, -- for some of these questions, they can bring in their own examples, and then I will respond right, and they will pick up my response to this, and then go elsewhere with it. So, we end up talking about these questions, or having these questions as the foundation of a conversation, but they end up becoming about much more if they're good at this right, then they can take cues from me, I will ask follow-up questions and they will take them and go with them. If I can create a situation where it becomes less of a formal evaluation, or it feels like less of a formal conversation, it becomes more a conversation between human beings, then I think, and I hope,-- maybe I should in a sense make these more explicit, but I think I am able to assess their ability to carry out a conversation from what I have as my intuitive, sort of ideas about what that should be.

R: Yeah, so how do you identify a high proficiency student from a lower proficiency student in terms of the conversation bit? What do you identify as the skills that represents higher competence and lower?

I: It's the ability to pick up on cues, that's one, so to go with a question and then carry the conversation on from there, to bring in examples, to elaborate, to go on sort of offshoots, not off topic, but take it to another topic that we can then use and go from there, all without going too far off topic, and look for these embarrassing silences, if the communication stops then there's something wrong, if they are unable to respond to cues that I give them, and of course like technically, in terms of language proficiency, if they get stuck on a word and that stresses them out to the extent that they can't carry out the conversation, that's important as well. Sometimes that will happen, and one of the ways that they will resolve such an issue is to switch to a Norwegian word for instance, which is a communication breakdown, it doesn't work, so that is also like, -- because they're supposed to be able to carry out a conversation in English, and so switching to other languages doesn't really work.

R: You have a construct or criteria called pronunciation, and one of the points there is that the student speaks with a high degree of fluency. So, what features do you pay attention to when you assess their fluency?

I: This criterion is very, -- rarely do I have people that don't fulfil these criteria for pronunciation, because I look for things that are so mispronounced that I'm unable to understand what they're saying and that happens very rarely. For the most part students will be able to pronounce the word properly enough so that I can understand it, and so this isn't a huge issue. I'm not that stuck on like, if they have a th-sound that comes out wrong, it doesn't lower their grade, if they have r's that aren't perfect, if they have British r's and American r's intermingled, I don't care as much about that. So, very rarely do these things come into play.

R: So, it's kind of features related to the pronunciation, like specifics, that are what you think of when you refer to fluency?

I: Yeah, fluency to the degree that it communicates properly, some words are mispronounced, okay that might happen, but very rarely do we end up on the lower scale, like "It was quite a few mispronunciations, some words that are a bit difficult to understand" that happens very rarely.

R: Yeah, so I guess we've kind of established that maybe you don't, -- but do you include intellectual competence in your scoring rubrics or assessment criteria?

I: So, it's not there, but it will be. I've sort of been made aware of it, because it's there, but it's not there, it's there in my mind as a sort of, -- we take this for granted, but maybe it should be more explicit. My worry is that the more explicit I make it, the more it becomes something that they will do instrumentally where they, just like robots, follow the instructions on how to do something that I think should be internalised.

R: Yeah, that's true. If you say to the students, "I will be assessing how well you can manage topics", then maybe that will prompt them to be more prepared.

I: Absolutely.

R: Because they know they will be assessed on, if they contribute to the conversation right, so it's kind of difficult to know how this will play out.

I: Yeah, definitely. I think they should be made aware of it, and in those points that you, -- the definitions that you had, makes it easier for me to show them what I mean, because I hadn't thought about,-- like I hadn't specified the criteria for that specific thing, it is easier to do in terms of like grammar issues, I have like 6-7 points that I look for in terms of grammar, but it's more difficult to put,-- and now you have,-- you put these into words in these criteria for interaction competence.

R: Yeah, so I guess that is all the things that I was interested in finding out. Is there anything you would like to add, or specify, or clarify?

I: No.

R: Great, thank you!

Appendix H NSD Approval

◖◗ Sikt

Vurdering av behandling av personopplysninger

Referansenummer	Vurderingstype	Dato
822163	Standard	10.11.2022

Prosjekttittel
Teacher's Cognitions and Practices of Interactional Competence in Oral Assessment

Behandlingsansvarlig institusjon
Universitetet i Bergen / Det humanistiske fakultet / Institutt for fremmedspråk

Prosjektansvarlig
Kimberly Marie Skjelde

Student
Lisbeth Væhle Balchen

Prosjektperiode
01.09.2022 – 30.09.2023

Kategorier personopplysninger
Alminnelige

Lovlig grunnlag
Samtykke (Personvernforordningen art. 6 nr. 1 bokstav a)

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 30.09.2023.

Meldeskjema ☑

Kommentar
OM VURDERINGEN
Personverntjenester har en avtale med institusjonen du forsker eller studerer ved. Denne avtalen innebærer at vi skal gi deg råd slik at behandlingen av personopplysninger i prosjektet ditt er lovlig etter personvernregelverket.

Personverntjenester har nå vurdert den planlagte behandlingen av personopplysninger. Vår vurdering er at behandlingen er lovlig, hvis den gjennomføres slik den er beskrevet i meldeskjemaet med dialog og vedlegg.

VIKTIG INFORMASJON TIL DEG
Du må lagre, sende og sikre dataene i tråd med retningslinjene til din institusjon. Dette betyr at du må bruke leverandører for spørreskjema, skylagring, videosamtale o.l. som institusjonen din har avtale med. Vi gir generelle råd rundt dette, men det er institusjonens egne retningslinjer for informasjonssikkerhet som gjelder.

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til 30.09.2023.

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).

Ved bruk av databehandler (spørreskjemaleverandør, skylagring, videosamtale o.l.) må behandlingen oppfylle kravene til bruk av databehandler, jf. art 28 og 29. Bruk leverandører som din institusjon har avtale med.

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 oss 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 oss før endringen gjennomføres.

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

Kontaktperson hos oss: Henriette S. Munthe-Kaas
Lykke til med prosjektet!

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Appendix I Information to participants

Vil du delta i forskningsprosjektet
"Teachers' Cognitions and Practices of Interactional Competence in Oral Assessment"?

Dette er et spørsmål til deg som underviser i engelsk om å delta i et forskningsprosjekt hvor formålet er å undersøke hvordan interaksjonell kompetanse (interactional competence) blir operasjonalisert og brukt i vurdering av muntlige ferdigheter i engelsk på videregående skole. I dette skrivet gir vi deg informasjon om målene for prosjektet og hva deltakelse vil innebære for deg.

