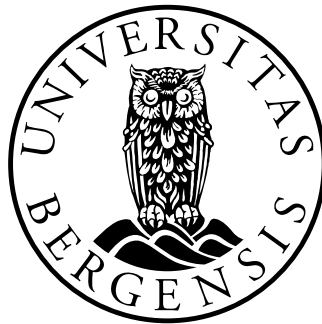


Assessment of Oral English

**A study of Assessment Practice of Oral English at
Lower Secondary Schools in Norway**



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ABSTRACT IN NORWEGIAN

Vurdering av muntlig engelsk er et viktig område i undervisning av engelsk. Det er likevel noen utfordringer knyttet til vurdering av muntlig engelsk, siden kriteriene for å vurdere muntlig engelsk kan være mindre konkrete enn ved skriftlig vurdering av engelsk. Det er spesielt vurderingen av spontant språk i forbindelse med samtaler og diskusjoner i klasserommet som er utfordrende, men også generell vurdering av det muntlige språket som produseres i klasserommet. Et av målene med denne masteroppgaven har vært å undersøke hvordan lærere på norske ungdomsskoler møter disse utfordringene når de vurderer sine elever.

Et annet viktig aspekt ved vurdering er å informere elevene om hva de blir vurdert i, hvilke kriterier som ligger til grunn for vurderingen og hvordan vurderingen er knyttet til de ulike kompetansemålene i den nasjonale læreplanen, kunnskapsløftet. Et annet mål med denne masteroppgaven har derfor vært å undersøke i hvilken grad elevene er informert om ulike vurderingssituasjoner og om de kjenner til vurderingskriteriene de blir vurdert etter. Videre har studien undersøkt om elevene er klar over hva som er grunnlaget for den muntlige karakteren i faget, og om det er stor avstand mellom det lærerne vurderer og det elevene oppfatter angående lærerens vurderingspraksis.

Studien har tatt i bruk to ulike metoder for å belyse temaet fra flere sider: det er gjennomført en elevundersøkelse ved hjelp av spørreskjema i tillegg til intervju med både lærere og elever.

Resultatene fra undersøkelsen viser at elevene får demonstrert spontant språk gjennom ulike oppgaver, men slike oppgaver vurderes sjelden med separat karakter. De fleste lærerne vurderer den samlede muntlige kompetansen til elevene og baserer den muntlige karakteren på det inntrykket de danner seg på bakgrunn av dette. Mange elever er innforstått med denne vurderingspraksisen, mens andre mener det er avtalte muntlige presentasjoner som danner grunnlaget for den muntlige karakteren. Resultatene viser også at det er en viss variasjon innad i elevgruppene om hvorvidt de er klar over vurderingskriterier og grunnlaget for den muntlige karakteren, og at noen lærere lyktes bedre enn andre i å informere elevene om vurderingspraksisen sin. Konklusjonen er at mange elever ikke kjenner godt nok til vurderingskriteriene lærerne legger til grunn for vurderingen, og at informasjon om kriterier og karaktergrunnlag bør informeres tydeligere til elevene.

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1. INTRODUCTION

1.1 Introduction

The aim of this thesis is to investigate how teachers at Norwegian lower secondary schools assess oral competence in the subject of English. The reason for studying this field is that assessing oral English is one of many challenges teachers of English face in carrying out their profession. Assessing prepared oral production is mostly regarded as straightforward by teachers, since agreed criteria for such tasks are usually given to the students together with the task description. However, assessing spontaneous interactions in the classroom, daily participation in class and oral competence in general is more elusive and thus more difficult to categorise and assess according to clear criteria; and this is despite a national guide for the assessment of oral English developed by the Norwegian Directorate for Education and Training (Udir)¹. It is therefore interesting to explore how teachers assess such oral competence.

Furthermore, this thesis aims at investigating whether the teachers manage to inform their students clearly about what is expected of them to attain the competence aims in oral English, and also by which criteria the assessment is carried out. It is therefore interesting to study whether there is a gap between the teachers' assessment practice and what the students believe is being assessed.

In exploring this field I will examine how teachers approach and deal with the competence aims in oral English. The competence aims in the curriculum are divided into three main subject areas: language learning, communication, and culture, society and literature. Dealing with all these topics would be beyond the scope of this thesis, so the focus will be on oral communication, which is an important field for both second language acquisition and for practising the language. Learning how to communicate efficiently in a second language is crucial for students in the process of acquiring and using the language. It is therefore essential to learn good communicative strategies in order to succeed in achieving good oral competence (The Knowledge Promotion, 2006).

¹<http://www.udir.no/Vurdering/Standpunktvrdering-i-fag/>

In the national curriculum of 2006, The Knowledge Promotion (LK06), the Norwegian Directorate for Education and Training (Udir) states that acquiring communicative skills in a foreign language entails using different faculties and that communicating in oral English requires both prepared and spontaneous interactions:

“Communication is achieved through listening, reading, writing, prepared oral production and spontaneous oral interaction, including the use of appropriate communication strategies” (LK06)².

However, in 2013 Udir revised the curriculum in the subject of English, and the changes were implemented from the start of the school year of 2013/2014. The revised curriculum has an extended section on communication and entails more specific details of oral and written communication separately; whereas before the adjustment oral and written communication were dealt with as one entity. One of the changes that caught my interest in the revised curriculum is that the sentence about *spontaneous oral interactions* was removed and the wording is now quite different from the previous edition:

“The main subject area Oral communication deals with understanding and using the English language by listening, speaking, conversing and applying suitable communication strategies. The main subject area involves developing a vocabulary and using idiomatic structures and grammatical patterns when speaking and conversing. It also covers learning to speak clearly and to use the correct intonation. (LK065/ 2013)³

According to one executive officer at Udir the reason for making this change was to clarify the basic skills; she argued that spontaneous language is still an important element in the subject of English, something that becomes apparent when perusing the whole curriculum, competence aims and the main subject areas (language learning, oral communication, written communication and culture, society and literature). Under the subject area of oral communication, students are supposed to apply “suitable communication strategies... using English in different situations where communication needs to be done orally. This also

²<http://www.udir.no/kl06/ENG1-02/Hele/Hovedomraader/?lplang=eng>

³<http://www.udir.no/kl06/ENG1-03/Hele/Hovedomraader/?lplang=eng>

involves adapting the language to purposeful objectives and adapting the language to the recipient, i.e. by distinguishing between formal and informal spoken language” (LK06/2013)⁴.

Within the subject area of communication several competence aims are listed in the curriculum. The competence aims for oral communication from the 2013 edition are as follows:⁵

Competence aims for oral communication after year 10

The aims of the studies are to enable pupils to

- choose and use different listening and speaking strategies that are suitable for the purpose
- understand and use a general vocabulary related to different topics
- demonstrate the ability to distinguish positively and negatively loaded expressions referring to individuals and groups
- understand the main content and details of different types of oral texts on different topics
- listen to and understand variations of English from different authentic situations
- express oneself fluently and coherently, suited to the purpose and situation
- express and justify own opinions about different topics
- introduce, maintain and terminate conversations on different topics by asking questions and following up on input
- use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication
- understand and use different numerical expressions and other kinds of data in communication

Through my research I intend to explore how teachers assess these competence aims and how much emphasis they put on spontaneous oral interactions in the classroom. Furthermore, I want to explore to what extent these competence aims are considered in deciding oral marks in the subject of English, since students at lower secondary schools are given separate marks for oral and written English. This is in contrast with the practice at upper secondary school,

⁴<http://www.udir.no/kl06/ENG1-03/Hele/Hovedomraader/?lplang=eng>

⁵<http://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/Kompetansemaal-etter-10-arstrinn/?lplang=eng>

where the students are given only one overall achievement grade in the subject of English, based on both oral and written production.

1.2 Basic Skills

The Knowledge Promotion refers to five basic skills that are supposed to be integrated in all the school subjects as they are: “fundamental to learning in all subjects as well as a prerequisite for the pupil to show his/her competence and qualifications” (Framework for Basic Skills 2012: 5). These five skills are: oral skills, reading, writing, digital skills and numeracy. For the present study it is the oral skills which are relevant; The Norwegian Directorate for Education and Training states that:

oral skills relate to creating meaning through listening and speaking. This involves mastering different linguistic and communicative activities and coordinating verbal and other partial skills. It includes being able to listen to others, to respond to others and to be conscious of the interlocutor while speaking (Framework for Basic Skills 2012: 6).

Oral communication thus requires the ability to listen and speak, and the ability to create meaning and respond based on what has been heard. Mastering oral skills thus involves being able to handle turn-taking, asking questions and follow up on input.

The Framework for basic skills was developed based on ideas from *The Common European Framework* (CEFR) (Council of Europe. 2001), where language skills such as listening, reading, oral production and oral communication are thoroughly described. Theory from CEFR will be further dealt with in chapter 2, where the theoretical background will be presented.

1.3 Previous Studies

Although the assessment of oral English is a field of interest to many teachers, I have not been able to find similar studies carried out before. However, other studies on oral interactions and on language usage have been carried out, and two of them interested me in particular. The first one is *Oral Interaction: a study of activities in textbooks for International English* written by Møyfrid Balsnes (UiB, 2009); the second one is *From the Native Speaker Norm towards English as an International Language*, written by Maria Tengs Sannes (Uib, 2013).

In her thesis, Balsnes studied how various text books provide tasks for spontaneous interactions, and also the use of communicative strategies to develop communicative competence. Furthermore, she aimed at demonstrating what characterises a 'good' oral activity in order to conduct spontaneous interactions by the use of communicative strategies. However, Balsnes stated that regardless of the tasks the course books offer, the most important factor for successfully carrying out spontaneous interactions in the classroom is that the teachers arrange for such opportunities and manage to encourage and motivate the students for practicing various strategies for oral interactions.

Sannes's thesis concerns attitudes to native and non-native varieties in the teaching of English at upper secondary schools in Norway. One aspect discussed in this thesis is what it takes to be a successful speaker of English. Different speech varieties of English are considered, and also attitudes to the native speaker norm as opposed to speaking with a 'Norwegian accent'. The study reveals that even though communication and comprehensibility are the most important features for the students' language usage, the native speaker norm is the preferred accent to learn and imitate.

1.4 Research Questions and Hypotheses

Even though teachers and students meet each other regularly and communicate every day in various manners, there seems to be a certain gap between what the teachers say/teach and what the students comprehend/learn. It is therefore crucial that teachers strive to communicate clearly to the students what is expected of them to attain different levels of the learning aims. Yet, teachers seem to find it difficult to communicate clearly to the students how they are being assessed in oral English.

Although the students are aware of various competence aims and realise that their pronunciation, fluency and grammatical accuracy are being assessed when they speak and interact orally in English, it is not necessarily evident what the different competence aims entail and what they actually mean. Neither is it evident for the students which competences are emphasised in the assessment and by which criteria the assessment is carried out. Taking these problems as a starting point I have formulated the following research questions and hypothesis.

Research questions:

1. Which competences do teachers actually assess when deciding on the oral mark?
2. How do teachers assess oral competences in the classroom, such as spontaneous interactions, speaking with limited planning and debates?
3. Are the students aware of the criteria by which they are being assessed?
4. What kind of feedback do teachers give students on their oral performances?
5. In what ways could more valid and transparent criteria for oral assessment be used?

Hypotheses:

1. Teachers find it hard to define evident criteria for their students, on which the assessment of an overall oral production in the English classroom is based; hence, they do not manage to inform the students about these criteria.
2. Students are not aware of what is expected of them in order to achieve a certain mark in oral English.

1.5 Structure of the thesis

This thesis consists of five chapters. In this first chapter (chapter 1) an introduction to the thesis has been given by presenting the aim of the study as well as research questions and hypotheses. The competence aims for oral communication after year 10 and the basic skills have been stated, in addition to a brief presentation of some previous research. Chapter 2 presents theoretical background on assessing speaking and oral communication. In chapter 3, the material and methods applied to carry out the research are presented, and chapter 4 will present the results from the analyses. In chapter 5 the results of the research are discussed and summed up according to the research questions and hypotheses. The conclusion of the thesis is also presented here in addition to suggestions for further research.

2. THEORETICAL BACKGROUND

2.0 Introduction

Assessment is a huge field on which much research has been carried out and a huge amount of literature and theory have been published. Nevertheless, research has tended to focus on assessment in general, rather than on oral English in particular. According to Fulcher (2003), testing second language speaking is considered to be more difficult than testing other language skills. Therefore relatively few books about testing second language speaking have been published. In order to learn more about assessing oral English, I will focus on research and literature on assessing speaking and communicative competence.

2.1 Communicative Competence

In the past few years linguists and researchers have devoted considerable attention to communicative competence in language teaching. The term ‘communicative competence’ was introduced by Hymes (1966/1972), and he emphasised that, in contrast with Chomsky (1965), who was merely concerned about grammatical competence, language consisted of a wider range of competences. Hymes claimed that language can only be understood if the rules applied (rules for grammar, speech acts, and discourse) are analysed in relation to the speech community and the context (Newby 2014). Communicative competence focuses on language users’ means of communicating; this wider perspective has strongly influenced the choice of learning material in language classrooms in the direction of choosing more authentic learning material and communicative tasks (Luoma, 2004: 97).

Canale and Swain (1980) developed a model called ‘communicative competence’; this model aimed at developing more effective second language teaching. The model distinguishes between communicative competence and communicative performance, as communicative competence is knowledge about grammar, sociolinguistic knowledge strategic competence, whereas communicative performance is the actual communication. However, Canale (1983a, 1983b) adapted the model and introduced the term ‘actual communication’ instead of ‘performance’. Canale further stated that “communicative competence refers to both knowledge and skill in using the knowledge when interacting in actual communication” (Canale 1983a:5). The Canale and Swain model and that adapted by Canale form a basis for further work in this field (Fulcher and Davidson, 2007:38-41).

Bachman and Palmer (1996) developed another frequently used model in communicative competence and language testing; the model of communicative language ability (CLA). This model differs to some degree from Canale's model, as Bachman and Palmer clearly distinguish between the terms 'knowledge' and 'skill. Also, this model focuses more on the interactions between context and language use (Fulcher and Davidson, 2007:42). The term 'language ability' consists of two parts, *language knowledge* and *strategic competence*. Language knowledge is rather static and includes both organisational knowledge (grammatical and textual knowledge) and pragmatic knowledge, namely how utterances or sentences and text are related to the communicative goals of language users and to the features of the setting. Strategic competence is active and dynamic and involves the ability to decide what one is going to do or say, evaluating whether the situation is manageable and to plan for the next move (Luoma, 2004: 97 -101). Luoma sees the concept of language ability as an important guideline for assessing speaking in order to assess language production as a whole in a certain situation.

Theoretical models can be an important tool for test developers, as these theories can guide the developers in applying relevant features in the test with the aim of assuring that the test serves the purpose it is supposed to. Theoretical models can also be used as a foundation for explaining the purpose or the relevance of a test to others. Bachman and Palmer (1996: 76-77) state that their model can be used as a checklist for developing language tests.

Some test developers also create new theoretical models, such as the test-specific theoretical model developed for TOFEL 2000, the next generation of the Test of English as a Foreign Language. This model has been named the COE model. This model describes communicative language use in academic contexts with the purpose of testing how a test taker performs and uses the language in various situations. Communication is regarded as an interaction between the test taker and the context, and the test taker is supposed to be tested in various situations rather than in specific skills (Luoma, 2004: 107-111).

2.1.1 Communicative Competence in the CEFR

The Common European Framework of Reference for Languages: learning, teaching, assessment (Council of Europe, 2001) puts emphasis on the competences and skills in learning a second language and has produced very clear criteria for assessing the skills of

speaking, writing, listening and reading. In all language production the ability to communicate is essential, and within communication the learners have to learn and apply various skills. To facilitate defining the level of proficiency the CEFR has developed illustrative scales aiming at describing achievements objectively. These illustrative scales cover a range of competences, and are divided into Basic User: A1, A2, Independent User: B1, B2, and Proficient User: C1, C2 (Council of Europe, 2001: 24).

Communicative competence covers a wide range of skills such as *linguistic competences*, *sociolinguistic competences* and *pragmatic competences*, which also include many subcategories (Council of Europe, 2001:108). In their research, the linguists Canale and Swain (1980) also categorised communicative competence using components such as *grammatical competence*, *sociolinguistic competence*, *discourse competence* and *strategic competence*. Despite labelling these categories somewhat differently, the CERF and Canale and Swain use similar categories to describe competences. In the following, categories from the CEFR which are of particular relevance for the assessment of oral English will be discussed.

At the core of its model of communicative competence is linguistic competence, which includes competences such as lexical competence, grammatical competence, semantic competence, phonological competence and orthoepic competence (Council of Europe, 2001:108-109).

Lexical competence is described as “knowledge of, and ability to use, the vocabulary of a language, consists of lexical elements and grammatical elements” (Council of Europe, 2001:110). Lexical elements comprise fixed expressions, proverbs and phrasal idioms used to enrich the language and show awareness of the language on different levels of meaning. To specify these competences the CEFR has included illustrative scales for demonstrating levels of vocabulary range and vocabulary control (Council of Europe, 2001:112).

Grammatical competence is defined as “knowledge of, and ability to use, the grammatical resources of a language” (Council of Europe, 2001:112). Canale and Swain describe grammatical competence as: “knowledge of lexical items and of rules of morphology, syntax, sentence- grammar semantics and phonology” Canale and Swain (1980). The CEFR further states that grammatical competence is the ability to comprehend and express meaning.

Morphology and syntax are also important elements within grammatical competence that language learners need to be aware of; morphology deals with the differences in

modifying word forms in verbs, adjectives, adverbs and nouns, and syntax is a system that organize words into meaningful sentences. To measure grammatical competences, the CEFR has developed an illustrative scale that demonstrates levels of grammatical accuracy (Council of Europe, 2001:114).

Semantic competence includes awareness of organizing meaning both grammatically and in logical relations; language learners have to acquire both form and meaning (Council of Europe, 2001:115-116). Phonological competence involves the knowledge of the sound-units (phonemes), word stress, sentence stress, sentence rhyme and intonation (Council of Europe, 2001:117).

Orthoepic competence contains to which extent your pronunciation is correct based on spelling conventions, intonation and the ability to solve ambiguity in various contexts (Council of Europe, 2001:117-118).

Sociolinguistic competences include competences such as linguistic markers of social relations, politeness conventions, expressions of folk-wisdom, register differences, and dialect and accent, and according to the CEFR, 2001: 118 “sociolinguistic competence is concerned with the knowledge and skills required to deal with the social dimension of language use” (Council of Europe, 2001: 118). Canale and Swain describe sociolinguistic competence as “the ability to communicate appropriately in a variety of contexts; this includes both verbal and non-verbal communication” Canale and Swain (1980).

Linguistic markers of social relations vary from language to language, however in English they include use and choice of greetings: *Good morning, How do you do, Good-bye*, and also use and choice of address forms: *My Lord, Your Grace, Sir, Madame, John, Susan, dear and darling*. Linguistic markers also contain conventions for turn-taking in conversations and the use and choice of expletives, such as: *My God!*

Politeness conventions vary from one culture to another and thus they might cause inter-ethnic misunderstandings when polite expressions are literally interpreted. Nevertheless, acquiring knowledge about such conventions is essential when learning a second language, thus, one must be aware of the widespread use of *please* and *thank you* when learning English as a second language (Council of Europe, 2001:119).

Expressions of folk wisdom are fixed formulas about daily life, often used in news paper headlines. These expressions are known to most native speakers and are part of the linguistic aspect of sociocultural competence. Such expressions include proverbs, idioms, expressions for beliefs, attitudes and values, and are even used in graffiti and on T-shirt slogans.

Register differences are used to convey a varied use of language and wording in various contexts with the aim of expressing certain levels of formality: frozen approach, which is used when there is a great distance between the interlocutors, level of formality when there is a certain distance, neutral approach towards known individuals, informal and familiar approach when interacting with close friends, and intimate approach towards the loved ones (Council of Europe, 2001:120).

Dialects and accents demonstrate people's origin, and sociolinguistic competences include the ability to distinguish between various social classes, regional provenances, national origins, ethnicities and occupational groups (Council of Europe, 2001:121). Illustrative scales for sociolinguistic appropriateness is to be found in CEFR, (p.122).

Pragmatic competences illustrate the learners' knowledge of discourse competence and functional competence. "Discourse competence is the ability of a user/learner to arrange sentences in sequences so as to produce coherent stretches of language" (Council of Europe, 2001:123). This includes competences such as uttering logical sentences dealing with cause and effect, coherence and cohesion and logical ordering. Illustrative scales are available for various aspects of discourse competence: Flexibility to circumstances, turn-taking in interactions, thematic development and coherence and cohesion (Council of Europe, 2001:123-125).

Functional competence illustrates the use of spoken discourse and the knowledge of language use as microfunctions, macrofunctions and interaction schemata. "Microfunctions are categories for the functional use of single (usually short) utterances, usually as turns in an interaction" (Council of Europe, 2001:125). This concept includes imparting and seeking factual information, expressing and finding out attitudes, suasion, socialising, structuring discourse and communicative repair (Council of Europe, 2001:125-126). "Macrofunctions are categories for the functional use of spoken discourse or written text consisting of a (sometimes extended) sequence of sentences, e.g.: description, narration, commentary, exposition, exegesis, explanation, demonstration, instruction, argumentation, persuasion etc" (Council of Europe, 2001:126).

"Functional competence also includes knowledge and ability to use the schemata (patterns of social interaction) which underlie communication, such as verbal exchange patterns" (Council of Europe, 2001:126-127). Implied in such schemata are utterances in pairs (question/answer, statement/agreement or disagreement) or in triplets (speaker/interlocutor's response/speaker's response to the interlocutor's reply). A person's ability to articulate clear utterances and to keep a conversation going are incorporated in the term fluency, whereas

one's ability to formulate clear thoughts on a topic during a debate or a conversation are included in the term propositional precision. There exist illustrative scales for both terms in the CEFR (Council of Europe, 2001:126-129).

2.2 What is Speaking?

Speaking is described by Fulcher as much more than just a skill, it is actually “the ability that makes us human” (Fulcher, 2003: xv). Speech is also referred to as a ‘real time’ phenomenon (Bygate, 1987), because one has to plan what to say, formulate the words and articulate with substantial speed as one speaks.

Bygate (1987) distinguishes between language knowledge and language skills; knowledge is what enables people to talk and skills is knowledge actively carried out in interaction, something that can be imitated and practiced. He further states that language knowledge is basically a set of grammar and pronunciation rules, vocabulary and knowledge about how they are normally used; skills are considered to be the ability to use this knowledge (Bygate 1987: 49-50)

Bygate regards the learner's speech as a process; speaking is a simultaneous action where language is produced as one speaks, as well as a mutual action where the speaker has to adapt and adjust to the listeners' reactions. The speech process contains planning, selection and production of speech.

According to Bygate the *planning* is an interactive process as the learner needs knowledge about interaction routines in order to plan the next step of the conversation. In the *selection* stage the learner uses ones knowledge of language and grammar in order to decide how to express oneself. The *production* stage requires knowledge about pronunciation and communication strategies in order to produce language.

According to Luoma, (2004: 106) Bygate's model for speaking is useful for learning-related assessment of speaking, as one can apply tasks for assessing each of the three stages. Moreover, it is also possible to give feedback on the use of communication strategies. Hasselgren (1998) suggests to use this model when giving feedback on the learner's use of fluency-enhancing ‘small-words’ when planning and structuring the next utterance in a conversation.

In contrast to Bygate, Bachman uses the terms knowledge and competence more or less synonymously, as something one can imagine being in the mind of language users. He also draws parallels to the terms construct and competence. Further, he states that the term

ability contains both knowledge/competence and the capability to employ this in language use (Bachman, 1990:108).

The CEFR clearly distinguishes between interaction and production of language, and also between spontaneous and prepared speech. Interactions are mainly spontaneous and are carried out throughout conversations and more or less informal discussion. Production activities are mainly prepared and rehearsed in advance (Council of Europe, 2001: 178).

According to Simensen (1998: 138) it is important that the learners of a foreign language produce spontaneous and automatic speech in the target language. Such speech involves more skills than only a production activity and is considered to be more meaningful, because the learners can speak their mind about various topics and express their feelings. It is therefore important to provide learners with tasks that require spontaneous speech in order for the students to become accustomed to expressing themselves freely in the target language. This is to avoid predominance of classroom activities based on rehearsed phrase reproduction.

2.3 Spoken Interaction

Oral interaction comprises the ability to speak as well as the ability to listen to others. Whilst speaking is producing language, listening is the ability to understand spoken language (Krashen and Terrell, 2000: 168). Listening is thus an important part of oral communication, as it is necessary to understand spoken language in order to answer back. In spoken interactions such as a conversation, the participants have to master both these skills. Furthermore, listening is not only to understand what a person says, but also to understand when it is appropriate to produce speech and answer back to master turn-taking (Fulcher, 2003: 35).

As stated in the previous section, the CEFR distinguishes between speaking/oral production and spoken interaction, and includes illustrative scales describing oral production as well as overall spoken interaction (Council of Europe, 2001: 58 +74). Mastering turn-taking is an essential aspect of spoken interaction; this concept is included in two illustrative scales in the CEFR, in the section about interaction strategies as well as in the section about Pragmatic competences (Council of Europe, 2001: 86 + 124). Even though turn-taking is not explicitly stated in LK06 this competence is referred to in one of the competence aims⁶ in oral communication after year ten as the ability to: “introduce, maintain and terminate conversations on different topics by asking questions and following up on input”.

⁶<http://www.udir.no/k106/ENG1-03/Hele/Kompetansemaal/Kompetans-etter-10-arstrinn/?lplang=eng>

Turn-taking is also stressed in the national criteria for assessment from Udir (The Norwegian Ministry of Education and Research⁷) where the students at the highest levels are supposed to: “make use of appropriate strategies for continuing conversation, elaborate, and follow up by adding new input” (my translation). In oral interactions such as debates, discussions and conversations turn-taking is important to master, because if both interlocutors in an interaction do not contribute, the interaction will come to an end.

To become good at communicating it is important to follow certain guidelines for communication. In his article ‘Logic and Conversation’ published in 1975, Grice presented the following conversational mottos referred to as Grice’s Maxims:

1. Maxims of Quantity, which refers to the importance of being as informative as possible and just giving required information and nothing more.
2. Maxims of Quality, where one attempts to be as truthful as possible and avoids passing on false information, or information that is not supported by evidence.
3. Maxims of Relation, where one only brings relevant information into the discussion.
4. Maxim of Manner, where one attempts to be as clear, as brief, and as orderly as possible, and also avoids obscurity and ambiguity.

These conversational maxims are suggestions for how one can communicate politely and appropriately without causing offence (Luoma, 2004: 26). Such guidelines are thus important to follow in order to show respect for one’s interlocutors.

On occasions when experiencing difficulties expressing what one wants to communicate there are certain strategies to apply in order to facilitate the oral production. Fulcher (2003:31-34) divides such strategies into two main categories, namely achievement strategies and avoidance (reduction) strategies. Achievement strategies are applied if the speaker does not manage to produce language because a lack of sufficient vocabulary or grammar to communicate. If one cannot find the right word paraphrasing is a good strategy to apply, which entails compensating for forgetting the word by using another word (a synonym). Another strategy is rephrasing or reconstructing, which means to explain by using other words. If the interlocutors have a different language in common it is possible to apply code switching, which means using a word from the other joint language. Other strategies for

⁷<http://www.udir.no/Vurdering/Standpunktvrdering-i-fag/>

carrying on the communication despite of lexical problems are e.g. to ask for assistance, miming or using body language.

Avoidance strategies are used simply to avoid speaking about matters one is not in control of and only talk about subjects in which one master the vocabulary. Another avoidance strategy is simply to give up or to use general words such as ‘things’ when lacking the proper vocabulary.

For students conducting tasks that entail oral interaction such as debates, discussions and conversations, achievement strategies are important to master. The ability to paraphrase and rephrase by using synonyms and other wording is a good manner of demonstrating knowledge about the language by means of applying a broad vocabulary. Using avoidance strategies on the other hand is not looked upon as strategies to communicate well, and students who constantly experience the lack of an adequate vocabulary will fail in communicative tasks, thereby not being able to demonstrate communicative competence.

2.4 Assessing Speaking

In all assessment situations one must apply certain categories, or competences, meaning areas or concepts to assess, in addition to criteria for the assessment, meaning standards by which something can be judged. The CEFR explains competences as ‘knowledge, skills, and attitudes’ (p. 4) and further defines competences as ‘the sum of knowledge, skills and characteristics that allow a person to perform actions’ (p.18).

The number of possible categories for oral assessment is huge. The CEFR identifies 12 qualitative categories with relevance to oral assessment, for which they have developed illustrative scales for assessment; each scale describes the level of proficiency. The competence categories are: turn-taking strategies, co-operating strategies, asking for clarification, fluency, flexibility, coherence, thematic development, precision, sociolinguistic competence, general range, vocabulary range, grammatical accuracy, vocabulary control and phonological control. Nevertheless, it is neither recommended nor possible attempting to assess all categories simultaneously. Assessors need to make choices for each assessment situation and select the most appropriate for each assignment and only include 4-5 test criteria in each test situation (Council of Europe, 2001:193).

In assessment situations it is also relevant to distinguish between ‘competences’, meaning knowledge/ skills/ the ability to do something and ‘criteria’ for the assessment,

meaning standards by which something can be judged. The CEFR states that criteria are factors “which distinguish between the different scores or grades” (Council of Europe, 2001:199). However, these terms might be regarded as overlapping categories since, in practice, the same category might be regarded both as a competence and as a criterion. For example, pronunciation is a competence, whereas ‘good pronunciation’ or ‘native-like pronunciation’ are criteria. However, when using these terms there is a tendency to use the word pronunciation to refer to both categories. It is therefore easy to understand why teachers and students in my research often failed to distinguish between the terms competences and criteria.

2.4.1 Criteria for the Assessment

Since criteria for the assessment is a category that was asked about in both the survey and the interviews in the study, this section will present the assessment criteria that were frequently stated by both the students and the teachers. As results presented in chapter 4 will show, categories such as pronunciation, vocabulary, grammatical accuracy and fluency were referred to as very important assessment criteria by both the students and the teachers; thus, these categories will be discussed. These categories are frequently applied criteria for assessing speaking; in addition to being used in the CEFR’s illustrative scales, these categories are mentioned in competence aims in the Norwegian national curriculum (LK06).

A further category that will be discussed is turn-taking. Results in section 4.2.4 will show that this category was stated as important by three of the interviewed teachers; they stated that the ability to maintain a conversation was an important assessment criterion. Turn-taking is also a category stated as important in the CEFR, hence, an illustrative scale regarding turn-taking is included. Additionally, turn-taking is regarded as relevant for the assessment at Norwegian schools; this category is included in one of the competence aims in LK06. The following competence aims from LK06 are relevant regarding the categories that will be discussed in this section:

The aims of the studies are to enable pupils to⁸:

- understand and use a general vocabulary related to different topics
- use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication
- express oneself fluently and coherently, suited to the purpose and situation
- introduce, maintain and terminate conversations on different topics by asking questions and following up on input

2.4.1.1 Pronunciation

Pronunciation is in the CEFR included in an illustrative scale for phonological control, and a person on proficiency level B2 “has acquired a clear, natural, pronunciation and intonation” (Council of Europe, 2001: 117). Pronunciation is the ability to produce individual sounds and to link words together, as well as using stress and intonation to communicate meaning (Thornbury, 2005: 128-129).

According to Luoma (2004), ‘the sound of speech’ is difficult to assess since people tend to judge the status of both native and non-native speakers based on their pronunciation. However, languages which are used worldwide have developed a number of regional varieties and standards. It is thus difficult to favour one particular pronunciation as standard in oral assessment and to expect everyone to imitate this one standard. Also, if a native-like speech is a criterion for assessing oral production most learners will ‘fail’ even though they communicate well in the target language.

Therefore, it is of great importance to include other features than ‘the sound of speech’ in the category ‘pronunciation’, in accordance with Thornbury’s definition. Features such as intelligibility, pitch, rhythm, pausing, stress and intonation are also relevant to the assessment of speech. Communicative effectiveness, which is based on comprehensibility and defined in terms of realistic learner achievement, is therefore a better criterion for learner pronunciation (Luoma, 2004: 10).

What Luoma states regarding pronunciation is also relevant to my study, as both the interviewed teachers and students were asked to what extent the teachers put British accent before other accents of English, and also if a ‘Norwegian’ accent will influence the mark. The answers to this question will be presented in chapter 4.

⁸ <http://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/Kompetansemaal-etter-10-arstrinn/?lplang=eng>

2.4.1.2 Vocabulary

The CEFR includes illustrative scales regarding the range of vocabulary knowledge and the ability to control that knowledge. A person on the highest level of proficiency (C2) has “a good command of a very broad lexical repertoire including idiomatic expressions and colloquialisms; shows awareness of connotative levels of meaning” A person on this level also has a “consistently correct and appropriate use of vocabulary.” (Council of Europe, 2001:112).

To be participants in oral communication lexical competence is required; an important feature is thus knowledge of vocabulary and the meaning of the words. According to Simensen (1998) the lack of sufficient vocabulary is the main obstacle to using a language. English contains a rich vocabulary of more than one million words (Global language monitor), however, for a L2 language user a more limited vocabulary will be expected. To succeed in communicating it is important to have knowledge of more than merely vocabulary; one has to apply lexical phrases, i.e. chunks of words occurring together. Discourse markers such as *if you ask me*, *by the way* and *I take your point* and idioms and sayings such as *part and parcel*, *make ends meet* and *speak of the devil*, are examples of lexical phrases that extend the repertoire of a language user (Thornbury, 2005: 23).

In test situations where vocabulary is a criterion for oral assessment both knowledge of and the use of vocabulary is assessed (Bachman and Palmer, 1996: 276). Thus, the range of the student’s vocabulary is assessed; whether the vocabulary is broad enough to adequately cover the actual topic. Also, the accuracy of the vocabulary is assessed; whether the student employs the vocabulary with precision and can demonstrate understanding of the applied vocabulary.

2.4.1.3 Grammatical Accuracy

In addition to vocabulary, grammar is the building blocks in a language; the basis one can construct a language from. All languages have patterns and rules one must apply in order to produce language. Bachman and Palmer (1996) state that grammatical knowledge contains vocabulary, syntax and morphology, i.e. knowledge of how utterances and sentences are organised (Luoma, 2004: 99-100).

The CEFR includes one illustrative scale regarding grammatical accuracy, and a person on the highest proficiency level manages to “maintain consistent grammatical control

of complex language, even while attention is otherwise engaged (e.g. in forward planning, in monitoring others' reactions)". The CEFR also suggests that this scale should be related to the scale regarding general linguistic range, where a person on the highest level is described as being able to "exploit a comprehensive and reliable mastery of a very wide range of language to formulate thoughts precisely, give emphasis, differentiate and eliminate ambiguity . . . No signs of having to restrict what he/she wants to say" (Council of Europe, 2001:110+113-114). In the latter scale, the CEFR combines vocabulary and grammatical competence and thus describes a more general linguistic competence.

For assessing grammatical accuracy in oral communication it is relevant to establish to what degree the student manages to apply, for example, the correct form of verbs, adjectives and adverbs and the plural of nouns.

2.4.1.4 Fluency

'Fluency' is a term that requires further clarification, as it includes two different meanings; one general and one technical. The general meaning covers the ability to speak various languages, as in 'she is fluent in five languages', whereas the technical meaning is applied to characterise a student's speech. The technical meaning can also be understood in more than one manner, either as the speaker's use of pausing, hesitation and speech rate, or as a synonym for 'speaking proficiency', meaning one's general expertise. What makes it difficult to assess fluency is that features such as flow and smoothness in language, as well as the use of pausing and hesitation markers are complex; they do not just describe a person's speech but also include the listener's perception of the speech. Therefore, whether the pausing a speaker produces is disturbing or not is not defined explicitly, but up to each assessor to decide (Luoma, 2014:88-89).

Hasselgren (1998:155) defines fluency as "the ability to contribute to what a listener, proficient in the language, would normally perceive as coherent speech". Such speech is carried out without strain, at a comfortable pace and is not interrupted by excessive hesitation. Hasselgren further suggests that the use of 'smallwords' a term defined as "small words and phrases occurring with high frequency in the spoken language", such as *really*, *I mean* and *oh* makes the speech more smooth. Moreover, House (1996: 232) states that expressions like *yeah*, *ok*, *hm*, *listen* and *I mean* help connecting the interactions in a conversation to make it coherent and smooth.

As stated in section 2.4, the CEFR includes an illustrative scale regarding fluency, and a person on proficiency level C2 can “express him/herself at length with a natural, effortless, unhesitating flow. Pauses only to reflect on precisely the right words to express his/her thoughts or to find an appropriate example or explanation” (Council of Europe, 2001: 129). The CEFR also includes a scale illustrating propositional precision, which describes a person’s ability to formulate clear thoughts on a topic during a debate or a conversation. (Council of Europe, 2001:128-129).

If fluency is a criterion for assessment it is crucial that the students understand what the term ‘fluency’ implies in order to make use of this in their own speech. Obviously, students will be able to distinguish between fluent speech in a fluent conversation and oral production consisting of awkward hesitation carried out at a very slow pace; however, it does not mean that the students realise how they can appear as fluent speakers themselves. I believe that making the students aware of ‘smallwords’ or filler words will help them avoiding awkward pausing while planning the next utterance, additionally, discourse markers such as *anyway, right, okay, as I say, to begin with*, are words teachers can suggest for the students to use in order to connect, organise and plan the next phrase in oral production.

2.4.1.5 Turn-taking

In all natural speech more than one partaker is required, and to keep a conversation going it is important to manage turn-taking. As stated in section 2.3, mastering turn-taking is important in spoken interaction, and the CEFR has described this competence in two different illustrative scales. A person on the highest proficiency levels regarding turn-taking, (C1/C2) is able to: “select a suitable phrase from a readily available range of discourse functions to preface his/her remarks appropriately in order to get the floor, or to gain time and keep the floor whilst thinking” (Council of Europe, 2001: 86+124).

Turn-taking is referred to as taking the floor and to keeping it by applying various conversational gambits. Conversational gambits such as *First, Then, Besides* are used mainly to retain the floor and avoid interruptions, whilst gambits such as *Well, Now, Oh, Yes, But* are used to gesture that one wants to speak (Simensen, 1998: 64). The current speaker possesses quite some power, and it might be considered rude to interrupt before he/she has finished his/her oral contribution, and if there are more than two interlocutors in the conversation it is not evident who gets to speak next. If the current speaker ends his/her contribution by posing

a question, he/she is then in power of deciding who is allowed to speak next (Fulcher, 2003: 34-35).

To demonstrate turn-taking in a classroom situation the students must listen carefully and pay attention to what the other interlocutors say, identify the right moment to respond and signalise when they want to speak (Thornbury, 2005, 8-9). When turn-taking is a criterion for assessment, the teacher must assess the students' manner of introducing a topic, manner of maintaining their arguments, manner of elaborating their arguments, manner of asking appropriate questions and manner of following up on questions by adding new input.

2.5 Types of Assessment

In this section, various types of assessment will be presented. These categories will be considered with reference to the Norwegian context in section 2.5.1. The CEFR presents various types of assessment which are relevant when assessing oral English. *Achievement assessment* measures what the student has learnt based of what he/she has been taught; whereas *proficiency assessment* measures the overall knowledge a student has achieved on a certain subject. Proficiency is thus an assessment of outcome as it sums up where a student stands at the moment.

Norm-referencing assessment has the ranking of a student in relation to the peers as a starting point, whereas *criterion-referencing assessment* is based on a set of standards, and the students are assessed based on how well they achieve individually according to these standards/criteria.

Formative assessment is based on what the students achieve during the whole course, and teachers give feedback to the students with the aim of improving learning. The feedback is supposed to encourage the students to accomplish various learning aims through motivation and awareness rising. *Summative assessment* on the other hand is norm-referenced and thus solely sums up what the students have achieved, demonstrated through a mark.

