Lovisa Sköld

Spoken English in the EFL classroom
A study of Swedish pupils’ attitudes towards spoken English

Engelska
C-uppsats

Termin: Vårterminen 2008
Handledare: Erica Sandlund
Abstract

**Titel:** Spoken English in the EFL classroom

**Författare:** Lovisa Sköld

Engelska III, 2008

**Antal sidor:** 32

**Abstract:** The purpose of this essay is to investigate pupils’ attitudes towards spoken English and towards speaking in front of their friends, and how these attitudes appear to be related to their oral communication and communicative behaviour in the classroom. The material was collected by video taping two classes, a questionnaire in these two classes and by interviewing their teacher.

The results show that motivation and anxiety are psychological factors that play a significant role in the learning process. Attitudes, both towards the target language and towards their own production affect pupils’ willingness to communicate, and consequently their oral production in different tasks. The larger the group is, the more anxious they become. In order to motivate pupils, a variety of exercises is needed, where the topic is of great importance to awaken their interest for communication. The teacher also needs to circulate in the classroom to avoid a situation where pupils switch to their first language. Otherwise, pupils appear to code-switch as soon as an opportunity presents itself, which was observed in the analyses of recorded lessons.

**Nyckelord:** Spoken English, teaching, EFL, willingness to communicate, anxiety, motivation, code switching.
# Table of contents

1. Introduction and aim ........................................................................................................................................... - 1 -
2. Background ......................................................................................................................................................... - 1 -
   2.1 Communication in a foreign language ........................................................................................................... - 1 -
   2.2 Communication and motivation ..................................................................................................................... - 2 -
      2.2.1 Anxiety ................................................................................................................................................... - 3 -
      2.2.2 Attitudes ............................................................................................................................................... - 3 -
      2.2.3 International interest .............................................................................................................................. - 4 -
      2.2.4 Code switching ..................................................................................................................................... - 5 -
   2.3 Classroom exercises ....................................................................................................................................... - 5 -
3. Method ................................................................................................................................................................... - 9 -
   3.1 Participants .................................................................................................................................................... - 9 -
      3.1.1 Pupils .................................................................................................................................................... - 9 -
      3.1.2 The teacher .......................................................................................................................................... - 9 -
   3.2 Data ................................................................................................................................................................ - 10 -
      3.2.1 Questionnaire ....................................................................................................................................... - 10 -
      3.2.2 Video data .......................................................................................................................................... - 10 -
      3.2.3 Teacher interview ................................................................................................................................. - 11 -
4. Analysis and results .............................................................................................................................................. - 11 -
   4.1 Questionnaire ................................................................................................................................................ - 11 -
      4.1.1 Motivation ........................................................................................................................................... - 11 -
   4.2 Anxiety ........................................................................................................................................................ - 15 -
      4.2 Video data ............................................................................................................................................... - 17 -
      4.2.1 Code switching and switching of language ......................................................................................... - 17 -
      4.2.2 Amount of time pupils and teacher speech ...................................................................................... - 19 -
      4.2.3 Teacher’s speech .................................................................................................................................. - 20 -
   4.3 Teacher interview ......................................................................................................................................... - 21 -
Conclusion ................................................................................................................................................................ - 23 -
References ................................................................................................................................................................. - 25 -
Appendix 1 .............................................................................................................................................................. - 27 -
Appendix 2 .............................................................................................................................................................. - 28 -
Appendix 3 .............................................................................................................................................................. - 32 -
1. Introduction and aim
Speaking well is of great importance to pupils when communicating with others in a second language, not only in teaching and learning environments, but also outside the classroom. Pupils should be able to “speak in a well structured way” and “develop their ability to take part in conversations, discussions and negotiations and express with subtlety their own views and consider those of others” (Skolverket, online). Spoken language does not only reflect the speaker’s social and cultural background, but is also a part of the speaker’s identity. Consequently, people are inevitably judged by their way of speaking, which means that whoever utters something is vulnerable. In today’s English classroom, pupils seem to speak more in their mother tongue than in English (Clanfield & Ford 2003). Yet, in order to develop their spoken proficiency in English, pupils ought to take every possibility to practise this skill, for example when discussing everyday topics such as relationships or plans for the weekend. Many teachers attempt to provide pupils with such opportunities in the second language (L2)\(^1\) classroom. However, the pupils do not seem to make use of them. Consequently, it is important to understand the relationship between pupils’ attitudes and their level of oral proficiency in order to improve the teaching of spoken English in the classroom. In this paper, I investigate pupils’ attitudes, focusing on motivation and anxiety, towards spoken English and towards speaking in front of their peers, and how these attitudes appear to be related to their oral communication in the classroom and their communicative behaviour in performing different oral tasks.