Formål

Formålet for dette forskningsprosjektet er å undersøke hvordan interaksjonell kompetanse blir operasjonalisert av lærere og i hvilken grad det inngår i deres vurderingspraksis av muntlige ferdigheter i engelsk. Målgruppen for forskningsprosjektet er lærere som underviser i engelsk på videregående skole. Deltakernes vurderingspraksis og operasjonalisering av interaksjonell kompetanse vil bli undersøkt gjennom en kvalitativ undersøkelse av innsamlede kriterier og oppgaveformuleringer brukt i muntlige vurderinger i engelskfaget i videregående skole. Dette materialet vil bli samlet inn gjennom en spørreundersøkelse. Det vil i tillegg bli gjennomført intervju av tre deltakere som oppgir at de er villige til dette. Forskningsprosjektet er en del av en masteroppgave innenfor engelsk fagdidaktikk.

Opplysningene som blir samlet inn i dette forskningsprosjektet skal kun brukes som datamateriale for denne masteroppgaven. Selve masteroppgaven kan potensielt bli lagt ut offentlig på Universitetet i Bergen sine databaser og dermed kunne bli referert til av andre. Alle opplysninger om deg som deltaker vil bli anonymisert og det vil ikke være mulig å spore tilbake til deg som deltar. Det er likevel viktig å presisere ansvaret som følger av taushetsplikten både i materiale som blir sendt inn, og i en eventuell intervjusituasjon. Det betyr at det er viktig at det ikke forekommer opplysninger som kan identifisere enkeltpersoner eller avsløre taushetsbelagt informasjon. Jeg som prosjektansvarlig vil ta hensyn til dette i arbeidet med innsamlet materiale.

Hvem er ansvarlig for forskningsprosjektet?

Masterstudent Lisbeth Væhle Balchen er ansvarlig for prosjektet. Masteroppgaven skrives som en del av lektorutdanning i fremmedspråk ved Institutt for fremmedspråk ved Universitetet i Bergen.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi du er en lærer som underviser i engelsk på videregående skole.

Hva innebærer det for deg å delta?

Hvis du velger å delta i dette prosjektet innebærer det at du svarer på en elektronisk spørreundersøkelse og bidrar med materiale som vurderingskriterier/rubrikker brukt ved muntlig vurdering, og eksempler på oppgaver brukt i muntlige vurderingssituasjoner. I tillegg vil du få mulighet til å krysse av om du er villig til å delta i et intervju á 45-60 min, der fire frivillige deltakere vil bli kontaktet etter gjennomført spørreundersøkelse.

- Hovedmålet med den elektroniske spørreundersøkelsen er å samle inn vurderingskriterier og oppgavetekster som har blitt brukt i muntlige vurderingssituasjoner. Spørreundersøkelsen inneholder et par spørsmål om din bakgrunn og erfaring, tre spørsmål om muntlig vurdering og fire spørsmål om interaksjonell kompetanse. Du vil og bli spurt om du er villig til å delta i et intervju. Dine svar fra spørreskjemaet blir samlet inn elektronisk. Tidsomfanget på spørreundersøkelsen er estimert til ca. 20 min.

- Fire av deltakerne som oppgir at de er villige til å delta i intervju vil bli kontaktet av prosjektansvarlig. Intervjuet er delt inn i fem deler,

    o Del 1 – litt bakgrunnsinformasjon om deg
    o Del 2 – generelle oppfatninger og tanker rundt engelskfaget
    o Del 3 – muntlig vurdering og kriterier
    o Del 4 – interaksjonell kompetanse
    o Del 5 – spørsmål knyttet kandidatens egenvalgte oppgave og kriterier brukt til muntlig   vurdering

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Det vil bli tatt lydopptak av intervjuet. Lydopptaket blir transkribert, lydopptakene oppbevares og slettes i henhold til personvernregelverket. Intervjuet vil ta ca. 45-60 minutter.

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. Spørreskjemaet vil bli utarbeidet og gjennomført ved bruk av SurveyXact via lisens fra Universitetet i Bergen. Det blir tatt lydopptak av intervjuene og lydopptakene oppbevares og slettes i henhold til personvernregelverket. Masterstudent Lisbeth Væhle Balchen og veileder Kimberly Marie Skjelde vil ha tilgang til opplysningene som blir samlet inn i forskningsprosjektet. Vi vil sikre at ingen uvedkommende får tilgang til personopplysninger ved å anonymisere alt materiale som blir samlet inn, og lagre datamaterialet forsvarlig i Universitetet i Bergens lagringssystem.

Hva skjer med personopplysningene dine når forskningsprosjektet avsluttes?

Prosjektet vil etter planen avsluttes senest 30.09.2023. Ingen navn eller personlige opplysninger vil bli nevnt i oppgaven. Anonymiserte opplysninger, innsamlet materiale og lydopptak fra intervju vil slettes etter masteroppgaven er levert og godkjent.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler opplysninger om deg basert på ditt samtykke.

På oppdrag fra Universitetet i Bergen har Personverntjenester 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:

- Lisbeth Væhle Balchen på mail: lisbeth.balchen@student.uib.no, eller på telefon: 95 45 98 71,
- Veileder Kimberly Marie Skjelde på mail: kimberly.skjelde@uib.no,
- Personvernombud ved Universitetet i Bergen, Janecke Helene Veim på mail: personvernombud@uib.no

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

- Personverntjenester på epost (personverntjenester@sikt.no) eller på telefon: 53 21 15 00.

Med vennlig hilsen

Lisbeth Væhle Balchen   *Kimberly Marie Skjelde*
Masterstudent   Veileder

Appendix J Overview of questionnaire responses

Samlet status

		Antall svar	0
Ny	0%		
Distribuert	0%	0	
Noen svar	41 %	7	
Gjennomført	59 %	10	
Frafalt	0%	0	

Samtykkeerklæring

Informasjonen som blir samlet inn i denne spørreundersøkelsen vil være anonym og bli brukt som datamateriale i en masteroppgave i engelsk fagdidaktikk. Du vil kun bli kontaktet for intervju dersom du selv oppgir at du er interessert i dette.