Direct assessment is an assessment method where the assessor observes actual happenings, such as students' discussions or an interview. The assessor compares the observations with a criteria grid and gives an assessment based on how well the students attain various criteria. *Indirect assessment* measures the students' ability to comprehend context and vocabulary, and a typical test for that purpose is a cloze test; a test where certain

words are removed and the candidate has to add the correct words to demonstrate understanding the context and meaning.

Performance assessment assesses the students' ability to speak directly as some kind of a performance, which shows the ability to produce language e.g. in an interview situation. *Knowledge assessment* on the other hand tests the student's ability to answer various questions to demonstrate the range of their linguistic knowledge.

Additionally, the students can also take an active part in the assessment by means of *self-assessment*, where the students judge their own proficiency. Through self-assessment learners have to reflect upon their own learning achievement and thus become integrated in their own learning situation. Managing self-assessment requires practice, but when students have learnt this technique, which includes both awareness raising and motivation, the students will appreciate their strengths, attempt to improve their weaknesses and thus become more efficient learners (Council of Europe, 2001: 183-192).

As an introduction to self-assessment *peer-evaluation* can be a method to apply, where the students are given the opportunity to take part in assessing other students and giving feedback after e.g. oral presentations. This is one assessment method applied by one of the interviewed teachers in the present study; subsequent to an oral presentation this teacher asks two students to give feedback to a fellow student based on the agreed criteria with the aim of involving the students in the assessment. This will be discussed further in the section on formative and summative assessment, section 2.5.1.1.

2.5.1 Assessment Practice in Norway

According to the Norwegian Curriculum (LK06) the students are entitled to receive evaluation throughout their education as well as at the end of their education. At lower secondary schools the evaluation during the education is given from the 1st to the 10th grade, with the aim of informing the students about achievements and advice for further improvements. At the end of the 10th grade the students receive an evaluation regarding the level of their achievements⁹.

In Norway, when students are candidates for oral exams in English, aspects of oral interaction such as the manner of turn-taking and maintaining a conversation is part of the assessment, as fifty percent of the exam requires this. Students who perform well in the first

⁹ <http://www.udir.no/Vurdering/>

part, in which they present a prepared topic – i.e. oral production, but do not master the topic-discussion afterwards – i.e. spoken interaction, will thus achieve a lower grade than a student who performs satisfactory on the presentation and masters the discussion afterwards well. The ability to demonstrate further competence about the topic by following up on input and mastering turn-taking becomes part of the grade.

2.5.1.1 Formative and Summative Assessment

As mentioned in section 2.5, formative assessment is based on what the students achieve during the whole course, and the teacher gives feedback to the students with the aim of improving learning. The definition of formative assessment is thus assessment *for* learning as opposed to summative assessment which is assessment *of* learning (Fulcher/Davidson 2012). At Norwegian lower secondary schools the assessment applied is considered to be formative until the last assessment in the 10th grade.

Since 2010 the Norwegian Directorate for Education and Training (Udir) has initiated a national emphasis on assessment for learning¹⁰, with the aim of further developing the culture of assessing for learning on all levels of the education sector. There are four principles which are essential in assessment with the aim of encouraging further learning:

Students' and apprentices' conditions for learning will be improved if they¹¹:

1. Understand what they are supposed to learn and what is expected of them
2. Receive feedback which informs them about the quality of their achievements
3. Receive advice of how they can improve
4. Are involved in their own learning such as assessing their own work and development
(My translation).

With the aim of encouraging students towards further learning all teacher-student conversations regarding learning and assessment, as well as the comments and marks on various tests and report cards are meant to be a basis for further achievements towards reaching the aims in the curriculum. Therefore, the teachers strive to encourage students to focus on the comments about achievements instead of just focusing on the mark. If the

¹⁰ <http://www.udir.no/Vurdering-for-laring/Nasjonalsatsing1/Nasjonalsatsing-pa-Vurdering-for-laring/>

¹¹ <http://www.udir.no/Vurdering-for-laring/4-prinsipper/Viktige-prinsipper-for-vudering/>

teachers' comments are not taken into consideration at all, the assessment will appear to be summative rather than formative and will not support the development of learning.

In oral English it is of great importance that the assessment helps the students with developing their oral skills for further improvements. The teachers must therefore aim at instructing their students by using a precise language in their feedback and attempt to suggest strategies towards further achievements in e.g. developing vocabulary, improving grammar, pronunciation and turn-taking.

In Norway there is an ongoing discussion of formative versus summative assessment regarding the use of the Norwegian National Tests. In the subject of English these tests are supposed to measure the students' reading comprehension, vocabulary and grammar competence and to what degree the students' proficiency is in accordance with the aims in the curriculum. These tests are carried out every year on the 5th and 8th level. Since the results of these tests are published, schools have been ranked as good or bad based on how well the students have achieved in these tests, and thus the results are often regarded as final and summative. The aim of these tests however, is actually to gain knowledge about how well the learners master different aspects of the subject, and teachers are supposed to use this information as a tool in their further teaching. Establishing which elements the students struggle with and which they master thus form the basis for formative assessment.

Self-assessment is another assessment method to employ in the classroom, and it is certainly assessment *for* learning as it entails that the students are concerned about their own learning progress. Brown (1998) defines self-assessment as all assessment that involves the learners to evaluate their own competence and performance against a set of criteria. The main purpose of self-assessment is to provide learners with the opportunity to develop an understanding of their own level of skills or knowledge by asking themselves: "How am I doing?" and then "How can I do better?" (Burns, 2010:170). It might be a challenge for students to assess themselves, and to be able to do so they must have some guidelines as a model.

One manner of preparing the students for self-assessment is to carry out peer evaluation, where the students evaluate each other. By taking an active part in the assessment, the students can learn from each other and become more aware of the learning goals and thus gain better results themselves. When the students are accustomed to peer assessment they can

transfer this knowledge to self-assessment and thus become more autonomous learners and realise their own strengths and weaknesses.

Luoma (2004: 189) states that peer evaluation can be very useful for the purpose of assessing speaking. Nevertheless, she points out that peer evaluating can in no way substitute the teacher's assessment as the students do not hold the same competence as the teacher, who is an expert on the field. To meet this challenge Luoma suggests employing specific criteria for peer evaluation and developing the criteria together with the students.

2.5.1.2 Criterion-reference Assessment

Most assessment at Norwegian schools is criterion-referenced, which means that the students' performances are measured against certain criteria and not against other student's performances (Simensen 1998: 252). The principle of not comparing students to one another is absolute and very significant. This entails, for example, that any student may attain the highest mark if she/he has scored very highly on all criteria in a test. This is relevant when assessing various oral presentations, which are frequently carried out in Norwegian schools. On such tests it is common practice that the students receive the criteria for the assessment of the presentation alongside the task description, thus, the students are aware of what is being assessed. The teacher then assesses the students based on the given criteria without ranking the students' performances against each other. The assessment of oral presentations will be discussed further in chapter 4, when results from the survey and the interviews are presented.

McMillan (2001) stresses the importance of the students being familiar with the criteria for assessing their performance so they know what is expected of them, and also states the importance of teachers having clear learning targets in order to succeed in assessing students' competences. He further states that clear and adequate aims for diverse tasks and assignments can be a motivating factor for the students to performing well (McMillan 2001: 53). Sullivan also supports this concept and states that regardless of which method one uses to assess the students it is necessary to inform the students about the purpose of the task and also let them know which criteria their performance will be assessed by (Sullivan in Coombe et al. 2012). This is in line with the first principle for assessment for learning presented in the previous section, stating the importance of students knowing what to learn and what is expected of them.

2.5.1.3 Oral Examinations

All the students at lower secondary schools in Norway take one oral examination at the end of the 10th grade. Many subjects are examined at the oral examination, of which English is one. To determine which students will be examined in e.g. English the students at each school are divided into groups of 8 – 10 students, and the draw regarding who is examined on which subject is carried out by the local authorities and not at each school. The subject is announced to the students 48 hours ahead of the examination, and the specific topic for the exam is announced 24 hours before the examination.

At the examination the students have 30 minutes to show their oral competence; 10 minutes to present a prepared presentation and 20 minutes to further debate the topic in a conversation between the student and the examiners (one local and one external). During the exam the students are supposed to demonstrate breadth about the specific topic as well as for the whole subject, and most of the competence aims regarding oral English are thus relevant for the exam. It is thus important that the examinees are well prepared to answer and debate other parts of the subject and not solely issues regarding the specific topic for the exam.

The subsequent conversation is generally led by the local examiner, who normally is the examinee's teacher. However, the external examiner is also supposed to participate in the conversation and ask questions about the topic and other parts of the subject. This can be a challenge for the examinees, as the external examiner's appearances and manner of posing questions might affect the candidate. Brown (2003) demonstrated how the examiner might influence the outcome of an examination by exposing an examinee to two different interviewers. One of them was supportive and asked open questions which encouraged elaboration, and also showed an interest in the examinee's answers. This interviewer made the examinee feel comfortable, and helped the examinee to appear as an able interlocutor. The other interviewer, on the other hand, posed more yes and no questions, initiated sudden topic shifts and made the examinee confused by asking for elaboration in a manner of repeating what the examinee had answered. Because of this, the examinee did not manage to respond adequately and thus appeared to be a dysfluent and reserved speaker. The results given by the two interviewers showed that they graded the same student differently (Luoma, 2004: 38, Fulcher, 2010: 220-221).

The fact that different examiners influence the results for the examinee is a problem of reliability. In my career I have personally witnessed how an 'intimidating' examiner who

focuses on an examinee's weaknesses rather than strengths places examinees under stress, as opposed to a supporting examiner who allows the examinees to demonstrate their competence. For most students it is easier to attain a higher grade when they feel that the external examiner is well meaning and supportive and thus establishes a relaxed setting for the students to demonstrate their oral competence.

Another reason why results from oral exams could be unreliable is that although the tasks for examinations are supposed to include clear assessment criteria based on the competence aims in the curriculum, not all examiners emphasise the same criteria. Some examiners only assess fluency, accent, grammatical accuracy, pronunciation, intonation and turn-taking, regardless of the content the student presents, while others put emphasis on the content, and base the assessment on whether or not the student has accomplished the whole task and not merely on linguistic competence. Although examiners are required to assess both the examinees' knowledge of the contents as well as their linguistic competence, some examiners tend to be dazzled by confident appearances, a perfect British accent and good turn-taking abilities even though the candidates do not seem to have much knowledge of the theoretical contents in the subject.

2.5.1.4 In-class Tests of Oral English

The assessment of oral English is often based on all oral production carried out in class, rather than on performance in specific assessment situations. The assessment of overall performance carried out in class is referred to by the CEFR as impression judgement, which it describes as a subjective judgement based on the teacher's impression of the students' accomplishments, "without reference to specific criteria in relation to a specific assessment" (Council of Europe, 2001: 189). These 'impressions' are gradually gathered over time through observing the students' performances, hence, the assessment is based on the teacher's reflections regarding these observations.

This type of assessment differs from that of prepared oral presentations, in which the teacher assesses the immediate oral production based on how well the students perform according to agreed criteria. The criteria for the assessment are normally divided into three main levels of achievement: average achievement, above average achievement or beneath average achievement. Average achievement describes the marks 3-4, above average achievement describes the grades 5-6, whilst beneath average achievement describes the

grades 1-2. The feedback on such performances will most likely help the students to make improvements in their next oral performance.

In prepared speech such as oral presentations the students have time to prepare and rehearse and thus have the opportunity to work thoroughly with vocabulary, expressions, grammar and structure. On such performances it is important that the students do not read directly from their notes. By using keywords and producing speech based on those, students cannot read directly from their notes and are thus required to use non-rehearsed language.

An important aspect of testing oral production is testing spontaneous language. One manner of allowing the students to produce spontaneous language in connection with oral presentations is to pose follow-up questions afterwards, as this allows the students to elaborate the topic by producing immediate language about a topic on which they have some knowledge. In the interviews carried out for the present study, several teachers stated that they pose follow-up questions subsequent of oral presentations. In the student interviews, some students stated that they receive follow-up questions subsequent to oral presentations or mock exams, and these students stated that this is a good opportunity for them to demonstrate spontaneous language.

Other classroom activities that allow the students to demonstrate spontaneous language are debates, discussions and conversations; in turn-taking situations like these, the students are forced to produce their language during the oral interaction. Additional oral activities applied to produce spontaneous language are retelling the contents from texts, dialogues based on various pictures and listening tasks, where the students subsequently are supposed to discuss what they have listened to. As results in chapter 4, section 4.2.3 will show, these oral activities are applied by teachers participating in my study.

2.6 Feedback

In formative assessment feedback is a significant element, as the purpose of feedback is to inform the students about their achievements. The feedback must describe the students' strengths and weaknesses, as well as giving suggestions for improvements and further achievements. The whole purpose of feedback is to assist the students in their learning process; encourage them to reflect upon their own learning and the process towards achieving their goals (Fulcher/Davidson 2012). Fulcher further states that feedback enables the students

to develop their skills in the target language by making them notice their mistakes and lead them towards the correct features of the language (Fulcher 2010).

In addition to feedback after prepared oral presentations, general feedback on oral production in the classroom is also required, and in that respect an important element is to understand when it serves a purpose and when it does not. Teachers often tend to correct all mistakes and language errors and are eager to inform students about the correct pronunciation or the correct grammatical tense. Thornbury (2005: 91) states that if the teacher is constantly intervening and offering assistance during students' oral production this may hinder fluency, as the attention shifts from the contents of the oral production to be all about accuracy. One of the best ways of informing the students about their errors is to make notes during the oral production and discussing this with them afterwards. An even better method is to allow the student him/herself to find the correct language, for example, a grammatical tense, or give the student a chance to re-pronounce a word, as making a mistake in the heat of the moment does not necessarily mean that the student does not know the correct tense or pronunciation. Allowing the student to suggest the correct form him/herself will support autonomous learning; additionally, when a student manages to suggest the correct form him/herself before the teacher does, the student will demonstrate his/her competence and thus become more self-confident about his/her language competence.

The latter way of giving feedback to students in the classroom is in line with what one of the interviewed teachers in the study stated as doing: instead of interfering during oral production carried out in class this teacher notices mispronunciations that are made by several students, writes them on the blackboard and then students practice pronouncing the words together towards the end of the lesson. More results regarding feedback from the study will be presented in chapter 4.

2.7 Tasks for Assessing Spontaneous Speech

To assess spontaneous speech test tasks need to be designed for that purpose. The aim of such tasks is to help language testers to collect evidence of the test taker's ability to use the language in the defined test situation (Fulcher and Davidson, 2007:62). Hence, the tasks in test situations must be designed with the aim of requiring the students to demonstrate specific competences.

Wright (1987:49) states that speaking tasks can roughly be categorised as open or closed. Closed tasks are mostly concerned about students accomplishing a certain goal; they often follow a strict pattern and the outcome is dictated by input. In order to assess spoken production, however, open tasks which have several outcomes are needed, since in such tasks, the students have the possibility to choose their own approach towards the aim; consequently the outcome will depend on each student (Fulcher, 2010: 52-57).

Open-ended tasks can involve only one test-taker, where the test-taker is asked to describe something familiar to him/her or narrating a story. It is however more typical to involve communication situations, and thus more than one test-taker is required. The tasks can be carried out with two test-takers interacting with each other, or the assessor can take an active part in the oral interaction. A disadvantage with the latter is that involving the assessor might influence the outcome and make the test-taker nervous, as the position of power is unequal.

Frequently applied open-ended tasks are tasks that entail an information gap between the part-takers such as describing pictures, where the participants get one picture each; both of them describe their picture, pose questions about the other person's picture and carry out a discussion based on the mutual information. Other suggested open-ended tasks are carrying out role-plays, where the participants are asked to act in a specific situation. Such tasks often simulate reality, and participating in 'authentic situations' will probably encourage the test-takers to an adequate language production. In such tasks the participants can produce spontaneous language and be creative language users. Luoma (2004:47) also states that it is easier to produce language if the task situation contains a plot, such as watching a robbery. Watching an authentic happening will provide the test-takers with a good starting point for oral production, as the action might have affected them in some way.

The purpose of setting testing tasks is to provide a framework to test communicative competences, such as telling/retelling a story or expressing/defending one's opinion on a topic. Commonly applied tasks with the purpose of testing communicative competences are tasks that entail an information gap; the participants have to speak, pay attention to the partner's utterances, ask and answer questions and take part in a discussion. Fulcher (2010) also suggests that for assessing communicative competence, carrying out conversations or dialogues can be useful. Assessment of spoken interactions can be carried out in various assessment situations such as debates, discussions and conversations. Luoma (2004:39), also

states that group discussions in class serve the purpose of practicing speaking well, and therefore, such tasks can support learning. However, such assessment is challenging, because the assessor has to focus on several students at the same time. For that reason, as the results from the teacher interviews presented in chapter 4 will reveal, while such assessment situations are often carried out with the aim of practicing communication, they are not used frequently for assessing the students.

Although assessing oral interaction is challenging, it is feasible. One manner of assessing such oral activity is to divide the students into manageable groups to administer. Each category for assessment must be looked at separately, and in addition to grammatical accuracy, pronunciation and fluency categories relevant to specific activities such as debates can be: the ability to use an adequate vocabulary that covers the debated topic, knowledge about the topic, manner of opening the debate/discussion, manner of maintaining the debate/discussion, manner of elaborating, asking appropriate questions and following up on questions etc.

To facilitate assessing each category for each student one can document the oral production carried out in class by recording the conversations and subsequently assess the oral production. This is also a way of assuring more validity in the assessment, as one can entirely focus on the oral production and the students' attainment of the relevant competence aims and avoid being distracted by irrelevant factors in the classroom. Prior to conducting such recordings one must of course obtain permission from the students as well as their parents, and such recordings must be used solely for the purpose of assessing oral production in class. To my knowledge, recordings of speech is rarely carried out at Norwegian lower secondary schools, however, such recordings can be a valid tool for assessing students, and also for students to carry out self-assessment.

Another method to assess students' turn-taking abilities regularly is over the course of the school year to arrange for pair or group conversations, where agreed topics are to be debated. While the rest of the students perform other classroom activities, the conversation/discussion can be carried out in a corner of the classroom or in another room nearby. The teacher can give a few students his/her full attention for a period of e.g. 10 minutes and allow the students to state their points of view on a specific topic. If required, the teacher can also participate in the conversation. The students need to be informed about the topic beforehand in order to prepare appropriate vocabulary for participating in the

conversation/discussion, but apart from that, not much preparation is required. If routines for carrying out such group conversations are established, such test situations do not have to occupy more than 10-15 minutes of a school lesson, and will provide the teacher with a solid basis for assessing his/her students. Such conversations can be carried out once a week, and depending on the size of the class, the teacher can listen to all the students over a period of 4 - 8 weeks. The students will then have the chance to regularly demonstrate their ability to discuss various topics applying an appropriate vocabulary and turn-taking strategies and will also be able to produce spontaneous language.

2.8. Validity and Reliability

Regarding assessment design the CEFR states that the concepts of validity and reliability are essential elements. In any test or examination, the reliability of the grading process is an important consideration. According to Simensen (1998: 253), reliability is thus the consistency of a test, meaning that the result will be the same when the test is used so that results can be compared. Reliability is demonstrated by whether or not the assessment is consistent and trustworthy (Council of Europe, 2001: 177). However, reliability is hard to achieve when testing spoken production, as speaking is a 'real time' phenomenon (Bygate 1987). One way of increasing reliability is to base grades on a fixed set of criteria using an agreed marking scale.

The validity of the assessment depends on whether or not one can demonstrate that what *should* be assessed is actually being assessed. Bachman and Palmer (1996: 44) state that test task must be designed with the purpose of allowing test takers to achieve a particular goal in a particular situation; test developers and assessors must therefore assure that the purpose for each test is served and what is supposed to be tested and assessed is being done. This assures the validity of the tasks.

Bachman and Palmer (1996) further state that regardless of which task design one uses, one must take into consideration that there is accordance between performing the tasks and speaking in 'the real world'. Such authentic tasks maintain validity and will thus prepare the students for handling speaking outside school as well, and not merely prepare them for various test situations at school (Fulcher, 2010: 52-57). This is also in line with a comment made by one of the interviewed students in my study; he explicitly stated the importance of

carrying out communicative tasks that would prepare them for communicating in authentic situations outside the classroom rather than tasks which solely require reproducing contents.

Simensen (1998: 254) notes that there is a link between reliability and validity. She states that a criterion for validity in assessment is that the test is reliable, meaning that it measures the same whenever it is used. She further states that validity for a test can be assured based on pre-set assessment criteria, as applying certain criteria for carrying out the assessment assures measuring what one is supposed to measure.

3. MATERIAL AND METHODS

3.0 Introduction

In this section the collected material and methods will be presented. In order to link the research questions and hypotheses for the present study to the collected material and the methods used to carry out the research, the research questions and the hypotheses are reiterated:

Research questions:

1. Which competences do teachers actually assess when deciding on the oral mark?
2. How do teachers assess oral competences in the classroom, such as spontaneous interactions, speaking with limited planning and debates?
3. Are the students aware of the criteria by which they are being assessed?
4. What kind of feedback do teachers give students on their oral performances?
5. In what ways could more valid and transparent criteria for oral assessment be used?

Hypotheses:

- Teachers find it hard to define evident criteria for their students, on which the assessment of an overall oral production in the English classroom is based; hence, they do not manage to inform the students about these criteria.
- Students are not aware of what is expected of them in order to achieve a certain mark in oral English.

3.1 Subjects and Material

The material of the present study consists of collected information by means of a questionnaire and interviews on the assessment of oral English at lower secondary schools in Norway. The data from the questionnaire is based on the answers from 130 secondary school students from 7 different classes and 5 different schools. The data from the interviews is based on answers from 7 teachers and 21 students from 5 different schools; three students of each teacher.

Due to practical reasons all the schools were located in a region in West Norway, as this geographical limitation made collecting the data manageable within the limits of this

thesis. The material will be presented more closely in chapter 3.5 together with the methods used to collect the data.

When selecting candidates for the present, the preferred choice was to interview teachers teaching the 10th grade, this being the final year at lower secondary school and thus this year's assessment sums up what the students have achieved before moving on to upper secondary school. The number of teachers that agreed to participate in the present study was 7; 6 of the interviewees taught the 10th grade, whilst 1 teacher taught the 9th grade. The teachers represented a certain variety regarding gender, education and teaching experience: 3 of the interviewees were male and 4 were female, all but one had a primary course in English, and the teaching experience in the subject of English varies from 40 years to 3 years: one teacher has taught English for 40 years, two teachers have taught English for 30 years, and the other 4 have taught English for 18, 10, 7 and 3 years respectively.

The students participating in the present study were mostly in the age group of 15 to 16 years old, since all but one student group were in the 10th grade. One of the student groups attended the 9th grade; hence, these students were 14 to 15 years old. All together 130 students participated in the survey, and the number of respondents in each student group varied from 12 to 27 participants. The number of students being interviewed was 21; 3 students of each teacher.

The students for the interviews were selected based on answers given in the questionnaire to avoid interviewing students that showed little interest in assessment. Thus, the selected students had given thorough answers in the questionnaire, and had especially given interesting answers to the final question, where the students were asked to give their opinion about the assessment of oral English in general. Some of the selected students had made positive comments about the assessment practice, whilst others were critical.

3.2 Methods

Deciding which method to use when carrying out research depends on the research question(s) and the purpose of the research. According to Creswell (2014: 40, 90) qualitative methods are most suited when the research question(s) attempts to explore a topic, and quantitative methods are most suited when the research question(s) attempts to explain a

topic. It is also quite possible to combine quantitative and qualitative methods and use a 'mixed methods' approach to the research question(s).

I considered carrying out interviews to be an appropriate methodology to test out my hypotheses and find answers to my research questions, since "the qualitative interview provides a unique possibility of getting access to describing peoples' daily lifeworld" (Kvale/Brinkmann, 2012: 47- 48, my translation). Qualitative interviews face to face with teachers thus provided me with firsthand information regarding an essential part of teachers' daily routine, namely their assessment practice of oral English. Following up on what the teachers said by subsequently interviewing their students, granted the possibility to explore whether or not there was accordance between what the teachers claimed about oral assessment and the students' understanding of the assessment.

Since the research questions in the study concern teachers' and students' understanding of the assessment of oral English, the primary choice of method was to conduct interviews with open-ended questions, as this methodology allows the interviewees to speak their mind and formulate their own answers. This methodology also gives the researcher an opportunity to pose follow-up questions and to ask the interviewees to elaborate their statements (Kvale/Brinkmann, 2012: 147). Such flexibility opens up for spontaneity and interactions between the interviewer and the interviewee, and the interviewee might also emphasise his/her opinion by using body language and facial expressions (Christoffersen & Johannessen 2012: 17).

However, one of the challenges with conducting student interviews is to find suitable candidates. Therefore, a questionnaire was used as a means to find proper candidates to interview, rather than choosing candidates randomly from a group of students. Thus, the aim of conducting the questionnaire was predominantly to select students for interviewing, as the candidates were chosen based on the answers they gave in the questionnaire. Furthermore, the answers from the questionnaire were also included in a survey, which provided the study with a broader range of material to analyse.

Since elements from both qualitative and quantitative methods were employed in this study, the methodology employed mixed methods. According to Creswell (2014: 4), this combination of methods provides the possibility to combine the findings from two different sources, which again will supply a more complete understanding of the research. Additionally, this combination of methods provides a good opportunity for answering the

research questions, since the researcher acquires a larger amount of material for analysis by carrying out both a survey and interviews. Thus, the researcher has the opportunity to analyse the material from more than one perspective (Creswell 2014:565).

There are several varieties of mixed methods designs according to the purpose of the research. The method employed in this study is the *exploratory sequential design*, where quantitative data is collected first, followed by collecting qualitative data to elaborate the findings in the first phase (Creswell 2014: 570-577). Dörnyei (2007:165) describes this approach as having a development function, since material gathered in the survey will be further examined and developed in the interviews.

Validity is an important term in research and according to Creswell (2014: 201), “qualitative validity means that the researcher checks for the accuracy of the findings”. Words such as trustworthiness, authenticity and credibility are terms used to describe validity. One strategy suggested by Fulcher to maintain validity in research is to “triangulate different data sources of information by examining evidence from the sources” (Creswell, 2014: 201). Dörnyei (2007: 45) states that a mixed methods design may improve the validity of the research as the collected material is gathered from more than one source. Furthermore, triangulating the material by corroborating the findings from two sources provides the research with more validity (Dörnyei, 2007: 45)

Reliability in qualitative research can be described as dependability (Lincoln & Guba, 1985), and requires that the results are consistent. According to Dörnyei (2007: 57), reliability of a study can be maintained through manners of analysing and presenting the collected data. The fact that in the present study, answers from the questionnaire were followed up in the student interviews, provided the answers with more reliability. Furthermore, all the interviews were recorded and transcribed as accurately as possible using standard orthography. The answers from the interviews were further analysed and categorised, and the results will be presented in chapter 4.

3.3 Ethical Concerns

In order to assure high ethical standards throughout the research, approval for carrying out the planned research was procured from the Norwegian Social Science Data Services, NSD (my translation). Whenever the planned research concerns information about individuals and the

gathered information will be stored electronically, the researcher has to apply for approval from NSD. This is to ensure the participants' rights and to prevent the researcher from misusing the collected information (Christoffersen/Johannessen 2012: 43). Therefore, when planning to record interviews on a Dictaphone and then storing the material on a computer it is essential to procure approval for the research before carrying it out.

Another ethical aspect that one needs to attend to in a research project is to obtain consent from the participants, and if the participants are under age, the parents need to give their approval on their child's behalf. Even though the participants have agreed to participate in the research, they must be informed about the option to withdraw from the research if they change their minds at any point during the process, without having to give any reasons why (Christoffersen/Johannessen 2012: 43). Consequently, both the teachers and the students in the present study received information regarding what their participation entailed, and were also informed about their rights to withdraw from the research. The students' parents also signed a form for consent.

According to Creswell (2014: 252-253), the respondents additionally have the right to be informed about the purpose of the study, hence the researcher must carefully consider that sufficient, but not too much information is given to the respondents, on the one hand, to fulfil the ethical concerns, and, on the other hand, to avoid jeopardising the research by revealing too much information beforehand. The participants in the research also have the right to know how the collected material they have contributed will be published and for how long the recorded material will be stored (Brekke/Tiller, 2013:136). This was also mentioned in the information given to the participants ahead of this study.

Additionally, all the respondents were promised confidentiality, meaning that none of the answers given, neither in the interviews nor in the questionnaire can possibly identify either the school or any person. The order on which the questionnaire and interviews were carried out is also jumbled, so school 1, 2 etc. are randomly labelled and is not identical with the order of research carried out at each school.

Ethical concerns must be attended to throughout the whole research process, and therefore, the researcher has to keep ethical standards in mind when transcribing interviews, analysing the collected data, and finally, when publishing and reporting the result (Creswell, 2014: 36-38).

3.4 Procedure

Collecting the material was carried out in two stages for a period of about 12 weeks. The questionnaire was carried out first, and then the interviews were carried out at each school, first the teacher interview followed by the three student interviews.

3.4.1 Conducting the Questionnaire

After having established contact with teachers that were willing to participate in the study, the survey among the students was carried out as the first step in the research process. The survey was carried out by me personally to avoid the teachers influencing the student answers by their presence and their interpretation of the questions. Since the teachers were not present, the students could answer truthfully without worrying about the teacher finding out who answered what. Being there in person also gave me the opportunity to further explanations if any of the students did not comprehend any of the questions. Another reason for personally conducting the survey was to avoid the teachers seeing the questions I posed to the students in the questionnaire, and thus prevent the possibility for the teachers to prepare or modify their answers in the planned interviews in accordance with the questions posed to the students.

My presence also gave me the opportunity to meet all the students to briefly inform them about the purpose of the research and the next step, namely the interviews. The students had already been given a variant of this information by their teacher, but giving the information personally to the students guaranteed that all of them received the same information regardless of what they had been told by their teacher.

3.4.2 The Questionnaire

Questionnaires are used to gather information from the respondents, and in order to obtain comparable information the questions must be specific and concrete. However, a questionnaire may be structured in various ways, either as pre-coded with a set of response categories, or by the use of open-ended questions where the respondents phrase their own response, or as a combination of these in a semi-structured questionnaire, where the respondents are offered the option to give additional response to a closed-ended question (Creswell, 2014: 412-413 / Christoffersen & Johannessen 2012: 129).

The questionnaire used in the present study consisted of a combination of open-ended questions, closed-ended questions, and some semi-closed-ended questions; all of them regarding assessment of oral English. The reason for combining types of questions was that this blend would make it easier for the students to give sincere answers; which again would provide useful answers to the research questions and hypotheses.

One possible pitfall with adding open-ended questions in the survey was that it might be difficult for the students to answer questions about oral assessment without any response options. Nevertheless, in order to obtain the students' personal opinion on the subject some open-ended questions were required. As some of the questions offered response options, all the students had the possibility to state their opinion about oral assessment, and the students who had more knowledge and/or stronger opinions about the topic were given the possibility to elaborate their answers by adding more information.

An example of a question that was considered as necessary to pose in an open-ended format in order to get hold of the students' truthful opinions was the first question in the questionnaire: "Mention which competences you think are being assessed in oral English". Here, it would be meaningless to suggest different response options, because then the students might just agree to all the alternatives without giving the question thorough consideration before answering. When the students had to think for themselves and give their personal considered opinion, their answers would give a better picture of what the students actually know about the assessment of oral English. Also, in question 3, where the students were asked to list the criteria for oral assessment they are familiar with, it would be pointless to suggest categories for them, as they might randomly indicate some options without realising what the criteria really imply. Such random answers would not illustrate the students' knowledge of the criteria at all.

The questionnaire was presented to the students in Norwegian to prevent linguistic problems from making it difficult for students to answer the questions thoroughly. After all, the purpose of the questionnaire was merely to learn more about the students' knowledge of the assessment practice, and not their understanding of written English. (The questionnaire is enclosed as appendix 3).

3.4.3 Conducting the Teacher Interviews

During the process of contacting English teachers for participating in this research I was very restrictive regarding the amount of information that was passed onto the informants, as too much information about the project beforehand might jeopardise the research. Thus, in order to maintain the reliability of the research and avoid revealing too much about the study in advance, the respondents were merely informed that the research was about assessing oral English.

All the interviews were carried out in Norwegian with the aim of creating a natural and comfortable setting for the interviewees. The interviews were also carried out at the respective schools to facilitate the interview progress for the participants; they merely had to appear at an agreed location at their own school. All the interviews were recorded on a Dictaphone so there was no need to take notes, thus, the interviewees were in focus throughout the interviews and the conversations went smoothly.

3.4.4 Interview Guide for the Teacher Interviews

In the present study a semi-structured interview guide with open-ended questions was used, as this design gives the interviewer the possibility to pose follow-up questions and tailor the next questions to each interviewee. (Christoffersen & Johannessen 2012:17). Not being limited to a fixed set of questions better opens up for dialogue between the interviewer and the interviewees, thus, the teachers were encouraged to reveal a considerable amount of information about their assessment culture and provide thorough answers to the researcher.

The open-ended questions were based on some specific categories regarding assessment that all the interviewees were asked to comment on to assure validity in the research. Since all the teachers commented on the same categories it was possible to compare results, and the research will reveal similarities as well as differences concerning assessment practice from one teacher to the next. The interview guide contained 15 questions, and all the categories and questions apart from the first one, where the interviewees were asked about their teaching background, were regarding the assessment of oral English. The main categories in the interview guide were: assessment situations, criteria for the assessment, criteria for the mark in oral English, tests/ assignments applied to assess speaking and feedback given to the students.

The teachers were also asked whether or not they favour good British pronunciation before other varieties of pronunciation. Although variations in accents was not a primary focus in the present study I decided to include this aspect in the interviews after all. One reason for doing so was information passed onto me by one co-student at UiB, who had attended a meeting regarding oral examinations in English. At this meeting some teachers claimed to put emphasis on accent and used the RP English as a criterion to achieve the highest grades. This is in disagreement with the competence aims in the curriculum (LK06), where there is not uttered any preferences about a certain accent. Because of this, I decided to explore what emphasis my interviewees put on preferring some accent to others.

An additional reason for including this aspect in the present study was reading Maria Tengs Sannes's interesting Master's Thesis about attitudes to native and non-native varieties in the teaching of English in Norway, published by the UiB. In this thesis one of the aspects discussed is what it takes to be a successful speaker of English, and here, speaking with a 'Norwegian accent' as opposed to other accents is discussed. (The interview guide for the teachers is enclosed as appendix 4).

3.4.5 Conducting the Student Interviews

As previously mentioned, I wanted to follow up on what the teachers said by interviewing their students to explore if there was accordance between the teachers' assessment practice and the students' understanding of the assessment. The preferred interviewees were students in the 10th grade, as I regarded them to be the most concerned about assessment and thus were able to give detailed answers.

In the interviews the students were given the chance to elaborate some of their answers in the questionnaire, and additionally, they were asked further questions about the assessment of oral English. Moreover, the students were asked whether or not they feel that they are given enough opportunities to demonstrate their oral English in class, and also their opinion about how what they produce orally in class is being assessed.

The student interviews were also carried out in Norwegian at the respective schools, with the purpose of making it effortless for the students to participate in the study. The student interviews were recorded in the same manner as the teacher interviews were.

3.4.6 Interview Guide for the Student Interviews

The interview guide for the students was also semi-structured and consisted of 13 open-ended questions about the assessment of oral English. The purpose of this design was to give the students an opportunity to present their personal and considered opinions by using their own words. Even though the point of departure in the interviews was the same for all the candidates due to the interview guide, the questions varied to some extent from one student to the next, as various answers opened up for tailoring individual follow-up questions to each candidate. Some of the questions were also based on what the students had answered in the questionnaire; hence, the students had the opportunity to elaborate earlier statements, and the researcher could follow up on comments given in the questionnaire and ask the students to explain further if some of the statements were unclear. This sequence of first carrying out a questionnaire and then conducting interviews provided the research with a broader perspective on the students' opinions on the assessment of oral English.

The main categories in the interview guide were: criteria for assessing oral English, information about criteria for the assessment and assessment situations, various oral tests/assignments and feedback on speaking. The students were also asked about what competences they believe the oral mark is based on, and whether or not they suppose that the teacher favours British (RP) pronunciation before other varieties of pronunciation. (The interview guide for the students is enclosed as appendix 5).

3.5 Analyses

The interviews were first transcribed; then the collected material was categorised, summarised and analysed. The analyses were carried out with the purpose of finding answers to the research questions and hypotheses in the collected data; the results of the analyses will be presented in chapter 4.

3.5.1 Analysing the Questionnaire Data

After carrying out the survey the collected data consisted of 130 answers to the questionnaire from 7 different groups of students. The number of respondents in each group varied from 12 to 27 participants; therefore some of the data is displayed in terms of percentages to arrange for comparison, as comparing results based on numbers would give an inaccurate representation. Furthermore, revealing results based on numbers of respondents would also break the promise of confidentiality, as it would be easy to recognise answers relating to one's own school, by knowing the number of the participants from one's own school. However, as far as my research questions are concerned, there was little relevance in comparing student answers from one school to the next; therefore, most answers are displayed as one unit of student response, and results from individual schools are rarely given.

To prepare the collected data for the analyses I started by reading through all the student answers and made an overview of each student group. All the student answers were organised by each question and the collected data from each school was filled into a computer file to make the material easier to deal with in the analyses. The response to each question was categorised, labelled and reorganised separately, and then the different categories and answers were summarised.

According to Creswell, (2014: 267), the answers to open-ended questions need to be categorised in order to be processed and analysed, as they cannot be enumerated like questions with set response categories. The process of analysing open-ended questions is thus the same procedure as that followed when analysing qualitative data, as the lack of response categories requires the researcher to explore the collected data and find answers through categorising the material. As two of the questions in the questionnaire were open-ended (1 & 11), and five questions were semi-open-ended and thus opened for further comments (3, 5, 6, 8 & 9), I had to decide on categories based on the student answers. To limit the number of categories and to avoid overlaps, similar answers were reorganised and categorised as accurately as possible. Question 2, 4, 7 & 10 had pre-set response categories, thus the answers to these questions did not require categorisation; the answers were merely summed up based on the response categories the students had chosen.

Preparing and analysing the questionnaire was meticulous work, but it was interesting to read the student answers and their comments on the assessment of oral English, which brought the realisation that the questionnaire produced answers relevant to my

research. The results will be presented in tables complemented by comments and explanations in chapter 4.

3.5.2 Transcribing the Interviews

Since the interviews were recorded on a Dictaphone, it was necessary to transcribe the collected material and arrange it in a form that would be required for the analyses. According to Creswell (2014: 239), transcribing the material is required when carrying out qualitative interviews. The transcription was carried out by the researcher subsequent to conducting all the interviews, and both the questions and answers were transcribed word by word as accurately as possible, in order to record the exact contents of the interviews. According to Roberts (1997), it is important to use a transcription system that exemplifies both accuracy and readability; hence the interviews in the present study were transcribed using standard orthography, and the questions and answers were clearly distinguished between with the aim of presenting the material reader-friendly and more manageable to deal with in the analyses. Finally, the transcriptions were typed and organised in a computer file for analyses.

One advantage of personally transcribing the interviews was that the whole process of transforming the recorded speech into written text was a method of reiterating the interviews and thus transcribing the interviews was also a means to prepare for the analyses.

As the interviews were conducted in Norwegian the transcription was also carried out in Norwegian. (The transcribed interviews are attached as enclosure 6 and 7).

3.5.3 Analysing the teacher interviews

The basis for the analysis was the answers from 7 teacher interviews. The analysis applied is thus language based (Dörnyei: 2007:243), as interviews are transformed to text for analysis. To prepare for analysing the interviews the transcribed pages were printed out in hard copy to make the material concrete. Afterwards, I read through all the printed pages with the aim of familiarisation (Braun & Clarke, 2013: 205), in order to engage with the collected data ahead of coding and categorising the interviews.