2. Background

2.1 Communication in a foreign language
Traditionally, primacy has been given to written English over its spoken forms in educational contexts. This bias may stem from a focus on learning grammar, since grammar only explains how to write correctly (Malmberg 1993:164). Learners of English sometimes notice that they speak more correctly than native speakers do, since they have learnt to use complete sentences instead of authentic spoken English. A native language that is spoken is often fragmented, yet perfectly intelligible to its speakers. However, over the last thirty years, the way of learning spoken English has started to evolve into a more authentic way (Malmberg 1993:166-7). The

\(^1\) Second language will henceforth be referred to as L2.
emphasis has shifted into a more communicative teaching of foreign languages (Stoltz 2005:193). Today, it is important that communication help people participate in the social world around them. It is also central to learn how to develop the established contact with another speaker. One significant factor is the listener’s willingness to understand the information that is being exchanged. Here, both word choice and body language are vital for the communication (Savignon 1997:10), something that is important for the teacher to have in mind. Most pupils are interested in learning to speak a foreign language, since they understand the importance of being able to communicate with people from other countries, for example, when travelling or in their future professions (Ur 1991: 120). This skill has become increasingly important in today’s globalised society, where English as a lingua franca plays a key role (Crystal :2003).

2.2 Communication and motivation

“Willingness to communicate” (WTC) is a concept developed by MacIntyre et al. (1998), which describes how to envisage communication in an L2 (Cetinkaya 2005:3). It is “a readiness to enter into discourse at a particular time with a specific person or persons, using a L2” (MacIntyre, quoted in Kang 2005:279). Pupils’ willingness to communicate is influenced by their motivation. Motivation is affected by their international interest, which means their positive approach to other people and cultures. Furthermore, motivation influences the proficiency level, which also affects self-confidence and consequently the WTC (Yashima 2002:54, 58). Therefore, it is important that the teacher does not place great demands on the pupil’s oral production, since it is vital to show respect for pupils’ speech (Fisher & Larkin 2008:7). Motivation is also influenced by the pupil’s perceived proficiency level. If the pupil believes he or she is capable of communicating in a given situation, a willingness to interact arises. However, if the pupil does not believe himself or herself capable of communicating in that particular situation, he or she will not be motivated to speak (Cetinkaya 2005:18). Pupils’ WTC has positive influence on their ability to learn the L2. If they have a WTC, they will more spontaneously communicate even outside the classroom. This leads to more learning opportunities resulting in more practice in authentic situations (Kang 2005:278).

A study by Cetinkaya (2005) shows that pupils are not willing to communicate in English if they share the same first language. It is perceived as strange to speak English, since their mother tongue makes the communication easier than English. Therefore, they only wish to
use English if necessary and not for practising their oral language (Cetinkaya 2005:116-17). This is the case in many classroom situations today, as will be discussed further.

2.2.1 Anxiety
Psychological factors also have an impact on the learning of an L2. Anxiety, “an abnormal and overwhelming sense of apprehension and fear often marked by physiological signs” (Merriam-Webster, online), has been shown to affect the learning process of the L2. There are a number of different anxiety states that can affect the learning outcomes in an L2, for example, classroom anxiety and test anxiety (Yashima 2002:55). Pupils might be afraid of making mistakes in front of the class or be afraid of the attention of the class when they speak (Ur 1991:121). Horwitz, Horwitz and Cope (1986) have found three different types of anxieties: anxiety about tests, anxiety about understanding in communication situations and anxiety about negative assessment (cited in Cetinkaya 2005:28). There is also an anxiety about not having enough L2 knowledge to be correctly understood by other people (Cetinkaya 2005:29). Therefore, pupils’ achievement stands in relation to their anxiety, which means that it might result in less accomplishment if the anxiety is strong. Both anxiety and student’s perceived competence affect the WTC. Furthermore, the WTC is a function of the amount of time spent on communicative practice (Yashima 2002:55). Extroverted persons seem to be less anxious than introverted persons due to their feeling more competent and having higher self-confidence (Cetinkaya 2005:19). Consequently, their performance is often better than anxious pupils’ performance (Cetinkaya 2005:31). Anxiety also varies depending on the level of the task. If the task is rather simple, anxiety will positively affect oral production. However, if the task is more difficult, anxiety will instead negatively affect the pupils’ production (Cetinkaya 2005:27).