Hvis du har spørsmål til studien, eller ønsker å vite mer om eller benytte deg av dine rettigheter, ta kontakt med:
 * Lisbeth Væhle Balchen på mail: lisbeth.balchen@student.uib.no, eller på telefon: 95 45 98 71,
 * Veileder Kimberly Marie Skjelde på mail: kimberly.skjelde@uib.no, * Personvernombud ved Universitetet i Bergen, Janecke Helene Veim på mail: personvernombud@uib.no

Jeg samtykker til:
- at mine opplysninger behandles frem til prosjektet er avsluttet (senest 30.09.2023.)
- å delta i spørreundersøkelse

Antall svar 17

Jeg samtykker og forstår betingelsene for min deltakelse

100 %
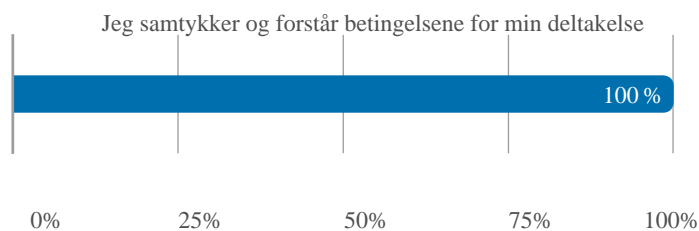
1.1 In which county municipality do you teach English?
norway
Vestland
Vestland
Vestland
Vestfold og Telemark
Trøndelag
Troms og Finnmark fylkeskommune, Hammerfest
Troms and Finnmark
Røyken, Viken
Rogaland
Rogaland
Oslo
Oslo
Innlandet
Innlandet
Gran, Innlandet
Agder

1.2 What are your formal qualifications as a teacher? (e.g., degree, subjects for MA, BA, or minors and majors).
Masters degree (integrert lektor utdanning UiB)
Master's degree from UiO
Master's Degree in English
MA/hovedfag English lit., Nordisk, Historie
MA (lektorutdanning)
MA
MA
MA
MA
MA

MA
Lektor with MA in English
English and English Education, Master's, 4 years from UiB and Postgraduate Certificate in Education (PGCE) from UiB
Cand. Philol.
Bachelor in English + teacher training program (PPU)
BA English, MA Spanish
An MA in English, plus the one-year Postgraduate Certificate in Education

1.3 What level and educational program are you currently teaching? (e.g., English VG1 GS/V, English 1 VG2).
gs+vgs
Vg1/Vg3
Vg1
VG1 GS/V, English 1
ST, vg1 and vg3
Enlish VG1
English vg1 YF
English vg1
English VG1, for both general and vocational students
English VG1 V
English VG1 SF and YF (adults)
English VG1 GS, English 2
English VG1 + VG3
English VG1
English VG1
English VG1
English 2 vg3

1.4 How many years have you been teaching English?
This is the first
Six

8
6 years
4
30
3
3
22
21
21
20
13
12
10
10
1

2.1 What type of tasks/activities have you used for oral assessment this year?
recordings (podcasts, discussions without teacher), presentations, group talks with teacher, video recordings of presentations/creations
pair presentations groups discussions book talks so far this school year (Aug-beginning of Dec.)
This year I have had one oral assesment where the students held a presentation about two professions from their study program.
Presentations, short sound recordings, podcast, conversations, reading aloud, video
Presentations, recordings of the students reading their own short stories, in-class discussions and I intend to use podcasts as well
Presentations, podcasts, interviews
Presentation, videoblog,
Presentation, oral group talks, digital podcast
Oral topic conversation, group presentations
Interviews

In my online class my students had to make a video of themselves presenting a topic which they chose themselves out of five possible topics. After the deadline, every student had signed up for an individual Teams meeting, where I provided feedback and continued a discussion of the English subject in general. This functioned both as an assessment and a placement test (for me to get to know them and see which level they are at).

Group discussions about a novel they have read

Fagsamtale, recorded reflection note

Discussions, presentations, converations (both groups and with individual students)

Conversations/discussions among/between students; participation in class

Conversations
Presentations
Group chats

A 'traditional' presentation about a proposed travel plan, followed by a couple of follow-up questions.

2.2 Have you used any other tasks/activities for oral assessment previously?
see above
recorded videos, podcasts, PowerPoin presentations, group discussion, debate
presentation
formal debates individual or group presentations role plays presentating news, or news articles presenting a book making a video or podcast
Vlog, but not in English
Video, ted talks, group discussions, song analysis, discussion of novel between student and teacher
Traditional presentations for the teacher/class, discussion/conversation with the teacher only, discussion/conversation with students and the teacher
Podcasts Interviews Film
Podcast, debate, presentation
Not others than I do currently, no
No
Making short films/TikToks
Individual and group presentations, podcast assignments

I've used group conversations about certain topics for which students have prepared beforehand, in which students are also told to mind what the others are saying. Using comparisons, filling in each others' gaps, and asking each other questions, etc.

I've tried different types of assessments. In May the last assessment was a group conversation. Groups of two/three came in, and the assessment was split in three parts. The first part asked them to explain a political cartoon, the second part was a discussion on a topic chosen by the students from the whole curriculum, and the third part was the teacher asking a discussion/reflection question from a different or similar part of the curriculum.

I've also conducted regular presentations in front of the class, mostly individual.

I have had the students make their own Ted Talk and also had conversations about a specific topic/text/movie we have worked with.

Group conversations

2.3 What aspects do you include in the criteria (or scoring rubrics) for assessing oral skills?
language, communication, content
contents, language, errors, form
Vocabulary, fluency (sometimes grammar), and content
Use of language (formality, grammar), participation (dynamic conversations where students build on what they have said and respond to each other, are open to dialogue etc.)
The main focus points are content, structure, and language.
That's quite a lot to cover, both choice of vocabulary appropriate to the situation/topic, nuance/precise language, grammar/syntax, intonation/pace, engagement, active listening- participation in group talks vs presentation skills during presentations
Taxonomical level Fluency and sentence structure Vocabulary
Structure and language, not pronunciation
Pronunciation, Flow, vocabulary, grammar, syntax
Presentation, language, content and sources
Language, content, structure
It varies depending on the level of the students. In general content, structure, vocabulary, engagement, relevance, grammar
In group discussion: Content - use of technical and literary terms Language - clear pronunciation and vocabulary, clear speaking voice Discussion - ability to include others in the discussion by asking questions, building on others' answers, taking initivative in the discussion

Content;

language, covering such elements as grammar, pronunciation, flow and vocabulary; structure (if

relevant);

communication, which is defined by genre/situation - for a presentation it can be connection with one's audience, expressed through i.e. body language and eye contact, and for the group conversation it had to do with building group dynamic.

Content, relevance, structure, choerence/cohesion, language, vocabulary, communication skills (starting a conversation, taking inititative, keeping a conversation going), and how well it actually communicates.

Content (relevance, quality of content, argumentation, communication and use of sources)
Structure (flow, transitions, use of linking words)
Language (vocabulary, grammar and sentence construction and pronunciation)

Communication/Understanding
Pronunciation
Tempo
Adjust language to the communication context or not
Variation/Precision
Vocabulary

3.1 Are you familiar with the term interactional competence? If yes, provide a short description of your interpretation of the term.