As the aim of analysing the interviews was to find answers to the research questions and hypotheses, I carried out hypothesis coding (Miles, Huberman & Saldaña, 2014:78), and thus created the categories for analyses based on the research questions and hypotheses. Hence, the categories for coding the interviews were:

1. Competences the mark in oral English is based on
2. Various assessment situations
3. Tests and assignments applied to assess speaking
4. Criteria for the assessment
5. Information about criteria for the assessment
6. Assessing students that do not speak in class
7. Feedback given to the students
8. British English pronunciation versus other varieties of pronunciation

Subsequently, each interview was examined thoroughly in search of chunks of text relating to the above mentioned categories. The coding was thus to identify certain themes rather than key words, (Grbich, C, 2013: 262), and relevant answers to each category were coded by highlighting text extract with colours (Dörnyei, 2007:250), one colour for each category. Subcategories were made when necessary for further clarification. Subsequent to analysing the interviews my findings were organised in tables, one table for each category. Table 3.1 shows an example of one category and related subcategories and answers given by the teachers:

TESTS AND ASSIGNMENT APPLIED TO ASSESS SPEAKING		
Subcategories:	Tasks with preparation time:	Tasks with limited or no preparation time:
Teacher 1	Oral presentations about various topic Sometimes debates and conversations based on texts, events or films; either with preparation time or with limited preparation time.	Various oral tasks in pairs, the teacher moves around listening and asks some of the students to present aloud in class. Diverse listening tasks, where the students talk about the contents after having listened, by using their own words. Retelling texts using their own words and follow-up questions after presentations.
Teacher 2	Oral presentations on various topics where the students are supposed to use their own words.	Tasks with limited planning are rarely carried out, but sometimes the students interview each other in groups, sometimes they discuss topics in groups.
Teacher 3	Oral presentations on various topics, approximately 4 times a year.	Sometimes the students get topics or pictures to discuss in pairs/groups and the purpose is to speak spontaneously about the topic/picture.

		Has also carried out recordings where the students' reading was recorded in order to assess pronunciation.
Teacher 4	Prepared oral presentations and various kinds of group work, where the groups present the result to the class afterwards.	Retelling texts in pairs or groups, where the students get 10 minutes to work with a new text before presenting it to the group, in order to practice retelling the contents based on key words from the text. Various dialogues in the classroom to urge the students to speak, sometimes the students get follow-up questions after presentations to work on more spontaneous language.
Teacher 5	Prepared oral presentations, both in groups and individual.	Follow-up questions after prepared presentations to prepare for the oral examination, carry out conversations, sometimes debates and discussions
Teacher 6	Prepared oral presentations.	Reproduce contents from texts and listening tasks on various topics, conversations about different topics, debates in groups. The teacher sometimes uses envelopes containing words, for instance 'sea level', whereas the students are supposed to talk about the particular word and use it in a certain context.
Teacher 7	Prepared oral presentations.	The students are sometimes asked to speak about matters related to the topics they work with in class, sometimes they perform short plays or role plays.

Table 3.1: Tests and assignments applied to assess speaking

The results of the whole analyses will be presented in chapter 4.

3.5.4 Analysing the student interviews

The basis for analysis was the answers from the 21 student interviews. The transcriptions were printed out before the analysis was carried out. Since one of the aims of the present study was to explore whether or not there was accordance between what the teachers claimed about oral assessment and the students' understanding of the assessment, the categories for the analysis were similar to the ones in the analysis of the teacher interviews. The categories applied were:

1. Competences the mark in oral English is based on
2. Situations in which students can demonstrate oral competence
3. Information about various assessment situations
4. Suggestions for other tests/assignments to demonstrate oral competence

5. Criteria for the assessment
6. Information about criteria for the assessment
7. Feedback on various tests and assignments
8. British English pronunciation versus other varieties of pronunciation

The student interviews were categorised and coded in the same manner as the teacher interviews by highlighting chunks of text belonging to each category. The results from the analysis will be presented in chapter 4.

3.6 Challenges and Limitations

The first challenge I faced in my research was that it was rather difficult to get hold of teachers that were willing to participate in my research. I sent a request to the headmasters of several lower secondary schools located around Bergen, and many did not answer at all. Apart from the 7 schools where I received positive response only two schools answered; at one of the schools the English teachers declined due to pressure of work, and at the second school the teachers did not feel comfortable with participating in a research project.

After carrying out my research I have discovered certain limitations in it. Some of the questions in the questionnaire were similar, which made it difficult for some students to answer since they felt that they were repeating themselves. In particular, this was the case with question 3 which asked if the student were familiar with the criteria for oral assessment, and question 5 which asked whether the students knew how their speaking skills are being assessed.

Another limitation in my research is the wording I chose in the Norwegian translation in the student interview guide. In the English edition I used the word ‘competences’ while the wording in the Norwegian translation was more general. Instead of asking: “Which competences do you think are being assessed by your teacher?” I asked: “What do you think is being assessed?” With hindsight, I realise that I should have paid more attention to developing more precise questions using specific wording in both the questionnaire and in the interviews.

4. RESULTS

In this chapter the results from the research will be presented. The results were obtained through analyses of the collected material described in chapter 3, and are presented in tables supplemented by comments and explanations.

The promise of confidentiality is considered throughout this section, so the order on which the questionnaire and interviews were carried out is jumbled. Therefore, in section 4.2 and 4.3, where the interviews are presented, the schools are randomly labelled, hence, school 1, 2 etc. are not identical with the order of research carried out at each school.

The results from question 1 and 3 in the questionnaire and results in section 4.3.5 presenting answers to one category in the student interviews will show that many students did not distinguish between ‘competences’, meaning knowledge/ skills/ the ability to do something and ‘criteria’ for the assessment, meaning standards by which something can be judged. These terms might be regarded as overlapping categories since some categories can be regarded as both competences and criteria. As stated in section 2.4, an example of this is that pronunciation is a competence, whereas ‘good pronunciation’ or ‘native-like pronunciation’ are criteria. It is therefore a tendency to use the word pronunciation to refer to both categories. Results in section 4.2.4 will show that these terms were blended by some of the teachers as well.

4.1 Results from the Questionnaire

In this section results from the individual questions are presented in sequence. The results are based on the answers from 130 students from 7 different student groups and 5 different schools. Results from all the questions in the questionnaire are included.

4.1.1 Results from Question 1

Question 1: Mention which competences you think are being assessed in oral English

Since the Norwegian curriculum (LK06)¹² contains a list of competence aims the students are expected to achieve, the purpose of this question was to establish which competences the

¹² <http://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/Kompetansemaal-etter-10-arstrinn/?lplang=eng>

students believe are being assessed by their teacher in oral English. The reason for designing this question as open-ended was to let the students suggest the competences themselves rather than ticking off pre-set response categories in a closed-ended question. All the student answers have been categorised and similar answers were grouped together as one category. The answers from all the respondents are shown as a whole, as there were no major differences between the groups. Even though some categories were mentioned by a small number of students, they are also included in the table, as all answers are relevant to the study. The results are presented in table 4.1:

Pronunciation	77 students
Vocabulary/expressions/idioms	32 students
Fluency	29 students
Contents/knowledge about the learning material	26 students
Oral participation in class	21 students
Speaking without being too attached to a manuscript/written text	19 students
Grammatical accuracy	12 students
Understanding the learning material	12 students
Speaking with coherent sentences	11 students
Use of the language in general	11 students
Your performance on oral presentations	9 students
Clear and distinct diction	9 students
Reading	8 students
Involvement/ enthusiasm/body language/ contact with audience in presentations	6 students
Your behaviour in class	2 students
Intonation	1 student

Table 4.1: Competences the students think are being assessed by the teacher

As the table shows, in addition to mention various competences, the students also listed some assessment criteria such as oral participation in class, speaking without being too attached to a manuscript, speaking with coherent sentences, use of the language in general and involvement/enthusiasm/body language/contact with audience in presentations.

Competences such as pronunciation, grammatical accuracy, intonation and diction are incorporated in the same competence aim in the curriculum as the ability to: “use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication”. Fluency is mentioned in a separate competence aim as the ability to: “express oneself fluently and coherently, suited to the purpose and situation”. The category vocabulary is relevant to another competence aim as the ability to: “understand and use a

general vocabulary related to different topics”. Contents/ knowledge about the learning material is also relevant to one competence aim as the ability to: “understand the main content and details of different types of oral texts on different topics”.

Relevant competence aims that were not covered by the above suggested competences were the ability to: “introduce, maintain and terminate conversations on different topics by asking questions and following up on input” and the ability to: “express and justify own opinions about different topics”.

One thing that is interesting to notice is the emphasis most students put on pronunciation, especially compared to fluency. More than one half of the students stated that the teacher assesses pronunciation, whereas only 29 of the students stated that they believe their fluency is assessed. Further, it is interesting to notice that only 21 of the students stated that oral participation in class is assessed by their teacher, as results in section 4.2.1 will show that most teachers base the oral mark on all oral production in class.

A category I would like to comment on even though only two students suggested it is ‘behaviour in class’. It surprised me that some students actually believe their behaviour in class is a category for assessing oral English. Students’ behaviour in class is assessed separately and is not supposed to be assessed within a subject mark. It goes without saying that if students misbehave in class the learning outcome will most likely be reduced and perhaps teachers occasionally are tempted to allow behaviour to affect the marks; nevertheless, students’ behaviour should under no circumstances be regarded as a category for assessment.

4.1.2 Results from Question 2

Question 2: How often do you think these competences are assessed by the teacher?

In addition to exploring which competences the students believe are being assessed, it was interesting to discover in which situations the students think they are being assessed. The purpose of this question was thus to let students reflect upon how often, and in which situations oral English is being assessed by the teacher. They were given 5 response options, and could also opt for more than one alternative. The answers presented in table 4.2 include all the options chosen by the total number of students, both the ones that only suggested

‘every time I speak in class’ and the ones who only stated ‘when I carry out oral presentations’, and the ones who suggested more than one option.

Every time I speak in class, spontaneously and prepared	34,42%
In discussions/debates in class	11,48%
In pair work when we interact in English	7,10%
When I read and answer questions about the contents	13,67%
When I carry out oral presentations/ mini-talks	33,33%

Table 4.2: How often the students believe various competences are being assessed

It is evident that the student answers differ to some extent, as more than one third of the students assume they are being assessed every time they speak in class and one third believe they are mainly assessed when carrying out oral presentations. One reason why some students mentioned prepared oral presentations to be the most frequent assessment situation is probably because this is a pre-arranged assessment situation where the students normally get a specific mark.

This discrepancy among the student answers indicates that many students have different opinions regarding the frequency of various assessment situations. As results from the teacher interviews in section 4.2.2 will show, all teachers assess their students in oral presentations and in various classroom activities such as reading and retelling contents of texts, answering questions and oral production based on various listening tasks. Results in section 4.2.3 will show that discussion/dialogues are rarely applied as assessment situations, as only a small number of students participate in such activities. Further, results in section 4.2.1 will show that the teachers mostly assess all oral production carried out in the classroom, so the students who stated that they are assessed every time they speak in class were quite right.

4.1.3 Results from Question 3

Question 3: Are you familiar with the criteria for oral assessment?

This question corresponds exactly to my third research question: “Are the students aware of the criteria by which they are being assessed?”; it is therefore of great importance. The answers varied to some extent from one student group to the next; therefore the results are

displayed by each group. The students had two options for their answers: yes or no, and table 4.3 shows the answers by each group in percentages:

Group:	Yes:	No:
Group 1:	62, 50 %	37,5%
Group 2:	41, 26%	58,74%
Group 3:	44, 44%	55,56%
Group 4:	48, 15%	51,85%
Group 5:	27,30%	72,7%
Group 6:	50, 00%	50,0%
Group 7:	41, 67%	58.33%

Table 4.3: The percentages of the students who are familiar with the criteria for assessment

Some teachers are clearly better at informing their students about the assessment criteria than others, as the figures shows, in student group one as many as 62, 5% stated that they were familiar with the criteria. The answers from student group 1 are in great contrast to the answers of group 5, whereas only 27, 3% of the students answered that they were familiar with the criteria. Evidently, a large number of students do not have enough knowledge about the criteria for oral assessment, as the figures show that in five of seven student groups more than half of the students answered that they are not familiar with the criteria. A possible explanation why several students answered no to this question might be that the word *criteria* is a word many students are not accustomed to, so if the question had been: *Are you familiar with what the teacher emphasises in his/her assessment of Oral English*, the result might have been different.

Question 3 also included a follow-up question, where the students who answered ‘yes’ were asked to list the criteria they are familiar with. Altogether 53 students stated that they were familiar with the criteria for the assessment, and table 4.4 illustrates the student answers. The student answers are displayed as a whole, as there were no major differences between the groups.

Pronunciation	34 students
Fluency	21 students
Your performance on oral presentations	15 students
Vocabulary	14 students
Oral participation in class	12 students
Contents/knowledge about the learning material	11 students

Grammatical accuracy	9 students
Understanding the learning material	5 students
Formulating coherent sentences	4 students
Intonation /accent	2 students
A set of criteria mentioned on assessment plans/tasks, did not specify further	7 students

Table 4.4: Criteria for assessment the students are familiar with

As in question 1, the answers to this question indicates that many students regard the words ‘competences’ and ‘criteria’ as having the same meaning, as the students answered more or less identically to this question as for question 1, where they were asked about which competences they think are being assessed. Results from the teacher interviews in section 4.2.3 will show that the criteria mentioned by the students correspond to some extent with those applied by most teachers.

However, there are some discrepancies between the criteria the students are aware of and those applied by the teachers. Most teachers have stated that speaking fluently is an important assessment criterion, whereas only 21 students stated that they are aware of this. Other assessment criteria that are applied by teacher and not mentioned by any students are the ability to speak spontaneously without everything being rehearsed and the ability to maintain a conversation.

4.1.4 Results from Question 4

Question 4: How often do you speak English in class?

According to The Norwegian Directorate for Education and Training (Udir), the students at lower secondary schools receive a separate mark in oral English. Further, it says that the students must take an active part in the education. In order to achieve the competence aims in oral English it is important that the students participate in oral classroom activities to ensure that there is an adequate amount of oral language for the teacher to make an assessment. The purpose of this question was thus to explore the quantity of oral activity among the students in the English classroom, that is to say how often they grasp or are given the opportunity to speak English in class. The students were given 6 response categories. Table 4.5 illustrates the student answers:

Every English lesson whenever I have the opportunity	46,92%
Once - twice a week	10,77%
Once – twice a month	2,31%
Only when I have to	34,62%
Never aloud in class, only in pairs or privately with the teacher	3,85%
Never	1,54%

Table 4.5: How often the students speak English in class

It is interesting to see that almost 47% of the students speak English on every opportunity they get. One reason is probably because the students like to speak English in class, an additional explanation might be that these students are aware of most teachers' assessment practice, that all oral production in the classroom is part of the assessment. On the other hand, almost 40 % of all the students indicated that they speak as little as possible in class; some even claimed that they never speak English at all, even though they are assessed with a separate mark for oral English.

4.1.5 Results from Question 5

Question 5: Do you know how your speaking skills are being assessed?

The purpose of this question was to explore if the students know how their speaking skills are being assessed. This question is very similar to question 3, where the students were asked whether or not they are familiar with the criteria on which the assessment of oral English is based. Assuming that some students are not accustomed to the word 'criteria', the intention of posing such similar, but still slightly different questions was to obtain more students' opinions of oral assessment, as different wording might lead to more student answers. Here, as in question 3, there were variations among the groups; therefore, the results are displayed per group. The students had two options for their answers: yes or no, and table 4.6 illustrates the answers by each group in percentages:

Group:	Yes:	No:
Group 1:	81, 30%	18,70
Group 2:	58, 82%	41,18

Group 3:	72,22%	27,78
Group 4:	44,44%	55,56
Group 5:	27,30%	72,70
Group 6:	33,33%	66,67
Group 7:	41,67%	58,33

Table 4.6: The percentages of students that know how oral skills are assessed

Even though questions 5 and 3 cover more or less the same aspect, namely the assessment criteria, the percentages and rank order of responses do not correlate completely. One reason for this might be that some students did not understand the word ‘criteria’ in question 3. The answers to question 5 might therefore be considered more valid than those of question 3.

Question 5 also asked the students to state how they believe their speaking skills are being assessed. The answers are presented together as one unit as the answers from each group did not vary much. A total of 53 students answered the question; the answers are presented in table 4.7:

Pronunciation	36 students
Vocabulary	18 students
Fluency	12 students
Contents/knowledge about the learning material	11 students
Your performance on oral presentations	9 students
Understanding the learning material	6 students
Grammatical accuracy	6 students
Formulating coherent sentences	5 students
Speaking without being too attached to a manuscript/written text	5 students
Oral participation in class	5 students
Based on a set criteria mentioned on assessment plans/tasks	4 students
Intonation /accent	1 student

Table 4.7: How the students think their speaking skills are being assessed.

It is interesting to see that the results in table 4.7 correspond well with the results in table 4.4, where the students listed the criteria for oral assessment they are familiar with. The students mentioned more or less same categories, although the order in which categories were mentioned most frequently has changed to some extent.

Apparently, what most students regard as important categories for assessing oral English, correspond with 4 of the competence aims in the Norwegian Curriculum (LK 06, 2014):

- use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication
- understand and use a general vocabulary related to different topics
- express oneself fluently and coherently, suited to the purpose and situation
- understand the main content and details of different types of oral texts on different topics

The student answers indicate that these are the competence aims the teachers focus on the most in their assessment, something that will be further discussed in section 4.2., presenting results from the teacher interviews.

4.1.6 Results from Question 6

Question 6: How do you get feedback on your speaking skills?

The purpose of this question was to explore what kind of feedback the students receive from the teacher on their speaking skills. On this question the students were offered four response categories. All the student answers are displayed as a whole in table 4.8, since the answers of all the groups were similar:

Oral feedback	34,62%
Written feedback	16,92%
Both oral & written feedback	47,70
No feedback at all	0,77%

Table 4.8: How the students receive feedback on their oral skills.

After examining the student answers to this question I realised that not all students had the same opinion on what they regard as feedback, since some students from the same groups stated that they only receive written feedback, whilst others stated that they receive oral feedback as well. The reason for this is probably that the understanding of feedback might vary from a conversation/a written note after an oral presentation, comments made more or less informally in class, information given at parent-teacher conferences and student-teacher conversations, to written report cards.

For the present study however, it is most relevant to look at the contents of the feedback given to the students' regarding their speaking skills, regardless of whether the feedback is oral or written. Thus, the students were additionally asked to comment on how the

feedback they receive is carried out. The students formulated their answers differently, but the essence was more or less the same in the various groups. The following statements represent what the majority answered:

- Oral feedback is mostly given individually to the students after oral presentations in class; the feedback informs the students about what they managed well in the presentation, corrections of errors made; the feedback also includes suggestions for further improvement. The students often receive a mark on oral presentations and the teacher gives reasons for the mark in the feedback.
- Oral feedback is also carried out in class throughout the school year, and might be expressed through eye contact, facial expressions and body language, through comments like "good", or through corrections on grammatical accuracy, vocabulary and pronunciation.
- Additionally, oral feedback is given at parent-teacher conferences where the teacher has a conversation with the students together with their parents. Here, the teacher informs about achievements, grades and suggestions for further improvement in all the school subjects, so this includes feedback about oral competences in English.
- Written feedback is given on report cards where the grades are listed, sometimes supplemented with comments on the level of achievement.
- Feedback on oral presentations, as described under oral feedback, is also sometimes given in writing, either on a note/ a sheet of paper or is posted on Its learning.

Apparently, regardless of the feedback being oral or written, formal or informal, most students agree that the feedback they receive from the teacher informs them about their strengths or/and limitations, and the feedback also gives them suggestions for further improvement.

4.1.7 Results from Question 7

Question 7: How often do you get feedback on your speaking skills?

The purpose of this question was to further explore the frequency of feedback given to the students on their speaking skills, and also, in which situations the students receive feedback. The students were given 5 response options, and could also opt for more than one answer. The answers presented in table 4.9 include all the options chosen by the total number of students,

both the ones that only suggested ‘every time I speak in class’ and the ones who only stated ‘when I carry out oral presentations’, and the ones who suggested more than one option.

Every time I speak in class, spontaneously and prepared	6,52%
In discussions/debates in class	5,43%
In pair work when we interact in English	10,33%
When I read and answer questions about the contents	15,77%
When I carry out oral presentations/ mini-talks	62,00%

Table 4.9: Frequency of feedback on the students speaking skills

In all the student groups the majority of the students listed presentations and mini-talks to be the most frequent assessment situation. The reason for this is presumably that after such tasks the students most often receive personal feedback from the teacher, often including an individual mark. This is in contrast to other oral tasks carried out in the classroom, where the students normally receive more general feedback, as mentioned in the previous section which presented results from question 6.

4.1.8 Results from Question 8

Question 8: How often do you have speaking tests with limited planning, where you have a couple of minutes to prepare a topic and then speak to your teacher about the topic?

The purpose of this question was to explore the focus on spontaneous language use in the classroom, as opposed to rehearsed language use. In an assessment situation as illustrated above, the students are only given some minutes to reflect on the topic, and do not have enough time to prepare exactly what to say. Such assessment situations can also test spontaneous interactions, as the teacher has the chance to pose questions and open a conversation related to the specific topic. This is in accordance with my second research question (see chapter 1 and chapter 3), where I wanted to investigate how spontaneous interactions are being assessed by the teachers.

For this question, the students were given 3 response categories. The answers are presented as a whole, since the results among the groups were corresponding. The answers are presented in table 4.10:

Never	57,7%
once – twice a year	13,8%
once –twice in every term	28,5

Table 4.10: Frequency of carrying out speaking tests with limited planning

The results from this question show that a huge number of students stated that they never conduct speaking tests with limited planning. Nevertheless, almost 30% stated that they do carry out such tests frequently. Also, in question 2, where the students were asked about how often various competences are assessed by their teacher, the results in table 4.2 showed that a total of 34, 2% of the students claimed to be assessed every time they speak in class, both spontaneously and prepared, and that almost 12% of the students claimed to be assessed in discussions and debates. This indicates that although many students claim not to, most students do carry out speaking tests/tasks with limited planning from time to time.

The students were further asked about how the teacher assesses speaking tests with limited planning, and the following statements illustrate what the majority of the students stated:

- The assessment is based on how well the students perform, their commitment, the contents and pronunciation.
- The assessment is based on how well the students speak English, their vocabulary, pronunciation and fluency. No feedback is given right away, but the students assume such performances are taken into consideration in the mark in oral English.
- The assessment is based on: contents, pronunciation, language/vocabulary, it is sometimes assessed by giving a mark.
- Sometimes, the assessment is only “approved/not approved”, on other occasions no feedback is given, thus the purpose of carrying out such tests is merely to practice using the language.

Additionally, some students stated that they conduct such tests with their peers and not necessarily in front of the teacher, sometimes in groups and sometimes one by one.

4.1.9 Results from Question 9

Question 9: Do you perform other similar speaking tests? (as described in question 8)

This question is a follow-up question to question 8, to further explore if the students perform other similar tests in class. To this question the students could answer yes or no; all the student answers are presented as a whole in table 4.11:

Yes	60,77%
No	39,23%

Table 4.11: Whether or not the students perform other similar speaking tests as described in question 8

Table 4.11 shows that more than 60 % of the students stated that they carry out similar speaking tests to those described in question 8. In 5 of 7 student groups the majority stated that they carry out similar speaking tests, whilst in 2 of the student groups the majority answered no to this question.

The students who answered yes were further asked to describe the various tests they perform in class, and also to explain how such tests are carried out and assessed. All the students referred to such oral production as tasks rather than tests, and specific tasks regarding the use of spontaneous language that were mentioned by several students were: Diverse listening tasks where the students subsequently discuss what they have listened to, interviewing peers about various topics, answering questions about texts, retelling the contents of texts, movies or plays. Such tasks are carried out in class, either in pairs, in small groups or aloud in class, and are rarely assessed. This is the reason why most of the students referred to such oral activity as tasks rather than tests, as tests often include individual feedback and a separate grade.

However, as the results from the teacher interviews presented in section 4.2 will show, the teachers include such oral activity in the overall assessment of oral production in class, an impression judgement, and use this as the base for the oral mark in English. As the results from the student interviews presented in section 4.3 will show, most students are aware of this assessment practice.

Other tasks that were mentioned do not test spontaneous language, these included carrying out prepared presentations about a specific topic, performing scenes from a play,

presenting book reviews, and carrying out oral mock exams, where the students rehearse for the final oral examination.

Based on the student answers, spontaneous language does not seem to be tested very frequently. Tasks that entail spontaneous speech are mostly used to practice speaking in pairs or in small groups and not in front of the teacher, and thus, such tasks are rarely assessed separately. Since most oral production carried out in class consists of tasks rather than tests, this is probably a reason why many students answered no to question 8, where they were asked whether or not they perform various speaking tests with limited planning.

4.1.10 Results from Question 10

Question 10: Are you familiar with the competence aims in oral English?

The purpose of this question was to explore to what extent the students are aware of what they are supposed to learn in oral English according to the competence aims in the curriculum (LK06). The knowledge promotion is the first Norwegian curriculum that lists certain competence aims the students are supposed to achieve. The wording used to describe the competence aims is rather complex; therefore, they are often divided up and presented in smaller parts in various course books. Regardless of how they are presented for the students, the students need to be aware of them and know that they are tested in a number of them in the assessment and also in the final examination. Realising that the focus on the competence aims varies to some degree at different schools I was interested in these students' knowledge about them. The students were given four response options. Since the answers from all the student groups were similar, the answers are presented as a whole in table 4.12:

Not at all, we never talk about them in class	8,5%
I know a number of them because some are mentioned on various assignments	62,8%
I know them quite well, because we often talk about them in class	16,3%
d) I know them very well, because the teaching is based on them	12,4%

Table 4.12: How familiar the students are with the competence aims of oral English

Many students are familiar with some competence aims since they are presented on various assignments. Nevertheless, some students from all the 7 student groups claimed that they have no knowledge about any competence aims at all.

One possible reason why some students are not aware of different competence aims might be that they do not distinguish between the concepts ‘competence aims’ and ‘intermediate aims’, which are often presented to the students. Through intermediate aims the teachers split up and simplify the learning aims and thus use an easier and more comprehensible language when presenting learning objectives to the students. Because of this, it is reasonable that some students do not know the specific competence aims.

4.1.11 Results from Question 11

Question 11: What is your opinion about the assessment of oral English in general?

This was an open-ended question where the students were given the opportunity to formulate their own answers. The purpose of this question was partly to give the students a final chance to say something about the assessment of oral English. Additionally, the answers to this question were used for the purpose of deciding on which students to interview. By stating their honest opinion about assessment, some students gave interesting perspectives to this topic, which provided me with a good starting point for deciding on candidates for the interviews. To illustrate the essence of all the student comments the answers were categorised and the most common presented in table 4.13:

Satisfied with the assessment practice, the assessment is fair	60%
No further comments about assessment	20%
Want more oral tasks/test where one gets feedback on oral skills	6,92%
Want more frequent feedback, more focus on what must be improved to achieve better results, more guidance and clear criteria	10,77%
Want more knowledge about the assessment practice	2,31%

Table 4.13: Students’ opinions on the assessment of Oral English in general

The student answers to this question varied a lot within the groups, and no clear trend was to be found in any of the groups; some students did not have any further comments about the assessment of oral English, some were satisfied with the assessment practice, whilst some were not. As this table shows, many students seemed to be satisfied with the assessment practice and perceived the assessment as fair. Some of these students argued that the feedback they receive is a motivating factor for further achievements, and thus, the feedback encourages the students to acquire better results.

However, the students who wanted more frequent feedback on the quality of their speaking added that the feedback should be clearer in order to guide them towards achieving better results. Some students added that the tasks given to them ought to imitate natural situations for language practice to prepare them for interacting in English outside the classroom. Debates about various topics were suggested as an appropriate oral task in that purpose. More opportunities to speak and to receive feedback on spontaneous language was also a desire of some of the students.

Even though most students seemed to be rather satisfied with the assessment practice 2, 31% of the students answered that they do not have enough knowledge about how they are being assessed. This might be because the students do not get as frequent feedback from the teacher on oral tasks as opposed to written tasks, or that the criteria for oral assessment are unclear.

4.2 Results from the Teacher Interviews

In this section results from the teacher interviews will be presented and related to the research questions and hypotheses.

The categories discussed are:

1. Competences the mark in oral English is based on

This category is related to the first research question where I wanted to explore which competences the teachers assess when deciding on the oral mark.

2. Various assessment situations

To assess the students the teachers have to collect a basis for the assessment. I was therefore interested in learning more about which situations the teachers apply to assess their students. I was particularly interested to explore whether the teachers apply assessment situations where the students can demonstrate spontaneous language, such as conversations and debates, or whether they mainly assess prepared speech such as prepared presentations.

3. Tests and assignments applied to assess speaking

In accordance with my second research question I wanted to investigate which methods the teachers apply to assess oral competences, such as spontaneous interactions, speaking with limited planning and debates. In order to find answers to this question I wanted to establish which tests and assignments the teachers use to assess speaking.

4. Criteria for the assessment

My first hypothesis states that teachers find it hard to define evident criteria for their students, on which the assessment of an overall oral production in the English classroom is based, therefore I wanted to investigate which criteria the interviewed teachers apply in their assessment.

5. Information about criteria for the assessment

My first hypothesis further states that teachers do not manage to inform their students of the criteria the assessment is based on; hence, it was important to explore how the interviewed teachers inform their students about criteria for the assessment.

6. Assessing students that do not speak in class

The reason for adding this category was because one of the questions posed to the teachers was how they assess the students that do not speak in class. This question was posed because I found it interesting to learn more about how teachers meet this challenge.

7. Feedback given to the students

Related to my fourth research question this category was included to explore what kind of feedback the teachers give their students on their oral performances.

8. British English pronunciation versus other varieties of pronunciation

This category investigated to what extent the teachers put British accent before other accents of English, and also if a 'Norwegian' accent will influence the mark.

The results from the above mentioned categories are displayed in tables; one table for each category investigated in the analysis. The results from each teacher are illustrated by numbers (Teacher 1, Teacher 2 etc.), in order to facilitate comparing results from the student interviews, which will be presented in section 4.3. The findings are discussed after each table.

4.2.1 Results from category 1:

What do you base the mark in oral English on?

In accordance with the first research question in the present study the purpose of this question was to find out which competences the teachers actually assess when deciding on the oral mark. The interviewed teachers' answers are presented in table 4.2.1:

1. COMPETENCES THE MARK IN ORAL ENGLISH IS BASED ON	
Teacher 1	A total assessment of oral participation in class; both prepared and spontaneous speech.
Teacher 2	Oral participation in class, a total assessment of oral production in class.
Teacher 3	The mark is mostly based on oral presentations (approximately 4 every year), but oral production in class and the students' manner of phrasing is also taken into consideration; a general impression of the students' oral competences.
Teacher 4	The mark is based on an all around knowledge about the students' oral capacity gathered during school lessons in addition to prepared oral presentations.
Teacher 5	A total evaluation of what the students perform in class including willingness to oral production in addition to prepared oral presentations.
Teacher 6	A total assessment of both prepared oral presentations and oral production in class, e.g. the ability to oral communication; a number of subjective impressions and objective criteria such as vocabulary and intonation.
Teacher 7	Oral production in class, willingness to speak and impart spontaneously, also pronunciation and fluency while reading and speaking; constant assessment of oral production in class.

Table 4.2.1: Competences the mark in oral English is based on

All teachers seem to base the oral mark on their all-around impression about the students' oral performances. Teacher 1 stated that he/she assesses oral competences in almost every English lesson: "I assess my students continuously, in all settings and in each opportunity I get to assess oral competences" (My translation). According to this teacher, the students are aware of this assessment practice; they are regularly informed about this orally in class and also given written information about the assessment practice on the annual schedules. Teacher 1 also emphasised how important it is for the students to grasp every opportunity to show oral competence in the classroom since their oral participation makes the basis for the assessment; therefore, the students are regularly reminded of this.

Teacher 6 and 7 supported what teacher 1 stated about continuous assessment in the classroom and regularly informing the students about this assessment practice:

“Sometimes, the students ask if the result of a certain oral assignment affects the mark, and I confirm by answering that everything they perform orally affects the mark” (Teacher 6, my translation).

“What the students produce orally in class is stored in my head, a kind of a continuous assessment without making notes” (Teacher 7, my translation).

Teacher 2 also stated that he/she informs the students regularly of such assessment practice, but admitted that this could be done more frequently. Teacher 5 stated that this assessment practice is informed to the students in class as well as on parent-teacher conferences. Even though teacher 3 puts most emphasis on oral presentations in the assessment, this teacher has also informed the students that spontaneous conversations in the classroom are part of the assessment. Teacher 4 assumed that the students understand that they are constantly assessed during the English lessons, as they from time to time are asked to answer various tasks spontaneously. Additionally, this teacher stated that such oral production is included in the assessment.

Based on the teachers’ statements it can be seen that many important competence aims in the curriculum¹³ regarding oral communication are emphasised:

- understand and use a general vocabulary related to different topics
- express oneself fluently and coherently, suited to the purpose and situation
- express and justify own opinions about different topics
- introduce, maintain and terminate conversations on different topics by asking questions and following up on input
- use the central patterns for pronunciation, intonation, word inflection and different types of sentences in communication

4.2.2 Results from category 2:

In which situation do you assess oral English in the classroom?

The second research question in the study concerns how teachers assess diverse oral competences in the classroom. Hence, the interviewed teachers were asked about how - i.e.

¹³ <http://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/Kompetansemaal-etter-10-arstrinn/?lplang=eng>

the criteria; and in which situations they assess their students. The answers are divided into two categories; situations which the teachers assess regularly and situations they assess occasionally. The various assessment situations are underlined, whilst how they assess is not. This category will be discussed in section 4.2.4. The answers are presented in table 4.2.2:

2.VARIOUS ASSESSMENT SITUATIONS		
Subcategories	Regularly	Occasionally
Teacher 1	<u>Oral check up on homework, where the students answer various questions</u> ; General oral participation, willingness to speak, vocabulary, grammatical accuracy and fluency while speaking are emphasised in the assessment. <u>Reading</u> ; fluency and pronunciation are emphasised. <u>Retelling contents of diverse texts</u> ; choice of vocabulary is emphasised, to what extent the students use new vocabulary from the text or merely use already familiar vocabulary.	<u>Various oral presentations</u> ; contents, vocabulary, grammatical accuracy, fluency, ability to speak rather than reading from a manuscript and how well the students manage to answer follow-up questions afterwards are emphasised. <u>Various listening tasks</u> ; Retelling contents, vocabulary and manner of wording are emphasised.
Teacher 2	<u>Reading aloud and answering questions in class</u> . Emphasises fluency, coherent sentences, clear/distinct pronunciation grammatical accuracy and vocabulary.	<u>Oral presentations about various topics</u> ; Emphasises fluency, coherent sentences, clear/distinct grammatical accuracy and vocabulary.
Teacher 3	<u>Various speaking activities in class e.g. listening tasks and discussions about various texts</u> . Emphasises fluency, pronunciation, accent to a certain degree, vocabulary and grammatical accuracy.	<u>Various oral presentations and discussions about diverse topics</u> . Emphasises contents, fluency, pronunciation, vocabulary and grammatical accuracy
Teacher 4	<u>Retelling texts in pairs or groups, where the students get 10 minutes to work with a new text before presenting it to the group; to practice retelling the contents based on key words from the text</u> . Emphasises initiative, advises the students to use the language to a great extent, gives immediate feedback and urges the students to give feedback to each others.	<u>Prepared oral presentations and various kinds of group work, where the groups present the result to the class</u> . Emphasises contents, the use of manuscript, pronunciation, vocabulary and grammatical accuracy.
Teacher 5	<u>Reading texts and retelling texts based on mind maps. The teacher also arranges for diverse oral activities in groups</u> and moves around listening to the students Emphasises the ability to maintain a conversation.	<u>Prepared oral presentations</u> Emphasises knowledge about the topic, ability to impart the contents, speaking rather than reading from a manuscripts, pronunciation and grammatical accuracy.
Teacher 6	<u>Conversations about texts and diverse topics, various listening tasks and reading, urges the students to show initiative in oral activities</u> . Emphasises fluency, pronunciation, intonation and grammatical accuracy, most important is the ability to communicate and to maintain a conversation.	<u>Prepared presentations and retelling texts</u> Emphasises fluency, pronunciation, intonation and grammatical accuracy.

Teacher 7	<u>Reading and dialogues, where the students ask/answer questions about texts they have read. Sometimes the teacher also participates by posing questions.</u> Emphasises pronunciation, intonation, vocabulary and grammatical accuracy.	<u>Prepared presentations, role plays, acting scenes form a play, conversations about films they have watched and 'small talks' about everyday life.</u> Emphasises ability to produce spontaneous language in addition to pronunciation, intonation, vocabulary and grammatical accuracy.
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Table 4.2.2: Various assessment situations

All the teachers stated that they occasionally carry out prepared oral presentations, and the most frequent assessment situations carried out regularly were reading and retelling contents of texts, answering questions and oral production based on various listening tasks. Only one of the teachers, (teacher 1), explicitly mentioned oral check up on homework to be an assessment situation, but assessment situations mentioned by others, such as answering questions, retelling texts and conversations about various texts could be based on homework as well as texts read in class. All the teachers also stated what they emphasise in their assessment along with the mentioned assessment situations.

4.2.3 Results from category 3:

Which tests and assignments do you use to assess speaking?

As mentioned in the previous section, the second research question concerns how teachers assess oral competences in the classroom. Hence, the interviewed teachers were asked which tests and assignments they apply to assess speaking. The answers are divided into two categories; tasks with preparation time and tasks with limited or no preparation time; the results are presented in table 4.2.3:

3. TESTS AND ASSIGNMENT APPLIED TO ASSESS SPEAKING		
Subcategories	Tasks with preparation time	Tasks with limited or no preparation time
Teacher 1	Oral presentations about various topics, sometimes debates and conversations based on texts, events or films; either with preparation time or with limited preparation time.	Various oral tasks in pairs, the teacher moves around listening and asks some of the students to present aloud in class. Diverse listening tasks, where the students talk about the contents after having listened, by using their own words. Retelling texts using their own words and follow-up questions after presentations. Sometimes conversations based on various topics or a film. Seldom carries out debates, because of

		difficulties with response in many student groups.
Teacher 2	Oral presentations on various topics where the students are supposed to use their own words.	Tasks with limited planning are rarely carried out, but sometimes the students interview each other in groups, sometimes they discuss topics in groups.
Teacher 3	Oral presentations on various topics, approximately 4 times a year.	Sometimes the students get topics or pictures to discuss in pairs/groups and the purpose is to speak spontaneously about the topic/picture. Has also carried out recordings where the students' reading was recorded in order to assess pronunciation.
Teacher 4	Prepared oral presentations and various kinds of group work, where the students discuss topics in groups and sum up in class afterwards.	Retelling texts in pairs or groups, where the students get 10 minutes to work with a new text before presenting it to the group, in order to practice retelling the contents based on key words from the text. Various dialogues in the classroom to urge the students to speak, sometimes the students get follow-up questions they have not prepared to focus on spontaneous language.
Teacher 5	Prepared oral presentations, both in groups and individual.	The teacher tries to be creative in letting the students demonstrate oral competence by other manners than solely answering questions regarding various texts: They carry out diverse conversations, and get follow-up questions after prepared presentations to prepare for the oral examination. They sometimes have debates / discussions, but according to the teacher it is difficult to use such tasks for assessment, because few students participate; always the same ones.
Teacher 6	Prepared oral presentations.	Reproduce contents from texts and listening tasks on various topics by using their own words and conversations about different topics in groups. The teacher sometimes uses envelopes containing words, for instance 'sea level', whereas the students are supposed to talk about the particular word and use it in a certain context. They sometimes carry out debates, but according to the teacher the participation is very variable, therefore mostly carried out in groups.
Teacher 7	Prepared oral presentations, sometimes they perform scenes from a play.	The students are sometimes asked to speak about matters related to the topics they work with in class, 'small talks' about everyday life, sometimes they perform role plays or speak spontaneously about a certain topic introduced at the beginning of a lesson. Has not succeeded in carrying out debates/discussions.