2.2.2 Attitudes
Attitudes towards spoken English are also essential factors in performance. If there is a willingness to learn the L2, for example to be able to communicate with others, this attitude becomes an incentive that enhances the pupils’ chances of succeeding in oral communication (Yashima 2002:56). Therefore, the wish to learn the L2 together with attitudes towards learning a language both affect motivation (Cetinkaya 2005:35). Attitudes towards the L2 are also affected by the student’s experience through contact with the language. If the experience of using the language has been positive, the speaker is less anxious than if the experience of
speaking has been negative (Cetinkaya 2005:29). Here contact with the language becomes an important motivator. If there is no association with the L2, for example through contact with native speakers, the motivation level will not increase as much as for those communicating continuously with native speakers.

The attitudes towards the second language are often communicated through the educational system in general and through English schooling in particular (Yashima 2002:57). Therefore, it is important that teachers teach pupils that ethnocentrism, and its attitudes towards other languages, is not a productive outlook on the world if they want to succeed in their communication with people from other cultures. In Yashima’s study, the pupils’ attitudes towards their learning situation and their possibilities to integrate, affected the motivation to communicate in the L2. Motivated pupils arrived at a higher proficiency level, due to their studying harder. However, these pupils were not naturally the most confident ones. Gardner (1997), on the other hand, claims the opposite. He saw that the pupils who performed the best were the confident ones. Nevertheless, studying and consequently increasing the proficiency level increases the pupils’ confidence when speaking to others (Yashima 2002:62). The teacher’s attitude also has an important effect on the pupils. If the pupils’ talk does not correspond to the teacher’s idea of spoken language, their oral production will be unfavourably judged (Fisher & Larkin 2008:14). Consequently, it is important that the teacher reflect upon his or her standards regarding good speech production (Fisher & Larkin 2008:15). The teacher’s attitude also has an impact on the climate in the classroom. As a result, a teacher’s positive attitude helps the pupils in the learning process (Cooper 1995:196).

2.2.3 International interest
Another fact that influences the WTC is whether the pupils show an international interest or not. Those who show an interest in other cultures and countries also have a greater willingness to learn English and consequently, a greater willingness to communicate in the L2 (Yashima 2002:62). Since motivation is important for pupils’ ability to learn an L2, the teacher should work to stimulate their interest in, for example, other cultures in suitable ways. Contact and communication with people from these cultures will not evoke anxiety, but rather, an interest in communication, and lead to positive attitudes towards spoken English (Yashima 2002:63). This way of motivating the pupils would lead to them speaking more in English. Communicating with pupils from other countries through the Internet and chat is a
possibility if it is not feasible to arrange an actual student exchange between countries. Then, the pupils are forced to communicate in English (Cetinkaya 2005:134).

2.2.4 Code switching
Code switching (CS) is when speakers switch from one language to another. This phenomenon is particularly common in areas where two or more languages co-exist, for example in certain areas of the United States (Han Shung 2006:294). However, when code switching occurs, the topic does not necessarily change with the language (Poplack 2001:1). The reason for choosing one language instead of another can be to show group belonging or ethnicity (Grosjean in Han Shung 2006:295). It can also be a way of extending the own vocabulary use when words are missing (Adendorff in Han Shung 2006:296), which may be the case in the classroom when pupils do not know enough words to communicate smoothly. In addition, it can be a way of showing solidarity with the listener, a way of showing social bonds (Adendorff in Han Shung 2006:296). Particularly in adolescent communication, code switching to English can be associated with social status. Preisler has demonstrated that Danish teenagers frequently codeswitch to English as a marker of affiliation with popular culture (Preisler 2003:159, 109-126). CS is both spontaneous and subconscious even though there is a choice of what language to use (Adendorff in Han Shung 2006:296). Still, the switch occurs at a place in the speech where the languages have similar structure, which leads to uttered sentences becoming grammatically correct (Poplack 2001:2). The difference between code switching and loan words is that the loan words come to take on the structure of the recipient language, for example pronunciation and syntax, and become common in the language, whereas code switching does not (Poplack 2001:3).