---

yes
knowing what questions to ask in a given situation, how to answer questions, knowing how to keep a smooth conversation

---

no

Yes. How students respond to questions, how we (and/or they, in grouos) manage to have a conversation about a topic rather than a formulaic Q&A

Yes, simple explanation is to be able to communicate properly (wait ones turn, read the room, use language/social skills in communication)

The student's ability to participate in a conversation in English, rather than memorising and repeating knowledge

---

Not so much, but I understand it as a competence where the focus is on being able to have a proper conversation with others and such.

Not as a technical term, no.

But I assume it ties into the competence assessed in part 3 of the new LK20 written exams, namely understanding viewpoints as expressed by other people, and writing a text addressing these while supplying one's own.

No, I can only guess what it means.

No

No

My interpretation is the skills you use when communicating with others (listening, taking turns, speaking etc).

It is what it says-how much/well interaction takes place

I imagine it covers the "interacting with students" part of the job. I.e. how well or in what manner you engage with students and build a working relation with them

I can't remember if I have heard this term specifically in English, but my understanding of it is the ability to interact well with others while speaking, like listening, taking turns, asking questions, building on what others say, using appropriate phrases (example: I agree, but I also think that ...)

Competence in interacting, speaking together, discussing, listening, rather than presenting.

Being able to take turns, building your arguments on those of others, asking meaningful and helpful questions.

Huth (2021) highlights how "...interaction is inherently co-constructed, that is, when people talk, meaning is constructed across turns and across speakers" (p. 360). Interactional competence thus presents "...a distinct and decidedly dynamic view of how meaning emerges across speakers and turns when interlocutors interact with one another." (Huth, 2021, p. 376).

3.2 How do you think aspects of interactional competence can be explicitly incorporated in criteria/scoring rubrics for oral assessment?

seems like what I call communication in my rubrics

du trenger ikke nødvendigvis en rubrikk med HML for dette, men jeg pleier å si de blir vurdert på hvor vidt det er en ekte samtale hvor de venter, bygger på hva motparten sier og sammen driver temaet videre. Altså, om de logisk kan bygge en samtale, sammenliknet med å forberedte replikker

When there are group assessments/assessments in pairs, that one of the criteria is to listen and respond to things said by others and to follow up

Too much to answer!

Not sure. To be honest, I think rubrics are a bit too formulaic and static to accurately assess oral competence.

It would probably be in the ability to listen, understand, and then reply meaningfully.

It needs to have its own heading for the criteria in order to have a proper focus in evaluation.

Include criteria that asks for interaction, not just a presenting a rehearsed script. Asking questions, responding, taking turns, respectfully agreeing og disagreeing.

I think the criteria must be adapted to the assessment in question, as different situations/genres call for different sorts of interaction. In general, I suppose what we're looking for is the ability to understand and take into account the input of others, and then provide either a satisfying answer or a constructive continuation.

Group presentations or discussions would make for easy criteria to include

By rewarding students who help other students in the conversation through asking helpful questions.

By including rubrics describing: starting up a discussion/keeping a conversation going/ending or finalising an argument/responding to peer's comment or argument etc

3.3 What types of tasks/activities do you think could enable students to express their interactional competence?

debate/discussion/groupwork/podcast/oral topic conversation with teacher/book cafes etc

all oral activities

Students could practice asking follow-up questions, for instance during conversations or even presentations. Then both parties must take care to understand each other, and be able to think on their feet and communicate with their intrinsic language.

Short discussion recordings, discussion circles for media or other topics that are more easily accessible

Prepared and not-so prepared discussions/conversation on a given topic within the curriculum/subject, e.g. podcasts, conversations, etc.

I find that having group conversations where the teacher is 'sidelined' and not actively participating, work well.

Have a small group of two or three students choose a topic out of a set of topics to discuss together. Then the teacher can observe and maybe ask follow up questions which the students then have to reflect upon and continue to discuss together. I think. I am not really sure.

Groups conversations

Group presentations or group discussions/debates (recorded)

Discussions in classrooms, role playing games, giving students phrases they can use in discussions, talk about different expectations in communication, talk about body language and how this affects communication.

Det må være rom for tolkning eller diskusjon. VI kan jobbe med et tema, for så må de spontant trekke om de er for/mot ved selve vurderingssituasjonen.

Actual training on what it means and to put in practice

3.4 Do you include aspects of interactional competence in criteria/scoring rubrics for oral assesment? If yes, can you provide some examples?

Yes: Help your peers show their knowledge through asking them questions

Yes, in group discussions, I expect them to interact with each other by asking questions, listening and following up what others say. I include this in the criteria.

Yes! Audience participation/eye-contact

Yes

Examples given above (3.2)

Ja, nevnt over

If I understand the term right, I do it sometimes. I say that a part of being a good speaker you also need to be a good listener. So the ability to listen and maybe ask follow up questions to other students is part of the assessment.

I make the students accountable to prepare and conduct conversations/discussions with each other, also as evaluations, within the subject's teaching and formal evaluations.

I haven't tried it yet, but the group discussion/debates where we are supposed to include the interactions between the students I intend to use as a specific criteria

I haven't included it in criteria yet, but commend and encourage it in feedback on oral activities

I have included something like "can interact with fellow students and move the conversation forward" in group conversation assessment forms

Here is an excerpt from my group talk assignment text:

Another element I'll pay attention to is the group dynamic: you do want to demonstrate your knowledge and skills, but you also want to support your mates:

Share the spotlight,
build on what the others are saying, and
try to 'lift each other up'.

That being said, though, I don't want a scripted or choreographed discussion – it's supposed to be loose, spontaneous, and friendly.

Criteria I have used for individual presentations of an in-depth project:
Uses good strategies to achieve effective and coherent communication
Communicates a complex issuein a clear and coherent way
Speaks naturally and does not just read from a manuscript • Speaks at a natural pace and with natural gestures
Relaxed body language
The presentation is interestingand easy to follow and understand
The chosen format is used creativelyThese are for the highest level.
Basically an adaption of the competence aims:
Competence aims:
express themselves in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures
adapted to the purpose, receiver and situation
understand and use academic language in working on own oral texts
use knowledge of grammar and text structure in working on own oral texts
use different sources in a critical, appropriate and verifiable manner
use appropriate strategies for text creation and communication
use pronunciation patterns in communication
explore and reflect on the diversity and social conditions in the English-speaking world based on historical contexts

4.2

Would you be interested in participating in an interview?

The interview would last between 30-45 minutes and focus on your beliefs and understanding of oral assessment, designing of tasks and criteria for assessment, as well as the incorporation of interactional competence within these topics. The interview will be an in-person interview. If geographical conditions prevent physical attendance, it will be carried out digitally. The interview will be recorded and transcribed. If you are interested, please leave your contact information (email or telephone).