Table 4.2.3: Tests and assignments applied to assess speaking

Altogether, the teachers mentioned various assignments applied to assess speaking, and the most frequently stated were: prepared oral presentations, retelling the contents from texts, conversations and discussions based on various topics or certain events, dialogues based on e.g. pictures and various listening tasks where the students subsequently are supposed to discuss what they have listened to. One oral activity mentioned by teacher 6, was to use

envelopes containing words related to a certain topic, one envelope for each word, whereas the students are supposed to explain the particular word and use it in a certain context.

In the interviews it became evident that although tasks with no or limited preparation time such as debates and discussions provide opportunities to the students to practice speaking and interact orally with each other, they are rarely applied as means to assess the students' ability to speak. This is because only a small number of students participate and it is thus difficult to use such tasks as an assessment situation. To meet this challenge such tasks are often carried out in groups rather than in full class; this way more students participate.

4.2.4 Results from category 4:

Which criteria do you use when you assess your students?

The first hypothesis in the present study claims that teachers find it difficult to define clear criteria for the assessment of oral English; therefore the interviewed teachers were asked which criteria they use in their assessment. Here, some teachers clearly did not distinguish between competences and criteria, as 'vocabulary' refers to what is being assessed (i.e. competences), whilst 'using a varied vocabulary' and 'make use of new vocabulary' are criteria. The answers are presented in table 4.2.4:

4. CRITERIA FOR THE ASSESSMENT	
Teacher 1	Expects that students on the higher levels extend their vocabulary and make use of new vocabulary and expressions for more advanced language. Additionally, fluency, pronunciation and tone/pitch are criteria for the assessment.
Teacher 2	This teacher uses the criteria for assessment from Udir (The Norwegian Ministry of Education and Research) ¹⁴ . Some of the criteria mentioned from here are: Expressing oneself with good pronunciation using a varied vocabulary, fluency and coherence adapted to the situation, also the ability to maintain a conversation by asking questions and following up on input, not just wait for the next question.
Teacher 3	Contents, fluency, pronunciation, intonation, vocabulary and grammatical accuracy.
Teacher 4	Contents, pronunciation, vocabulary and grammatical accuracy, and using manuscripts as support and not reading from them.
Teacher 5	Knowledge about the topic, ability to impart the contents, pronunciation, grammatical accuracy, the ability to maintain a conversation and using manuscript as support and not reading from it.
Teacher 6	Ability to communicate and maintain a conversation, fluency, pronunciation, intonation and grammatical accuracy.

¹⁴ <http://www.udir.no/Vurdering/Standpunktvrdering-i-fag/>

Teacher 7	Most and foremost the ability to speak without everything being rehearsed beforehand; the ability to produce spontaneous language and not read directly from a manuscript or regurgitating what they have prepared, as well as producing sentences with proper structure and word order. Additionally, pronunciation, intonation, vocabulary and grammatical accuracy are criteria for the assessment.
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Table 4.2.4: Criteria for the assessment

As can be seen from the results some teachers have an extensive list of criteria for assessing oral English. It is interesting to notice that several of these criteria were mentioned by the students in the questionnaire as well (see table 4.4, section 4.1.3). Criteria such as speaking with a good pronunciation, using a varied vocabulary, speaking fluently, performances on presentations and oral participation in class are the most frequently mentioned by the students in the questionnaire and are also referred to by most of the teachers. This shows some coherence between the criteria applied by the teachers and the information passed on to the students regarding criteria for the assessment. What is different from the answers in the questionnaire is the frequency of listing various assessment criteria, such as fluency, as only a small number of students stated that they were familiar with this criterion. The reason for this might be that teachers put much emphasis on fluency, but do not manage to explain the term ‘fluency’ to the students.

Another interesting feature is that teacher 4 and 5 mentioned the ability to use manuscripts as support to be an important criterion, which means that the teachers emphasise the students’ ability to speak rather than reading from a manuscript. Teacher 7 elaborated this further by emphasising the ability to speak spontaneously without everything being rehearsed, whilst teacher 2, 5 and 6 emphasised the ability to maintain a conversation. As results in table 4.4 showed, these criteria were not mentioned by any of the students.

4.2.5 Results from category 5:

How do you communicate these criteria to the students?

As stated in the previous section, the first hypothesis in the present study claims that teachers find it hard to define clear criteria for the assessment of oral English. Further, this hypothesis claims that many teachers do not manage to inform the students about the criteria the assessment is based on. To test out this hypothesis the interviewed teachers were asked how they inform their students about the criteria. The answers are presented in table 4.2.5:

5. INFORMATION ABOUT CRITERIA FOR THE ASSESSMENT	
Teacher 1	Writes learning aims/objectives and criteria on weekly schedules, talks about what is emphasised in class, also includes learning aims and intermediate learning aims on annual schedules.
Teacher 2	Goes through the criteria from Udir together with the students, talks about what is expected to achieve the different levels.
Teacher 3	Goes through the criteria for each periodic schedule (every third month) together with the students, here the learning aims and intermediate learning aims are presented, criteria for tests and presentations are additionally given to the students on the specific tasks.
Teacher 4	The criteria are always written on periodic schedules every 10th week, which are published on the Internet, emailed to parents and also talked about in class throughout the period.
Teacher 5	The criteria for general assessment in the classroom are enclosed in the half-yearly schedules, and criteria for oral presentations are informed about in connection with the specific assignment.
Teacher 6	The criteria are enclosed in the half-yearly schedules, and the teacher also repeats them regularly. Information about what the students need to focus on in various performances is additionally written on the blackboard.
Teacher 7	The criteria for presentations and various assignments are given to the students together with the specific task.

Table 4.2.5: Information about criteria for the assessment

All the teachers claimed to give the students sufficient information about the criteria for oral assessment; most students receive this information written on periodic schedules and on specific assignments; additionally, the criteria are presented orally and talked about in class. Nevertheless, table 4.3 in the survey, showed that in five of seven student groups more than half of the students answered that they are not familiar with the criteria for oral assessment, which again indicates that although the teachers have informed the students about the criteria in various ways, many students have not received or/and comprehended the information supposedly given to them.

4.2.6 Results from category 6:

How do you assess students that refuse to speak in class?

Several teachers find it difficult to incorporate all the students in oral activities, and thus it is a huge challenge to assess their oral competences. However, as lower secondary schools in Norway require a separate mark in oral English, the teachers have to find methods for making these students speak in order to collect a basis for the assessment. The answers to how the interviewed teachers meet this challenge are divided into two categories and illustrated in table 4.2.6:

6. ASSESSING STUDENTS THAT DO NOT SPEAK IN CLASS		
Subcategories	Planned presentations	Speaking in class
Teacher 1	Gives room for carrying out presentations alone with the teacher, the aim is that the students gradually will carry out presentations in class.	Gradually tries to make the students talk more, puts them together with peers they know well to create a safe setting, talks to the students by their desk in class, sometimes talks to them alone outside the classroom.
Teacher 2	If the students do not want to speak aloud in class they can carry out presentations alone with the teacher.	Tries to arrange for occasionally speaking with the students one by one to gather a basis for assessment.
Teacher 3	The students that do not want to speak aloud in class carry out presentations alone with the teacher. In such situations the students also get follow-up questions afterwards.	Difficult, but always manages to gather enough basis for the assessment. No further comment given.
Teacher 4	If some students do not want/dare to have presentations before the class they are given the chance to carry out presentations alone with the teacher.	Tries to continuously motivate the students to speak more in class, currently, all the students speak aloud in class.
Teacher 5	Gives room for carrying out presentations alone with the teacher, emphasises that this setting is more alike the situation on the final oral examination where there is not a group of people listening, but only two examiners present.	Attempts to give a variation of oral tasks in pairs and groups, moves around listening and picks up small pieces of oral production for the assessment doing this. Poses question that require spontaneous language to gather a basis for the assessment.
Teacher 6	Gives room for carrying out presentations alone with the teacher.	Tries to arrange for the students to show their oral competence in any manner, attempts to listen to the students in various situations in order to intercept the students' oral qualities.
Teacher 7	Speaks with them one by one, because otherwise, some of the students would not speak a word at all.	The students sit and talk in pairs, the teacher manages to listen to them so some extent.

Table 4.2.6: Assessing students that do not speak in class

According to the interviewed teachers they all manage to gather a basis for assessing all the students' oral competences. The most frequently used methods are presentations or conversations alone with the teacher and oral assignments carried out in pairs or in groups, where the teacher moves around listening and talking to the students.

4.2.7 Results from category 7:

What kind of feedback do the students receive on various oral performances?

Feedback is an important element in assessment, the purpose of which is to inform the students about their achievements. The fourth research question in this study asks what kind of feedback the teachers give the students on their oral performances; the same question was thus posed to the interviewed teachers. The answers are divided into two categories, since there is a difference in feedback given after prepared presentation and feedback given after tasks with limited or no preparation time. The results are presented in table 4.2.7:

7. FEEDBACK GIVEN TO THE STUDENTS ON ORAL PERFORMENCES		
Subcategories	Tasks with preparation time	Tasks with limited or no preparation time
Teacher 1	Individual feedback afterwards based on the agreed criteria; information about what was good and suggestions for improvements, occasionally the students get a note afterwards, sometimes with just a mark, and sometimes with additional comments. If there are two teachers present, the teachers check if there is accordance in their evaluation.	Such tasks are often carried out in the classroom in pairs or in small groups; the teacher moves around listening to the students speaking and gives feedback straight after the lesson to the students who have performed well.
Teacher 2	Short feedback after presentations, the students receive a written note about their achievements to study on their own.	Not regularly, but gives general feedback on the half-yearly teacher-student conversation about achievements and suggestions for improvement.
Teacher 3	Always oral feedback on oral presentations straight afterwards to keep the feedback fresh, preferably within the same day. The students are told what was good and suggestions for improvements, the students also evaluate themselves based on the same criteria as the teacher uses.	Not mentioned specifically.
Teacher 4	Mostly oral feedback on oral presentations, positive feedback is sometimes given in class; sometimes 2 other students are told to give feedback based on the agreed criteria. The teacher also fills in a form based on the agreed criteria and adds some comments; this is given to the students. Also feedback on its learning.	The students receive immediate feedback on dialogues in the classroom.
Teacher 5	Always individual feedback after individual presentations, and to the whole group after presentations in groups. Information about what was good, not so good and suggestions for improvement.	Carries out teacher-student conversation about achievement.
Teacher 6	Individual feedback based on the agreed criteria for the assignment.	General feedback in the classroom.

Teacher 7	Individual feedback after presentations mostly orally, sometimes written feedback.	Feedback on pronunciation e.g. on verbs in the past tense; words that more students struggle with pronouncing are written on the blackboard and the students rehearsal correct pronunciation jointly.
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Table 4.2.7: Feedback given to the students on oral competences

As showed above, all the interviewed teachers give their students feedback after prepared oral presentations, and the students receive information on what was good about the presentations in addition to suggestions for improvements. On such assignments the students generally receive a grade based on agreed criteria.

Feedback given after tasks with limited or no preparation time is obviously perceived differently by the teachers, and is therefore also conducted differently. Four of the teachers (teacher 1, 4, 6 and 7) stated that they give feedback on oral production directly to the students in the classroom/after the lesson; whereas teacher 2 and teacher 5 stated that they inform the students about achievements and suggestions for improvement during teacher-student conversations. Such conversations are normally carried out twice a year, once each semester.

4.2.8 Results from category 8:

Do you use good British pronunciation as a criterion for giving the highest grades?

As mentioned in section 3.5.4 in chapter 3, I wanted to explore whether or not my interviewees preferred British accent to others, since this is an attitude still held by some teachers even though it is not in line with the curriculum. The answers to this question are presented in table 4.2.8:

8. BRITISH (RP) ENGLISH VERSUS OTHER VARIETIES OF PRONUNCIATION		
Subcategories	American/Australian	“Norwegian”
Teacher 1	Accepts these varieties equally to British English pronunciation.	Accepts this variety to a certain degree if the students have a varied vocabulary, grammatical accuracy and manage to speak well spontaneously, because pronunciation is not everything. Still, the language should ‘sound’ okay.
Teacher 2	Accepts these varieties equally to British English pronunciation.	As long as the pronunciation is understandable and the stress is on the right syllable this is

		also acceptable.
Teacher 3	Accepts these varieties equally to British English pronunciation.	Tries to guide them towards letting go of the typical Norwegian accent, many students struggle with omitting the use of a uvular-r, which is typical for this particular region in Norway.
Teacher 4	Accepts these varieties equally to British English pronunciation.	Such pronunciation influences the assessment on the highest grades.
Teacher 5	Accepts these varieties equally to British English pronunciation.	Does not put much emphasis on this, puts more emphasis on aspects as vocabulary and general knowledge about language use.
Teacher 6	Emphasises RP English and perfect RP pronunciation, but does not give students with American accent poorer grades.	Used to be more critical to such pronunciation before, reckons that it nowadays is a trend of speaking English in any manner and thus finds it incorrect to penalise such pronunciation.
Teacher 7	Accepts these varieties equally to British English pronunciation.	If the students have an advanced vocabulary and general good pronunciation this kind of accent does not necessary matter too much.

Table 4.2.8: British English versus other varieties of pronunciation

Although all the interviewed teachers accept American and Australian accents equally to various British accents, some of the teachers do not equally accept pronunciation sounding more or less “Norwegian”. Nevertheless, only teacher 4 stated that students using such an accent would have problems attaining the highest grades. Teacher 1 stated that such an accent was accepted to a certain degree, and teacher 7 stated that such an accent does not matter too much. This shows that it is possible for the students to attain the highest grades, depending on how well they master other features of oral English. Nevertheless, in table 4.1, 4.4 and 4.7 the students in the survey clearly indicated that good pronunciation is considered to be very important in oral English, and in table 4.2.2 and 4.2.4, the teachers have stated that pronunciation is an important criterion for assessing oral English.

According to Luoma (2004), ‘the sound of speech’ is difficult to assess since people tend to judge both native and non-native speakers based on their pronunciation (Luoma, 2004). Because of many regional varieties and standard it is difficult to favour one particular pronunciation as standard in oral assessment and to expect for everyone to imitate this one standard. Also, if a native-like pronunciation is a criterion for assessing oral production most learners will ‘fail’ even though they communicate well in the target language. Communicative effectiveness, which is based on comprehensibility and defined in terms of realistic learner achievement, is therefore a better criterion for learner pronunciation (Luoma, 2004: 10).

According to this, there should not be any problem attaining the highest grades despite speaking with a typical Norwegian accent, if other important competences are obtained.

4.3 Results from the Student Interviews

In this section results from the student interviews will be presented. As with the teacher interviews, these results will be displayed in tables, one table for each category applied in the analysis. Due to the number of interviewed students it would be very space consuming and unnecessary to present all 21 student answers to all the categories separately, therefore, the answers from each class are presented together. The results by each class are illustrated through numbers (Students of teacher 1, Students of teacher 2 etc.), in order to facilitate comparing results from the teacher and his/her students. The findings are discussed after each table. A summary of the findings in the teacher interviews and the student interviews and conclusions will be presented in chapter 5, together with answers to the research questions and hypotheses.

The categories discussed in this section are similar to those applied in the teacher interviews in section 4.2:

1. Competences the mark in oral English is based on

This category is identical to the first applied in section 4.2; the aim was to explore which competences the students believe are being assessed in their mark in oral English.

2. Situations in which students can demonstrate oral competence

The teachers were asked about which situations they apply to assess their students (category 2, section 4.2). Therefore, I wanted to explore which situations the students are offered to demonstrate oral competence.

3. Information about various assessment situations

Additionally, I wanted to explore if the students knew when and whether they were being assessed.

4. Suggestions for other tests/assignments to demonstrate oral competences

The students were asked whether or not they are given enough possibilities to demonstrate oral competences and suggestions for additional tasks for doing so.

5. Criteria for the assessment

This category corresponds with category 4 in section 4.2, where the teachers were asked about which criteria they use when assessing their students. It was therefore interesting to explore if the students were aware of the criteria the teacher uses in the assessment.

6. Information about criteria for the assessment

This category corresponds with category 5 in section 4.2, to establish the students' opinion on how, and how well, they are informed about criteria for the assessment.

7. Feedback on various tests and assignments

This category is identical to category 7 in section 4.2, where the teachers were asked about their feedback practice. It was therefore interesting to explore what kind of feedback the students receive from their teachers.

8. British English pronunciation versus other varieties of pronunciation

This category is identical to category 8 in section 4.2; here I wanted to investigate to what extent the students believe their teacher puts British accent before other accents of English, and also if having a 'Norwegian' accent will influence the mark.

4.3.1 Results from category 1:

Which competences do you believe your mark in oral English is based on?

As already mentioned in section 4.2.1, the first research question in the present study is regarding which competences the teachers actually assess when deciding on the mark in oral English. Furthermore, the second hypotheses in this study claims that the students are not aware of what is expected of them in order to achieve a certain mark in oral English. It was therefore interesting to establish which competences the students believe are being emphasised by their teacher. The student answers are presented in table 4.3.1:

1. COMPETENCES THE MARK IN ORAL ENGLISH IS BASED ON	
Students of teacher 1	Two students agreed that the competences are: Mainly presentations on various topics and more substantial assignments, but also oral production in class, such as conversations, retelling contents of texts, reading and various listening tasks. One of the students reckoned that the mark is based on the teacher's general impression of what the students perform in class, since the teacher has informed them about all oral production in class being part of the assessment.
Students of teacher 2	The students agreed that the competences are: Oral production and participation in class, such as reading aloud, answering questions about texts, conversations in class, and also presentations. They assumed that fluency while reading, pronunciation, vocabulary and grammatical accuracy are emphasised in the assessment. One of the students added that the teacher presumably gathers a general impression about achievements and thus all oral production in class is part of the assessment.
Students of teacher 3	The students agreed that the mark is mainly based on prepared oral presentations since they always get a grade afterwards. They also supposed that taking an active part in oral production in class will have a positive impact on the grade. One of the students also stated that the teacher occasionally reminds them that oral production in the classroom is part of the assessment.
Students of teacher 4	The students agreed that the mark is mainly based on oral presentations, but one of the students considered results on vocabulary tests to be considered as well. The students regarded general oral production in class as less important, because it is random who gets to answer the most in class. One of the students added that whether or not you work hard with the subject will be demonstrated in various assignments, and not only by answering questions in class.
Students of teacher 5	The students agreed that the mark is based on all oral activity/production in class, including presentations. One student mentioned that your effort, such as working hard and doing your best is important, but mostly the quality on oral production is emphasised. Another student added taking an interest in the subject to be important.
Students of teacher 6	All three students assumed that most of what is produced orally in class is considered, but one student uttered that that presentations are probably the most important since they spend quite some time working on them. Specific competences mentioned were: Taking an active part orally, the ability to speak English, ability to use new vocabulary in context, participation in discussions, pronunciation, grammatical accuracy and fluency while reading and speaking.
Students of teacher 7	The students regarded oral presentations/mini-talks as most important, but also oral production in the classroom such as conducting plays/performances, reading and retelling contents of texts, being able to answer questions to texts, discussions and vocabulary tests. In all oral production they mentioned pronunciation, vocabulary, intonation grammatical accuracy and contents to be the most important for the assessment and the grade.

Table 4.3.1: Competences the mark in oral English is based on

In their answers the students have referred to both competences such as pronunciation, vocabulary, fluency, reading and speaking, and assessment situation such as prepared presentations and mini-talks

The interviewed students regarded their performance on oral presentations and general oral production in class to be the main competences the grade in oral English is based on. The students of teacher 3, 4 and 7, one student of teacher 6 and two students of teacher 1 believed that the mark is mainly based on how well they conduct prepared oral presentations and mini-

talks, still, most of them added that the competences they demonstrate through all oral production in class is probably assessed and thus included in the oral mark as well. The remaining 9 students regarded general oral production in class to be the most important bases for the mark. General oral production in class implies carrying out various listening tasks where the students subsequently discuss what they have listened to, conversations, discussions and debates, reading, speaking, answering questions etc, and what is emphasised when carrying out such tasks are mostly pronunciation, vocabulary, intonation, grammatical accuracy and contents.

Two students (one of teacher 1 and one of teacher 3) stated that the teacher has informed them about all oral production being part of the assessment, which strongly indicates that all oral production is included in the oral mark. Since results from section 4.2.1 showed that all the teachers but one stated that they base the oral mark in English on all oral production in class, this ought to be informed more clearly to the students, as only two of the students stated that they were explicitly informed about this assessment practice by their teacher.

4.3.2 Results from category 2:

In which situations do you have the possibility to demonstrate oral competence for assessment?

In order to demonstrate oral competence the students need to be given various opportunities for this purpose. The students were therefore asked which situations they are offered to demonstrate such competence, e.g. in debates, conversations and presentations. This category corresponds with section 4.2.3, where the teachers were asked which tests and assignments they use to assess speaking. The answers are presented in table 4.3.2:

2. SITUATIONS FOR THE STUDENTS TO DEMONSTRATE ORAL COMPETENCE FOR ASSESSMENT	
Students of teacher 1	Altogether, the students agreed on these: Participating in various oral assignments in class such as: reading, various listening tasks, answering the teacher's questions, talking in pairs while the teacher moves around listening, also presentations and follow-up questions afterwards.
Students of teacher 2	One of the students stated these: Actively answering the teacher's questions about contents in various texts, interviewing peers, group conversations on various topics and presentations, which are mostly carried out in groups. The other two students also mentioned reading aloud, discussions in groups, as well as tasks where the students are supposed to state their opinion on various topics.

Students of teacher 3	The students stated oral presentations (2 each term), various oral assignments in the classroom such as listening tasks, where the students describe situations they have listened to by using some pictures. Two of the students mentioned oral mock exams with follow-up questions, and one of the students also added discussions and minor theatre performances in groups.
Students of teacher 4	Various oral presentations, answering questions/participating in discussions about the texts they have read, they also get follow-up questions to elaborate the topic more on oral mock exams. The second student additionally stated debates, but admitted that only the talkative/clever ones participate. The third student also mentioned reading in class.
Students of teacher 5	Speaking in class, reading texts and answering questions about what the students would have done in similar situations, participating in discussions and oral presentations, sometimes with follow-up questions.
Students of teacher 6	All together, the students mentioned quite many situations: Reading, speaking, conversations, presentations with follow-up questions, discussions in pairs about texts they have read, whereas the teacher moves around asking questions and listening, discussions in groups and then summing up in class. The teacher also speaks with the students one by one to find out what they have learnt and how their language use has developed, here they talk about texts they have read and various other topics.
Students of Teacher 7	Presentations, performances, role plays, scenes from plays, discussions, reading and retelling contents, dialogues in pairs about texts they have read and stating their opinion, whereas the teacher moves around listening. One of the students also added retelling films and follow-up questions after presentation where they use more spontaneous language.

Table 4.3.2: Situations for the students to demonstrate oral competence

All the student groups illustrated many situations where they have the possibility to demonstrate oral competence, and they obviously have a variety of opportunities to use the language orally. The most frequent mentioned situations were: prepared oral presentations, conversations/discussions and debates in groups, reading texts and talking/answering questions about what they have read, retelling contents from texts and various listening tasks where the students subsequently discuss what they have listened to.

The student answers corresponded well with the answers given in section 4.2.3, where the teachers stated which tasks and assignments they apply to assess speaking, as all assessment situations stated above were also mentioned by the teachers.

4.3.3 Results from category 3:

Do you receive information about when you are being assessed?

I was further interested in exploring to which extent the students regard such situations to be assessment situations. That is to say, whether the teachers had informed them that in which assessment situations their oral performance would be graded. The answers are presented in table 4.3.3:

3. INFORMATION ABOUT VARIOUS ASSESSMENT SITUATIONS	
Students of teacher 1	The students are not informed explicitly about all assessment situations, but still understand that the teacher assesses oral production in class when examining pupils on their homework and when conducting other oral activities. One student also added that the teacher has informed them about all oral production in class being part of the assessment.
Students of teacher 2	The students only get clear information about being assessed in various presentations, but they all assume to be constantly assessed in class. One student thus added that oral participation in class most likely will have a positive impact on the assessment.
Students of teacher 3	The students only get specific information about assessment situations such as presentations, but realize that oral production in the classroom is part of the assessment. One of the students further stated that the teacher occasionally reminds them about such assessment practice.
Students of teacher 4	The students agreed that they are always informed about the more extensive assignments, and one student added that vocabulary tests might appear unannounced to check up on homework. This student still regarded the announced assignments as most important for the assessment. The other two students said that they are mostly informed about various assessment situations.
Students of teacher 5	The students assumed that all oral production is assessed; a constant assessment in class in addition to the prepared presentations, but neither of them mentioned how they are informed about this assessment practice. One of the students added that such an ongoing assessment practice is exactly what assessment ought to be like.
Students of teacher 6	The students are only informed explicitly about presentations and debates in order to prepare, but all three assumed to be constantly assessed, and gathered that most of what they say in class is part of the assessment and thus it is important to participate.
Students of teacher 7	They are only informed about oral presentations, and do not know what else the teacher assesses, but assumed to be assessed based on oral production in class as well.

Table 4.3.3: Information about various assessment situations

Obviously, the students are mostly informed about assessment situations that require preparation time such as oral presentation and debates, but most of the interviewed students also answered that they either know or assume that what they produce orally in class is also an arena for oral assessment. Only one student of teacher 1 and one student of teacher 3 stated that the teacher has specifically informed them that all oral production in class must be regarded as an assessment situation.

Since all the teachers but one in section 4.2.1 stated that they base the oral mark in English on all oral production in class, such important information ought to be passed onto the students in a clear manner so that all students understand this assessment practice. When only two of the students stated that they were explicitly informed about teachers assessing all oral production, this indicates that the teachers have not managed to inform their students about this assessment practice clearly enough.

4.3.4 Results from category 4:

Do you have suggestions for other tests/assignments to demonstrate your oral competence?

In addition to those referred to above, the students were given the possibility to suggest other tests or assignments, to demonstrate their oral competence. The answers are presented in table 4.3.4:

4. SUGGESTIONS FOR TESTS/ASSIGNMENTS TO DEMONSTRATE MORE ORAL COMPETENCE	
Students of teacher 1	One student wanted the opportunity to speak more in groups, because it feels safer and more comfortable to speak in groups rather than in front of everyone, and it is thus easier to contribute and demonstrate oral competence. One student wished for more frequent presentations to demonstrate more oral competence. The last student presumed that they get sufficient possibilities to demonstrate oral competence, they just have to take hold of the opportunities they are offered.
Students of teacher 2	One student wished for more frequent individual presentations, not only presentations carried out in groups. The second student missed more chances to conduct spontaneous language, and suggested follow-up questions after presentations, more debates and discussions; this student wanted more oral assignments altogether. The third student did not think they are given enough opportunities to demonstrate oral competence, and wished for more presentations where they have the chance to study topics in depth before presenting in class.
Students of teacher 3	All three students wished for more chances to speak during the lessons, one of them specifically suggested tasks where they can produce more spontaneous language, elaborate topics more and give more thorough answers. One student also suggested carrying out plays as they have done before, where they both made the lines themselves and acted while speaking.
Students of teacher 4	The first student did not think they are given enough opportunity to show all their oral potential in class, and suggested that reading more English books to demonstrate the understanding of more advanced vocabulary and discussing the books in class could be manners of proving more oral competence. The other two students did not have any suggestions for other tasks, but admitted that it might be difficult to demonstrate oral competence because they feel a bit unsecure about speaking English.
Students of	One of the students wanted more tasks that entail producing spontaneous language,

teacher 5	such as follow - up questions after presentation, since this is important to practice towards the oral examination. This student would generally like more oral tasks in class, and suggested speaking more instead of spending hours working with information for a presentation lasting for 5 minutes. One of the students also wanted more tasks involving spontaneous language, and the last student did not have any suggestions for other assignments.
Students of teacher 6	Two of the students had no further suggestions, and claimed that everybody is offered sufficient opportunities to demonstrate oral English. They also stated that they are given opportunities to demonstrate spontaneous language, since the teacher asks questions where the students have to formulate answers straight away. One of the students wished for more group conversations where only the group and the teacher listen, and also more speaking alone with the teacher.
Students of Teacher 7	Two of the students did not have any suggestions, and thought they are given enough opportunities to demonstrate oral English. One student wanted more speaking in general, preferably in groups, where only the group and the teacher listening.

Table 4.3.4: Suggestions for tests/assignments to demonstrate oral competence

7 students suggested tasks where they could produce more spontaneous language, and suggested tasks such as follow-up questions after presentations, more oral mock exams, debates and discussions and reading/discussing English books to learn and understand more advanced vocabulary. These students generally wished to carry out more oral assignments in the English classroom. 5 students did not have any suggestions for further assignments at all, whereas one student stated that they have sufficient possibilities to demonstrate oral competence, but added that the students have to take the opportunities they are offered.

5 students wanted more chances to carry out oral assignments in groups, where they speak in front of less people and thus feel more comfortable and secure. This is in line with the findings in section 4.3.2, where some students stated that it is easier for the clever ones and talkative ones to show oral competence in class. Therefore, more chances of speaking in smaller groups will benefit the students who are insecure about speaking English in front of a crowd.

4.3.5 Results from category 5:

Which criteria does the teacher use in various assessment situations?

In section 4.2.4, the criteria used by teachers in assessing English were discussed. It was therefore interesting to explore which criteria the interviewed students believe are applied for the assessment of oral English in order to find out if students were aware of these criteria. Here, some students clearly did not distinguish between competences and criteria, as

‘vocabulary’ refers to what is being assessed (i.e. competences), whilst ‘using a varied vocabulary’ and ‘make use of new vocabulary’ are criteria. The student answers are presented in table 4.3.5:

5. CRITERIA FOR THE ASSESSMENT		
Sub-categories	In class	In presentations
Students of teacher 1	The students agreed on: Fluency when reading and speaking, vocabulary and pronunciation. One of the students also mentioned general oral production in class.	The students agreed on: Duration/length, relevant contents, vocabulary, pronunciation, grammatical accuracy and sentence structure.
Students of teacher 2	One of the students mentioned pronunciation, fluency, understanding/grasping the contents in various texts both when reading and listening. The other two students claimed to not know about the criteria, but assumed that pronunciation, fluency in reading, vocabulary and understanding/grasping the contents in various texts are important elements in the assessment.	One student listed pronunciation, understanding the contents and eye contact with the listeners to be criteria in presentations. The second student did not know about any criteria, and the third student also knew very little about certain criteria and claimed not to have received any definite criteria. This student thus answered that although she is not familiar with any criteria, she tries to perform her best.
Students of teacher 3	One student uttered that the criteria depends on the intermediate aims for the specific period. The second student was not quite sure, but still stated that the teacher informs about what to learn and what it takes to perform well. The third student replied oral participation in class.	The students agreed that the criteria are: Pronunciation, contents and the length of the presentation, two of them also added engagement, pace when speaking and posture while carrying out the presentation. Additionally, one student mentioned fluency, language usage and formulating sentences.
Students of teacher 4	One of the students considered pronunciations and general language usage to be criteria, but regarded results on tests and presentation as more important. The other two students did not know, but considered pronunciation to be important.	The students agreed that contents is emphasised the most, but also pronunciation, fluency and grammatical accuracy. One of the students also added tone of voice and the length of the presentation. Another student uttered dissatisfaction with the focus on contents and wished for more emphasis on the other mentioned criteria.
Students of teacher 5	The students agreed that the most important in class is taking an active part in oral production, such as reading and speaking, and thus considered being willing to speak in addition to pronunciation to be assessment criteria in class.	The first student stated contents, pronunciation, not being too attached to the manuscript and contact with the listeners; the other two added that having a clear and distinct pronunciation is important, as well as sentence structure, vocabulary and fluency.
Students of teacher 6	The students agreed that learning and using new vocabulary is important. Also being committed and taking an active part in oral activities and answering questions	The students agreed that contents, vocabulary, pronunciation and grammatical accuracy are the most important criteria. Two also added the use of manuscript and

	about texts. They also mentioned pronunciation and fluency while reading and speaking. Two additionally emphasised doing homework as important and one added the importance of actually having learnt what they are supposed to.	contact with the listeners, and one of them additionally mentioned fluency.
Students of Teacher 7	The students assumed that oral production in class is important, also pronunciation, vocabulary and grammatical accuracy; one of the students also added intonation, and another added doing what you are supposed to, such as homework.	All the students stated contents, the use of manuscript, vocabulary; one additionally mentioned intonation, and one also added length, grammatical accuracy, and using clear and distinct pronunciation.

Table 4.3.5: Criteria for the assessment

The students mostly agreed that their manner of speaking with a good pronunciation, grammatical correctness, speaking fluently and general participation in oral activities in class are important criteria for the assessment of oral English in the classroom. Two of teacher 6' students also stated that doing homework is a criterion for the assessment. Furthermore, in oral presentations most of the students added criteria such as having relevant contents, grammatical accuracy, the length of the presentation and how they communicate with the listeners. One student of teacher 5, two of teacher 6' students, and all the students of teacher 7 also stated that not being too attached to a manuscript to be an important criterion for the assessment as well. However, two students of teacher 2 stated that they were not familiar with any criteria at all.

In section 4.2.4, the most frequent criteria stated by the teachers were manner of using: vocabulary, pronunciation, grammatical accuracy and fluency in their speech in addition to contents on oral presentations. As illustrated above the students' answers show that there is accordance between the criteria the teachers apply in their assessment and the criteria most of the interviewed students believe are applied in the assessment of oral English. However, two students of teacher 2, one student of teacher 3 and two students of teacher 4 stated that they do not know enough about the criteria for the assessment. Additionally, some students used words such as: 'assume', 'consider', 'regard', and thus expressed some uncertainty about the assessment criteria. This point will be further discussed in the next section.

4.3.6 Results from category 6:

How are you informed about the criteria for the assessment?

The first hypothesis in the present study claims that many teachers do not manage to inform the students about the criteria the assessment is based on. It was therefore interesting to establish how the interviewed students are informed about the criteria for the assessment. The student answers are presented in table 4.3.6:

6. INFORMATION ABOUT CRITERIA FOR THE ASSESSMENT	
Students of teacher 1	One student stated that they receive written information about criteria for the assessment at the start of each school year, that they generally know what is expected, and ask the teacher if something is unclear. The second student said that the criteria are written on weekly and periodic schedules, whilst the third student stated that they receive information about criteria ahead of specific assignments.
Students of teacher 2	One student stated that they have received criteria for the assessment on a separate sheet of paper. The second student did not know about any criteria. The third student stated that they only receive information about the specific topics/contents ahead of various presentations and nothing at all about other criteria. Another student also said that it is impossible to attain the highest grade before the last semester in the 10 th grade and claimed to not knowing specifically what is expected to achieve this grade.
Students of teacher 3	The students agreed that the teacher shows the criteria on the smart board and goes through both the criteria and the intermediate aims in each periodic schedule ahead of each period. One student also added that they receive a sheet where they can keep track of which of the intermediate aims they have achieved hitherto and which ones they must work further on.
Students of teacher 4	The criteria are written on the periodic schedules, and the students often get a sheet of paper with criteria ahead of presentations. Two of the students added that the teacher also display and go through the criteria on the smart board/ blackboard.
Students of teacher 5	Two of the students stated that they receive the criteria together with various assignments, whilst the third said the teacher informs them orally in the work process while working with the presentations.
Students of teacher 6	The students answered that the teacher writes the criteria on the blackboard ahead of presentations, and that they also receive the criteria on a sheet of paper together with the task description ahead of presentation. Additionally, the teacher informs them orally in class.
Students of Teacher 7	The students agreed that the teacher informs them about the criteria ahead of presentations and tells them what it takes to perform well.

Table 4.3.6: Information about criteria for the assessment

Even though all the interviews teachers in section 4.2.5 claimed to give the students sufficient information about the criteria for oral assessment, not all students agreed with this. Most students agreed that they are informed about criteria, but there was disagreement within three of the student groups regarding how they receive information about the criteria. Also, two

students of teacher 2 were not content with the information about criteria at all, and one of them explicitly stated that: “it is impossible to attain the highest grade before the last semester in the 10th grade and we do not specifically know what is expected to achieve this grade” (my translation). This supports my hypothesis that not all students are aware of what it takes to achieve a certain mark in the subject of oral English.

As stated in the previous section, students of teacher 3 and teacher 4 also stated that they did not know enough about the assessment criteria. This indicates that there is a certain discrepancy between what the teachers claim and what the students perceive, and thus, the teachers need to provide more explicit information about the criteria for the assessment. As already stated in section 4.2.5, there is not always accordance between the information given by the teacher and what the students receive or/and comprehend.

4.3.7 Results from category 7:

What kind of feedback do you receive on various tests and assignments?

The fourth research question asks about what kind of feedback the teachers give the students on their oral performances. Hence, it was interesting to explore how the students perceive the feedback given to them. The answers are presented in table 4.3.7:

7. FEEDBACK ON VARIOUS TESTS AND ASSIGNMENTS		
Sub-categories	Presentations	Other oral tasks in class
Students of teacher 1	The students agreed that oral feedback is given after oral presentations, sometimes written feedback on a note with comments about achievements, good or bad, the grade and reasons for the grade.	One student stated that they rarely receive such feedback. The second student mentioned results on vocabulary tests to be feedback on oral tests, as such tests help extending the vocabulary. This student also stated that they receive information about achievements towards the end of each term, and added that the teacher gives positive feedback through body language and facial expressions in class. The third student wished for more regular feedback in class about what is good and what should be improved.
Students of teacher 2	One student said they receive positive feedback such as ‘well worked’ after presentations in groups. The other two students claimed to receive individual feedback after presentations.	All the students stated that general feedback and information on what the students ought to keep on working with is reported on parent-teacher conferences and in teacher- student conversations. One of the students complained about

		receiving too little concrete feedback on oral assignments, and would like to have more frequent feedback with grades on various tasks. Generally, this student uttered lacking feedback on oral tasks carried out in class.
Students of teacher 3	The students get individual oral feedback after presentations and also written feedback on its learning. The feedback states what was good, what was missing and suggestions for further improvements. One of the students also added that the teacher motivates them by always emphasising what was good.	The students receive comments such as 'good', and said that the teacher corrects poor pronunciation and grammatical mistakes successively in class. Otherwise one student stated that feedback regarding performance in class is rarely carried out.
Students of teacher 4	According to one student, the teacher fills in a form by ticking off the students' achievements and then gives a comment and a mark. The two other only commented that they get feedback on what was good, less good, and what could be improved.	One student said that the teacher sometimes informs the students in class about what they need to focus on further for attain better achievements. The other students stated that they only get feedback after presentations.
Students of teacher 5	The students receive oral feedback after presentations and sometimes written as well, where the teacher ticks off their achievements on a form where the criteria are written.	One student said that general feedback about achievements and suggestions for improvements is given on parent- teacher conferences. One student uttered that such feedback is reported on a form every term. One of the students additionally stated that the teacher sometimes gives feedback in class in situations where they are posing/answering questions.
Students of teacher 6	The students get written feedback about what was good and suggestions for further improvements and a grade.	One student said that the teacher comments on good pronunciation and gives suggestions for improvements in class. Another student said that the teacher informs them in teacher-student conversations, and also gives comments like 'good' after reading.
Students of teacher 7	The students receive individual oral feedback with comments on what was good and what could have been improved, they also get a grade.	The students said that the teacher gives comments such as 'very good'; sometimes they get approval through body language. They also receive guidance if something is mispronounced.

Table 4.3.7: Feedback on various tests and assignments

All the interviewed students answered that they get individual feedback after prepared oral presentations; the feedback contains information about what they did well in addition to suggestions for further improvements. Most of the students also mentioned receiving a grade on such assignments. Feedback on other tasks are more vague, and not given to the students regularly. However, some students stated that the teacher gives feedback during the lessons through small comments, facial expressions and body language, and because of this, the

students understand if they have performed well or not. Another situation for feedback that was mentioned by some students was teacher-student conversation carried out once a semester and parent-teacher conferences, where the teacher gives information about their achievements.