2.3 Classroom exercises
Since pupils seem most interested in oral communication, exercises to develop this skill are vital for their interest in the L2 (Ur 1991:120). Usually, however, the teacher talks most of the time in the classroom, and there is little space left for the pupils to practise their speaking skills (Malmberg 1993:163; Ur 1991:120). One common format is the teacher asking questions, the pupils answering and finally the teacher giving some kind of feedback assessing the pupils’ answer. Here the teacher decides the subject and is therefore the one who controls the situation. The pupils interpret the type of answer the teacher wants. This pattern of talk becomes common even in group discussions (Fisher & Larkin 2008:3-4). Since
participation is important for pupils to practise spoken language, there must be an increase in involvement (Čekaitė 2006:25). "The more one communicates, the more practice one has in talking and the more one learns" (Yashima 2002:55). Therefore, the pupils need as much communication practice as possible to become good speakers (Fisher & Larkin 2008:13). To augment pupils’ participation in speech, pair discussions or role-playing can be used (Malmberg 1993:164). Dialogues are also an efficient way of practicing phrases. Another advantage is that pupils, who are often hesitant when they begin practising speaking, can use dialogues as a way of finding the courage to speak in front of others by acting as another person (Malmberg 1993:169-71). Dialogues can for example consist of interviews where the pupils can ask questions, which is a way of increasing the interaction (Malmberg 1993:184). Another important effect is that pupils actually learn to interact; for example, dialogues can help pupils develop language skills important for communication (Malmberg 1993:169-71; Čekaitė 2006:19). They also learn communicative and cognitive patterns by actively taking part in exercises (Fisher & Larkin 2008:1). For example, social competence can lead to new communicative relations (Čekaitė 2006:19). Role-play can also give practice in expressing feelings, which is not normally the case in discussions (Ur 1991:129).

Discussions both in smaller groups and with the whole class can also be a good way of letting the pupils express their opinions. However, the level of their language has to be rather developed for them to be able to express themselves (Malmberg 1993:190). Therefore, it is the teacher’s task to help the pupils to interact, for example by joining in when a discussion has stopped or by asking questions to keep the discussion going (Byrne 1987:55). Another problem might be that not all pupils have the opportunity to participate, since some pupils seem to take every possible opportunity to express their opinions, not letting their friends talk. It is therefore better to have discussions in small groups, which allows more pupils to speak (Byrne 1987:59). Here, the topic is also important. It has to be a topic that stimulates and makes the students interested in participating in the discussion (Byrne 1987:60; Ur 1991:120). The topic is important in all communicative situations, since it should trigger the pupils’ willingness to put an opinion across and thus develop their spoken language (Fisher & Larkin 2008:7; Ur 1991:122). It is also important to introduce the topic in a way that awakens the pupils’ interest (Cooper 1995:124).

When pupils talk freely, the topics of discussion commonly differ between boys and girls. Girls often want to talk about friends, while boys are more interested in sport or idols (Fisher
& Larkin 2008:8). Pupils generally like to talk about subjects that concern their own lives, for example, friends, holidays and interests (Fisher & Larkin 2008:10). When talking about an area that interests them, they speak more freely and in a more relaxed way. Therefore, the topic choice can affect the teacher’s opinions about the pupils, since pupils who are good at talking often are seen as good pupils. Therefore, it is important to vary the topic on behalf of the whole class, since different pupils like to talk about different topics, and therefore speak more or less depending on the subject (Fisher & Larkin 2008:12).