Your contribution is very much appreciated. I am very grateful for any volunteers. --------

In Norwegian:

Er du interessert i å stille opp i et intervju á 30-45 min?

Intervjuet vil gå inn på dine oppfatninger og tanker rundt vurdering av muntlige ferdigheter, utforming av oppgaver og kriterier for vurdering, samt inkluderingen av interaksjonell kompetanse innenfor disse temaene. Intervjuet vil bli gjennomført digitalt om geografiske forhold hindrer fysisk intervju. Det vil bli tatt lydopptak av intervjuet. Hvis du er interessert, legg igjen din kontaktinformasjon (e-post eller telefon) i tekstfeltet nedenfor.

Din deltakelse blir satt høyt pris på. Jeg er veldig takknemlig for alle interesserte.

Appendix K Examples of tasks and assessment criteria

Example 1

Evaluation Criteria for Final Literary Discussion of Novel

Name:		Book:	
	Low (1-2)	**Middle (3-4)**	**High (5-6)**
Content	You show some ability to discuss one or two of the questions.	You discuss and reflect over all three questions.	You discuss and reflect over all three questions in an independent manner.
	You use few or incorrect literary terms in your discussion.	You use literary terms in your discussion.	You use precise literary terms in your discussion.
	You provide little support for your opinions.	You support your opinions with examples/quotes from the novel.	You support your opinions with specific and relevant examples/quotes from the novel.
Discussion and communication	Your communication is unclear with imprecise/incorrect language/you speak quietly.	You communicate clearly, with correct language and an appropriate speaking voice.	You communicate clearly, with precise and correct language, and with an appropriate speaking voice.
	You show little participation in the discussion.	You actively participate in the discussion.	You actively participate in the discussion.
	You ignore/interrupt/ talk over your group members.	You actively include your group members by asking questions and listening.	You actively include your group members by asking questions, listening, and building on their answers.
Comment:			

Example 2

Animal Farm – Socratic Seminar

"Socrates (470-399 B.C), a Greek philosopher, was convinced that the surest way to attain reliable knowledge was through the practice of disciplined conversation. He called this method dialectic, meaning the art or practice of examining opinions or ideas logically, often by the method of question and answer, so as to determine their validity.

Participants in a Socratic seminar respond to one another with respect by carefully listening instead of interrupting. They are encouraged to paraphrase essential elements of another's ideas before responding, either in support of or in disagreement. Members of the dialogue look each other in the eyes and use each other's names. They also raise their hands to be called on, and wait for the moderator to acknowledge them before speaking."

How to approach the task

1. Get together with your group. Decide on who works on what parts of the novel.
2. Read the text once through. Note things that you find are the most important, especially regarding your part of the novel.

    Example:

    Person 1 Summarizes the plot structure and the setting + looks for quotations related to these

    Person 2 Summarizes the narrative point of view and the characters + looks for quotations related to these

    Person 3 Summarizes the themes, motifs and symbols + looks for quotations related to these

    Person 4 Summarize key global issues/concepts – relation to the real life and society + looks for quotations to these

    Together put together the summaries as one document + check language.

3. Come up with questions. Again, you can divide the work amongst the group, but make sure to check that the questions don't overlap too much. Here are some examples for what to focus on.

    Question 1 Question about the key theme(s) of the novel

    Question 2 Question about the point of view of the narration

    Question 3 Question about the significance of a quote

    Question 4 Question about the characterization of a main character

    Question 5 Question about motifs used to develop a theme

    Question 6 Question about the author's purpose of a part of the text

    Question 7 World connection question about a global issue in the text

    Question 8 Question linking to another text studied in the course

4. Every student is required to participate in every discussion. Make sure each student has space to speak.

Conducting the Seminar

1) Choose one person in the group to be the moderator. The moderator will call on those who raise their hands to ask questions or respond to others' comments. The moderator is tasked with keeping order and ensuring that only those who raise their hand to speak, speak.

The moderator also encourages students to further the discussion and build on others' responses. The moderator encourages students to paraphrase others' ideas. When no students raise their hands to further discussion on a particular topic, the moderator then advises to move on/ asks their own group to give their ideas. The moderator should also take care of the timing for each question.

2) As teacher, I sit at the back and do not speak or react to students' comments (as best I can). The idea is that this is your forum for expression. Sometimes I'll prompt the moderator to call on a student if the moderator misses a volunteer, or I'll encourage the moderator to prompt students to further develop or explore an idea, but overall, I do my best not to say anything.

3) I will take notes on how the discussion is going, how well the leading group is ensuring the flow of the conversation, who is speaking and who is not, and the level of discussion + language.

Evaluation Criteria

Lower competence level	Middle competence level	Higher competence level
-shows some basic knowledge of the literary terms and devices	-shows generally good knowledge of the literary terms and devices	-shows very good knowledge of the literary terms and devices
-includes some examples from the original text in the conversation	-provides relevant and largely clear answers to the questions	-provides relevant, precise and comprehensive answers to the questions
-provides partially relevant answers to the questions	-shows good and partially independent understanding of the subject matter	-presents the information in an independent and nuanced way
-shows little independent thinking in analysis of the topic and the presentation of it	-shows some connections in the subject matter, can connect individual ideas to the text, other relevant information	-uses specific terms and language in a relevant and appropriate way
-can to a limited extent elaborate on the open conversation, use others' arguments and opinions	-Uses and refers to the text in an appropriate way, and	-explains connections between different aspects of the novel with connection to other areas of

-the language is flawed, there are some grammatical, logical or other mistakes	highlights relevant points from the text in the discussion -highlights some relevant points in discussion, bringing in deeper literary analysis into conversation -can include some specific and relevant academic points from other areas of knowledge but the book -mostly discusses the topic of the conversation in a nuanced and reflective way - listens to the opinions of others and comes up with their own input -shows openness to other students' arguments, can elaborate on them and use them in their own argumentation - the language is mostly correct and varied to a certain degree	knowledge in a clear and precise way -highlights good and relevant academic points in their analysis, using varied information and knowledge -discusses and reflects on various aspects of the topic in an independent and nuanced way -listens actively and takes responsibility for continuing the discussion in a constructive way -shows openness to other students' arguments and gives others room to respond, at the same time using others' arguments in their own on a very high level -the language is clear, correct, rich and varied

Example 3

Oral test – English – Spring 22

The oral test will take 15 min in total and will consist of three parts:
1. Describe a picture/political cartoon (3 min.)
2. Present one topic together with your partner which you have decided beforehand (6 min.)
3. The teacher will ask some questions covering some of the other topics (6 min.)