Nevertheless, six students of teacher 1, 2, 3 and 4 expressed dissatisfaction about the feedback; or rather lack of feedback on oral assignments; these students particularly stated that they do not get sufficient information on how well they perform orally in class.

4.3.8 Results from category 8:

Do you think your teacher emphasizes/rewards good British accent/pronunciation in the assessment?

As in the teachers' section, the students were asked if they believe that their teacher favours any accent to others; their answers are presented in table 4.3.8:

8. BRITISH (RP) ENGLISH VERSUS OTHER VARIETIES OF PRONUNCIATION		
Sub-categories	American/Australian	“Norwegian”
Students of teacher 1	None of the students thought the teacher prefers a British accent.	They all supposed that the teacher does not value such an accent, and thus believed such an accent to have a minor impact on the grade.
Students of teacher 2	None of the students thought the teacher prefers British accent.	Two of the students believed that such an accent will make it difficult to achieve the highest grades. One of the students assumed this does not matter if the language the students produce otherwise is good.
Students of teacher 3	None of the students thought the teacher prefers British accent, as long as you are consequent and stick to one accent you are free to choose an accent yourself.	One of the students was not sure whether or not such an accent would affect the grade. The second student thought this would affect the grade to a certain extent, as the teacher wants them to emphasize pronunciation and intonation. The third student thought this is OK if this is your manner of speaking.
Students of teacher 4	None of the students thought the teacher prefers British accent.	The first student assumed that the most important is to be understood, but regarded it as positive to speak similar to how they speak in an English speaking country. The other two students believed that such an accent will have a minor impact on the mark.
Students of teacher 5	One student thought that the teacher prefers British accent, but believed the teacher also accepts American accent. The second student thought that as	The first student believed that such as accent would prevent you from receiving the best grades. The two other students did not think it matters, as your total oral production is the

	long as you stick to one particular accent, it does not matter which one you use. The last student did not believe that any accent is preferred at all.	basis for the assessment.
Students of teacher 6	Two of the students believed that the teacher prefers British accent since that is what they actually are supposed to learn. One student assumed that any of these accents are good.	All the students considered that speaking with such an accent would affect the grade, because it sounds more natural with a British or American accent.
Students of teacher 7	None of the students thought the teacher prefers British accent.	All the students considered such an accent would affect the grade.

Table 4.3.8: British English versus other varieties of pronunciation

There was a general consensus among the interviewed students that British English is not preferred to American or Australian accents. However, it was considered that speaking with a typical “Norwegian” accent was looked upon as a negative phenomenon among 15 of the 21 students, and they believed that such an accent would affect the grade in oral English.

The students seem to consider the typical “Norwegian” accent as a bigger problem than their teachers do, as students from all the student groups shared this opinion, whilst section 4.2.8 shows that only three of the teachers stated that such an accent would/might affect the oral mark.

5 DISCUSSION AND CONCLUSION

The following discussion will further explore the results presented in chapter 4 and relate the findings to the research questions and hypotheses, which are presented in chapter 1 and chapter 3. The discussion will also be related to theory presented in chapter 2.

The aim of this thesis was to explore how the assessment of oral English is carried out at Norwegian lower secondary schools and how and to what extent spontaneous language is assessed. Furthermore, the thesis aimed at investigating whether the teachers manage to inform their students clearly about criteria for the assessment and on which competences the mark in oral English is based. Additionally, the thesis aimed at exploring what kind of feedback the students receive on their oral production. Student answers from both a survey and interviews, and teacher answers from interviews offered the possibility to explore whether there was a gap between the teachers' assessment practices and what the students perceive regarding the assessment of oral English.

5.1 Competences the Oral Mark is based on

In this section the competences according to which the teachers base the oral mark on in the assessment of oral English will be discussed. The competences listed by teachers will be compared with what the students believe their oral mark is based on.

All the interviewed teachers but one stated that she/he base the mark in oral English on a total assessment of oral production in class for both prepared and spontaneous speech. The last teacher stated that she/he predominantly base the mark on oral presentations, however, this teacher also stated that she/he include the general impression of the students' oral competences in the oral mark (see table 4.2.1).

Since an overall 'impression judgement' is the most commonly applied assessment practice at Norwegian lower secondary schools, it was interesting to explore whether or not the students participating in the study were aware that their teachers were continuously assessing their oral English based on impression judgements. Results from table 4.2 in the survey showed that 34, 42 % of the students were aware of this assessment practice; however, the same table showed that 33, 33% of the students believed that they are mainly assessed when carrying out prepared oral presentations. Results from the student interviews in section

4.3.1 showed that the interviewed students regarded oral presentations and general oral production in class to be the main competences the grade in oral English is based on; 12 of 21 students believed that the mark is mainly based on how well they conduct prepared oral presentations and mini-talks, whilst 9 students regarded the competences they demonstrate through general oral production in class to be most important for the oral mark.

Results from both the survey and the student interviews demonstrate a considerable discrepancy between the reality regarding assessment and the information about the assessment practice passed onto the students. The reason for this discrepancy is either a lack of information from the teachers or that the students do not grasp the information given to them. In fact, only 2 of the 21 interviewed students stated that the teacher has explicitly informed them that all oral production is assessed, which also implies that all oral production is included in the oral mark. If teachers assess all oral production carried out in class and the oral mark is based on the total oral production, they must make sure that such important information is passed on to and taken note of by their students.

If students believe that only prepared presentations are the basis for their oral mark, this may result in the fact that some do not participate much in other oral activities carried out in class. This can have two consequences. First, since carrying out prepared oral presentations does not involve all the competence aims regarding oral communication, the students whose performance is limited to prepared presentations will not have the opportunity to practice all the competence aims. Second, if teachers base the oral mark on all oral production, these students will have problems attaining the highest marks. It is therefore of great importance that information regarding what the oral mark is based on is passed on to the students. When the students are aware of this assessment practice they will understand the importance of regularly practicing and demonstrating oral competence in class throughout the school year.

5.2 Assessment Tasks

In this section tasks applied to assess oral production will be discussed. Since all oral production in class is a basis for assessment it is of great importance that the students are offered the chance to demonstrate their oral competence in various manners. The interviewed teachers were asked about which tasks they apply to assess speaking (section 4.2.3), and the students were asked in which situations they have the possibility to demonstrate oral

competence for assessment (section 4.3.2). Further, the students were asked whether they had suggestions for other tests/assignments to demonstrate oral competence (section 4.3.4).

According to the Norwegian curriculum (LK06)¹⁵, teachers are obliged to assess the students' proficiency in all the competence aims, and must therefore provide tasks to test the students' language proficiency in all these aims. According to studies carried out by Ibsen and Hellekjær, Norwegian schools tend to be quite dependent on course books; therefore the various tasks applied are often based on a particular course book. Thus, various publishers strongly influence which tasks the students are supposed to carry out (in Simensen, 2003:68-86). However, some teachers are creative and apply assessment tasks in addition to the ones suggested in the course book, and thus ensure that the tasks are best suited for assessing their students.

The interviewed teachers in the study referred to a variety of tasks which they make use to assess oral English in the classroom (see table 4.2.3). The students also mentioned a variety of tasks, (see table 4.3.2). Tasks applied according to both the teachers and the students were: prepared oral presentations, retelling the contents from texts, conversations and discussions based on various topics or certain events, dialogues based on e.g. pictures and various listening tasks where the students subsequently are supposed to discuss what they have listened to. Many teachers further stated that it is problematic to use full-class debates and discussions as assessment situations, therefore such tasks are often carried out in groups rather than in full class in order to involve more students in oral production. According to the students, carrying out such tasks in groups is much appreciated, as this makes it less stressful for the students who are somewhat insecure about speaking English aloud in class.

In the student interviews it became evident that some students wanted to demonstrate more spontaneous language in the classroom (see section 4.3.4). These students suggested that the teacher should more frequently carry out oral mock exams and to give follow-up question subsequent to prepared presentations. Teachers ought to appreciate such initiative from the students and should set more tests that entail the use of spontaneous language. Through topic-discussions followed by mock exams and oral presentations the students are given the opportunity to practice and demonstrate turn-taking, which is an essential competence to

¹⁵ <http://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/Kompetansemaal-etter-10-arstrinn/?lplang=eng>

apply when participating in conversations and debates in the classroom, as well as in real-life language use outside the classroom.

5.3 Information about Assessment Criteria

In all assessment situations it is important that the students are aware of the criteria by which they are assessed; otherwise, they do not know what is expected of them in order to obtain a good grade. This section will therefore discuss how the students in this study are informed about assessment criteria.

As table 4.3 showed, many students participating in the survey were not aware of the criteria for assessing oral English; the results revealed that in 6 of the 7 student groups half of the students or more stated that they were not familiar with the criteria for oral assessment. Since it could be the case that not all students were familiar with the word ‘criteria’, they were also asked whether they knew how their speaking skills are being assessed. Given that the wording of the latter question was more familiar to the students one could assume that the results to this question would differ from the results to the previous question; however, table 4.6 showed that the picture was not very different, as in 4 of the 7 student groups the majority answered ‘no’ to this question as well.

Additionally, results from table 4.3.5 showed that 5 of the 21 interviewed students stated that they did not know enough about the assessment criteria; many students also expressed a certain lack of clarity regarding assessment criteria by using words as: ‘assume’, ‘consider’, ‘regard’ rather than ‘know’ when describing which assessment criteria the teachers apply. Further, results from section 4.3.6 showed that within three student groups there was disagreement regarding how they receive information on assessment criteria, which illustrates that information regarding assessment criteria is not clear enough. Two students also explicitly stated dissatisfaction regarding the lack of information on assessment criteria.

The results illustrated above are discouraging and clearly show that a large number of students do not know the criteria by which they are assessed. This is despite the results showed in section 4.2.5, where all the interviewed teachers claimed that they inform their students regularly about assessment criteria. However, some teachers have succeeded better than others in this and use successful strategies for passing on such information to their students. As the results in table 4.2.5 showed, some teachers inform their students regularly

about assessment criteria (weekly/every 10th week/every third month/half-yearly/annual), and some teachers also talk about the criteria in class. Criteria for assessing specific assignments are additionally given to the students together with the task description.

Still, the discrepancy between what the teachers claim to do and what the students perceive must be taken into consideration by all teachers; it is therefore of great importance that teachers develop strategies for passing on information regarding assessment criteria to the students in such a manner that all students understand the information given to them.

It is also important that teachers inform their students about the connection between the competence aims in the curriculum and the assessment, thus the teachers must ensure that the assessment criteria they apply cover the competence aims in the curriculum. One way of doing so is to make use of the assessment criteria developed by The Norwegian Directorate for Education and Training (Udir)¹⁶, which one of the interviewed teachers stated that she/he applies. The assessment criteria are incorporated in a document published by Udir with the purpose of applying a common national guide line for assessing students' overall competence in oral English according to the competence aims. These criteria can be applied by using the same wording, or teachers can adapt the wording in order to make the criteria more concrete and comprehensible to the students. When the criteria are clear and are presented to the students in an understandable manner it becomes easier for them to understand what is expected of them according to the competence aims.

5.4 Feedback

One of the main purposes of assessment is to assist the students' progress towards further achievements; thus feedback is an important element in formative assessment. This section will therefore discuss the feedback practice carried out by the teachers and how the feedback is perceived by their students.

In order to develop certain competences it is of great importance that the students are informed about their achievements; they need to understand which competences they master and which competences they should develop further. The whole purpose of feedback is to assist the students in their learning process, encourage them to reflect upon their own learning

<http://www.udir.no/Vurdering/Standpunktvrdering-i-fag/>

and the process towards achieving their goals (Fulcher/Davidson 2012). Thus, feedback from teachers must be precise in describing the students' strengths and weaknesses, as well as giving suggestions for improvements and further achievements.

Results from the survey (table 4.9) showed that 62% of the students answered that they mainly receive feedback after carrying out oral presentations and mini-talks. Results from section 4.1.6 showed that most students agreed that the feedback they receive from the teacher informs them about their strengths or/and limitations, as well as giving them suggestions for further improvement.

Results from the student interviews in section 4.3.7 showed that all the interviewed students stated that they receive individual feedback after prepared oral presentations, whereas feedback on oral production in class is not regularly given. Some students stated that their teacher gives feedback during the lessons through small comments, facial expressions and body language, and because of this, the students understand if they have performed well. Additionally, feedback regarding oral production in class is received in teacher-student conversation and in parent-teacher conferences. However, six students of teacher 1, 2, 3 and 4 expressed dissatisfaction about the feedback, or rather lack of feedback on oral assignments; these students stated that they do not get sufficient information on how well they perform orally in class and therefore wished for more frequent feedback on their oral production.

Results in section 4.2.7, which presented the teachers' answers regarding feedback showed that the teachers' answers about feedback on prepared presentations were in accordance with the students' answers. Regarding feedback on general oral production in class the teachers stated that they give feedback directly to the students in the classroom/after the lesson and/or during teacher-student conversations. Hence, there is certain correspondence between what the students and the teachers stated about feedback on general oral production in class.

Nevertheless, since 6 of 21 students in the interviews clearly wished for more frequent feedback on oral production in class, the teachers should take this into consideration and alter their feedback practice. Since the teachers stated that they assess all oral production in class it is of great importance that they manage to regularly give their students specific feedback regarding their oral achievements. Otherwise, it is difficult for the students to know how well they perform and which competences they ought to develop further.

5.5 Summary related to the Research Questions and Hypotheses

This section will sum up the main findings in the study and relate the findings to each research question and the hypotheses; the purpose of which is to establish what my research has shown.

Research questions:

1: Which competences do teachers actually assess when deciding on the oral mark?

As table 4.2.1 showed, all but one of the interviewed teachers stated that they base the mark in oral English on a total assessment of oral production in class; both prepared and spontaneous speech. The last teacher stated that she/he predominantly base the mark on oral presentations. However, this teacher also stated that she/he includes the general impression of the students' oral competences in the oral mark. The assessment practice applied by all the teachers is thus impression judgement, where the assessment is based on the teacher's impression of the students' accomplishments, without applying specific criteria (Council of Europe, 2001: 189).

In general oral production in class competences such as the ability to speak spontaneously without everything being rehearsed and the ability to maintain a conversation were emphasised as important by some of the teachers. The students' achievements according to competences such as pronunciation, vocabulary, fluency and grammatical accuracy are also stated by the teachers as relevant features for the basis of the oral mark. Additionally, the teachers also base the oral mark on pre-arranged assessment situations such as prepared oral presentations, and when assessing such task the teachers apply checklists to assess their students, according to a defined set of criteria. The oral mark is thus based on the teacher's impression of how well the students achieve according to the stated competences and certain assessment criteria.

2: How do teachers assess oral competences in the classroom, such as spontaneous interactions, speaking with limited planning and debates?

Table 4.2.2 and table 4.2.3 showed various assessment situations – i.e. classroom tasks and activities carried out by the teachers with the aim of collecting a basis for assessing the students' oral competences. In reality, however, oral language used in specific classroom

activities is rarely assessed separately. Even though such activities are rarely assessed separately, the teachers gather an impression of the students' overall oral achievements through listening to the students performing various oral tasks throughout the school year. Thus, the students have the opportunity to demonstrate spontaneous speech for the teachers to assess when conducting classroom activities.

Additionally, assessment situations such as prepared oral presentations are normally carried out in every term. Such tasks are assessed according to certain criteria, and the criteria most of the interviewed teachers stated that they apply were: speaking fluently, speaking with a good pronunciation, using a varied vocabulary, speaking grammatically correct, presenting adequate contents as well as the ability to speak rather than reading from a manuscript.

3: Are the students aware of the criteria by which they are being assessed?

This question was posed to the students in both the survey and in the interviews. The total number of students in the survey was 130, 53 of whom stated that they were aware of the criteria for the assessment, whilst 77 said that they were not. This shows that 59, 2 % of the students were not aware of the criteria by which they are being assessed at all. However, this varied a great deal from one school to the next; table 4.3 showed that the variation was from 37, 5% up to 72, 7%.

19 of the 21 interviewed students were aware of some assessment criteria, and table 4.3.5 showed the criteria most of the students believed are being applied for assessing oral English. The students in the survey who were aware of assessment criteria, as well as the interviewed students, regarded the following criteria as most important for the assessment of oral English: speaking with a good pronunciation, using a varied vocabulary, speaking fluently, oral participation in class and their performance on oral presentations.

Results in section 4.2.4 showed that most of the above mentioned criteria are applied by the teachers in their assessment of oral English, which shows some coherence between the criteria applied by the teachers and the students' knowledge about assessment criteria. However, teachers also put emphasis on the ability to speak spontaneously without everything being rehearsed and the ability to maintain a conversation, and most students did not seem to be aware of these assessment criteria. Consequently, teachers ought to pass on information regarding assessment criteria in such a manner that all the students understand which criteria

they are assessed by.

4: What kind of feedback do teachers give students on their oral performances?

All the interviewed teachers stated that they give individual feedback following prepared oral presentations. The feedback is given based on agreed criteria with the aim of informing the students about achievements on presentation, as well as suggestions for further improvements.

Feedback on general oral production in class, on the other hand, is not given regularly to the students by any of the teachers. However, the results in section 4.2.7 showed that some of the teachers occasionally give such feedback directly to the students in the classroom or right after the lesson. Feedback regarding general achievements and suggestions for improvement is mainly given during teacher-student conversations carried out each semester.

5: In what ways could more valid and transparent criteria for oral assessment be used?

In addition to information on specific assessment criteria, the students need knowledge of what the criteria imply and how they can achieve the applied criteria. Such knowledge can be achieved through practical examples rather than merely as printed information; the students need to experience how the criteria is applied in the assessment. This can be done by means of giving feedback based on agreed assessment criteria openly in class; prior to an assessment situation the teacher should present clear criteria for assessing the task/test, and subsequent to the presentation, the teacher should give feedback that clearly illustrates how the various criteria are assessed and how the student has achieved according to the agreed criteria. This way of demonstrating assessment based on a set of criteria will help the students to understand the basis for the assessment and to be aware of the difference between an average and a good oral performance.

Hypotheses:

1: Teachers find it hard to define evident criteria for their students, on which the assessment of an overall oral production in the English classroom is based; hence, they do not manage to inform the students about these criteria.

According to the results in section 4.2.4, all the teachers explicitly stated which criteria they apply for assessing oral English. Thus, the first part of this hypothesis is not confirmed: teachers do have clear criteria on which to base their assessment. As far as the second part of the hypothesis is concerned, as already stated in section 5.3, results from both the survey and the student interviews showed that most students are not aware of the assessment criteria for oral production in the classroom, even though the teachers claimed to inform their students about these criteria.

However, I have not been able to prove my hypothesis that the lack of clear information regarding criteria is due to the teachers finding it hard to define such criteria. The main challenge is evidently to pass on sufficient information to the students, particularly regarding impression evaluation; as such assessment is difficult to explain in clear language. If impression judged assessment is carried out without the students being informed about specific criteria, it is understandable that the students feel bewildered and do not realise how their overall production of oral English is assessed. It is obviously not satisfactory for the students to solely be informed about being assessed in every English lesson; they also need to receive more information on how the assessment is carried out. It is therefore of great importance that teachers manage to pass on such information to the students.

2: Students are not aware of what is expected of them in order to achieve a certain mark in oral English.

As stated in section 5.1, the results in section 4.3.1 showed that 12 of the interviewed students believed that the mark in oral English is mostly based on how well they conduct prepared oral presentations and mini-talks, whilst 9 students regarded general oral production in class to be the most important bases for the mark.

Since the teachers mostly base the mark in oral English on a total assessment of oral production in class (see table 4.2.1), there is a certain discrepancy between what the students believe the mark in oral English is based on and what the teachers actually do base the mark on. This strongly indicates that the students do not know what is expected of them in order to achieve a certain mark in oral English. This supports my hypothesis that not all students are aware of what it takes to achieve a certain mark in oral English.

5.6 Conclusion

Little research regarding the assessment of oral English at Norwegian lower secondary schools have been carried out, which was the initial motivation in exploring this field in my thesis. Based on the results from a survey and interviews this thesis has shown that the assessment of oral English is mostly based, on the one hand, on the teacher's impression of the students' overall achievements gathered by observing the students throughout the school year, and on the other, on prepared oral presentations, which are assessed by clear criteria such as speaking fluently, speaking with a good pronunciation, using a varied vocabulary, speaking grammatically correct, presenting adequate contents as well as the ability to speak rather than reading from a manuscript.

Spontaneous language is rarely assessed separately, according to defined criteria, but is integrated in the overall assessment. An exception to this is that some of the teachers pose follow-up questions to the students subsequent to prepared presentations; in such situations the manner of elaborating the topic is a separate assessment criteria. Furthermore, this thesis has clearly shown that some teachers do not manage to inform their students clearly about criteria for the assessment and which criteria the mark in oral English is based on. Consequently, there is a gap between the teachers' assessment practice and what the students perceive regarding the assessment of oral English. Despite this, the study has also shown that some teachers do manage to inform their students about the assessment process in a good manner, as some of the students participating in the study stated that they were content with the assessment of oral English, as well as with information regarding criteria for the assessment.

An important finding in the study was that four of the seven teachers participating in the study put emphasis on the ability to maintain a conversation and speak without everything being rehearsed beforehand. It is of great importance that students are allowed to practice and demonstrate this ability; what makes a successful language user is developing the ability to communicate with others and maintaining a conversation. When students master certain communicative strategies to keep a conversation going and manage to be participants in discussions in which they can exchange their views, the students can experience that learning a second language is useful as well as enjoyable.

Teachers should more often arrange for oral activities where the students are allowed to use the language in authentic situations, and assess communicative effectiveness, rather

than assessing vocabulary, pronunciation and grammar accuracy etc. as isolated features. The language produced must of course be intelligible to the listeners, but the ability to communicate efficiently should be the main purpose of language use and the focus of assessment.

5.7 Suggestions for Further Research

After completing this study there is one field I would like to further explore, namely how teachers can manage to inform their students about impression-guided assessment in a good and evident manner. This is a question I did not manage to pose clearly to the teachers I interviewed; therefore I have not managed to obtain this information. In retrospect, I would have included this question in my study. From the students' point of view, subjective impression guided assessment must be very vague, even illusive; therefore, how to inform students of such assessment practice is an interesting field for further research. Clear information about the assessment practice will help the students understand how their overall oral production of English is assessed, and thus, they will more easily understand the reason for their oral mark.

Furthermore, it would be interesting to explore which tests teachers could apply in order to assess debates and spontaneous oral production in the classroom by using well-defined criteria. It would thus be interesting to explore how teacher manage to assess various tests, where the students can demonstrate their oral competence using turn-taking strategies by clear criteria according to the competence aims. If competences, such as the ability to maintain a conversation were assessed by clear criteria according to the competence aims this would probably make a more solid base for the oral assessment. Such tests and subsequent test results would thus make the assessment of oral English more valid and easier to justify to the students, as opposed to impression guided assessment, which is based on the teacher's reflections and impression of the students' overall achievements. Exploring which tests some teachers have successfully carried out with the aim of assessing their students' oral capacities as described above could therefore be a field of interest to other teachers of English.

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Deres ref:

TILBAKEMELDING PÅ MELDING OM BEHANDLING AV PERSONOPPLYSNINGER

Vi viser til melding om behandling av personopplysninger, mottatt 06.11.2013. Meldingen gjelder prosjektet:

<i>36200</i>	<i>Assessment in the Subject of Oral English</i>
<i>Behandlingsansvarlig</i>	<i>Universitetet i Bergen, ved institusjonens øverste leder</i>
<i>Daglig ansvarlig</i>	<i>Aud Solbjørg Skulstad</i>
<i>Student</i>	<i>Sissel Agasøster</i>

Personvernombudet har vurdert prosjektet og finner at behandlingen av personopplysninger er meldepliktig i henhold til personopplysningsloven § 31. Behandlingen tilfredsstiller kravene i personopplysningsloven.

Personvernombudets vurdering forutsetter at prosjektet gjennomføres i tråd med opplysningene gitt i melde skjemaet, korrespondanse med ombudet, ombudets kommentarer samt personopplysningsloven og helseregisterloven med forskrifter. Behandlingen av personopplysninger kan settes i gang.

Det gjøres oppmerksom på at det skal gis ny melding dersom behandlingen endres i forhold til de opplysninger som ligger til grunn for personvernombudets vurdering. Endringsmeldinger gis via et eget skjema, <http://www.nsd.uib.no/personvern/meldeplikt/skjema.html>. Det skal også gis melding etter tre år dersom prosjektet fortsatt pågår. Meldinger skal skje skriftlig til ombudet.

Personvernombudet har lagt ut opplysninger om prosjektet i en offentlig database, <http://pvo.nsd.no/prosjekt>.

Personvernombudet vil ved prosjektets avslutning, 01.07.2015, rette en henvendelse angående status for behandlingen av personopplysninger.

Vennlig hilsen

Vigdis Namtvedt Kvalheim

Kjersti Haugstvedt

Kontaktperson: Kjersti Haugstvedt tlf: 55 58 29 53

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Dokumentet er elektronisk produsert og godkjent ved NSDs rutiner for elektronisk godkjenning.

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Personvernombudet for forskning



Prosjektvurdering - Kommentar

Prosjektnr: 36200

Personvernombudet legger til grunn at ledelsen ved aktuelle skoler har gitt sin tillatelse til gjennomføringen av prosjektet i skolene.

Informasjonsskrivet til utvalget er tilfredsstillende. Det innhentes skriftlig samtykke fra elevenes foreldre.

Det innhentes ikke opplysninger om karakterer eller andre vurderinger knyttet til enkeltelever.

Prosjektslutt er 01.07.15. Datamaterialet anonymiseres ved at verken direkte eller indirekte personidentifiserbare opplysninger fremgår. Lydopptak slettes.

Informasjon om studiet og samtykke til deltaking i studiet

Eg skal gjennomføre ei undersøking i tilknytning til mitt masterstudie ved Universitetet i Bergen, Institutt for framandspråk. Dette er eit erfaringsbasert og fagdidaktisk masterstudie. Forskningsprosjekt mitt gjeld vurdering av munnleg engelsk og formålet med studiet er å finne ut meir om korleis lærarar ved ulike skular jobbar med vurdering av munnleg engelsk, og korleis lærarar og elevar opplever vurderinga av munnleg engelsk.

Engelsklæraren til ungen din har sagt ja til å delta i studia, og eg ynskjer også deltaking frå elevane til læraren. Eg ynskjer å gjennomføre ei spørjeundersøking blant alle elevane i gruppa, og nokre ynskjer eg også å intervju med lydopptakar.

Både spørjeundersøkinga og intervjuet vil verte gjennomførte i perioden januar- mars 2014. Antatt tid som går med til intervju vil vere 20-30 minutt, og spørjeundersøkinga vil ta 10-20 minutt.

Alle personopplysningar vil verte behandla konfidensielt. Det vil kun vere underteikna, samt rettleiar ved UiB som har tilgang til informasjonen. Spørjeskjema vil verte anonymisert etter at underteikna har avgjort kven av elevane som skal intervjuast. Underteikna vil også transkribere intervjuet og anonymisere både skulen, elevar og lærarar i transkripsjonen. Lydfiler vil deretter verte destruerte.

Det vil ikkje verte mogeleg å identifisere korkje skulen, lærarar eller elevar i den endelege og offentlege publikasjonen.

Prosjektet skal etter planen avsluttas den 15.05. 2015

Dersom du/de tykkjer det er greitt at ungen din/dykkar deltek i studia, ver venleg å levere svarslipp tilbake til engelsklæraren innan 15.12. 2013.

Vennleg helsing

Sissel Agasøster

Questionnaire on Oral Assessment of English:

1. Mention which competences you think are being assessed in oral English

2. How often do you think these competences are assessed by the teacher?
(You may choose more than one answer)
 - a) Every time I speak in class, spontaneously and prepared
 - b) In discussions/debates in class
 - c) In pair work when we interact in English
 - d) When I read and answer questions about the contents
 - e) When I carry out oral presentations/ mini-talks

3. Are you familiar with the criteria for oral assessment?
 - a) Yes
 - b) NoIf yes, what are the criteria you are familiar with?

4. How often do you speak English in class?
 - a) Every English lesson whenever I have the opportunity
 - b) Once - twice a week
 - c) Once – twice a month
 - d) Only when I have to
 - e) Never aloud in class, only in pairs or privately with the teacher
 - f) Never

5. Do you know how your speaking skills are being assessed?
 - a) Yes
 - b) NoIf yes, mention how they are being assessed

6. How do you get feedback on your speaking skills?
 - a) Orally from the teacher
 - b) Written feedback from the teacherPlease comment briefly on how either of them are carried out

7. How often do you get feedback on your speaking skills?
(You may choose more than one answer)
- a) Every time I speak in class, spontaneously and prepared
 - b) In discussions/debates in class
 - c) In pair work when we interact in English
 - d) When I read and answer questions about the contents
 - e) When I carry out oral presentations/ mini-talks
8. How often do you have speaking tests with limited planning, where you have a couple of minutes to prepare a topic and then speak to your teacher about the topic?
- a) Never
 - b) once – twice a year
 - c) once –twice in every term

How does the teacher assess such speaking tests?

9. Do you perform other similar speaking tests?
- a) Yes
 - b) No

If yes, how are they carried out and assessed?

10. Are you familiar with the competence aims in oral English?
- a) Not at all, we never talk about them
 - b) I know a number of them because some are mentioned on various assignments
 - c) I know them quite well, because we often talk about them in class
 - d) I know them very well, because the teaching is based on them

11. What is your opinion about the assessment of oral English in general?

Open Interview Guide for the Teachers

1. In which situations do you assess oral English in the classroom?
2. How do you assess oral English in the classroom?
3. Which categories do you assess?
4. Which criteria do you use when you assess your students?
5. Do the students participate in defining these criteria?
6. How do you communicate these criteria to the students?
7. Are the students aware of when they are being assessed?
8. To which extent do you use the competence aims in your assessment?
9. What do you base the mark in oral English on?
10. What kind of feedback do the students get on various oral performances?
11. Do you carry out speaking tests with limited planning, where the students get a couple of minutes to prepare a topic and then speak/ are interviewed on the topic? What other tests/assignments do you use to assess speaking?
12. Which other methods do you use to assess speaking?
13. Do you use good British pronunciation as a criterion for giving the highest score, or are other varieties, such as American or Australian accents also accepted?
14. What about students who speak with a typical “Norwegian accent”?
15. How do you assess the students that refuse to speak in class at all?

Open Interview Guide for the Students

1. How do you think the teacher assesses oral English? What does he/she emphasise?
2. Which competences do you think are being assessed?
3. Which criteria does the teacher use in various assessment situations?
4. Do the students participate in deciding on the criteria for assessment?
5. How are you informed about the criteria for the assessment?
6. Do you receive information about when you are being assessed and how the assessment is carried out?
7. What kind of feedback do you get on various tests and assignments? How often?
8. Which competences do you believe your mark in oral English is based on?
9. In which situations do you have the possibility to demonstrate oral competence? What about spontaneous language? Do you get follow-up questions after presentations?
10. Do you think that you are given enough possibilities to demonstrate your competence in oral English? Do you have suggestions for tests/tasks to show more oral competence?
11. Do you think your teacher emphasises/rewards good British accent/pronunciation in the assessment or are other varieties such as American/Australian accepted?
12. What about students who have a typical Norwegian accent/pronunciation?
13. Are you familiar with what is expected of you in the subject of oral English according to the competence aims in the curriculum? How have you been informed about them?

Transcriptions of the Teacher Interviews

Since the interviews were carried out in Norwegian the transcriptions are also written in Norwegian. The interviews are transcribed using standard orthography. The questions from the interviewer are marked with I: for interviewer, the answers are marked with R: for respondents.

Interview with the teacher from school 1

I: Hvor lenge har du jobbet som engelsklærer?

R: Jeg begynte i 84, og har undervist i engelsk hele tiden, i ca 30 år

I: I hvilke ulike situasjoner vurderer du den muntlige engelskkompetansen til elevene dine?

R: Jeg vurderer kontinuerlig, i alle settinger og hvert snev av muligheter jeg har til å vurdere muntlig kompetanse, det er veldig ofte, omtrent hver time, legger til rette for både skriftlige og muntlige aktiviteter, og lytteøvinger. Får også vist muntlig kompetanse ved gjennomgang av skriftlige oppgaver, elevene er mer eller mindre frigjort fra det de har skrevet i boken. Slik får jeg vurdert og gjort meg opp en mening av muntlig aktivitet i timene. Ellers blir det lest en del... I ulike oppgaver legger jeg vekt på ordforråd når en svarer, hvilket ordforråd de har fått tak i. Ellers har vi planlagte, forberedte fremføringer og lytteoppgaver som de etterpå går gjennom og snakker om det de har lyttet til. Får ikke hørt alle 26 i alle timer, men vurderer muntlig kompetanse mer eller mindre i alle timene.

I: Hvordan klarer du å få med deg og huske hva de ulike får til?

R: Jeg tar notater, men husker også elevene veldig godt, husker hva de gjør, hva de har sagt og fortalt, det de presterer; god hukommelse sammen med notater. Prøver å oppfordre de som ikke er så aktive, gir de oppgaver der de skal snakke med personen ved siden av, noen høyt i klassen etterpå slik at alle får prate. Elevene skal alltid snakke engelsk hele tiden i par-oppgaver.

I: Hva legger du vekt på når du vurderer den muntlige kompetansen?

R: Legger vekt på vilje til å prate, flyten de har, det ordforrådet de velger å bruke, alle gjør glipper, og er det gjennomgående dårlig grammatikk merker jeg meg det, litt glipp er greit; vurderer mest det samlede bildet av flyt, ordforråd, om de gjør noe ut av oppgaven; noen er ferdig nesten før de har begynt, og er veldig ordknappe.

I: Hvilke ulike metoder bruker du til å vurderer elevene ?

R: Er forpliktet til å vurdere både lesing, prating, gjenfortelling, for eksempel når vi jobber med tekster elevene har hatt i lekse, så leser elevene høyt, i tillegg blir noen elever utfordret til å gjenfortelle innholdet etter høytlesing; får slik vurdert både leseferdigheter til elever og hvilket ordforråd elever velger å bruke når de skal

gjennfortelle; plukker de opp noen nye ord fra teksten eller bare ord en kunne fra før og velger en enkel løsning. Det er viktig at elevene griper sjanser for å vise muntlig kompetanse, det er en måte jeg vurderer på.

I: Hvilke kriterier legger du til grunn for vurderingen? Ser du etter noe spesielt både på presentasjoner og i timene?

R: Jeg forventer at elever på høyt nivå utvikler språket sitt og tar i bruk nye ord og uttrykk, velger å gjøre det mer avansert, ikke bare velger enkleste utvei, men strekker seg selv. Må også være en brukbar klang, elevene bør ha en gjennomgående god uttale på høy kompetanse.

I: Dersom dere har oppgaver/presentasjoner, er elevene med og påvirker hvilke kriterier som skal legges til grunn for vurderingen?

R: Ikke i stor grad pga at retningslinjene vi har gjennom kompetansemåla legger store føringer, så det som elevene mest kan påvirke er en viss valgfrihet innen tema de skal presentere. Det er tross alt lærerne som har mest greie på ulike kompetansekrav.

I: Hvordan informerer du elevene om kriteriene du legger til grunn for det du vurderer?

R: Jeg skriver mål på ukeplaner, og snakker ganske ofte i klassen om hva som blir lagt vekt på i ulike arbeid, elevene får informasjon muntlig og på ukeplaner og på årsplaner med mål og delmål.

I: Er elevene klar over når de blir vurdert? Vet de at de blir vurdert hele tiden?

R: Tror de fleste er klar over det, men det finnes nok unntak, har snakket mye om det, og har fortalt mye om hvordan jeg tenker om vurdering og ulike vurderingsarenaer vi har, så det bør de vite!!

I: I hvilken grad bruker du de ulike kompetansemålene i læreplanen i vurderingen?

R: Går ikke med dem i bakhodet hele tiden, jeg bruker de mest når jeg lager årsplaner, bruker da mye tid på å planlegge når ulike aktiviteter/tema/oppgaver skal legges for å nå de ulike målene, I den fasen av arbeidet bruker jeg kompetansemålene mye. Ellers er det noen som går igjen og som derfor bør gå igjen i de fleste timene, de bærer jeg med meg. Informer elevene om at kompetansemålene er utgangspunkt for planlegging, ikke presisering om at nå jobber vi med:..., men delmål på arbeidsplaner.

I: Når du skal sette karakter i engelsk muntlig, hva baserer du den karakteren på?

R: En helhetlig vurdering av både timer og det andre, jeg får sett kompetansen til elevene i løpet av timene og ulike aktiviteter. Fremføringer i klassen, og de tilbakeholdne elevene får ha fremføringer alene fremfor lærer for å gjøre det tryggere og for å komme mer i dialog med elevene. Når noen stille elever har jobbet bra med fremføring teller det en god del, da stiller jeg også spørsmål slik at de får pratet fritt og ikke bare det de har øvd på. En slik økt kan være med å vippe opp/ ned. Noen tar lett på forberedelsen til fremføring, noen ganger stor forskjell på det de har øvd på og svaring etterpå, det de svarer etterpå med spontant språk er med å justerer karakteren.

I: Hva er viktigst, en god presentasjon og dårlig svar på oppfølgingsspørsmål eller omvendt?

R: En god presentasjon og at det stopper helt opp under oppfølgingsspørsmål, da er man kanskje ikke så god, mens en som har tatt lett på presentasjonen og som gjør det bra på oppfølgingsspørsmål er gjerne totalt sett bedre i språket, så dette kan ikke være det eneste, en må se helheten, en må kunne klare spontan samtale, så både og...

I: Hvilken type tilbakemelding får elevene på hva du mener om deres nivå? og hvor ofte?

R: Ja, skulle ønske å gjøre det oftere, men etter presentasjoner på tomannshånd snakker vi om hva som er bra og hva de må jobbe mer med, går også rundt av og til og snakker med elevene i timene, og gir tilbakemelding rett etter timen dersom noe er bra. Etter presentasjoner i klassen har vi på forhånd snakket om hva jeg legger vekt på, da får de gjerne respons umiddelbart gjennom små lapper. Noen elever vil ikke at en skal si så mye høyt i klassen, så av og til gir jeg bare karakter, av og til noen linjer i tillegg, prater gjerne med dem etter timen, det er individuelle forskjeller etter forståelse for det de har presenter og nivået til elevene. En utfordring er at presentasjoner en og en tar lang tid, så både det og personlig tilbakemelding tar lang tid, samtaler med en og en går utover fremdriften inne i klassen. Av og til dersom vi har tolærer sjekker vi om det er samsvar i vurderingene

I: Har dere av og til tester der elevene får rundt 3 - 5 minutter til å forberede et emne, så snakker du med de etterpå for å teste mer av det umiddelbare språket isteden for innøvd språk?

R: Elevene sitter to og to og får ulike tema de skal diskutere, f.eks lage og fortelle skrøner etter å ha hørt på eller lest modeller i læreboka. Jeg går da rundt og hører, da får flere vist at de kan produsere spontant språk. Noen får fortelle høyt i klassen, bra for elever som jobber minst mulig med lekser, for på slike oppgaver får de sjansen til å vise hva de faktisk kan under press, og de får da vist kompetanse. Elever kan slik også være gode modeller for hverandre.

I: Hvilke andre situasjoner bruker du for å vurdere muntlig engelsk, for eksempel spontant språk? Du har nevnt at to og to sammen presenterer for hverandre, og presentasjoner, har du andre måter for å sjekke engelsken deres?

R: Jeg nevnte lesing og lytting, kan også nevne at dersom de får en oppgave om å lese en tekst og skrive et sammendrag om dette, blir de gjerne bedt om å fortelle om dette i klassen, da får de vist mer muntlig kompetanse, om de har de valgt minste motstands vei eller har de valgt å gjøre mer utav det. Har sagt at det er viktig å gripe slike sjanser for å vise mer kompetanse for kanskje å gå opp en karakter. Minner de om at hver gang elevene skal legge frem noe velger de selv hvilket nivå de legges seg på; opplesing eller fritt språk, grundig arbeid eller ikke

I: Debatter og diskusjoner, har dere det av og til?