When deciding whether to work with the whole class or in small groups or pairs, some details are to be considered, for example the motivation level of the class. If the group is motivated, discipline is usually not a problem. However, if the class is large and the pupils are not motivated to learn English, it is more difficult to keep the discipline when the pupils are working in smaller groups or pairs, since the teacher cannot keep track of all the pupils at the same time. Nevertheless, pupils learn in different ways and enjoy different kinds of tasks, which means that it is important to offer a variety of tasks, performed both by the whole class and smaller groups (Byrne 1987:9-10). Another difficulty when working with the whole class is that it is only possible for one pupil to speak at a time if everyone is to hear what is being said. As a result, each individual will not have an opportunity to say much. Some pupils tend to take over without giving their peers equal space to contribute to the discussion, which, as we have seen, might also be the case in discussions (Ur 1991:121). There could also be some problems when pupils work in groups. If the level of difficulty is not appropriate, pupils may switch to their mother tongue (Byrne 1987:78). Therefore, the level should be lower than in proficiency tasks, since they can then speak more fluently (Ur 1991:121). Switching to their vernacular might also occur if the pupils get excited when trying to express an idea (Byrne 1987:78). In such cases, it is easier to use the mother tongue and the pupils feel less vulnerable than when speaking English (Ur 1991:121). Therefore, it is the teacher’s task to make sure that the pupils use as much English as possible, since they might not be aware of the language switch (Byrne 1987:78). Another way of coming to terms with this problem is for the teacher to circulate and listen to the different groups (Ur 1991:122) in order to discourage code switching among pupils. On the other hand, “the more opportunities we provide students to ‘try out’ behavior in small groups and to internalize the mirrored reactions of others to these behaviors, the more effective communicators our students can be” (Cooper 1995:152) without using code switching.
Another important factor to remember when working with fluency tasks concerns the correctness of language. Pupils should not be openly corrected when speaking freely. On the other hand, the teacher can make the correction if it is possible to make it discreetly, for example, by repeating the phrase in a correct way. Otherwise, the mistake can be noted by the teacher and spoken about on a later occasion in order for the teacher to avoid embarrassing the pupils into silence (Byrne 1987:55). One way for the teacher to avoid correcting pronunciation when pupils are speaking is to practice it separately, which increases the confidence among the pupils. Pupils get practice in pronouncing words by repeating them. Making the repetition into a game motivates them to reproduce the words. By repeating words they already know, they learn to pronounce difficult sounds. A game where each student repeats the previous word(s) and adds a new one containing the difficult sound, gives repetitive practice (Bailey & Savage 1994:244).

It is also central for the teacher to reflect upon the goal of a given task. The goal may be, for example, for the pupils to achieve accuracy or fluency. When practising accuracy, the most important goal is to produce grammatically correct sentences, whereas when practising fluency, the goal for the pupils is to be able to speak smoothly with as little effort as possible, and also to be allowed to make mistakes (Byrne 1987:6-7). The amount of time spent on these two areas is mostly related to the level of the group. The more advanced the group is, the more time is spent on fluency rather than accuracy (Byrne 1987:12).

In addition to accuracy and fluency, the focus might be on reproduction and production. Reproduction means pupils’ imitation of a given pattern and production means pupils’ freely produced conversation. Production is usually more beneficial for pupils, since it gives them an opportunity to be active and to use their own language in communication, while reproduction means fewer opportunities to practice their own production of speech. However, there are opportunities to produce language when working with reproductions, even though pupils normally do not use these chances of language development (Stoltz 2005:198-99).

It is evident that there are many factors to consider when planning learner development of spoken English. Motivation and anxiety are psychological factors that play a significant role in the learning process. Attitudes, both towards the target language and towards their own production affect pupils’ willingness to communicate. However, more research is needed on
classroom practice and participation as well as on how pupils are affected by people in their surroundings, such as parents and friends.

3. Method
In order to investigate spoken English in the classroom and attitudes towards the same, three types of data were collected. To examine pupils’ attitudes a questionnaire was designed and distributed, and to investigate the actual speaking situation in the classroom, lessons were filmed. Furthermore, the English teacher of the two classes was interviewed in order to get her views on spoken English in the classroom.

3.1 Participants

3.1.1 Pupils
The pupils surveyed were in upper secondary school. One class was in the first year (the A course), and the other in the second year (the B course) of the social science program. These two groups were chosen because they had the same teacher, and because I had been there as a teacher trainee, and therefore knew the groups, which would facilitate access to collecting data. They were also chosen to see whether there were any differences, both due to different groups and due to different levels. To obtain pupils’ and parents’ consent, a permission slip was signed both by pupils and parents, even though not all pupils returned a signed agreement, and collected by their teacher (see Appendix 1). The pupils were 16-18 years old. In the A course, 10 boys and 15 girls answered the questionnaire, and in the B course, 9 boys and 17 girls filled out the questionnaire which consisted of 12 questions (see Appendix 2). All the material was collected anonymously. Only class and gender were indicated on the questionnaire, to see whether there were any differences in the matter of gender and language level.

3.1.2 The teacher
The two classes had the same teacher, which made it possible to see whether there were any differences between the classes not owing to the teacher. The interview was also supposed to capture the teacher’s view of spoken English in the classroom, to see whether spoken English was prioritised in her classroom or not (see Appendix 3).
### 3.2 Data

#### 3.2.1 Questionnaire

The questionnaire was written in Swedish and the pupils answered in Swedish in order to avoid misunderstandings of the questions or incomplete answers due to lacking English knowledge (see Appendix 2). The questionnaire was designed to find out about pupils’ attitudes towards spoken English in the classroom, motivation factors and anxiety. There were both questions where the pupils were to choose the answer that best fit, and where they were supposed to write their own answer to explain their opinion regarding a certain matter. In addition, there were questions where the pupils were to evaluate their own abilities on a five point scale. The questionnaire was distributed a week later, after the filming was finished in order to avoid any influence on the recordings from the questionnaire.