This is supposed to be a discussion between you and one classmate. Please register your duo (group) as soon as possible. The two of you should decide on what you want to talk about from the list of topics (including *Of Mice and Men*) for the second part on the assessment.

Read through the assessment criteria on the last page. Remember to meet at least 15 min before the assigned time. You will receive a picture to describe when the test starts.

Topics

o   What are the differences between British English and American English?

o   Why is English a global language?

o   What is good communication in your opinion?

o   What is a netizen?

o   Do you think employers should be allowed to check applicants' social media profile before hiring them?

o   What are some pros and cons of children and teenagers using social media?

o   What is the biggest problem that fake news poses, in your opinion?

o   Do you think having professional pride is important? Explain your answer.

o   "Whatever the work is, do it well – not for the boss but for yourself" What is it about the profession you are aiming for that makes it worth doing well? (from p. 69-70)

o   "You make the job; it doesn't make you" Do you agree with this statement?

o   What are some global challenges that we face today? Can you discuss one of them in depth?

o   Discuss the quotation from Martin Luther King Jr. "The ultimate measure of a man is not where he stands in moments of comfort and convenience, but where he stands at times of challenge and controversy"

o   What does the word "culture" mean to you?

o   What are some situations where people meet cultural challenges?

o   In which situations are you faced with a cultural challenge in your everyday life?

o   How can some cultural challenges, other than language difficulties, be solved?

- What are some positive and negative aspects of being *British?* (you may use the interview as reference)
- Why is it important to take part in a democratic society?
- How can you get involved if there was something in about the world that you wanted to change?

Of Mice and Men

- What is the main theme of the novel?
- Why, do you think, George stays with Lennie even though it makes George's life more difficult?
- What does foreshadowing mean and can you provide some examples of it in the book?
- Describe George
- Describe Lennie
- Describe one of the other men (either Curley, Slim, Candy, or Crooks)
- Describe Curley's wife
- In part 4, Lennie sits in Crooks room, later enters Candy and Curley's wife. What do they talk about? Can you see any similarities between these people who have ended up together?
- Discuss George's actions at the end of the novel.

Marking criteria:

Mål | Nivå	Lav 2	Middels 3/4	Høy 5/6
vurdere og bruke egnede lytte- og talestrategier tilpasset formål og situasjon			
innlede, holde i gang og avslutte samtaler og diskusjoner om allmenne emner og faglige emner knyttet til eget utdanningsprogram			
bruke mønstre for uttale, intonasjon, ordbøying og varierte setningstyper i kommunikasjon			
uttrykke seg på en nyansert og presis måte med god flyt og sammenheng, tilpasset formål og situasjon			
Litteratur og kultur: drøfte kultur og samfunnsforhold i flere engelskspråklige land / drøfte framveksten av engelsk som et verdensspråk / drøfte engelskspråklige filmer og andre kulturuttrykk fra forskjellige medier / drøfte tekster av og om urfolk i engelskspråklige land			

For karakternivå 1: Karakteren 1 uttrykker at svaret viser svært lav kompetanse i faget, eller at det som helhet faller

utenom det som det blir spurt om i oppgavene.

Notes:

....

....

....

....

....

....

....

....

....

....

Grade:

213

Example 4

English as a Global Language

Group presentation

Your group will be given a region that we have worked on these past few weeks: Africa, Asia, the Pacific Islands, or the Caribbean. Choose a country within the region where English is an official language, and prepare a group presentation wherein you discuss the historical background of the English language in that country, and the place the English language has in that country today.

It will be relevant to discuss:

- *Colonial history (think what, when, where, and why)*
- *Social, cultural and economic consequences of Britain's presence in the country*
- *Native populations and languages*
- *The country's relationship to Britain today*

Practical information

Every group should have decided and shared which country they're presenting by the end of the class today (15.09.) and *must* ask for feedback *at least once* during either the Tuesday or Thursday class of week 38.

The presentation will be held on Tuesday 27.

Competency aims

- explore and reflect on diversity and social conditions in the English-speaking world based on historical contexts
- use different sources in a critical, appropriate and accountable manner
- express oneself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, recipient and situation

Low competency	Good competency	Excellent competency
Uses simple language and expressions, and uses somewhat appropriate language and terms.	Uses clear and coherent language, and generally uses appropriate language and terms.	Uses clear, varied and coherent language, and uses appropriate language and terms.
Finds information from an English language source with guidance, is somewhat able to use it appropriately and reference the source.	Finds relevant information from several English language sources, is able to use it appropriately and reference the sources.	Finds relevant information from several varied English language sources, is able to use it in an accountable and appropriate way, and is able to adapt the material to the task and references the sources.
Is somewhat able to relay information on and reflecting on cultural, social, and language related differences in the English world.	Is able to explain and reflect on cultural, social, and language related differences in the English world.	Is able to explain and reflect independently on cultural, social, and language related differences in the English world.

Teacher 1

Video tutorials

Length: 5-8 minutes per person (work alone or in pairs)

Time given at school: 3 double periods

Task:

Make a video tutorial about how to make a website for someone who has never made a website before.

Unsure about how to start? Please see the following webpage for useful information;
https://www.techsmith.com/blog/video-tutorial-program/

See the third page in this document for a list of useful vocabulary.

Competence aims in focus: The pupil is expected to be able to …

- use appropriate strategies for language learning, text creation and communication
- use appropriate digital resources and other aids in language learning, text creation and interaction
- use patterns of pronunciation in communication
- listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations
- express oneself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, recipient and situation
- use knowledge of grammar and text structure in working on one's own oral and written texts
- use different sources in a critical, appropriate and accountable manner
- create texts relevant to the vocation with structure and coherence that describe and document the pupil's own work and are adapted to the purpose, recipient and situation

Adapted from : https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv5?lang=eng (21.10.2022)

Assessment criteria:

Høyt nivå 5-6	Middels nivå 3-4	Lavt nivå 2
Snakker helt fritt	Snakker fritt, men bruker støtteark	Opplesing av tekst
Bevisst og nyansert stemmebruk	Delvis bevisst stemmebruk	Lite bevisst stemmebruk
Klar uttale og god aksent Korrekt bruk av grammatikk Bredt og nyansert ordforråd Tydelig og korrekt bruk av fagterminologi Gjennomført i forhold til mottakergruppe, det vil si måten man forklarer på er godt tilpasset mottaker Språklig vises god formuleringsevne/uttrykksmåte Innholdet har en klar og hensiktsmessig struktur.	Forståelig til god uttale Delvis korrekt bruk av grammatikk Godt ordforråd Noe bruk av fagterminologi Gjennomført i forhold til mottakergruppe, det vil si måten man forklarer på er tilpasset mottaker Språklig vises delvis god formuleringsevne/uttrykksmåte Språket har god sammenheng, men ikke alltid god formuleringsevne Innholdet har en hensiktsmessig struktur.	Uttalen er nokså god Lite korrekt bruk av grammatikk Språk preges av et begrenset ordforråd som hemmer det å kunne uttrykke seg sammenhengende. Ingen eller ukorrekt bruk av fagterminologi En viss forståelse for mottakergruppe Grunnleggende kommunikasjon, men misforståelser grunnet feil bruk av ord kan oppstå uten at de rettes opp.
Tidsskjema er holdt og tidsbruk på de enkelte punktene var gjennomtenkt	Presentasjonen var noe for kort eller noe for lang	Presentasjonen var for kort eller for lang
Oppgaven/videoen var klar til avtalt tidspunkt Utfyllende litteraturliste	Presentasjonen var noe forsinket pga. tekniske mangler Litteraturliste med få mangler	Presentasjonen var forsinket på grunn av manglende forberedelser Ufullstendig litteraturliste

Useful vocabulary:

Sign	English	Norwegian
<	Less Than Sign	Mindre enn
>	Greater Than Sign	Større enn
«»	Quotation Marks	Anførselstegn
()	Parentheses	Parentes
:	Colon	Kolon
;	Semi-Colon	Semi-kolon
-	Hyphen (Minus)	Bindestrek (Minus)
/	Slash	Skråstrek
\	Backslash	Bakstrek
%	Percent	Prosent
!	Exclamation mark	Utropstegn
=	Equals	Er lik
.	Dot	Punktum
*	Asterisk	stjerne
([{}])	Brackets	parenteser
</…>	End Tag	
[tab]	Indent	Tabulator/innrykk
[ ]	Open/Closed bracket	Åpen/lukket brakett
/\	Slash/Backslash	Skråstrek/baklengs skråstrek
.	Period/Dot	Punktum
( )	Open/Closed parenthesis	Åpen/lukket parentes
-	Hyphen/Dash	Bindestrek
{ }	Curly brackets	Bøyd/Bølgete brakett
{	Curled bracket	
[	Square bracket	
(	Bracket	
" "	Quotation mark	Hermetegn
#	Hash tag	Emne merke
" "		Hermetegn
,	Comma	Komma
:	Colon	Kolon
;	Semi-colon	Semi-kolon

English	Norsk
Blocks	blokker
User interface	Brukergrensesnitt
Button	knapp
Image	bilde
Control	kontroll
Logic	logikk
Math	matte
Cell	Celle/rute
indent	Innrykk
space	Mellomrom
Alt group	Alt gr
control	Ctrl
File path	
App development	apputvikling

Example from Teacher 1 sent to researcher after interview

<p style="text-align:center;color:red;">**Group project**</p>

Deadline: [N/A]

Time to prepare during class:
- Wednesday [N/A]
- Monday [N/A]
- Wednesday [N/A]
- (Potentially parts of class Monday [N/A], this depends on how many presents & how many who submits a video)

Each group:
a) ... can choose between presenting live and/or recording their project in advance. If choosing the option of preparing a video, please be aware of how the quality of the video's sound, use of camera, editing, etc. will also have an impact on the given grade.
b) ... organizes their own time and workload, including homework!

When to present/submit = Monday [N/A]

Length of presentation: 20-30 minutes per group (i.e., 4 - 6 minutes per person)

Groups:
1. [N/A]
2. [N/A]
3. [N/A]
4. [N/A]

What must be handed in?
1) Any keywords/manuscripts used during the broadcast (NB! You cannot read everything directly from your manuscript, try to be as independent as possible to obtain a good grade.)
2) A list of all sources used
3) Video- if you choose to record your project instead of presenting live.

Individual grades - based on what you yourself do & level of group co-operation:

1. Individually: content of what is being said (relevance), voice level, grammar, sentence structure, pronunciation, level of co-operation with others, level of preparedness & manuscript independence

2. As a group: participation/co-operation level (i.e., everybody knows what to do when), meeting required length of broadcast, dividing who says what when as evenly as possible everything handed in when needed, etc. As well as video quality if you choose to submit it as a video.

Choose one of the tasks below.

Alternative 1 = Quiz show

1) Develop your own quiz show. You, of course, have to choose a set of categories linked to the English-speaking world. It is a good idea to include music, use of lights and/or applause to add tension and drama. If you have two or more roles to play, try to add a scarf, a jacket, a cap or something else to make it more visible when switching from one role to another.

2) Remember to have a commercial break or two - you have to make the commercials yourself; do not simply find something on for instance YouTube!

Alternative 2 = Journalism & broadcasting

a) Find information about the recent news events, both serious news and entertainment news (who/what/where/when + causes & consequences in January 2023) through reading a selection of news articles you find in newspapers/on the Internet and/or watching news on different TV channels from the English-speaking world (US, UK, the Republic of Ireland, Australia, etc.).

b) Extract the essence of the articles and make them into short oral announcements (from circa 30 seconds to 2 minutes 30 seconds each, depending on importance)

c) Try to make the information clear and understandable

d) Put together a news broadcast

e) Act as host/hostess and co-hostess, news anchors, news reporters on scene, people being interviewed, weatherman, etc.

f) Include international news, national news, weather forecast, sports *and/or* entertainment news.

g) Remember to have a commercial break or two - you have to make the commercials yourself, do not simply find something on YouTube.

h) Finish news presentations (make sure everybody is involved in the performance) and rehearse. If you have two or more roles to play, try to add a scarf, a jacket, a cap or something else to indicate switching from one role to another.