R: Kommer an på klasse og respons, av og til kommer debatter/diskusjoner i en naturlig setting etter elevsammensetning, ulike muligheter i forbindelse mer ulike tema, evnen til å utvikle samtalen varierer, skulle gjerne gjort det oftere. Etter å ha sett en video om Afrika utviklet det seg en samtale på bakgrunn av innholdet i filmen.

I: Legger du god britisk uttale til grunn for vurderingen? Premierer du de som har britisk uttale?

R: Mener å ha lest av vi lærere skal prøve å snakke med britisk uttale og legge til rette for det, men elevene har et større valg enn lærerne har, jeg har ingen rettighet til å premiere god britisk uttale foran god amerikansk/australsk uttale, det ville vært helt feil og det mener jeg det står at vi ikke skal gjøre.

I: Hva med elever som har typisk norskklingende uttale, hva tenker du om det?

R: Det er av og til vanskelig, det går en grense for når Tor Heyerdahl engelsken skal trekkes mye på. De beste elevene har et godt ordforråd og god uttale og god flyt når de snakker, og klarer seg godt i spontane samtaler og griper sjanser og muligheter til å utvide ordforråd. Noen har veldig godt ordforråd og snakker grammatisk rett, mens andre kan mindre engelsk, men det klinger bedre, så her blir det brukt litt skjønn for ikke å trekke dem for hardt. Så lenge elevene innfrir på alle andre områder og det ikke er helt Tor Heyerdahl engelsk. Det bør uansett være på et visst høyt nivå, for en godtar ikke hva som helst. Ikke riktig at en middels elev som har god uttale skal oppnå høy kompetanse kun pga god uttale, men det må alltid klinge brukbart.

I: Hvordan vurderer du elever som nekter/ vegrer seg for å snakke engelsk?

R: Det er ikke så lett, en grunn for å legge til rette for en og en i presentasjoner, prøver å gradvis få de til å snakke mer i klassen, jeg har plassert de sammen med noen de stoler på som gjerne er litt flinkere slik at de kan heve seg og at jeg får prøvd å vurdere litt. De elevene når jo aldri toppen, men jeg får vurdert, de må være klar over at jeg ikke kan vurdere mer enn det de er villige til å vise, så om de aldri vil gjøre noe eller vise noe har jeg mindre å bygge på når jeg skal vurdere, det kan slå litt uheldig ut. Prøver å legge til rette for settinger der jeg kommer ned til pulten eller tar de ut, men det er ikke bra dersom det blir for mange slike spesielle elever. Går ellers rundt i klassen og hører på elevene etter hvert som de er ferdige med ulike oppgaver, og får slik elevene i tale.

Interview with the teacher from school 2

I: Hvor lenge har du jobbet som engelsklærer, og hvilken utdanning/bakgrunn har du?

R: Jeg har jobbet som engelsklærer i 7 år, jeg har lærerutdanning + grunnfag i engelsk

I: I hvilke ulike situasjoner vurderer du den muntlige engelskkompetansen til elevene dine?

R: Det vurderer jeg ut i fra en del høytlesing, vi har av og til muntlige fremføringer, og spesielt i 10 klasse vurderer jeg ut ifra muntlige svar i timene,

I: Hvordan vurderer du denne kompetansen, hva legger du vekt på når du vurderer?

R: Jeg legger vekt på flyt, at de klarer å snakke med sammenhengende setninger, at de prater klart og tydelig, at de har grammatisk korrekthet og selvfølgelig ordforråd, jeg bruker stort sett Udir sine kompetansemål for engelsk muntlig under fremføringer

I: Hvilke ulike kategorier vurderer du? Du har nevnt lesing, prating og presentasjoner, hva med gjenfortelling for å vurdere at elevene bruker egne ord for å fortelle noe?

R: Nei, vi har ikke brukt at de gjenforteller noe, men under presentasjoner får de et fagstoff de skal legge frem et tema med egne ord,

I: Hvilke vurderingskriterier bruker du?

R: Jeg nevnte ordforråd, korrekt uttale, flyt, grammatikk; ikke intonasjon pga at det ikke vektlegges lenger, mye det samme som jeg vurderer skriftlig pga det skal jo være korrekt engelsk der og, men det å kunne føre en samtale er viktig for å få en god karakter, også å kunne stille spørsmål tilbake, ikke bare vente på neste spørsmål.

I: Deltar elevene i utformingen av kriteriene på ulike presentasjoner?

R: Nei, jeg henter kriterier etter det de blir målt etter på muntlig eksamen fra Udir, jeg synes det er greit å bruke de samme kriteriene som de blir målt etter på muntlig eksamen for å være kjent med dem

I: Hvordan informerer du elevene om de kriteriene du legger til grunn for vurdering?

R: Vi har gått gjennom et ark som jeg har hentet fra Udir, og snakket om høy/middels/lav måloppnåelse, og hva som skal til for å havne på de forskjellige, jeg kunne gjerne gått gjennom og informert oftere

I: Er elevene klar over når de blir vurdert?

R: Ja, jeg blir overrasket viss noen sier nei, for jeg har sagt at når vi har engelsk vurderer eg alt de sier, en kontinuerlig vurdering ut ifra hva de presenterer i timene, prøver å ta en helhetsvurdering av alt, ingen klare grenser på at nå begynner eller slutter vurderingen

I: I hvilken grad bruker du de ulike kompetansemålene i læreplanen i vurdering?

R: Det er dem jeg bruker for å vurdere, pga kompetansemålene er jo hentet fra Udir og Udir har jo utformet disse vurderingskriteriene, og det er dem jeg legger til grunn for muntlig vurdering

I: Hva baserer du den muntlige karakteren i engelsk på?

R: Den baserer jeg på muntlig aktivitet ut ifra lesing og det som er nevnt tidligere, alt fra fremføringer til muntlig deltagelse i timene

I: Hvilken form for tilbakemelding får elevene på ulike muntlige presentasjoner?

R: Etter muntlige presentasjoner pleier jeg å gi en kort tilbakemelding rett etterpå, også skriver jeg ned og sier at elevene kan se senere det jeg har notert

I: Får de tilbakemelding på muntlig aktivitet som ikke er avtalt på forhånd?

R: Av og til, men der har jeg ikke noe fast mønster, men de får jo selvsagt tilbakemelding på utviklingssamtaler, ellers får de mest tilbakemelding etter forberedte presentasjoner

I: Gjennomfører du tester der elevene får rundt 5 minutter til å forberede et emne for så å legge dette frem for lærer for å sjekke spontant språk/ordforråd som ikke er innøvd?

R: Nei, det har vi ikke gjort

I: I hvilke andre situasjoner får du vurdert elevene sin evne til å snakke engelsk, enten spontant eller innøvd?

R: Jeg har nevnt de situasjonene jeg bruker, men vi har også prøvd å diskutere litt, gjerne gruppearbeid, der elevene sitter og snakker sammen og kommer frem til noe etterpå, bort sett fra det...

I: Legger du god britisk uttale til grunn for vurderingen?

R: Nei!! Jeg har for eksempel en elev fra New Zealand, så slik uttale er selvsagt greit

I: Hva med elever som har typisk norskklingende uttale?

R: Ut ifra slik som jeg har forstått kriteriene til Udir, så er det helt greit, så lenge en legger trykket på riktig plass i ordet slik at det er god, forståelig engelsk

I: Hvordan vurderer du elever som nekter/ vegrer seg for å snakke engelsk?

R: Dersom elevene ikke liker å fremføre foran klassen, prøver jeg å ta de med ut og snakker med de på tomannshånd, for viss jeg av en eller annen grunn ikke klarer å få noe engelsk ut av en elev, så kan jeg ikke vurdere pga mangler vurderingsgrunnlag, jeg prøver derfor å legge til rette for å ta elevene til sides for å få vurderingsgrunnlag

Interview with the teacher from school 3

I: Hvor lenge har du jobbet som engelsklærer, og hvilken utdanning/bakgrunn har du?

R: I tre år, jeg har vanlig allmennlærerutdanning uten engelsk, men trives likevel med engelsk etter hvert som jeg er blitt tryggere på meg selv.

I: I hvilke ulike situasjoner vurderer du den muntlige engelskkompetansen til elevene dine?

R: Det blir jo i klassesituasjonen, når de snakker høyt, vi er som regel alltid halv klasse i engelsk, derfor får jeg ganske gode muligheter til å få vurdert det muntlige i klassen i ulike situasjoner, for eksempel i lytteøvelser der elevene etterpå diskuterer, eller diskusjoner etter noe en har lest. Ellers blir det på muntlige presentasjoner, enten en og en eller i gruppe.

I: Hva legger du vekt på, både i klassesituasjon og på muntlige fremføringer?

R: Det er jo flyt, uttale, litt aksent, at de gjør seg forstått, at de har et greit ordforråd, og det grammatiske

I: Hvilke ulike kategorier vurderer du i timene? Lesing, prating, gjenfortelling, eller mest presentasjoner?

R: Vi gjør veldig mye forskjellig, det er kanskje dumt, men jeg legger nok mest vekt på presentasjonene, er kanskje ca fire ganger i året, men jeg blander nok inn alle de andre kategoriene også.

I: Hvordan får du vurdert spontant prat på engelsk?

R: Ja, men det er ikke lett da å sitte og skrive og notere underveis mens de snakker, men nå kjenner jeg dem såpass godt, og jeg noterer etter timen når jeg har mulighet

I: Hvilke vurderingskriterier bruker du? Du nevnte noen?

R: Ja, som nevnt innhold, uttale, flyt, intonasjon ordforråd og grammatikk

I: Deltar elevene i utformingen av disse kriteriene og er med og avgjør hva som skal legges vekt på?

R: Ja, det kommer an på hvordan vi har lagt opp den lokale planen, men vi prøver å la elevene ta del i å formulere ett av tre delmål i muntlige fag, elevene er ofte strenge til seg selv når de utformer kriterier, de setter høye krav til 5 og 6

I: Hvordan informerer du elevene om kriteriene de blir vurdert etter?

R: Når jeg deler ut periodeplanen for hver periode så går jeg gjennom kriteriene og hele planen i hver periode, men siden noen delmål kommer langt ut i perioden går jeg også gjennom kriteriene for hvert delmål, og de får dem utdelt på selve prøvearket dersom de skal ha en prøve. Viss de skal ha en muntlig presentasjon får de et skjema med hva de skal gjøre i forhold til den lokale planen i forkant av dette, så de har dem med seg hele tiden.

I: Er elevene klar over når de blir vurdert?

R: Ja på presentasjoner og prøver, men på spontane vurderinger i timen så vet de jo at de blir vurdert, for jeg har sagt at det er en del av vurderingen i det muntlige, håper de skjønner at det de sier i timene er med i vurderingen

I: I hvilken grad bruker du de ulike kompetansemålene i læreplanen i vurdering?

R: Jeg bruker de på den måten at vi har allerede brutt de ned til enklere språk på periodeplanene, kjennetegn på måloppnåelse blir laget ut ifra delmål som er tatt fra kompetansemålene, direkte mot dem.

I: Når du setter karakter to ganger i året, hva baserer du den muntlige karakteren i engelsk på?

R: Det er nok mest fremføringene, men deltaking i timene og hvordan de uttrykker seg på, og snakker på, og gjør seg forstått i timene er med på å kanskje vippe opp eller ned, gjerne

I: Hvordan klarere en å dokumentere det som skjer i timene?

R: Det syns jeg er vanskelig, det blir notatene jeg gjør rett etter timer, når jeg har tid til det, mye av denne vurderingen er skrevet i hodet og jeg har derfor et inntrykk

I: Hvilken form for tilbakemelding får elevene på ulike muntlige oppgaver de har?

R: De får alltid muntlig tilbakemelding på muntlige presentasjoner, fordi jeg liker å gi tilbakemelding når det er helt ferskt, dersom det er flere venter jeg til senere på dagen, og bruker en time til å snakke med en og en om hva som var bra og hva som kan gjøres for å få en bedre karakter, og før jeg kommer med mitt får de også vurdere seg selv, fast egenvurdering ut ifra de sammen kriteriene

I: Gjennomfører du tester der elevene får rundt 5-10 minutter til å forberede et emne for så å legge dette frem for deg etterpå?

R: Av og til, det er ikke noe jeg gjør systematisk, men det hender at elevene får et tema eller bilde de skal diskutere, gjerne flere, og så skal de komme helt kort og spontant å snakke om det, det liker de egentlig bedre enn oppgaver der de jobber flere uker for å presentere noe; får egentlig like mye ut av elevene gjennom den lille praten rundt slike oppgaver

I: Stiller du oppfølgingsspørsmål etter presentasjoner for å sjekke spontant språk som ikke er innøvd?

R: Nei, det har jeg vært dårlig på, og ikke gjort mye, for mange er redde for å snakke i klassen, og jeg er redd for å sette de ut, jeg gjør det med elevene alene, men ikke foran klassen

I: I hvilke andre situasjoner får du vurdert elevene sin evne til å snakke engelsk, både spontant språk eller innøvd?

R: De har prøvd seg på å snakke inn lydopptak, i lekse hjemme, de leser inn på its learning, da går det mest på å sjekke uttale kanskje...

I: Under presentasjoner, er det hvor godt de husker det de presenterer som blir lagt vekt på eller innhold eller uttale?

R: Selvfølgelig teller innholdet, men jeg er veldig opptatt av flyt mest, uttale og evnen til å uttrykke seg med flyt og ordforråd, evnen til å gjøre seg forstått, kanskje...

I: Legger du vekt på at elevene skal ha god britisk uttale?

R: Nei, det gjør jeg ikke, det står heller ikke at de skal ha britisk uttale i kompetansemålene så det skal jeg ikke vurdere

I: Hva med elever som har veldig norskklingende engelskuttale?

R: Da prøver jeg å anbefale at de prøver å velge seg en engelsktalende uttale, enten den britiske eller amerikanske, den som er mest naturlig, ber de prøvde det, for nå blir det veldig norsk-engelsk, men noen klarer ikke gi slipp på skarre-r, som mange bruker her, mange sliter med å gi slipp på den i engelsken

I: Hvordan klarer du å vurdere de elever som nekter/ vegrer seg for å snakke engelsk?

R: De som ikke vil snakke i klassen tar jeg alene ved presentasjoner, det tilpasser jeg slik det er behov for, det er verre med de som aldri har hånden oppe i timen og som jeg derfor ikke får spontanvurdert, men jeg får alltid inn vurderingen. Jeg presser elevene bare til en viss grad til jeg ser at det ikke er kjekt lenger.

Interview with the teacher from school 4

I: Hvor lenge har du jobbet som engelsklærer, og hvilken utdanning/bakgrunn har du?

R: Jeg har 4-årig lærerutdanning og engelsk grunnfag, og har jobbet som engelsklærer på ungdomsskole i 15 år og 3 år på barneskole.

I: I hvilke ulike situasjoner vurderer du den muntlige engelskkompetansen til elevene dine?

R: Hovedvekten blir gjerne på forberedte fremføringer, prøver samtidig å utnytte gruppearbeid, prøver å følge de opp med fremlegg i små grupper, de får gjerne summe litt i grupper, så fortelle i klassen, denne er ikke så systematisk som fremføringene

I: Hvordan vurderer du denne kompetansen, hva legger du vekt på når du vurderer elevene?

R: Pleier å ha et mønster som går på innhold, ut i fra de kjennetegn på måloppnåing vi legger til grunn; i det står det og ofte krav til manusbruk, uttale, ordforråd, og grammatisk vurdering av språket, har vel egentlig 3-4 punkt, som er gradert i kjennetegn på måloppnåelse., lav, middels, over middels,

I: Når dere har mindre oppgaver i klassen, hvordan vurderer du det, sånn som samtaler, o.l., legger du vekt på deltagelse da eller?

R: Ja, de som tar initiativ.... utgangspunktet er gjerne: bruk det engelske språket mest mulig, sitt i grupper, de som tar initiativ og bruker språket belønner jeg både med kjappe muntlige tilbakemeldinger til de som gjør det, og prøver å dyrke det i fellesskapet når de snakker

I: Hvilke kategorier vurderer du? Lesing, prating, gjenfortelling, presentasjoner/framføringer, spontan tale?

R: Ikke så mye lesing, jeg bruker en del gjenfortelling, bruker grupper, gir gjerne to og to i oppdrag som at de får 10 minutter på å forberede en ny tekst fra boken som de skal legge frem for gruppen/klassen om 10 minutter, for å trene på å lage stikkord og gjenfortelle, de blir veldig skvist på tid, for å trene på å bli mer effektive når de skal legge frem en tekst. Elevene leser ellers i par, må våge å gi hverandre feedback, vi driver ikke mye høytlesing i klassen.

I: Hvilke vurderingskriterier bruker du? Du har allerede nevnt noen, du sa du bruker 3-4, bruker du alltid de samme eller varierer du?

R: De er relativt like fra gang til gang, kun små nyanser som gjerne går på presentasjonsformen, noen ganger bruker de verktøy andre ganger ikke, innholdet varierer etter hva som blir tatt opp, det som ligger fast er uttale, grammatisk, ordforråd, det er basisen som alltid er med

I: Er elevene av og til med i utformingen av kriteriene som legges til grunn for vurdering?

R: Ja, men i for liten grad egentlig, det er kanskje måten vi jobber på; vi lager periodeplaner rundt 10 uker, en lærer lager, de andre godkjenner, oppdager ofte at det ikke alltid er lurt pga at planene lages lang tid i forveien, ikke alltid kartet passer terrenget, ønsker å få til et større engasjement på det. Burde tatt elevene med mer,

spesielt nå i 10 er elevene mer modne og interesserte i å diskutere de ulike kriteriene, De begynner å våkne, og det er en god følelse for læreren når elevene gir litt motbør og vil diskutere

I: Hvordan informerer du elevene om disse kriteriene?

R: Først og fremst gjennom planen som blir sendt hjem på mail og ligger ute på nettet, blir også alltid tatt opp på tavlen og gjennomgått, også flere ganger i løpet av perioden: kriteriene for vurdering i den perioden ligger her

I: Er elevene klar over når de blir vurdert?

R: Ja de er klar over det, vurderingskriteriene henger ofte sammen med delmål som er brutt ned fra kompetansemålene, da vet de det at det er kriteriene som står på delmålet som vurderes, prøver å ikke fravike det i det hele tatt. Andre ganger får de små oppgaver på sparket

I: I hvilken grad bruker du de ulike kompetansemålene i læreplanen i vurdering?

R: Der gjør vi alltid, det er alltid kompetansemålene som står som paraply på de delmålene vi vurderer, alltid, uten unntak, og det er elevene klar over

I: Når du skal sette karakter, hva baserer du den muntlige karakteren i engelsk på?

R: Det blir mest disse annonserte fremføringene, også de mer uformelle punktene som små fremlegg som er med og juster, helt ærlig så i begynnelsen holder man mer fast på de hovedpunktene, men etter at man kjenner elevene gjennom tre år får man gjerne en litt annen tilnærming til vurderingsmåten, man vet hva de er god for, så det bli like viktig det de gjør underveis i små drypp som store presentasjoner, en all around kjennskap, en dårlig dag blir man gjerne litt straffet for men ikke mye pga ballasten en har

I: Hvilken form for tilbakemelding får elevene på ulike muntlige presentasjoner?

R: Legger som regel opp til muntlig tilbakemelding på muntlige fremføringer, tar gjerne en liten tilbakemelding i plenum som kun handler om noen positive ting i fellesskap, det hender jeg gir to elever i oppdrag å vurdere den eleven som står fremme, med de kriteriene vi er enige om, i tillegg får de tilbakemelding hos meg, jeg fyller ut et skjema + en liten kommentar, de får også beskjed på its learning

I: Gjennomfører du tester der elevene får kort tid å forberede et emne for så å legge dette frem f. eks intervju/foredrag; sjekke spontant språk?

R: Gir dem som nevnt 10 minutt på en tekst, forbered dere, sett opp og legg frem,

I: Hvilke andre situasjoner bruker du for å vurdere evnen til å snakke engelsk?

R: Det blir litt underbevisst vurdering, dialog i klasserommet, stiller spørsmål, prøver å få dem i tale på engelsk, bruker det en del.

I: Får de oppfølgingsspørsmål etter presentasjoner for å fokusere på spontant språk?

R: Noen ganger, men da blir de opplyst om det på forhånd, de skal ha noe med tema å gjøre, jeg har mer fokus på det nå på 10-trinn

I: Legger du god britisk uttale til grunn for vurderingen? Premierer du de som har god britisk uttale?

R: Gjør ikke det, om de har amerikansk uttale er det helt greit, betyr ingenting for vurderingen

I: Hva med elever som har typisk norskklingende uttale?

R: Det påvirker nok min vurdering, spesielt når en kommer på øverste nivå

I: Hvordan vurderer du elever som nekter/ vegrer seg for å snakke engelsk? Hvordan klarer du å vurdere dem?

R: Alt er underveisvurdering, jeg prøver å motivere, for å få de til å tørre, nå står alle frem, siste utvei er å gi mulighet til enesamtaler.

Interview with the teacher from school 5

I: Hvor lenge har du jobbet som engelsklærer, og hvilken utdanning/bakgrunn har du?

R: Jeg har jobbet 7 år på ungdomsskole og 3 år på videregående, og har utdanning fra universitet

I: I hvilke ulike situasjoner vurderer du den muntlige engelskkompetansen til elevene?

R: Det gjør jeg i alle timene, alt de gjør, jeg setter meg gjerne ned etter timen og tenker gjennom hva elevene har vist, de er veldig forskjellige ang å være utadvent, så jeg liker ikke å bare høre dem som rekker opp hånden, jeg prøver å tilrettelegge for å høre hva alle kan vise på andre måter enn bare gjennom spørsmål og at elevene rekker opp hånden. Bruker ulike muntlige aktiviteter, der de får små oppgaver der de gjerne sitter i grupper og jeg går rundt og hører, det synes jeg er en grei måte å høre /vurdere elevene på

I: Hva legger du vekt på når du vurderer den kompetansen du hører i klassen?

R: Jeg tenker det med dialogen, at du kan holde i gang en samtale, gjerne mer det enn at jeg sitter å vurderer uttale, hvem som snakker best tilnærmet britisk eller amerikansk, men det å kunne føre en samtale

I: Hva med deltaking, de som er villige til å være med, legger du vekt på det?

R: Ja, jeg vektlegger det å vise en positiv holdning til faget

I: Hvilke kategorier vurderer du?

R: Jeg vurderer høytlesing, prating, og mye gjenfortelling; elevene leser en tekst og lager tankekart, skal gjenfortelle innhold ut ifra tankekartet

I: Hvilke vurderingskriterier bruker du for timer eller større oppgaver?

R: På presentasjoner som de har forberedt får de vurderingskriterier i forkant: å kunne formidle, vise at de har kunnskap om tema og at de kan formidle det på engelsk, hvordan de formidler; klarer de å prate fritt løsrevet fra manus, og litt uttale

I: Er elevene med på å utarbeide disse kriteriene?

R: Altså, vi har gjennomgått de sammen, vi har pratet om dem, vi diskuterer litt, og elevene kommer naturlig inn underveis

I: Hvordan informerer du elevene om kriteriene du legger vekt på, enten i klasseromsundervisning eller til presentasjoner?

R: I halvårsplanene får de vedlagt hva vi vurderer i klasseromssituasjon, der ligger det vedlagt hva vi vurderer både skriftlig og muntlig, og ved presentasjoner tar vi opp igjen og snakker om kriterier, og de får utdelt kriterier i tilknytning til oppgaven

I: Er elevene klar over når de blir vurdert? Noen mener de alltid blir vurdert hele tiden, andre ved presentasjoner

R: Ja, har prøvd å forklare dem at de alltid blir vurdert, alt de gjør, jeg informerer gjerne i forbindelse med foreldresamtaler/utviklingssamtaler, men hvor vidt alle får det med seg, Så summen av det jeg hører av elevene er med i vurderingen

I: I hvilken grad bruker du de ulike kompetansemålene i læreplanen i vurderingen?

R: Jeg kan jo ikke bruke alle, jeg synes at noen blir vanskelige å bruke, jeg tenker mye og må sortere det litt og se på hva som er målet, kan ikke bruke alt, jeg tenker ofte at det aller viktigste med undervisningen i engelsk er at de skal kunne kommunisere, og kunne bruke språket, slik at det blir kompetansemålene rundt det,,

I: Hva baserer du den muntlige karakteren i engelsk på?

R: Da baserer jeg den på det de har vist meg i timene, og i presentasjoner, så blir det en samlet vurdering av det

I: Hvordan klarer du å dokumentere det som skjer i timene?

R: Nei, det blir umulig å dokumentere alt etter hver time, det blir mer en oppsummering i hvert semester, der vi ser tilbake; vi har gjerne hatt en samtale om hva elevene skal forbedre, tar utgangspunkt i det og ser om de har klart å forbedre det vi pratet om, det blir dokumentert på den måten, tar som nevnt gjerne notater etter timene

I: Hvilken form for tilbakemelding får elevene på ulike muntlige presentasjoner?

R: Da tar jeg alltid en til en samtale, tar de ut og tar en prat, eller snakker med dem gruppevis etter gruppepresentasjoner, så går vi gjennom hva som var bra, dårlig og hva som bør jobbes videre med

I: Gjennomfører du tester der elevene får rundt 5 minutter til å forberede et tema for så å legge dette frem for lærer slik at de får vist spontant språk i tillegg til det som er innøvd?

R: Jeg har gjerne gjort det i forbindelse med elever der jeg har manglet vurderingsgrunnlag, da har de fått slike spontane spørsmål, men ellers har jeg ikke brukt så mye av det, det blir mer i forbindelse med oppgaver der de får vist meg det selv om jeg ikke sitter alene med dem

I: Får elevene oppfølgingsspørsmål etter presentasjoner?

R: Ja nå i 10 klasse har vi mer vektlagt det for å trene til eksamen

I: Hvilke metoder bruker du for å vurdere evnen til å snakke engelsk?

R: Jeg prøver å gi elevene gode oppgaver som gir dem en mulighet til å vise hva de kan, jeg prøver å være litt kreativ og unngå å bare ha spørsmål/svar etter tekster, gjerne mer samtaler, og presentasjoner både i grupper og individuelle, vi har også iblant debatter/diskusjoner

I: Hvordan vurderer man når klassen har en debatt?

R: Nei, det er også, altså viss en gir dem en oppgave er det alltid de samme som deltar, for å unngå det gir jeg oppgaver der alle får en bit de skal bidra med, så sånn sett er det litt vanskelig å bruke slike situasjoner for å vurdere muntlig siden alltid de samme deltar

I: Hvordan vurderer du elever som nekter/ vegrer seg for å snakke engelsk?

R: Dersom jeg har elever som har fullstendig angst for å snakke gir jeg dem mulighet for å prate alene med meg og presentere bare foran meg, jeg synes det er helt greit pga i en eksamenssituasjon sitter de også alene med sensorene

I: Legger du god britisk uttale til grunn for vurderingen?

R: Det er vel ikke det jeg har som første kriteriet, jeg husker fra universitet at der kunne man også velge britisk eller amerikansk uttale

I: Hva med elever som har typisk norskklingende uttale?

R: Jeg legger lite vekt på det, ordforråd og annen kunnskap er viktigere,

Interview with the teacher from school 6

I: Hvor lenge har du jobbet som engelsklærer, og hvilken utdanning/bakgrunn har du?

R: Jeg har jobbet som engelsklærer i ca 30 år, jeg har cand. mag. i tysk, norsk og historie, tre mellomfag, og engelsk artium.

I: I hvilke ulike situasjoner vurderer du den muntlige engelskkompetansen til elevene dine?

R: Det gjør jeg ved lesing, jeg snakker også med elevene i grupper og enkeltvis eller i par, og da snakker elevene om kjent tekst, eller ting de har forberedt, eller de har laget presentasjoner, eller de snakker om tema i forbindelse med lytteprøver, og de snakker om dagligdagse ting

I: Hva legger du vekt på når du skal vurdere elevene sin kompetanse?

R: Det at de har en grad av flyt i språket, at de har i rimelig grad god og forståelig uttale, at de snakker et rimelig grammatisk korrekt språk

I: Er deltagelse, at en er villig til å delta, er det med i vurderingen?

R: Ja, selvfølgelig, for viss ikke eleven responderer og at det blir mye haling slik at det er læreren som snakker så blir på en måte, ... så vi klarer det på forhånd at nå gjelder det å ta initiativ og holde det

I: Hvilke kategorier vurderer du? Du har nevnt lesing, er det med i vurderingen, både lesing, prating, gjenfortelling, presentasjoner og lytteprøver?

R: Ja, alt det, jeg tenker at det er viktig å ha en bred tilnærming slik at eleven kan bli prøvd i litt forskjellige situasjoner, for noe passer den ene bedre og vise versa, så totalt sett fanger en opp det elevene kan

I: Hvilke vurderingskriterier bruker du?

R: Som sagt dette her med flyt, grammatisk korrekt, uttale, intonasjon i den grad en klarer å fange det opp, at det er forståelig språk, slik at de har kommunikasjon gående og slik at de kan svare fornuftig på spørsmål og forholde seg til spørsmål de får, slik at det inngår i en vettig kommunikasjon

I: Deltar elevene av og til i utformingen av ulike kriterier til ulike tester eller presentasjoner?

R: Det hender at de gjør; jeg spør: 'hva er det viktig å legge vekt på her', og da er det en del som har innspill og en del som ikke har...

I: Hvordan informerer du elevene om kriteriene som du legger vekt på i din vurdering?

R: Jeg har generelt skrevet de på halvårsplanen, at dette gjelder for den muntlige delen av faget, også gjentar vi dem, jeg skriver på tavlen at dette må dere være oppmerksom på, dette hører med til en god presentasjon, og da får jeg noen innspill, så bidrar jeg selv også

I: Er elevene klar over når de blir vurdert?

R: Ja, det er de, det hender de spør om dette blir vurdert og teller på karakteren, da kan jo jeg bekrefte og sier at det gjør jo egentlig alt, de er oppmerksom på at de er under konstant press, og at alt de gjør positivt teller med, og dersom noe gjerne var negativt får de gjerne en sjanse eller to til

I: I hvilken grad bruker du de ulike kompetansemålene i læreplanen i vurdering?

R: Jeg har skimtet til dem, de er veldig generelle, og eg tenker at mange ganger må det være slik at elevene kan stå i en kommunikasjonssituasjon og at de kan forholde seg til den de snakker med, og at det kan bli noe fornuftig ut av det, som et overordnet mål, ellers så bruker jeg ikke direkte kompetansemålene inn i vurderingen

I: Hva baserer du den muntlige karakteren i engelsk på?

R: Det baserer jeg på det som jeg har sagt nå, at de kan kommunisere med meg og hverandre, og elevene er etter hvert blitt mer vant til å snakke med hverandre om noe de har forberedt hjemme, og gjenforteller til hverandre. Jeg får jo ikke på samme måten sjekket opp i den enkelte da, men aktiviteten i klasserommet blir veldig bra. Så jeg baserer karakteren på summen av alt; observasjoner i klasserommet og presentasjoner, summen av en rekke subjektive inntrykk, noen mer objektive kriterier, og da har elevene fått utdelt kriterier som vocabulary, intonation, pronunciation og fluency,

I: Hvordan klarer du å dokumentere det som skjer i klasserommet?

R: Det er vanskelig, dokumentasjonen er at de har hatt en vurderingssituasjon som har vært avtalt, men jeg har jo ikke lydopptak. Har prøvd å legge ut en oppgave på itslearning der elevene skulle lese inn, både som en høring og som dokumentasjon, men jeg fikk ikke det tekniske til å fungere

I: Hvilken form for tilbakemelding får elevene på ulike muntlige oppgaver, enten i klasserommet eller etter presentasjoner?

R: I klasserommet blir det mer sånn generelt, men etter forberedte presentasjoner og når jeg snakker med dem alene eller i mindre grupper får de tilbakemelding som går på de avtalte kriteriene

I: Gjennomfører du tester der elevene får rundt 5 minutter til å forberede et emne for så å legge dette frem for lærer for å sjekke hvor flinke de er i spontant språk?

R: Ja, disse lytteprøvene blir veldig intense slik, de blir spilt og så snakker elevene, men jeg har ikke prøvd at de skal få prate og formulerer setninger basert på et tema og kort forberedelse

I: Hvilke andre situasjoner bruker du for å vurdere evnen til å snakke engelsk?

R: I hovedsak det jeg har nevnt, så snakker elevene mye sammen, de har læringspartnere der de snakker sammen, har iblant små høringer av hva de ulike parene/gruppene snakket om, der de blir bedt om å gjengi hovedinnholdet

I: Hva med debatter og ulike diskusjoner om ulike tema fra tekstbok eller ellers i samfunnet?

R: Ja, det har vi spontant dersom det er noe som engasjerer elever, men det er veldig variabelt hvem som deltar, så det fungerer best i mindre grupper. Har iblant brukt konvolutter som inneholder et stikkord; for eksempel 'sea level', og så snakk! Slik har de fått litt sånn spontan trening, slik får jeg sjekket ordforråd

I: Legger du god britisk uttale til grunn for vurderingen?

R: Jeg poengterer at vi driver med britisk engelsk, men merker at mange elever har en veldig amerikansk slang, og jeg gir ikke dårligere karakter til dem, men poengterer perfekt uttale, og uttalen generelt, og mange elever synes det virker kunstig med britisk uttale

I: Hva med elever som har typisk eller norskklingende uttale?

R: Ja, tidligere la jeg mer vekt på det, men mindre nå, pga det er nesten en trend at man snakker engelsk på sin måte, og da blir det feil å straffe de selv om vi streber etter god britisk uttale;, men de må ha vokabularet på plass og ikke snakke norsk-engelsk

I: Hvordan vurderer du elever som nekter/ vegrer seg for å snakke engelsk?

R: Dersom de vegrer seg er det ofte en grunn, da prøver jeg å tilrettelegge slik at de får vist sin kompetanse på en eller annen måte, enten å ta dem ut og snakke med dem eller la en annen snakke med dem, egentlig hva som helst for få dem på glid, det viktigste er at de kommer seg og at de ikke får en dårlig opplevelse som kan blokkere når de skal ut i verden å snakke

Interview with the teacher from school 7

I: Hvor lenge har du jobbet som engelsklærer, hvilken utdanning og bakgrunn har du?

R: Jeg har jobbet i ca 40 år som engelsklærer, og har grunnfag i engelsk fra universitetet.

I: I hvilke ulike situasjoner vurderer du den muntlige engelskkompetansen til elevene?

R: Ja, i dialogundervisning, det er lesing av engelsk tekst, det er framføring av tema som jeg gir dem, det er i rollespel..ja

I: Hva er dialogundervisning for noe?

R: Viss vi har en tekst, så stiller jeg spørsmål til elevene, litt sånn gammeldags at de rekker opp hånden og svarer. Så har vi også slik at de kan sitte to og to, leser og stiller hverandre spørsmål, så går jeg rundt og hører.

I: Hvordan vurderer du kompetansen til elevene, hva legger du vekt på når du skal vurdere kvaliteten på det elevene gjør?

R: Først og fremst legger jeg vekt på uttalen og intonasjonen, og det formelle og.. grammatikken, bøyning av verb, men da er en jo kommet på et litt høyere nivå, først og fremst uttale og intonasjon.

I:Hvilke ulike kategorier vurderer du?

R: Som nevnt, lesing to og to, rollespill, legge frem tema, fortelle om film de har sett...

I:For eksempel spontan tale.. hvordan får en sjekket det da? Tenker du at det går inni noe av det du har nevnt?

R: Det vil jo gå inn i noe av det, viss de for eksempel skal fortelle om en film så prøver jeg så langt det lar seg gjøre å ha ute en og en, og da kan jeg jo spør og ha en uformell samtale om hvilke filmer de ser på og ... Vi har og hatt det vi kaller 'small talks' med litt fra hverdagslivet deres, det kan være om rommet deres, og da stiller jeg spørsmål slik at jeg får litt spontane svar slik at ikke alt er forberedt og innøvd på forhånd.

I: Hvilke vurderingskriterier bruker du? Du sa du la mest vekt på intonasjon og uttale, er det andre du ting du vektlegger når du vurderer ulike presentasjoner?

R: Da vektlegger jeg veldig at de snakker fritt og at det de legger frem har et muntlig preg, og at det ikke er noe de har skrevet, øvd inn og gulpet det opp, eller at de leser det fra et ark, det er ikke god butikk sier jeg til dem, fremføringer skal ha et muntlig preg, og da pleier jeg å si at det er mye bedre at en stotrer litt i ord og si "well I have to look in my papers a bit" istedenfor at en står og leser opp noe, det må ha et muntlig preg og da kan du godt være litt usikker bare det er på engelsk, og at det ikke må komme norske ord inni mellom. Og viss de har powerpoint, så.. poenget er å få de til å bare ha stikkord og bilder på powerpointen, at de ikke står og leser opp en tekst fra powerpointen. Vurderer også setningsbygning og ordstilling.

I: Hvordan informerer du elevene om disse kriteriene? Det du legger vekt på i vurderingen?

R: Sånn som nå sist da vi hadde framføringer så skulle de snakke om London eller New York etter at vi hadde sett litt filmsnutter om dette her, så skriver jeg ned kriteriene når de får oppgaven, så skriver jeg at dette blir lagt vekt på i vurderingen: Uttale, intonasjon, fri fra manus i fremføring, at det ikke er opplesing, osv, sånn at de får alle kriterier oppskrevet på forhånd.

I: Hva med innhold og sånn, er du opptatt av det også eller ikke det så nøye?

R: Ja, jeg er jo opptatt av innhold til en viss grad, men jeg er veldig opptatt av ordforråd, på øverste, 5-6, så må de ha et avansert ordforråd og ikke bare en helt enkel engelsk. Det kommer litt an på hvilke tema vi har og, for noen slik som dagligdags 'small talk', det blir jo et enklere ordforråd enn når de skal greie ut om noe som er litt vanskeligere.

I: Er elevene klar over når de blir vurdert?

R: Ja. Men det kan jo hende, jeg sier ikke at nå har vi en samtale om denne teksten, nå skal dere sitte sammen og lese og stille hverandre spørsmål og nå gir jeg en karakter; akkurat i sånne situasjoner sier jeg det ikke hver gang, men jeg har sagt at dere blir alltid vurdert.

I: Ja, for det var et av spørsmålene jeg stilte elevene på spørreundersøkelsen, noen mener at de blir vurdert hver gang de snakker engelsk i klassen, mens veldig mange krysset av på alternativet om at de mener de blir vurdert når de holder muntlige presentasjoner eller minitalks, så det er jeg litt interessert i å finne ut av, siden noen elevene tror at alt de sier blir vurdert av læreren.

R: Nei, altså, det er litt vanskelig å svare på det, for jeg får jo inn på harddisken min når vi snakker, og da vil det jo være en slags vurdering fra meg hele tiden uten at jeg noterer ned hver gang, og..

R: Ja, man noterer vel gjerne noe og så gjør man seg opp en mening...

Ja, så det at elevene viste usikkerhet angående når de blir vurdert og ikke viser at jeg må være klarere på min informasjon om når de blir vurdert og når de ikke blir vurdert, Selv mener jeg at jeg har sagt at de alltid blir vurderer, men det er ikke alle som har fått det helt med seg...

I: I hvilken grad bruker du de ulike kompetansemålene i læreplanen i vurderingen?

R: Jeg prøver jo å bruke de... kompetansemålene er jo å kunne uttrykke seg på engelsk, og kunne formidle på engelsk, så det er jo kompetansemålene en bruker, men akkurat at jeg går inn og leser på kompetansemålene hver gang jeg skal vurdere, det er jeg neimen ikke så flink til...

I: Men pleier du å formidle dette til elevene slik at de er kjent med kompetansemålene?

R: Ja, jeg har gjort det i enkelte grupper, men jeg må si at elevene har litt vanskelig for å forstå kompetansemålene, så de må bare jeg bryte ned til ganske enkelt; jeg hører på uttale, jeg hører på intonasjon, jeg hører på sånn og sånn og sånn.

I: Når du gir en muntlig engelsk karakter, hva legger du vekt på, eller hva baserer du den muntlige karakteren i engelsk på?

R: Det er jo som sagt først og fremst engelsk uttalen, og intonasjon på... presentasjoner, på samtaler, på, det er jo det en legger mest vekt på...Men og... lyst til å formidle og, samtidig. Litt etter spontanitet og mot til å hive seg utpå litt, og gjerne å prøve og feile, og...ja det vurderer jeg.

I: Så du vurderer... du legger ikke bare vekt på ... viss de har for eksempel 2 presentasjoner i året, det er ikke bare det som teller?

R: Å nei, nei. Jeg prøver, men samtidig må jeg jo si at det er litt vanskelig det med muntlig, for vi er nok gjerne mest hengt opp i det med skriftlig. Sånn som i dag, så hadde vi faktisk sånn gammeldags leselekse, for det var en tekst som var delt opp i forskjellige personer, og så gav jeg dem hver sin person og sa at de skulle øve hjemme, og så leste de det, og da satt jeg og noterte f. eks. der var det en som uttalte 'mentioned' og 'boiled' feil, for å ta det opp med dem, for det feil som går mye igjen. Det er veldig sjelden at jeg gjør, det tar en del tid til det, vi rakk akkurat gjennom den klassen på en time, det tar litt tid...men jeg gjorde det for å få en oversikt selv, hvordan ligger det egentlig an ved å lese en engelsk tekst...da fikk jeg litt aha-opplevelse også...

I: Hvilken form for tilbakemelding får elevene på ulike muntlige oppgaver de gjør?

R: Når de har fremføringer noterer jeg og så får de vite hva jeg har notert og hvordan var uttalen, og sånn som i dag da de leste får de beskjed om at du må øve mer på det, og du må øve mer på det, den engelske r-en for eksempel så det ikke blir norsk r, du må øve mer på preteritumsendinger, du må øve mer på intonasjon, men det kommer litt an på hva nivå de er på, de svakeste lar jeg gjerne bare lese, men pirker mer på de som ligger øverst. Men de får tilbakemeldinger, enten muntlig eller skriftlig, mest muntlig.

I: Så de får alltid tilbakemelding på presentasjoner og større oppgaver, men de får også i timene, på uttale?

R: Ja, litt sånn retting på uttale, ikke mens de leser, men samler opp og tar det på tavlen etterpå: her er de uttalefeilene som gikk mest igjen slik at de kan øve på dem, vi sier de gjerne i kor, for eksempel disse preteritumsendingene.

I: Gjennomfører du noen gang tester der elevene får rundt 2-5 minutter til å forberede et emne, og så snakker du med dem etterpå, slik at de får øvd seg på mer sånn spontan prating?

R: Ja, det har jeg prøv litt; nå får dere bare en del av denne timen, så skal dere fortelle fritt. Ofte i sammenheng med tema som er knyttet opp til kapittelet vi holder på med.

I: Mener du at dette med spontant språk er vanskelig for dem, i forhold til en presentasjon de har øvd inn?

R: Ja, for noen, men noen synes det er herlig for da slipper de å gjøre så mye med det, uten akkurat der og da.

I: Hvilke andre situasjoner bruker du for å vurdere evnen til å snakke engelsk, enten innøvd eller spontant?

R: Jeg kommer faktisk ikke på noe flere, det kan jo hende at det er flere...

I: Du har allerede nevnt en god del: Du har nevnt lesing, du har nevnt at du tar dem ut og snakker, har 'mini-talks', presentasjoner og ja... Hva med debatter for eksempel og diskusjoner i klassen, har dere det av og til?

R: Det har jeg ikke lykkes så godt med, jeg har prøvd, men nå er det en god stund siden, for jeg har ikke lykkes så godt med det. Kan jo være for at jeg ikke har prøvd det nok og har derfor gitt opp, men vi har av og til prøvd å fremføre deler/scener fra skuespill.

I: Legger du god britisk uttale til grunn for vurderingen? Premierer du dem som har god RP English?

R: Nei, ikke spesielt. Jeg har sagt at de kan ha amerikansk også dersom det passer dem. Og akkurat på dette nivået her så... vet ikke hvor trygg jeg er på den britiske selv heller...og hvor godt forbilde jeg er, derfor bruker jeg mye disse innspilte tekstene som vi har til hvert kapittel og lytter på dem.

I: Hva med de som har typisk norsk-engelsk uttale? Hva tenker du om det dersom de har alt det andre bra?

R: Det er jo med i vurderingen, men viss de har et avansert ordforråd og stort sett god uttale, så lar jeg ikke det på ungdomsskole nivå dra noe særlig ned, nei.

I: Hvordan vurderer du elever som nekter eller vegrer seg for å snakke engelsk? Hvordan får du til å.. hva gjør du for å få til å vurdere de som alltid er tause?

R: De tar jeg med ut, i og med at jeg har en del slike tar jeg de med ut og snakker med dem en og en, og grunnen til det er at jeg begynte med det og var litt ettergivende er at flere sa at de ikke våger å snakke fremfor klassen. Og da har jeg gitt dem den muligheten, og satt klassen i gang med arbeid og tatt ut de som ikke våger å snakke foran klassen, har ikke presset dem for mye, dersom jeg skal få vurdert engelsken deres må jeg faktisk ta dem med ut, jeg har nå et par som ikke ville sagt noen ting; en grunn kan være at de er svake i engelsk og føler at de er mye dårligere enn de som er veldig flinke i engelsk, det kan være personlige problem, og jeg prøver å ta hensyn til det.

I: Det er greit når det er presentasjoner, men ellers da, hva gjør du for å få de i tale, har du noen triks?

R: Det er veldig vanskelig, men dersom de sitter to og to med en de er trygg på og de bare skal lese og stille spørsmål, så er de gjerne med, men ellers er det vanskelig å få vurdert den muntlige prestasjonen deres

I: Så da blir egentlig mest karakteren basert på det lille de sier på tomannshånd?

R: Ja, mhm

I: Ok, det er egentlig de spørsmålene jeg har, så viss det er noe annet du tenker om engelsk muntlig vurdering.

R: Ja, jeg har både engelsk fordypning og vanlig obligatorisk engelsk. Det er litt forskjell på det, jeg er mye flinkere til å slappe av og drive med muntlige aktiviteter i engelsk fordypning, for de har jo 3 timer engelsk ellers hvor de driver med mye skriftlig, så da kan vi drive med mer muntlig og litt film og litt friere aktiviteter. Ellers har deltagelsen i dette studiet gjort at jeg er blitt mer fokusert på det muntlige; for de fleste elevene er jo det muntlige det viktigste i fremtiden.

Transcriptions of the Student Interviews

Since the interviews were carried out in Norwegian the transcriptions are also written in Norwegian. The interviews are transcribed using standard orthography. The questions from the interviewer are marked with I: for interviewer, the answers are marked with R: for respondents.

Interview with student 1 from school 1

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Ser mye på uttale, hvor mye du snakker og deltar, selvsagt på fremføringer, all muntlig vi har i timene egentlig.

I: Hva mener du blir vurdert? Du nevnte uttale, er det andre ting som blir vurdert?

R: Innholdet i det du sier

I: Hva med ordforråd?

R: Ja

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner? Hva får dere beskjed om at hun vil legge vekt på i vurderingen?

R: I presentasjoner legger læreren veldig vekt på hvor lenge en snakker, innhold og uttale.

I: Er dere med av og til og avgjør hva dere skal legge vekt på i slike presentasjoner?

R: Jeg føler ikke det, men læreren informerer om hva hun vil legge vekt på i presentasjonene.

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Det står på ukeplaner og periodeplaner.

I: Får dere beskjed om når dere blir vurdert?

R: Ikke når vi sitter i en time og går gjennom lekser, sier ikke, 'nå vurder jeg', men jeg tenker at jeg blir vurdert i alle timene, når læreren hører lekse og jeg leser, forstår at her blir jeg vurdert

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Etter presentasjoner en og en får vi muntlig tilbakemelding, etter presentasjoner i klassen kommer hun rundt med post- it lapper med tilbakemelding

I: Ellers da, i timene, hvordan får du tilbakemelding på hvor god du er?

R: Føler ikke at jeg får tilbakemelding på det, egentlig bare etter presentasjoner

I: Lurere du på hvordan du ligger an, eller vet du hvordan du blir vurdert i muntlig engelsk?

R: Vet ca hvordan jeg ligger an

I: Hva mener du teller med i begrunnelsen for karakteren du får i muntlig engelsk? Tenker du at det kun er presentasjoner, eller er det andre ting læreren legger vekt på når hun setter karakteren?

R: Jeg syns hun legger mest vekt på fremføringer og større arbeid, men legger en god del vekt på ordforråd og hvor muntlig en er i timene, det er greit at det ikke bare er fremføringer som teller

I: I hvilke forskjellige situasjoner får du vist hvor god du er til å snakke engelsk? Er det bare leksehøring og presentasjoner eller er det andre måter du får vist hva du kan i engelsk muntlig?

R: Læreren stiller spørsmål og elevene rekker opp hånden og svarer, vi prater to og to, læreren går rundt og hører, litt sånn også.

I: Mener du at du får sjansen til å vise nok av det du kan i muntlig engelsk?

R: Har sjansen dersom jeg vil, men er ikke så muntlig i timene

I: Har du forslag til andre typer tester eller oppgaver der du kunne fått vist mer?

R: Kanskje mer gruppearbeid slik at ikke alle er sammen hele tiden, det er tryggere å snakke i mindre grupper, gjerne presentasjoner i mindre grupper og lese leksen i grupper

I: Mener du at læreren legger vekt på god britisk uttale i forhold til amerikansk uttale?

R: Har ikke tenkt over, tror ikke det

I: Hva med elever som har typisk norskklingende uttale, som ikke klarer verken engelsk eller amerikansk uttale?

R: Tror ikke det er like bra nei.

I: Kjenner du til hva som forventes av deg i følge kompetansemålene i kunnskapsløftet?

R: Ja, tror jeg vet sånn ca i alle fall, men kunne sikkert hørt litt oftere om dem

I: Hvordan kjenner du til de forskjellige?

R: Muntlig; uttale, ordforråd, vet egentlig ikke

I: Har dere delmål på ukeplaner kanskje?

R: Tror ikke det, jo når du har lest... skal du kunne... forstår de fleste

I: Mener du ellers at du har sjansen til å vise det du kan i engelsk muntlig dersom du vil?

R: Jeg får vist det jeg vil når vi snakker i mindre grupper

Interview with student 2 from school 1

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Læreren vurderer hele tiden, om du er positivt aktiv i timene gir det en pluss på muntlig karakter, så har vi en del fremføringer om ulike tema,

I: Hva mener du blir vurdert? Både lesing, oppgaver, eller hvilke type oppgaver blir vurdert i timene?

R: Ikke så mye på lesker, men lesingen din, om du leser jevnt, har flyt i språket, tonefall, om en er aktiv når en går gjennom ting muntlig i klassen.

I: Hvilke ulike vurderingskriterier bruker læreren i ulike vurderingssituasjoner? Er det de samme i timene som på presentasjoner?

R: Tror det er det samme, at du viser et bredt ordforråd og har flyt i språket og uttale. I presentasjoner er det viktig om det er relevant informasjon, og ellers språk, uttale, grammatikk og setningsbygging,

I: Er dere av og til med og avgjør hva som skal vektlegges på en presentasjon?

R: Er av og til med og legge listen for hvor lang den skal være, men hun gjør oss klar over hva som blir vurdert.

I: Hvordan blir dere informert, hvordan vet du hva som blir vurdert i en presentasjon eller oppgave?

R: Fikk et ark ang vurdering da vi begynte på ungdomsskolen, vet som oftest hva som blir vurdert og forventet, så spør jeg dersom jeg er usikker.

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Får av og til en lapp der det står hva som var bra, begrunnelse for karakteren, får det rett etter eller neste dag. Hun skriver litt om hvordan det gikk på presentasjonen, hva som var bra...

I: Hvordan får dere tilbakemelding på den muntlige engelsken i timene ellers?

R: Ikke så ofte, det er karakterene vi får på gloseprøver og sånne ting. Slike prøver teller litt på muntlig pga at en klarer å utvide ordforrådet

I: Får du noe signal eller informasjon om læreren syns det du sier i timene er bra eller mindre bra ?

R: Ja, når det nærmer seg karaktersetting spør jeg gjerne, ellers bruker hun nikk og kroppsspråk for å bekrefte at noe er bra

I: Når du får karakter i muntlig hvert semester, hva mener du er med i begrunnelsen av karakteren? Er den basert på presentasjoner/ fremføringer eller andre ting også?

R: Generelt i timer, der viser vi en del kompetanse, og de litt større oppgavene, men det er liksom helhetsinntrykket, Syns det er bra at ikke bare presentasjoner teller, da mister man hele vitsen med lekser, bra at

alt teller og at en ikke jobber forgjeves, synes det er kjekt at læreren legger merke til at en jobber, får guts av at hun ser deg.

I: På hvilke måter får du vist din evne til å snakke engelsk?

R: Får nok vist mest på presentasjoner

I: Får dere oppfølgingsspørsmål etter presentasjoner?

R: Vi får iblant oppklaringsspørsmål etterpå for å sjekke om en har mer informasjon

I: Mener du at du får vist nok av det du kan i muntlig engelsk gjennom de testene/oppgavene dere har, eller har du forslag om andre tester eller oppgaver?

R: Kunne gjerne hatt flere presentasjoner, for det er gøy å vise seg frem i klassen, ellers har vi egentlig greit med muntlige oppgaver.

I: Hva med debatter og diskusjon om ulike tema enten fra undervisningen eller fra ting som skjer samfunnet? Er det greie muntlige oppgaver?

R: Det er helt greit, men jeg deltar ikke alltid like mye, for noen kapitler blir litt barnslige på en måte

I: Tenker du at læreren legger ekstra vekt på god britisk uttale i forhold til amerikansk?

R: Tror det er litt forskjellig hva lærerne synes, men jeg mener det er helt greit å snakke amerikansk

I: Hva med veldig norsklingende uttale? Kan grammatikk og ord, men har fornorsket uttale?

R: Tror det trekker bitte litt, men det er ofte avhengig av dialekten din, pga at bergensere har ofte tonefall som det engelske, mens det er forskjell dersom en bor på Østlandet

I: Vet du hva som forventes av deg ut ifra kompetansemålene i kunnskapsløftet?

R: Jeg tror sånn halvveis,

I: Hvordan er du blitt gjort kjent med disse?

R: Har blitt fortalt litt før presentasjoner, hva en skal ha med og hvordan en bør jobbe, har også sett noe på et ark.

Interview with student 3 from school 1

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Jeg synes det foregår veldig sjelden egentlig, men på elevsamtaler får vi vite hvordan vi ligger an, vurderer også etter muntlige presentasjoner, 2 -3 ganger med vurdering i løpet av et semester

I: Tenker du at læreren vurderer selv om du ikke alltid får beskjed?

R: Ja, hun noterer nok og tar med i vurderingene senere, men vi får ikke tilbakemelding når vi har sagt noe i klassen, vi får ingen vurdering på det, så jeg ønsker mer vurdering direkte i timene, hva som er bra, hva som burde endres på.

I: Hva mener du blir vurdert? Er det lesing, samtale om tekster, eller bare presentasjoner?

R: Mye forskjellig; samtaler, gjenfortelling av historier, og presentasjoner og lesing, og lytteøvinger

I: Hvilke vurderingskriterier mener du læreren bruker i ulike vurderingssituasjoner?

R: Hun vurderer flyten når du snakker, ordforråd, om du bruker vanskelige ord, og uttale

I: Er dere elever av og til med og bestemmer hva som skal bli vurdert?

R: Nei

I: Hvordan blir dere informert om de ulike kriteriene?

R: Hun forteller det før presentasjoner/arbeid, så står ofte kriterier på ukeplanen, jeg har derfor god oversikt over hva som blir forventet

I: Får dere beskjed om når dere blir vurdert og hvordan vurderingen foregår?

R: Ja det er vel før og etterpå presentasjoner, da får vi vurderingen

I: Mener du at du vet når du blir vurdert i klassen i timene?

R: Ja, det sier hun til oss

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Vi får det skriftlig på en lapp der det står høg/middels/lav kompetanse og en kommentar om hva som var bra eller dårlig

I: Hva mener du er med i begrunnelsen for karakteren i muntlig engelsk? Er det kun presentasjoner/ fremføringer eller andre elementer også?

R: Det er jo hvordan du frigjør deg når du snakker, snakke fritt istedenfor å lese fra boken, hvordan en kan snakke fritt i samtaler og gjenfortellinger, så det er ikke bare presentasjoner; Det er bra pga det er viktig å kunne andre ting også

I: I hvilke andre situasjoner får du vist din evne til å snakke engelsk?

R: Ved å ta opp hånden i timer, svare på spørsmål, presentasjoner, lesing og forskjellig

I: Mener du at du får vist nok av det du kan i muntlig engelsk?

R: Jeg kunne nok alltid vist mer, men føler jeg får nok sjanser til å vise muntlig engelsk

I: Har du forslag til andre typer tester eller oppgaver der du kunne fått vist mer av det du kan?

R: Nei, vi har presentasjoner og lytteøvinger; alle får hvert sitt ark med forskjellige oppgaver til lytteteksten der vi skal notere ned for å diskutere, der får vi vist hva vi forstår

I: Mener du at læreren legger vekt på god britisk uttale, eller er det like bra med amerikansk /australsk uttale?

R: Det har jeg faktisk tenkt på, hun sier ikke at vi må ha en spesiell uttale, det er mange som snakker amerikansk, for vi hører mye av det, og det sier hun ikke noe til

I: Hva med elever som har typisk norskklingende uttale? Trekker det ned eller er det greit dersom man ellers har god engelsk?

R: Det trekker ikke veldig mye ned, men det blir lagt merke til og trekker nok litt ned

I: Er du kjent med hva som forventes av deg i følge de ulike kompetansemålene fra læreplanen?

R: Ja, for læreren vår forteller om de og de står på planen; om hva som blir vurdert i de ulike periodene, føler jeg vet hva som blir forventet i vurderinger, og dersom ikke er det lett å få vite, det er bare til å spørre, veldig oversiktlig hva vi skal kunne synes jeg.

Interview with student 1 from school 2

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Vi leser jo tekster høyt, skriver tekster i grupper til intervju, så snakker vi sammen og fremfører intervjuet, også av og til vurderer han oss etter vurderingsark og vurderer om elevene er middels eller over middels, det var mest før og ikke så mye nå. Ellers hører han på oss når vi snakker og noterer sikkert etterpå

I: Hva mener du blir vurdert?

R: Jeg mener uttale, flyt, og forståelse når en snakker, både når en snakker og leser

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner?

R: Når vi har fremføringer er det å rette oppmerksomheten mot publikum, ha øyekontakt med publikum, uttale, flyt, vet ikke om noe annet

I: Er dere elever av og til med på å bestemme hva en skal legge vekt på i ulike presentasjoner?

R: Nei, vi får et ark der det står hva som blir vurdert når vi skal ha framføring. Når vi sitter i grupper får vi beskjed om å snakke sammen og det og det...

I: Får dere beskjed om når dere blir vurdert eller når tenker du at du blir vurdert?

R: Jeg tenker at når vi har fremføringer og når vi er muntlige i klassen så får vi enten pluss eller...altså, viss vi er aktive i timene er det et pluss, og uttale og flyt har alltid noe å si når vi snakker, vet ikke sikkert, men regner med at det en sier i timene teller med i vurderingen

I: Vet du hvordan vurderingen i timene foregår eller tenker du at læreren gjør seg opp en mening om din engelsk i timene?

R: Læreren bruker av og til et skjema, og krysser av hvor vi ligger, men når han ikke bruker det så vet jeg ikke, sikkert hvilket inntrykk han får, men vet ikke

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Vi har ikke hatt så mange, men mest i grupper, men får positiv tilbakemelding, som godt jobba eller.. Det mer konkrete hva vi kan jobbe mer med kommer på utviklingssamtalene

I: Når du får karakter i muntlig engelsk, hva tenker du er begrunnelsen for den karakteren?

R: Når vi får karakteren står det en tekst sammen med karakteren der det står hva vi kan jobbe videre med

I: På hvilke måter får du vist din evne til å snakke engelsk i klassen?

R: Vi har tekster, og når han stiller spørsmål som 'hva betyr dette/hva menes med dette', så svarer vi og er aktive i timene, vi er mer muntlig nå enn tidligere, vi sitter ofte i grupper og snakker om tema knyttet til tekster vi leser og kommer med vår mening om tema, slik får alle sagt litt

I: Når dere får spørsmål til tekster, er de planlagte, eller må dere formulere svar der og da?

R: Du får dem der og da, så svaret er ikke skrevet ned på forhånd, for eksempel. 'vet du hva dette betyr', og vi tenker og svarer

I: Mener du at du får vist nok av din kompetanse i muntlig engelsk?

R: Jeg syns egentlig det er ganske greit, jeg har sjansen til å vise det jeg kan

I: Har du forslag til andre typer tester eller oppgaver slik at du får vist mer?

R: Kanskje flere fremføringer på engelsk, for vi har ikke hatt så mange, vi prater mest sånn i grupper

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller det greit med ulik type engelsk?

R: Det er greit uansett type dialekt og uttale

I: Hva med elever som har typisk norskklående uttale?

R: Det vet jeg ikke, vet ikke om han vurderer det, men regner med at det ikke er helt optimalt

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i læreplanen i muntlig engelsk?

R: Nei, har egentlig ikke peiling

Interview with student 2 from school 2

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Han vurderer hvordan vi snakker i klassen, høytlesing og sånn, synes helt ærlig vi burde ha flere fremføringer, for vi har lite av det. Jeg ønsker å vise mer fritt språk, for vi lærer mest å lese og uttale, savner å snakke fritt og føre samtaler

I: Hva mener du blir vurdert?

R: Jeg tror det er hvor aktiv en er, og om en svarer på spørsmål og sånn

I: Når dere diskuterer tekster, hva tenker du er viktig da?

R: Det er viktig å få med innhold for å vise at en forstår teksten, det blir ellers vurdert hvordan en snakker og uttale

I: Kjenner du til hvilke vurderingskriterier læreren bruker i ulike vurderingssituasjoner?

R: Jeg gjør ikke det, det har vi aldri gått gjennom, jeg mener læreren aldri har nevnt dem

I: Hvordan blir dere informert om hva han legger vekt på i ulike oppgaver eller i skoletimer eller presentasjoner osv?

R: Jeg er ikke sikker på hva som blir lagt vekt på i vurderingen

I: Får dere beskjed om når dere blir vurdert, eller tenker du at dere blir vurdert hele tiden?

R: Jeg tenker at vi blir vurdert hele tiden, men jeg vet ikke

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Etter presentasjoner får vi karakter og tilbakemelding, men vi har ikke hatt noen i år

I: Hvordan får du da tilbakemelding på muntlig engelsk?

R: Det får vi på utviklingssamtaler

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: Jeg vet egentlig grunnlaget for karakteren jeg får, men det er vanskelig å beskrive, men jeg vet i alle fall at han ikke gir karakteren 6 før i siste semester

I: I hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Vi driver med høytlesing, vi svarer på spørsmål, vi driver litt med gruppediskutering der læreren går rundt og hører på

I: Føler du at du får vist nok av din kompetanse i muntlig engelsk?

R: Ikke egentlig

I: Har du forslag til andre typer tester eller oppgaver for å få vist mer?

R: Vi trenger egentlig ikke flere fremføringer, men jeg vil ha flere oppgaver der en bruker spontant språk, som diskusjoner istedenfor lesing

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller godtar læreren andre typer uttale som amerikansk/australsk?

R: Jeg er ganske sikker på at det er det samme, helst rett uttale, men ingen spesiell aksent

I: Hva med elever som har typisk norskklingende uttale?

R: Jeg tror ikke det gjør noe så lenge en snakker bra ellers

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i muntlig engelsk i læreplanen?

R: Det er vanskelig å svare på for jeg vet ikke helt hva de er, så jeg vet ikke mye om dem

Interview with student 3 from school 2

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Jeg synes vi har litt for lite sånn offisielle vurderinger der vi får vite at en får tilbakemelding med karakter, det han vurderer mest er kanskje lesing i timene, og når vi snakker litt uformelt i timene, tror han ser litt underveis hvordan vi deltar

I: Hva mener du blir vurdert? Hva blir vektlagt når dere prater?

R: Jeg tror han legger mest vekt på flyt, mest i lesing kanskje, kanskje litt ordforråd, ja, stort sett det, kanskje grammatikk

I: Kjenner du til hvilke vurderingskriterier læreren bruker i ulike vurderingssituasjoner?

R: Jeg kjenner til litt, ikke sånn veldig, vi har ikke fått noe bestemt, så jeg savner litt det, å vite kriterier, men vi vet hvordan det skal høres ut, og vi gjør så godt vi kan

I: Deltar dere elever i å bestemme hva som skal legges vekt på i ulike presentasjoner?

R: Nei, vi får vel egentlig oppgaver og kan spør om vi kan gjøre sånn og sånn, men det er i utgangspunktet han som bestemmer hva som blir vektlagt

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Vi blir for lite informert synes jeg om selve uttalen og slike ting, vi får mer instruksjon om hva innholdet skal være

I: Får dere beskjed om når dere blir vurdert, eller tenker du at dere blir vurdert hele tiden?

R: Jeg tenker at vi blir vurdert ganske mye hele tiden, men vi får ingen karakter underveis som med prøver, så det savner jeg

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Etter eventuelle presentasjoner får vi tilbakemelding, og og på utviklingssamtaler, men jeg ønsker litt oftere tilbakemelding underveis

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: Jeg mener det er flyt når jeg leser, ordforråd, og uttale og grammatikk, ikke så mye grammatikk føler jeg

I: I hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Vi har av og til presentasjoner, noen ganger samtaler i timen, vi gjør gjerne oppgaver der vi skal fortelle våre meninger om en sak, vi jobber først og så presenterer hva vi synes, det er en ganske typisk oppgave i undervisningen, og på slike oppgaver hadde det vært greit å få mer direkte tilbakemelding, ellers leser vi

I: Mener du at du får vist nok av din kompetanse i muntlig engelsk?

R: Nei

I: Har du forslag til andre typer tester eller oppgaver?

R: Jeg skulle ønske vi hadde flere presentasjoner som vi jobber med hjemme, for eksempel om historiske hendelser, på engelsk, noe annet enn å si våre meninger om ulike tema, og så liker jeg godt at han tar med i vurderingen hvordan vi snakker i timene, men skulle ønske vi fikk mer tilbakemelding på det

I: Mener du at læreren legger vekt på at en skal ha god britisk uttale i vurderingen, eller godtar læreren andre typer uttale som amerikansk/australsk?

R: Tror det er så å si det samme, jeg har i alle fall blitt fortalt at det er ikke det som er det viktigste, men det høres vel mest profesjonelt og naturlig ut dersom en snakker enten britisk eller amerikansk og når man holder seg til en uttale, men tror ikke det har noen betydning for karakter

I: Hva med elever som har typisk norskklående uttale? Er det greit så lenge man har det andre på plass?

R: Det er jeg litt usikker på, tror ikke det er fullt så bra, det er bedre med skikkelig engelsk uttale og tonefall, det er jo en del av engelskfaget, kanskje det er med i vurderingen litt uoffisielt, tror det er vanskelig å få beste karakter da

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i læreplanen i muntlig engelsk?

R: Jeg er faktisk ikke det, det er noe jeg savner å vite mer om, kriterier, jeg savner at vi snakker om det og at læreren utdyper dette i timene og kanskje gir noen eksempler

Interview with student 1 from school 3

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Det er uttale, om en har rett uttale, om en er med og deltar i arbeidet, og aktivitet i timene, at en tar opp hånden og prater i timene,

I: Hva mener du blir vurdert? Lesing, hvordan en prater i timene, presentasjoner og lignende, blir det vurdert?

R: Alt sammen vi gjør muntlig blir vurdert

I: Hvilke vurderingskriterier bruker læreren i forskjellige vurderingssituasjoner?

R: Læreren går gjennom hva som må til for å få ulike karakterer, det kommer an på delmål vi holder på med, ofte er det uttale og innhold, om vi har med det vi skal ha med, og hvor lenge presentasjonen varer

I: Deltar dere elever i å sette opp kriterier i ulike presentasjoner?

R: Noen ganger har vi vært med og bestemt litt, men det blir ofte ganske likt det som læreren har satt opp

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Læreren tar det opp i klassen før vi begynner på et nytt emne, så tar hun det som en slags presentasjon der hun går gjennom dem på en skjerm

I: Får dere alltid beskjed om når dere blir vurdert og hvordan vurderingen foregår i engelsk muntlig?

R: Ja, etter en presentasjon får vi tilbakemelding muntlig en og en, sier til oss hva som er bra og hva en kunne gjøre bedre, sender det også på itslearning senere

I: Tenker du at du blir vurdert i timene og at du alltid blir vurdert, eller kun ved presentasjoner?

R: I timene sier hun at viss vi snakker i timene, så sier hun bra, viss vi sier ord feil sier hun hvordan vi skal uttale det

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: En og en, og karakter får vi muntlig

I: Hvor ofte mener du at du får tilbakemelding på muntlig engelsk?

R: Får ofte i timene, men på presentasjoner, det kommer an på hvor lang tid det går mellom hver gang, av og til har vi kort tid mellom to presentasjoner, av og til lenger tid. Så det er litt vanskelig å si. ca 2 hvert semester, og så har vi hatt forskjellige teaterstykker i grupper

I: Når læreren setter karakter hvert semester i muntlig engelsk, hva mener du legges til grunn for den karakteren? Er det kun presentasjoner eller annet?

R: Selve presentasjonene jeg har gjort, og så sier læreren at vi kan gå opp en karakter eller en halv karakter opp dersom vi er aktive i timene

I: I hvilke ulike anledninger får du vist din evne til å snakke engelsk?

R: Det er når vi er i klasserommet, det er av og til ikke så mange som har oppe hånden, så da tenker jeg at da kan jeg prøve

I: Har dere debatter eller samtaler og slikt?

R: Det er av og til at vi sitter i små grupper og skal diskutere hvordan..., og av og til har vi lytteøvelser der vi etterpå skal svare på engelsk om det vi har hørt på

I: Får dere oppfølgingsspørsmål etter presentasjoner?

R: Det skjer av og til, det var slik på prøveeksamen, da stilte hun oss spørsmål om innholdet. Det er litt vanskelig for det skal skje fort..., det du skal svare på, så

I: Mener du at du får vist nok av det du kan i engelsk muntlig?

R: Ja, det vil jeg si, jeg har ingen problem med å uttale meg

I: Har du forslag til andre typer tester eller oppgaver der du kunne vist mer av det du kan?

R: Ja, viss det er slike spørsmål der læreren bare vil ha ett svar, men du vil gjerne fortsette å prate, det hadde vært greit å få vist sin kunnskap sånn som å utdype mer..., flere oppgaver der en får utdypet tema mer

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller er det greit å ha amerikansk uttale?

R: Vi har jo forskjellige emner..., hun sier på presentasjoner at vi ikke skal blande britisk og amerikansk, at vi skal ha en, ikke ha norsk-amerikansk, men at vi holder oss til en

I: Hva med elever som har veldig norskklingende uttale, har det noe å si?

R: Det har litt å si, selvfølgelig, viss en ikke har ordentlig uttale..., hun legger vekt på at vi må lære oss uttale,

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i muntlig engelsk?

R: Ja

I: Hvordan er du blitt gjort kjent med disse?

R: Vi har jo periodeplan, der står kompetansemålene, da går vi igjennom når vi får ny periodeplan, vi leser jo litt på det hjemme sammen med foreldrene

Interview with student 2 from school 3

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Vurderer ganske bra, forteller hva vi skal lære, og hva vi må gjøre for å gjøre det bra.

I: Mener du at det du gjør i timene også blir vurdert eller er det mest presentasjoner?

R: Det er egentlig litt forskjellig, men før presentasjoner får vi vite hva som vi må ha bra

I: Hva mener du blir vurdert i engelsk muntlig?

R: Tror kanskje litt måten vi har formulert engelsken på, og uttalen, og hvordan vi står og innhold

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner?

R: Jeg er egentlig ikke helt sikker...

I: Du har nevnt at læreren legger vekt på innhold, uttale, er det andre ting som blir lagt vekt på

R: Nei, ikke som jeg tenker så mye over

I: På spørreskjema skrev du uttale og snakke flytende,

R: Mhm...

I: Hvordan blir dere informert om kriterier, hva læreren legger vekt på i ulike oppgaver?

R: Det blir..., vi tar opp det arket i periodeplanen med vurderingene, der det står hva en må ha for å få den og den karakteren, så viser hun det

I: Er dere elever av og til med og avgjøre hva en skal legge vekt på i ulike muntlige oppgaver?

R: Ja, av og til får vi si det selv

I: Får dere alltid vite når dere blir vurdert, eller tenker du at dere blir vurdert hele tiden?

R: Vi får vite liksom etter vi har hatt presentasjoner, da får vi tilbakemelding, eller, på its learning, så minner hun oss på at vi blir vurdert i timen viss vi snakker

I: Hvilken form for tilbakemelding får dere på ulike oppgaver dere gjør muntlige?

R: Det er liksom det vi har bra, for eksempel uttale

I: I timene da, hvordan får du vite om det du sier er bra eller ikke?

R: Hun sier bra og sånn, men vi får ikke vite så ofte hvordan vi gjør det i timene

I: Hva tenker du da det blir lagt mest vekt på når læreren setter karakter i muntlig engelsk?

R: Det er kanskje om vi har formulert setningene riktig og om vi uttaler orda riktig

I: Tenker du at det er presentasjoner og større fremføringer som teller, som er grunnlaget for karakteren, eller tenker du at det ikke er det?

R: Det er presentasjoner tenker jeg mest da, der får vi også karakter hver gang

I: På hvilke måter får du vist hvor god du er til å snakke engelsk muntlig?

R: Mest uttale og innhold...

I: Har dere debatter eller diskusjoner eller andre situasjoner der du kan vise muntlig engelsk?

R: Vi har ikke så veldig mye av det

I: Mener du at du får vist det du kan i timene når du svarer på oppgaver og på presentasjoner?

R: Ja, mhm

I: Får dere oppfølgingsspørsmål etter presentasjoner slik at du må snakke mer enn akkurat det du har øvd på fra før?

R: Nei, ikke som vi har hatt, det er bare et tema og så er vi ferdige

I: Mener du at du får vist nok av det du kan i muntlig engelsk?

R: Ja, det kunne vært mer i timene, at vi snakket mer engelsk i timene, men...

I: Har du forslag til andre typer tester eller oppgaver der du kunne fått vist mer muntlig engelsk?

R: Nei..., ikke som jeg kommer på

I: Når dere har presentasjoner har dere øvd på den på forhånd, du har skrevet ned det du vil si, mener du at du har mulighet til å vise at du kan snakke engelsk uten å ha øvd på det på forhånd?

R: Ja, litt i alle fall

I: Hvilke anledninger får du vist det?

R: Hun har noen ganger stilt spørsmål, på prøving til eksamen, da er det litt sånn så vi får vist litt

I: Syns du det er mye vanskeligere enn det du har øvd på?

R: Ja, det er litt vanskeligere da, på det en ikke er forberedt på

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller har det ikke noe å si om en snakker amerikansk eller britisk?

R: Tror ikke det så veldig, for jeg snakker mest amerikansk da, og hun sier at det går fint

I: Hva med elever som har veldig norskklingende engelskuttale? Teller det negativt eller er det greit så lenge en har det andre på plass?

R: Jeg tror det ligger litt på det og, men dersom en har bra innhold så.. litt sånn,, ja

I: Er du kjent med hva som forventes av deg i ut ifra kompetansemålene i muntlig engelsk?

R: Ja, for det står i periodeplanen,

Interview with student 3 from school 3

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Det er liksom hvor høyt og tydelig vi snakker, om en har innlevelse, at vi ikke bare står der, rett opp og ned, hun vurderer og språkbruken, og hvor fort eller sent en snakker, hvor lenge presentasjonen varer, det er egentlig det

I: Tenker du at læreren også vurderer deltagelse og aktivitet i timene?

R: Ja, det vurderer hun også, om vi er aktive

I: Hva mener du blir vurdert? Kan lesing være noe av det som blir vurdert? Hva med ordforråd, grammatikk og lignende, eller er det kun måten man snakker på i presentasjoner?

R: Det går jo mye på sånn, jeg tror hun fokuserer mest på språkbruk og om en snakker fort eller sent, og innhold, og at en er aktiv i timene og ikke bare sitter og tror at dersom du er stille får du god karakter i orden og adferd, men man må være aktiv og rekke opp hånden

I: Hvilke ulike vurderingskriterier bruker læreren i ulike vurderingssituasjoner? Hva som blir lagt vekt på, du har allerede nevnt noe...

R: Det er liksom innhold, å være aktiv liksom og uttale

I: Er dere elevene av og til med på å avgjør hva som skal bli lagt vekt på?

R: Ja, av og til får vi si hva vi mener skal være med, for eksempel innlevelse i skuespill, hun skriver våre forslag på tavlen og sorterer de etterpå

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Hun tar sånn skjerm på tavlen der hun viser alt sammen, så får vi ark med kjennetegn slik at vi kan krysse ut selv det vi mangler og hva vi bør ha med

I: Får dere alltid beskjed om når dere blir vurdert, eller tenker du at hun av og til vurderer dere i timene også?

R: Vi vet jo når hun skal vurdere oss, og hun vurderer ikke i hver time, men legger jo merke til dersom det er noen som aldri snakker i timene, så merker hun det dersom den plutselig snakker, da legger hun vekt på det

I: Hvilken form for tilbakemelding får dere på ulike muntlige oppgaver?

R: Vi pleier å gå inn på et rom, så sier hun hva vi må legge mer vekt på, hva man mangler og hva som var bra, legger vekt på det som er bra, fortsett med det, og motiverer deg videre. Vi får slik tilbakemelding etter hver fremføring, av og til bare på itslearning

I: Når du får karakter i muntlig engelsk, hva mener du er begrunnelsen for den karakteren? Er det kun presentasjoner og fremføringer eller andre ting og som er med i begrunnelsen?

R: Muntlig karakter er jo ikke bare fremføringer og innleveringer, det er også hvordan man er i klasserommet også, om man er aktiv i timene kan man oppnå høyere karakter

I: I hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Vi har sånne bilder, så hører vi en fortelle på en cd, lytteøvelser der vi skal forklare hva som ble sagt, vi skal beskrive hva som blir sagt om ulike bilder

I: Mener du at du får vist nok av det du kan i muntlig engelsk gjennom de oppgavene dere har?

R: Ja, det syns jeg egentlig

I: Har du forslag til andre typer tester eller oppgaver der du kunne fått vist mer av det du kan?

R: Det er jo mer sånn skuespill, det var veldig artig, da fikk vi vist litt mer av innlevelse og skuespill mens vi snakket engelsk...

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller er det greit med amerikansk?

R: Hun legger vekt på hvilket språk en bruker, hun sier vi må snakke britisk eller en annen liksom

I: Hva med elever som har veldig norskklignende uttale? Er det greit dersom alt det andre er på plass?

R: Det er vel greit dersom det er slik en snakker

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i læreplanen i muntlig engelsk?

R: Ja, for de står på periodeplanen

Interview with student 1 from school 4

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Det blir lagt mye vekt på uttale og språkforståelse, det er litt for mye fokus på innhold, så til tross for flytende engelsk får man trekk dersom ikke innholdet er bra, jeg føler at man ikke får god nok uttelling for god uttale og godt språk

I: Mener du at aktivitet og deltagelse i timene blir lagt vekt på eller mener du at det er bare større fremføringer som blir vurdert?

R: Jeg tror ikke det blir lagt så mye vekt på det en gjør i timene, dersom en har dårlig innsats viser det på prøver eller fremføringer, dersom en følger bra med går det bedre med det du blir vurdert i

I: Hva mener du blir vurdert i timene og ved presentasjoner?