Some helpful addresses if preparing a news broadcast:

1. http://www.bbc.co.uk/
2. https://www.nytimes.com/ (*New York Times*)
3. http://www.nypost.com/ (*New York Post*)
4. http://www.aljazeera.com/ (English version)
5. https://rsf.org/en (Reporters without Borders)
6. http://www.lengua.com/zeitung.htm (list of newspapers and magazines)
7. http://www.thebigproject.co.uk/news/
8. https://www.newsweek.com/
9. http://edition.cnn.com/
10. https://www.theguardian.com/international (*The Guardian* is British newspaper)
11. https://www.huffpost.com/ (Huffington Post, online American)

Relevant competence aims: The pupil is expected to be able to

- use appropriate strategies for language learning, text creation and communication

- use appropriate digital resources and other aids in language learning, text creation and interaction

- use patterns of pronunciation in communication

- listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations

- express oneself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, recipient and situation

- use knowledge of grammar and text structure in working on one's own oral and written texts

- read and compare different factual texts on the same topic from different sources and critically assess the reliability of the sources

- use different sources in a critical, appropriate and accountable manner

From: https://www.udir.no/lk20/eng01-04/kompetansemaal-og-vurdering/kv5?lang=eng
(01.16.2023)

Assessment criteria:

Høyt nivå 5-6	Middels nivå 3-4	Lavt nivå 2
Snakker helt fritt	Snakker fritt, men bruker støtteark	Opplesing av tekst
Bevisst og nyansert stemmebruk	Delvis bevisst stemmebruk	Lite bevisst stemmebruk
Klar uttale og god aksent Korrekt bruk av grammatikk Bredt og nyansert ordforråd Tydelig og korrekt bruk av fagterminologi Gjennomført i forhold til mottakergruppe, det vil si måten man forklarer på er godt tilpasset mottaker Språklig vises god formuleringsevne/uttrykksmåte Innholdet har en klar og hensiktsmessig struktur.	Forståelig til god uttale Delvis korrekt bruk av grammatikk Godt ordforråd Noe bruk av fagterminologi Gjennomført i forhold til mottakergruppe, det vil si måten man forklarer på er tilpasset mottaker Språklig vises delvis god formuleringsevne/uttrykksmåte Språket har god sammenheng, men ikke alltid god formuleringsevne Innholdet har en hensiktsmessig struktur.	Uttalen er nokså god Lite korrekt bruk av grammatikk Språk preges av et begrenset ordforråd som hemmer det å kunne uttrykke seg sammenhengende. Ingen eller ukorrekt bruk av fagterminologi En viss forståelse for mottakergruppe Grunnleggende kommunikasjon, men misforståelser grunnet feil bruk av ord kan oppstå uten at de rettes opp.
Tidsskjema er holdt og tidsbruk på de enkelte punktene var gjennomtenkt	Presentasjonen var noe for kort eller noe for lang	Presentasjonen var for kort eller for lang
Oppgaven/videoen var klar til avtalt tidspunkt Utfyllende kildeliste	Presentasjonen var noe forsinket pga. tekniske mangler kildeliste med få mangler	Presentasjonen var forsinket på grunn av manglende forberedelser Ufullstendig kildeliste

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Teacher 2

Podcast task week 47-50

Middle

Make a podcast with 1-2 others where you tell each other about the profession you are aiming for, or profession you are interested in.

- What are the key features of this profession?
- Which sorts of social and cultural competence will you need?
- Which sorts of English competence will you need?

Try to reference English language sources in your descriptions.

Minimum 5 minutes.

High

Make a podcast with 1-2 others where you discuss professions you are aiming for, or professions you are interested in. Discuss what the work entails, which communication challenges you might face, which sorts of social and cultural competence you might need, and how you think English will be part of your working life.

Try to compare and contrast the jobs you have chosen, and see where there are similarities and differences in your future professions.

Reference English language sources in your discussion. Interactional competence (ability to listen and follow up in conversation) will be weighted in the evaluation.

Minimum 10 minutes.

Teacher 3

GROUP TALK:

We are going to carry out a series of *group talks*. Each student prepares individually, in accordance with instructions below. *Wednesday 1/6*, students are organized in groups of three, and have a low-bar chat about what they've learned. The talks will last *no longer than 15 minutes per group* (~5 mins per student).

Preparation:

Choose either India or South Africa, and **study** the **country**, with its history, its society, and its culture. Use our coverage in class as a starting point. Particularly, the texts 'South Africa' and 'The Two Faces of India' from old *Targets*[1] should form the basis of your understanding. Prepare to talk about your findings.

Choose **two tools or processes** particular to your vocation, and prepare to explain their use and function to a layman (i.e. me).

Assessment:

What I'll assess during the talk is your **knowledge** of your chosen material, and your ability to explain it in a way **understandable** to those 'not in the know'. Particularly, you need to know relevant **terminology** [fagbegreper], both connected to the country, and your vocation. In addition, I'll assess your **oral English skills** in terms of grammar, flow and vocabulary use.

Another element I'll pay attention to is the **group dynamic**: you do want to demonstrate your knowledge and skills, but you also want to support your mates:

> *Share the spotlight,*
> *build on what the others are saying,*
> *and try to 'lift each other up'.*

That being said, though, I *don't* want a *scripted* or *choreographed* discussion – it's supposed to be loose, spontaneous, and friendly.

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[1] Available from our Team's files

	Lav måloppnåelse	Middels måloppnåelse	Høy måloppnåelse
Gruppe-dynamikk	- Stor ubalanse: stjeler rampelyset eller melder seg ut - Bygger ikke videre på hva andre sier - Viser lite interesse eller tålmodighet for andres kunnskap	- Noe god balanse mellom initiativ og passivitet. - Noe lydhør for andres innspill - Noe interesse og engasjement for å involvere andre	- Tar godt initiativ, men lar også andre slippe til - Spiller godt og konstruktivt videre på andres innspill - 'Spiller pasninger', støtter medelever aktivt og naturlig
Innhold	- Viser lite, eller snever kjennskap til landets samfunn/historie. - Viser liten forståelse av verktøysdelen - Viser lite dybdeforståelse om land og emner	- Viser grei kjennskap til landets samfunn/historie. - Viser grei forståelse av verktøysdelen - Viser noe dybdeforståelse om land og emner	- Viser bred kjennskap til landets samfunn/historie. - Viser god forståelse av verktøysdelen - Viser god dybdeforståelse om land og emner
Språk	- Språket flyter ikke naturlig. - Mange feil i grammatikk og uttale. - Snevert, upresist vokabular	- Stundom god språkflyt. - Noen feil i grammatikk og uttale. - Noe god vokabularbruk.	- Språket flyter naturlig. - God grammatikk og uttale. - Variert og presist vokabular

Teacher 4

Contents:	Grammar	Pronunciation	Idioms
The student shows a lot of knowledge about the topic(s) we discuss	Concord: Prepositions: Verb-tenses:	The student speaks with a high degree of fluency	The student uses idiomatically correct English (correct, English *figures of speech* and expressions)
The student shows some knowledge about the topic(s) we discuss	Articles: It/there: Adjectives/adverbs: Other issues:	The student speaks with some degree of fluency. Some words are mispronounced.	The student uses idiomatically correct English for the most part. A few "Norwegianisms" or other incorrect idioms.
The student shows little knowledge about the topic(s) we discuss		The student speaks with a small degree of fluency. Quite a few mispronunciations and some words that are bit difficult to understand.	The student has quite a few "Norwegianisms" and lacks an understanding of what is idiomatically correct English.
Comments/Questions:			