R: Den muntlige delen, hvor bra en snakker, om en snakker grammatisk rett, om en har rett trykk på ord og innhold

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner?

R: Ja, vi får periodeplan der det står hva vi skal kunne og hva innhold vi må ha for å få en god karakter, jeg synes det er greit å forholde seg til, får beskjed om middels, under middels og over middels måloppnåelse

I: Er dere elever av og til med på å legge kriteriene for hva man skal legge vekt på?

R: Det har vi gjort et par ganger, når vi har holdt på med et tema ganske lange får vi være med å bestemme hva innhold en skal ha med i en presentasjon

I: Hvordan blir dere informert om kriterier til ulike oppgaver?

R: Vi har jo en periodeplan, så får vi som oftest også ut et ark foran en stor prøve som påminning

I: Får dere beskjed om når dere blir vurdert og hvordan vurderingen foregår? Vet du alltid når du blir vurdert?

R: Jeg vet om alle prøver, men små gloseprøver kan komme overraskende, bare for å vise om en har gjort leksen, får ellers god beskjed.

I: Tenker du at du blir vurdert andre ganger enn når du har prøver du har fått beskjed om?

R: Mener det er de vi får tydelig beskjed om som teller virkelig

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner? Hvor ofte?

R: Etter hver presentasjon får vi et avkryssingsskjema med karakter, der det er krysset av hvor du ligger, en kommentar under, ofte kommer læreren bort i timen og sier hva en mangler og hva en må legge trykk på videre, får slik litt tilbakemelding på det som skjer i timene også

I: Når læreren gir deg karakter i hvert semester, hva mener du teller med i begrunnelsen for den karakteren?

R: Det er jo innsats i timer og hvor mye arbeid en legger i hjemmearbeid, dersom en ønsker god karakter er det lurt å jobbe bra hjemme, da får du best resultat på prøver, jeg mener det en gjør i timene er viktig, men at muntlige presentasjoner teller mest, for da har man fast karaktergrunnlag og kriterier, mens i timene er det helt tilfeldig hvem som får svare

I: Hvilke muligheter har du for å vise din evne til å snakke engelsk?

R: Det er håndsopprekking når vi får spørsmål, det er en fin mulighet til å vise hva du kan, for eksempel tekster en har lest

I: Får dere oppfølgingsspørsmål etter presentasjoner for å vise om du kan mer enn det som er innøvd på forhånd?

R: Ja, på viktige tester som prøveeksamen i engelsk, da får vi spørsmål om tema som vi kanskje ikke har øvd direkte på

I: Har dere debatter, samtaler eller andre typer oppgaver i timene?

R: Vi har en del gruppearbeid sammen med noen man ikke er så mye med til vanlig for å lære å snakke engelsk med folk en ikke kjenner, det er viktig med tanke på å snakke med fremmede i utlandet

I: Mener du at du får vist nok av spontant engelsk språk, det som ikke er innøvd på forhånd?

R: Får vist frem det meste, men sitter alltid inne med mer enn det en får vist frem i timene, så egentlig ikke

I: Har du forslag til andre typer tester eller oppgaver der du kan få vist mer av det du kan?

R: For eksempel når en leser engelske bøker, viser at man forstår orda og kan uttale de rett med rett trykk, ved høytlesing eller samtale

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen eller er det akkurat det samme om en har amerikansk/australsk så lenge man har en god uttale?

R: Jeg tror ikke en får bedre karakter ved å ha perfekt britisk uttale, syns det er greit

I: Hva med elever som har typisk norskklingende engelsk uttale? Vil det trekke ned eller er det greit så lenge en har det andre på plass?

R: Jeg mener det viktigste er å kunne gjøre seg forstått og snakke forståelig, men det er nok en pluss dersom en kan snakke omtrent slik en gjør i de ulike engelsktalende landa

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i muntlig engelsk? Hvordan er du blitt gjort kjent med disse?

R: Ja, gjennom periodeplane får vi beskjed om hva vi skal lære og hva vi må kunne spesielt for denne perioden

Interview with student 2 from school 4

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Jeg mener læreren vurderer mest på innholdet, ikke så mye på det muntlige

I: Hva annet enn innhold mener du blir vurdert?

R: Det blir vurdert litt hvordan vi uttaler engelsken; uttale og innhold, men varierer litt hva som er fokus

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner?

R: Han henter fra periodeplanen, lav, middels, høg måloppnåelse, mest på innhold og litt uttale

I: Når dere skal ha en presentasjon, får dere vite hva læreren vil legge vekt på i vurderingen?

R: Ja, vi får kjennetegn på måloppnåelse

I: Er dere med av og til og utvikler disse kriteriene selv?

R: Ja, vi får av og til være med å bestemme hva læreren skal vurdere, men det blir omtrent det samme som ellers

I: Hvordan blir dere informert om hva som blir forventet av dere i ulike oppgaver?

R: Vi går gjennom kjennetegn på måloppnåelse på tavlen før oppgaven

I: Får dere beskjed om når dere blir vurdert og hvordan vurderingen foregår?

R: Ja, som regel,

I: Mener du at du blir vurdert i timene også?

R: Ikke så veldig ofte, mest vurdering under fremføringer som er avtalt på forhånd

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Da sitter vi med læreren som går gjennom hva som var bra og hva som ikke var så bra, hva vi kan gjøre bedre. Vi får tilbakemelding etter fremføringer, og ikke ellers

I: Når læreren gir deg karakter i engelsk muntlig, hva mener du teller med i begrunnelsen for den karakteren?

R: Hvor bra jeg har gjort det, vi får jo kjennetegn på måloppnåelse og ser slik hvor vi vil legge oss etter hvordan vi presterer

I: Tenker du at det er andre ting enn hva du gjør på presentasjoner som teller på muntlig karakter?

R: Han vurderer nok litt det vi gjør i timene også

I: I hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Jeg er ikke den som er mest frampå, er ikke så flink i engelsk men prøver så godt jeg kan, å gjøre det jeg skal

I: Har dere debatter, samtaler eller diskusjoner?

R: Ja, men da er ikke jeg så mye med, jeg er ikke så glad i å snakke engelsk foran klassen

I: Når dere har presentasjoner, får dere oppfølgingsspørsmål etterpå?

R: Av og til, syns det er vanskelig siden jeg ikke har fått øvd på akkurat det

I: Mener du at du får vist nok av det du kan i muntlig engelsk siden du ikke liker så godt å prate engelsk?

R: Ja, jeg mener jeg får vist det jeg kan

I: Har du forslag til andre typer tester eller oppgaver der du kunne fått vist mer av det du kan?

R: Nei

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen eller er det akkurat det samme om en har amerikansk/australsk så lenge man har en god uttale?

R: Nei, vi merker ikke noe til det

I: Hva med elever som har veldig norskklingende engelsk uttale? Er det med å trekke ned?

R: Ja, det trekker nok litt ned

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i muntlig engelsk?

R: Ja, delvis

I: Hvordan kjenner du til disse?

R: Vi finner dem jo på periodeplanen på its learning

Interview with student 3 from school 4

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Ganske greit, det er liksom rettferdig på en måte,

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner,

R: I fremføringer er det jo stemmebruk, innhold, lengde på presentasjonen, uttale er litt viktig,

I: Er dere elever av og til med og bestemmer hva som skal bli vurdert, kriteriene?

R: Ja, men det blir som oftest likt det som lærere foreslår

I: Hvordan blir dere informert om hva læreren legger vekt på i ulike oppgaver?

R: Læreren går gjennom og viser det på tavlen før oppgaven

I: Får dere beskjed om når dere blir vurdert og hvordan vurderingen foregår?

R: Som oftest får vi det

I: Mener du at du også blir vurdert i timene?

R: Nei, mener det bare skjer under presentasjoner

I: Hvilken form for tilbakemelding får dere på ulike muntlige oppgaver?

R: Læreren sier hva som var bra og hva som var dårlig, hva vi kunne gjort bedre etter presentasjonen er ferdig

I: Når læreren setter karakter i engelsk muntlig, hva mener du teller med i begrunnelsen for den karakteren? Er det kun presentasjoner eller er det andre ting som også er med?

R: Mer er nok med, men vet ikke helt

I: I hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Mest når vi leser i timene, da er det ikke så flaut så da klarer jeg å snakke bedre

I: Når dere har presentasjoner, får dere oppfølgingsspørsmål etterpå slik at du får vist mer enn akkurat det du har øvd på?

R: Ja av og til, det er ikke alltid jeg kan det, for det er litt vanskelig

I: Mener du at du får vist nok av det du kan i muntlig engelsk?

R: Nei, ikke egentlig, for jeg føler at jeg kan det mye bedre når jeg snakker med venner enn på fremføringer

I: Har du forslag til andre typer tester eller oppgaver der du kunne fått vist mer?

R: Vet ikke

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen i forhold til amerikansk?

R: Tror det er det samme, det er ikke mange som snakker britisk, men jeg er ikke helt sikker

I: Hva med elever som har veldig norskklingende uttale? Er det greit så lenge en har innholdet på plass?

R: Jeg tror det trekker kanskje litt ned, men ikke så veldig mye

I: Er du kjent med hva som forventes av deg i følge kompetansemålene fra læreplanen i muntlig engelsk?

R: Jeg tror det

I: Hvordan er du blitt gjort kjent med disse?

R: Vet jo hva læreren har sagt

Interview with student 1 from school 5

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Hun følger med på hvem som er aktiv i timene, hvem som snakker, hvordan vi snakker, i hovedsak det

I: Hva mener du blir vurdert? lesing og prating, eller?

R: Jeg tror alt som har med snakking på engelsk å gjøre, at alt en gjør muntlig blir vurdert

I: Vet du hvilke vurderingskriterier læreren bruker, hva hun legger vekt på i timene og i ulike presentasjoner?

R: Det å være løsrevet fra manus, hvordan en snakker, og innhold, uttale og kontakt med publikum

I: Er dere elever av og til med på å avgjøre disse kriteriene?

R: Ja, av og til spør hun om vi vet hva hun vurderer oss etter og hva hun synes vi skal konsentrere oss mest om

I: Hvordan får dere beskjed om hva hun vil legge vekt på i vurderingen sin på presentasjoner?

R: Vi får som regel et ark der oppgaven står og hva hun vurderer etter

I: Får dere beskjed om når dere blir vurdert, eller hva tenker du om når du blir vurdert?

R: I både timene og i fremføringer, jeg tror vi blir vurdert hele tiden, alt det en sier blir vurdert

I: Hvilken form for tilbakemelding får dere på ulik muntlig aktivitet?

R: Vi får beskjed på utviklingssamtaler med foreldrene om vi skal være mer aktive, øve mer på engelsk, og etter presentasjoner får vi muntlig tilbakemelding og på et skjema der de ulike kriteriene står

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: Aktivitet og hvor hardt du prøver og selvsagt kvaliteten på innhold og uttale, det en bidrar med, en kan få 4 -5 dersom en prøver hardt nok, så positiv innsats teller på karakteren etter det jeg har forstått

I: I hvilke ulike situasjoner får du vist din evne til å snakke engelsk?

R: Vi har jo lesing, å være muntlig aktiv i diskusjoner er jo den beste sjansen, dersom en vil ha god karakter må man være med muntlig, rekke opp hånden for å vise hva en kan. Ellers har vi presentasjoner

I: Mener du at du får vist nok av din kompetanse i muntlig engelsk, eller tenker du at andre typer tester eller oppgaver hadde fått deg til å vise mer?

R: Er fornøyd med karakter og føler at jeg får vist det jeg kan

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller godtar læreren andre typer uttale som amerikansk/australsk?

R: Noen lærere sier at britisk er optimalt, men man kan få toppkarakter ved å snakke amerikansk

I: Hva med elever som har typisk norskklingende uttale?

R: Det trekker ned etter det jeg har forstått

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i muntlig engelsk?

R: Ja, de fikk vi utdelt på begynnelsen av året og leste gjennom, så jeg vet hvor jeg finner dem

Interview with student 2 from school 5

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Hun vurderer uttalen, om setningene er gode, og hvor aktive vi er i timene og ordforråd

I: Hva mener du blir vurdert? Både lesing og prating, noe annet?

R: Det er en fin blanding, men jeg mener vi leser mer enn vi prater, men alt egentlig

I: Kjenner du til hvilke vurderingskriterier læreren bruker i ulike vurderingssituasjoner, hva hun legger vekt på i timene og i presentasjoner?

R: Jeg vet hva hun legger vekt på i presentasjoner men ikke i timene, i presentasjoner er det at en snakker klart og tydelig, har godt ordforråd, god flyt og uttale, det muntlige pluss at en må se på elevene. I timene er det vel gjerne deltagelse og at en er villig til å prate

I: Er dere elever av og til med på å avgjøre disse kriteriene, hva en skal legge vekt på i vurderingen?

R: Ja, vi kommer med forslag om hva vi synes kan være viktig, om det er innhold eller måten vi fremfører på

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Får det skriftlig på oppgaven som oftest

I: Vet du når du blir vurdert i muntlig engelsk?

R: Ja, mest når jeg svarer på spørsmål i timene, og på presentasjoner, mener at alt en sier blir vurdert

I: Hvilken form for tilbakemelding får dere på ulike muntlige oppgaver?

R: Ja, vi får jo tilbakemelding ved at hun svarer med å stille nye spørsmål dersom hun synes svaret var bra nok eller ikke bra nok, etter fremføringer blir vi tatt ut en og en og så snakker vi med læreren, og vi får også skriftlig tilbakemelding

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: For muntlig tenker jeg mest på timene og presentasjoner, alt det en sier og viser

I: I hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Mest i timene, for jeg føler ikke at jeg har noe utbytte av presentasjoner, fordi det er alt for mye arbeid bak 5 minutter med stoff, viss vi hadde pratet i alle de timene vi brukte på å forberede presentasjoner hadde læreren fått mye mer stoff med i vurderingen sin, liker mye bedre å bare prate

I: Får du oppfølgingsspørsmål etter presentasjoner slik at du får vist hva du kan uten å ha planlagt alt på forhånd?

R: Nei, det har vi ikke fått enda, det synes jeg er dumt for det er slik det virker på eksamen

L: Hvordan får du da vist spontant språk, å prate uten å ha øvd?

R: Ja, når vi får spørsmål til tekster om hva vi ville ha gjort i lignende situasjoner for eksempel

I: Mener du at du får vist nok av din evne til å snakke engelsk, eller har du forslag til andre typer tester eller oppgaver?

R: Jeg synes engelsk muntlig er bra som det er, men vil gjerne ha flere spontane spørsmål etter presentasjoner for å gjøre det mer ekte og mer likt som på eksamen. Ellers hadde vi jobbet mer dersom vi hadde blitt presset mer, da hadde vi fått vist mer

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller godtar læreren andre typer uttale som amerikansk/australsk?

R: Vår lærer er ikke så nøye på om det er britisk eller amerikansk uttale, man kan ha den uttalen en vil, men viss du har en aksent får man pluss for det

I: Hva med elever som har typisk norskklingende uttale, kan man likevel få beste karakter?

R: Jeg mener man kan få beste karakter selv om man har en ganske middelmådig uttale, det har vi eksempel på i klassen, for det går mye mer på aktivitet og at en faktisk arbeider med faget

I: Er du kjent med hva som forventes av deg i følge kompetansemålene fra læreplanen i muntlig engelsk?

R: Nei, jeg har aldri fått sett på kompetansemålene

Interview with student 3 from school 5

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Hun vurderer helt sikkert uttale og hvor aktiv en er i timene

I: Hva mener du blir vurdert, både lesing og prating, diskusjoner, eller?

R: Det er helst prating når vi går gjennom oppgaver etter å ha lest tekster, og lesing går på det totale

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner, hva legger hun vekt på?

R: På presentasjoner er det om en snakker tydelig til publikum, at en kan det utenat og ikke leser fra arket men bruker stikkord, men jeg vet ikke helt... Jeg mener ellers at hun vurderer ordforråd, uttale og hvor aktive en er i timene

I: Er dere elever av og til med på å bestemme hva disse kriteriene skal være?

R: Ikke som jeg kan huske

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Vi får vite de av læreren mens vi jobber med presentasjonene på data, da går hun rundt og sier hva som er lurt mens vi jobber

I: Får dere beskjed om når dere blir vurdert eller når tenker du at du blir vurdert?

R: Jeg mener vi blir vurdert hele tiden i timene, omtrent alt vi sier blir vurdert, og det bør vi bli!

I: Hvordan foregår den vurderingen fra timene da tenker du, får dere tilbakemelding fra timer?

R: Nei, det kan vel variere..., vi får et ark med tilbakemelding hvert halvår der det står hva vi kan gjøre bedre og hva vi er gode på

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Vi blir tatt ut på gangen, så sier hun hvordan hun syns det gikk, hun har også et ark der hun har krysset av på

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: Det er vel hvor aktiv jeg er i timene, hun har sagt at viss jeg fortsetter å være aktiv vil karakteren min gå opp, at en viser interesse for faget, men dersom man er god på debatter og presentasjoner teller det kanskje litt mer enn bare å svare på spørsmål i timene

I: I hvilke ulike situasjoner får du vist din evne til å snakke engelsk?

R: Det er mest på framføringer, og når vi leser og svarer på spørsmål etter tekster vi har lest

I: Mener du at du får vist nok spontant språk, at du kan snakke bra engelsk uten å ha øvd det inn på forhånd?

R: Nei, det er ikke så ofte

I: Hva med oppfølgingsspørsmål etter presentasjoner, slik at du kan vise at du kan mer enn akkurat det du har øvd på

R: Det hender at læreren spør om andre elever har spørsmål

I: Mener du at du får vist nok av din evne til å snakke engelsk, eller har du forslag til andre typer tester eller oppgaver der du kunne vist mer av det du kan?

R: Jeg mener at jeg får vist det jeg kan

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller godtar læreren andre typer uttale som amerikansk/australsk?

R: Jeg vet ikke, men jeg mener britisk eller amerikansk er like bra

I: Hva med elever som har typisk norskklingende uttale?

R: Det blir jo ikke helt rett uttale, men viss personen ikke kan gjøre noe med det kan en ikke si noe på det

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i læreplanen i muntlig engelsk?

R: Jeg tror vi har fått et ark om det, men jeg kan de ikke

Interview with student 1 from school 6

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Han ber oss om å snakke to og to om teksten vi har lest, og så kommer rundt og hører på og stiller spørsmål, vi snakker masse sammen i timene, så han får en del fakta om hvordan vi snakker engelsk. Ellers har vi ikke hatt så mye presentasjoner i år pga musikal

I: Hva mener du blir vurdert?

R: Det er mest uttale, og om du kan glose til det du snakker om, også innhold og riktig grammatikk

I: Vet du hvilke vurderingskriterier læreren bruker, vet du hva han legger vekt på i ulike vurderingssituasjoner?

R: Han gir informasjon før presentasjoner at han legger vekt på uttale, grammatikk og fakta

I: Er dere elever av og til med på å avgjøre kriterier til ulike oppgaver, eller generelt i timene?

R: Vi er som oftest enig med han for det er de samme kriteriene hver gang, så det går ganske greit

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Han står rett og slett og skriver de på tavlen hva han forventer at vi skal kunne i fremføringer

I: Får dere beskjed om når dere blir vurdert?

R: Det varierer, men vi får som oftest karakter noen dager etterpå eller rett etterpå. Men, mener egentlig at vi blir vurdert hele tiden

I: Hvilken form for tilbakemelding får dere på ulike muntlige oppgaver?

R: Vi får..., det er ofte han tar oss ut to og to og forteller hva vi har gjort bra og hva vi kunne gjort bedre for å forbedre oss

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: Det er selvfølgelig glosene, om du har lært og kan bruke dem i forskjellige sammenhenger, og uttale, og grammatikk. Jeg tror at presentasjoner teller mest, for de har vi jo jobbet med i en periode, jeg tror også at han bruker notater fra timene om hva elevene gjør

I: På hvilke måter får du vist din evne til å snakke engelsk

R: Når vi sitter sånn i grupper og diskuterer, så spør han klassen etterpå hva hver gruppe har diskutert, da må vi forklare på engelsk, og skal vi si noe må vi hele tiden si det på engelsk. Ellers tar han ofte en og en elev ut og snakker for å finne ut hvordan den eleven har utviklet seg, vi snakker helst om tekster vi har lest, og av og til andre ting

I: Mener du at du får vist spontant språk, at du kan snakke uten å ha skrevet det ned i boken på forhånd?

R: Ja, for han kommer ofte rundt og spør helt tilfeldige spørsmål

I: Mener du at du får vist nok av din kompetanse i muntlig engelsk, eller har du forslag til andre typer tester eller oppgaver der du kunne vist mer av din evne til å prate engelsk?

R: Jeg føler jeg får vist nok, for alle får snakke

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller godtar læreren andre typer uttale som amerikans/australsk?

R: Mener han vektlegger mest på britisk uttale, for det er jo britisk vi har

I: Hva med elever som har typisk norskklingende uttale?

R: Det er jeg ikke sikker på, men han forklarer jo hvordan en skal uttale ordene, og det hjelper jo på å gjøre uttalen bedre

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i muntlig engelsk?

R: Ja, vi får ut sånt ark der det står hva vi kan få god karakter av og hva som gir middels, høy og lav måloppnåelse

Interview with student 2 from school 6

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Det er uttale tror jeg, at en sier orda rett, hvordan vi leser, om vi har sånn... ikke altfor sakte, men sånn som vi snakker på norsk. Tror og at en rekker opp hånden og er engasjert og med er viktig

I: Hva mener du blir vurdert, hvilke ulike kategorier?

R: At du kan på en måte det..., at du har gjort leksen og kan det du skal, både innhold og uttale og at du er villig til å vise det du kan, tror at både lesing og prating er viktig

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner, hva legger han vekt på?

R: Viss vi har fremføring om et tema må vi ha innhold i det vi skal snakke om, at vi gjør det til vårt eget, og at vi snakker med flyt, og ser på publikum og sånt, og at vi ikke ser så mye på arket, og uttale

I: Er dere elever av og til med på å avgjøre hva en skal legge vekt på i ulike presentasjoner og i timer?

R: Kan ikke huske det på presentasjoner, men kanskje i timen, at vi får bestemmer at vi kan lese lekser og snakke om det vi har lest i grupper istedenfor høyt i klassen

I: Hvordan blir dere informert om kriterier som læreren legger vekt på i ulike oppgaver?

R: Vi får ofte et ark der det står hva som skal til for å få ulike karakter, liksom hva en må jobbe med for å få de ulike karakterene

I: Får dere beskjed om når dere blir vurdert, eller mener du at du blir vurdert hele tiden?

R: Når vi har presentasjon for eksempel, da skriver han noe ned, da vet vi at vi blir vurdert, men i timene skriver ikke læreren ned på samme måte, men jeg tror det vi sier i timene likevel er viktig, men ikke på samme måte

I: Hvilken form for tilbakemelding får dere på ulike muntlige oppgaver?

R: På presentasjoner så leverer vi inn et ark, på måte en tekst på forhånd, og da skriver han tilbake hva vi må jobbe mer med og sånn, men i timene, viss vi leser, da sier læreren gjerne at det var bra uttale, men du må øve mer på det...

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: Det er vel om du har bra uttale, og om på en måte du er med i timene, og sånt, men kanskje mest på presentasjoner

I: I hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Mest på presentasjoner for jeg er ikke så flink til å snakke i timene, også når vi sitter i grupper og snakker

I: Mener du at du får vist nok av din kompetanse i muntlig engelsk? Har du forslag til andre typer tester eller oppgaver?

R: Kanskje om vi snakket mer i grupper, at vi på en måte snakker sammen om et tema for eksempel

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen?

R: Ja, han ønsker det, men jeg føler ikke at vi har jobbet noe med det og gått inn på uttalen, at vi har lært hvordan vi skal snakke britisk

I: Godtar læreren andre typer uttale som amerikans/australsk?

R: Det har jeg egentlig ikke tenkt på, men det er jo egentlig britisk vi lærer, men så lenge en ikke har norsk uttale så...

I: Hva med elever som har typisk norskklingende uttale?

R: Jeg tror at det vil nok trekke litt ned

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i læreplanen i muntlig engelsk?

R: Nei, jeg er ikke helt kjent med dem

Interview with student 3 from school 6

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Han hører jo på det vi sier, og ser på aktivitet i timene, når vi leser høyt og svarer på spørsmåla hans, vet ikke om han noterer ned noe... ,så spør han om gloser, tror egentlig både lesing og snakking blir vurdert

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner?

R: Han bruker nå aktivitet, om en gjør lekser og har lest hjemme og viser at en har jobbet og at en kan det en skal

I: Dersom en har presentasjoner og større oppgaver, vet du hvilke kriterier det blir lagt vekt på da?

R: Ja, ja kriterier får vi utdelt før presentasjonen, der skriver han hva vi bør vite, hva vi skal legge vekt på, innhold er veldig viktig, og klar uttale og at en klarere å rive seg løs fra manus

I: Er dere elever av og til med på å avgjøre disse kriteriene?

R: Ikke så mye i engelsk, for vi har rett og slett fått helt ordinære kriterier der han sier hva vi skal og vi sier nå ok

I: Hvordan blir dere informert om kriterier i ulike oppgaver?

R: Før presentasjoner får vi utdelt et ark der alt står om oppgaven også kriterier, også sier han det som står på arket til klassen

I: Får dere beskjed om når dere blir vurdert og hvordan vurderingen foregår?

R: Vi får ikke alltid beskjed om det, men vi vet jo hva vi blir vurdert etter, det er jo hvordan vi snakker, han har sagt at det er veldig viktig med klar uttale, innhold, så det vet vi. Men jeg vet ikke helt sikkert når vi blir vurdert, men han sier jo... jeg ser jo at han noterer når noen snakker, så kan jeg tenke meg at han gjør litt vurderinger etter det vi sier i timene også

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Vi pleier å ha sånne elevsamtaler, da sier han hvordan det går og sånn. Etter at en har lest sier han gjerne 'good' eller noe sånt, og etter presentasjoner får vi tilbakemelding med karakter der det står hva vi må jobbe mer med og hva som var bra og sånn

I: Hva mener du teller med i begrunnelsen for karakteren i muntlig engelsk?

R: Det er jo om jeg er flink til å snakke engelsk, aktivitet i timene, de større oppgavene som presentasjoner og sånn, om en leser bra, egentlig alt vi sier og gjør er med i karakteren

I: På hvilke situasjoner får du vist din evne til å snakke engelsk

R: På mange måter, vi leser i timene, snakker og konverserer med sidemannen og med læreren, vi har diskusjoner i klassen der vi får brukt ordforråd og de ulike egenskapene våre

I: Får dere oppfølgingsspørsmål etter presentasjoner sli at du får vist mer av det du kan og at du kan snakke spontant?

R: Ja, det gjør han ofte, når vi er ferdig med fremføringer spør han om noe av det vi har presentert, og da må vi svare på engelsk

I: Mener du at du får vist nok av din kompetanse og din evne til å snakke engelsk? Har du forslag til andre typer tester eller oppgaver for å få vist mer?

R: Nei, jeg føler ikke at jeg kunne vist noe mer..., vi har presentasjoner, vi snakker i timene, det som trengs for å vurdere noen i engelsk, så jeg får vist det jeg kan

I: Mener du at læreren legger vekt på god britisk uttale i vurderingen, eller godtar læreren andre typer uttale som amerikans/australsk?

R: Ja, og det syns jeg han bør, men det aller viktigste er at en kan snakke engelsk, for å få toppkarakter har kanskje dialekt litt å si, at en ikke snakker norsk-engelsk

I: Hva med elever som har typisk norskklingende uttale, selv om ordforråd og grammatikk er på plass?

R: Tror ikke det trekker ned, men tror det er et pluss å kunne snakke britisk eller amerikansk, det hjelper å ha en dialekt/aksent, da tror jeg det blir bedre, for det høres mer ekte ut

I: Er du kjent med hva som forventes av deg i følge kompetansemålene i muntlig engelsk fra læreplanen?

R: Nei, jeg er ikke så kjent med dem, men jeg regner med at læreren vet

Interview with student 1 from school 7

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Ser på hvor aktiv du er i klassen, ser på ordforrådet, om du har mer enn bare enkle ord, melodien du har når du snakker, pauser på riktige steder, og ofte innholdet i det du sier.

I: Hva mener du blir vurdert? Hvilke ulike oppgaver blir vurdert?

R: Jeg mener at mest fremføringer og presentasjoner blir vurdert, nå skal vi ha skuespill som er muntlig, og hvor aktiv du er i timene drar opp eller ned.

I: Dersom dere har tekster, blir lesingen din vurdert? Blir hvor godt du klarer å gjenfortelle og formidle det du har lest vurdert?

R: Jaa, litt, men det er ikke hovedfokus, men litt

I: Hvordan du leser, blir det vurdert?

R: Ja, litt tror jeg

I: Mener du at du blir mest vurdert på ulike presentasjoner, eller mener du at du blir vurdert gjennom timene også?

R: Nei, jeg tror jeg blir mest vurdert på presentasjoner og fremføringer og sånt.

I: Vet du hvilke vurderingskriterier læreren legger til grunn for å vurdere muntlig engelsk, både i timene og ved ulike presentasjoner eller andre større oppgaver? Hva læreren vurderer, vet du det?

R: Ja, jeg tror det. Hvor aktiv du er i klassen, uttale, ordforrådet, om du har mer enn bare enkle ord, melodien du har når du snakker, pauser på riktige steder, innholdet, at en er frigjort fra manus

I: Og dette vet dere om på forhånd slik at du vet hva læreren legger vekt på for eksempel i en presentasjon?

R: Ja

I: Er dere elever med på å sette opp disse kriteriene?

R: Nei, eller... det er ikke noe vi snakker om, vi har vel sagt hva vi syns...

I: Hvordan blir dere informert om disse kriteriene? Står de på oppgaven eller forteller læreren det, eller vet du det fra før?

R: Læreren minner oss på dem, står ikke på oppgaven, men hun minner oss på dem når vi skal ha fremføringer: husk å snakke høyt og tydelig osv.

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Læreren pleier å ta oss til sides en og en og da sier hun hva som var bra og hva som kunne vært bedre, og så viser hun karakteren til oss.

I: Det er på større oppgaver, men ellers da? Får du tilbakemelding på engelsken din utenom på slike større oppgaver?

R: Hun sier gjerne: veldig bra når vi snakker i timene.

I: Når du får karakter i muntlig engelsk, hva mener du teller med? Hva er det som gjør at du får akkurat den karakteren i muntlig engelsk? Er det kun presentasjoner, eller tenker du at det er andre ting som teller også?

R: Det jeg tror det går mest på er uttale, ordforråd og innhold, det er hovedfokus føler jeg.

I: På hvilke måter, eller i hvilke situasjoner får du vist din evne til å snakke engelsk?

R: Vi leser høyt, svarer i klassen, har fremføringer, skuespill, vi har ofte dialoger der vi skal snakke i klassen med en partner, så går læreren rundt og hører på oss

I: Hva med spontant språk, at du kan vise hvor flink du er til å snakke uten at det er innøvd på forhånd, tenker du at noe av det du nevnte fanger opp den evnen til å snakke engelsk?

R: Ja, ...

I: Når dere har slike dialoger du nevnte, har dere fått tema på forhånd da?

R: Da sier hun at nå kan dere diskutere den teksten, eller noe i den teksten, hva dere syns om det...

I: Så da får du prate uten at dere har øvd på forhånd, uten at du leser rett opp fra boken...

R: Ja, mhm.

I: Mener du at du får vist nok av din kompetanse i muntlig engelsk, din evne til å snakke engelsk?

R: Ja, føler at jeg får rettferdig karakter og at jeg får vist det jeg kan.

I: Har du forslag til andre typer tester eller oppgaver der du kan få vist mer av det du kan?

R: Nei, jeg tror ikke det, kommer ikke på noe

I: Kompetansemålene, kjenner du til dem i muntlig engelsk? At du vet hva som forventes av deg på bakgrunn av ulike kompetansemål i faget?

R: Ja, det er jo sånn vi har fått vite, men snakker ikke mye om dem, bare av og til

I: Mener du at læreren legger vekt på god britisk uttale når hun gir karakter?

R: Nei, tror ikke hun fokuserer på noen dialekt eller noe sånt; det er engelsk,, men det blir vel mest amerikansk for oss, pga britisk er litt vanskelig og amerikansk er det mest vanlige pga påvirkning fra filmer og serier.

I: Er det ellers noe du vil si om engelsk muntlig?

R: Det er litt mye fokus på det skriftlige og kanskje lite på det muntlige, men vi har noen få fremføringer, men læreren legger også vekt på det vi gjør i timene, gloseprøver om tema i boken.

I: Tenker du at karakteren man får på ulike gloseprøver og kapittelprøver er viktig?

R: Ja, de er akkurat like viktig som muntlig, henger sammen med å lære et ordforråd.

I: Alt i alt, mener du at elevene i klassen blir vurdert på en god måte?

R: Ja, det tror jeg og syns jeg, viss jeg merker at jeg har svart litt dårlig eller bra legger læreren merke til det og jeg føler at læreren gir tilbakemelding på det ved å gi oppmerksomhet gjennom mimikk og kroppsspråk.

Interview with student 2 from school 7

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: Hører på uttalen og grammatikken, tydelig uttale og innhold.

I: Hva mener du blir vurdert? Er det kun prating eller lesing også?

R: Ja, lesing også...

I: Hva med diskusjoner, har dere det?

R: Ja..., ikke så masse.

I: Hvilke vurderingskriterier bruker læreren? Hva læreren legger vekt på i vurderingen?

R: Uttale, grammatikk, lengde, innhold, variasjon i ordforråd.

I: Er dere elever av og til med på å avgjøre hva som skal vurderes i ulike muntlige oppgaver?

R: Det er egentlig mest læreren som bestemmer

I: Hvordan får dere vite hva som forventer av dere, hva som vektlegges i vurderingen?

R: Hun gir oss et ark der det står middels, høg, lav måloppnåelse, så får vi karakter etter presentasjoner, snakker litt om det, og så husker jeg til neste gang hva jeg må øve på.

I: Får dere beskjed om når dere blir vurdert?

R: Nja, egentlig ikke, bare når vi har fremføringer, vet ikke om hun vurderer når vi leser fra boken, kanskje litt.

I: På spørreskjema krysset du av at du mener du blir vurdert hver gang du prater i klassen og ved presentasjoner, hva tenker du om det?

R: Jeg tror læreren legger merke til og vurderer hvordan vi snakker

I: Får dere noen tilbakemelding på muntlig aktivitet i klassen? Hvordan får du vite hvordan hun vurderer det?

R: Hun sier: bra, flott eller hvordan jeg.. eller hun retter dersom jeg sier noe feil, og sier hvordan vi skal si det og...

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Hun sier etter på hvordan det var, vet ikke helt..., snakker om hva jeg gjorde bra, senere får vi også skriftlig tilbakemelding.

I: Når du får karakter i muntlig engelsk, hva tenker du er begrunnelsen for karakteren?

R: Snakker tydelig, bra innhold, litt sånt...

I: Er det altså mest presentasjoner som avgjør?

R: Ja, men også at jeg oppfører meg og gjør det jeg får beskjed om og gjør lekser, og at jeg deltar og snakker i timene..

I: På hvilke situasjoner får du vist hva du kan i muntlig engelsk?

R: Mest når vi har presentasjoner og skuespill, for jeg snakker ikke så mye i klassen, men når vi leser og har presentasjoner får jeg vist hva jeg kan

I: Hender det at dere gjenforteller eller snakker om tekster dere har lest i lekse?

R: Ja, det gjør vi, vi får oppgaver til teksten og læren spør om de og sånn..

I: Mener du at du får vist spontant språk? Altså å snakke engelsk uten å ha øvd på det hjemme og skrevet ned det du vil si?

R: Av og til når vi diskuterer

I: Mener du at du får vist det du kan av engelsk muntlig gjennom de oppgavene dere har?

R: Ja, det synes jeg, ikke alltid, men oftest

I: Har du forslag til andre typer tester eller oppgaver dere kunne gjennomført slik at du kunne fått vist det du har inni deg men som ikke kommer frem?

R: Kanskje mer prating sammen i grupper der man snakker og diskuterer ulike tema, men da blir det ikke alltid så mye konsentrasjon på det vi skal gjøre

I: Mener du at læreren legger vekt på god engelsk uttale i vurderingen og belønner det fremfor amerikansk?

R: Nei, jeg tror ikke det

I: Hva om man har typisk norskklingende uttale?

R: Jeg tror ikke det er så bra, tror det trekker ned

I: Er du kjent med hva som blir forventes av deg i følge kompetansemålene i kunnskapsløftet?

R: Ikke så veldig tror jeg, snakker ikke mye om det.

Interview with student 3 from school 7

I: Hvordan mener du læreren vurderer muntlig engelsk i timene gjennom semesteret/året?

R: I timene ser læreren på alt vi gjør

I: Hva mener du blir vurdert i muntlig engelsk?

R: Det er uttale, bøyning av verb, uttale av dem, innhold og slike ting

I:Hva med ordforråd, er det viktig?

R: Ja...

I: Mener du at måten du leser på er en del av muntlig karakter?

R: Ja, det tror jeg,

I: Hva med diskusjon av tekster?

R: Vi diskuterer tekster, alt er med i vurderingen

I: Hvilke vurderingskriterier bruker læreren i ulike vurderingssituasjoner? Altså hva læreren vektlegger i vurderingen

R: Det samme som jeg svarte i sted: uttale, innhold, ordforråd, bøyning av verb,

I: Er dere elever med og bestemmer hva som skal bli vurdert?

R: Ja, nei, litt kanskje

I: Hvordan får dere beskjed om kriterier? Hvordan vet du på forhånd hva som blir vurdert?

R: Av og til sier læreren det, før fremføring sier hun hva vi må ha med for at det skal bli bra

I: Ellers i klassen, i diskusjon eller samtaler med medelever, vet du hva læreren legger vekt på i vurderingen da også?

R: Nei, ikke alltid, med trolig det samme som nevnt

I: Hvilken form for tilbakemelding får dere på ulike muntlige presentasjoner?

R: Pleier å snakke med oss en og en, sier hva vi gjorde bra og hva vi kunne gjort bedre

I: Ellers da, ved andre typer oppgaver i klassen, for eksempel skuespill eller diskusjon, opplesning, hvordan får du vite hva læreren synes om det du har prestert?

R: Det sier hun til oss, for eksempel etter skuespill, men ikke etter samtaler med elever i klassen.

I: Når du får karakter i muntlig engelsk, hva tenker du er grunnlaget for den karakteren? Mest presentasjoner eller andre typer oppgaver også?

R: Alt vi gjør i timene, jeg mener som jeg svarte på spørreskjema at alt en sier i timene er med i vurderingen, med hovedvekt på 'minitalks' og spørsmål til tekster.

I: I hvilke ulike situasjoner får du sjansen til å vise din evne til å snakke engelsk?

R: Når vi har presentasjoner og når vi svarer på spørsmål, og i diskusjoner i klassen

I: Mener du at du får vist at du kan snakke uten at det er planlagt på forhånd?

R: Ja, vet ikke, kanskje gjennom diskusjoner

I: Mener du at du får vist nok av det du kan i muntlig engelsk, din evne til å snakke engelsk?

R: Ja, av og til etter at vi har sett en film skal vi fortelle hva vi husker og da har vi ikke fått planlagt, det er bra for å snakke fritt

I: Får dere oppfølgingsspørsmål etter presentasjoner?

R: Ja, av og til

I: Har du forslag til andre typer tester eller oppgaver for at du skal få vist enda mer av det du kan?

R: Nei, synes det er nok slik vi har det

I: Mener du at læreren legger vekt på at dere har en god britisk uttale i vurderingen?

R: Nei, det synes jeg ikke læreren gjør

I: Hva om man har veldig norskklingende uttale da?

R: Tror nok det trekker ned

I: Er du kjent med hva som blir forventet av deg i følge kompetansemålene i læreplanen?

R: Ja, vi har fått dem på et ark, men noen er vanskelige å forstå