#### 3.2.2 Video data

Two lessons for each class were recorded. The B course lessons were approximately 60 minutes long, but only 30 minutes were recorded since the class watched a film during the first half of the two lessons. During the second lesson, the pupils went to the library, where it was not possible to film them. The duration of the filming in the A course classroom was approximately 60 and 70 minutes respectively (see table 1 below).

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Lesson</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>Total</td>
</tr>
<tr>
<td>A course</td>
<td>73.5</td>
<td>58.0</td>
</tr>
<tr>
<td>B course</td>
<td>33</td>
<td>29.5</td>
</tr>
</tbody>
</table>

The fact that the length of the recordings differ between the classes could have affected the results. For example, the amount of code switching could have been different in the two classes. However, I judged that the shorter recordings of the B course were representative for the situation in the classroom, since the lessons followed the patterns I had observed during my practise earlier this year. Some of the pupils were conscious about being filmed, but after a few minutes, they forgot the camera and behaved as if it was an ordinary lesson. The lessons were chosen randomly by the teacher depending on planning and availability of the author over a period of two weeks. The collected data was used to see how much time pupils and
teacher talked in the classroom, whether the conversations were in English or in Swedish and in which contexts code switching appeared. The material was analysed through repeated inspection of the recordings.

3.2.3 Teacher interview
The interview was conducted in Swedish in order to make it as natural as possible since it took place between two native speakers of Swedish. The interview was recorded in order to provide the opportunity to review the comments. The questions were designed to find out the teacher’s opinions of spoken English in the classroom and to see whether spoken communication was prioritised or not.

4. Analysis and results
The results of the analyses of the three sets of data will be presented separately below.

4.1 Questionnaire

4.1.1 Motivation
The pupils seemed to find spoken English to be the most important skill to acquire. As can be seen in figures 1 and 2, writing and reading were not considered as important as being able to speak English and understand its spoken form.
A majority of the pupils maintained that English is important to know when being abroad, where they are more likely to speak than to read or write English. The pupils also said that in order to be able to communicate, it is important both to understand what is being said, and to be able to answer back. In addition, they believed that speaking and understanding English
would be most useful for them in the future, since English plays an important role in today’s society. There were no significant differences between the sexes. A slightly larger number of girls than boys in the A course believed it was important both to understand spoken English and to be able to speak, while the B course group believed the opposite. However, both groups maintained that the most important English language skill was speaking.

Another important aspect of the English education is what pupils feel that they need to, or would like to practise. Both the most important skill and pupils’ awareness of their own development can function as motivators. As can be seen in table 2, most A course pupils said that they needed and/or wanted to practise spoken English as well as pronunciation, which also has to do with oral production.

Table 2. What pupils would like to and/or need to practise more. The percentage is shown in brackets and number of pupils in digits.

<table>
<thead>
<tr>
<th>A course</th>
<th>Understanding spoken English</th>
<th>Speaking English</th>
<th>Reading English text</th>
<th>Writing in English</th>
<th>English grammar</th>
<th>English pronunciation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>3 (30%)</td>
<td>4 (40%)</td>
<td>1 (10%)</td>
<td>1 (10%)</td>
<td>0 (0%)</td>
<td>5 (50%)</td>
<td>1 (10%)</td>
</tr>
<tr>
<td>Girls</td>
<td>3 (20%)</td>
<td>10 (67%)</td>
<td>4 (27%)</td>
<td>7 (47%)</td>
<td>7 (47%)</td>
<td>4 (27%)</td>
<td>3 (20%)</td>
</tr>
<tr>
<td>Total</td>
<td>6 (24%)</td>
<td>14 (56%)</td>
<td>5 (20%)</td>
<td>8 (32%)</td>
<td>7 (28%)</td>
<td>9 (36%)</td>
<td>4 (16%)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B course</th>
<th>Understanding spoken English</th>
<th>Speaking English</th>
<th>Reading English text</th>
<th>Writing in English</th>
<th>English grammar</th>
<th>English pronunciation</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>1 (11%)</td>
<td>3 (33%)</td>
<td>1 (11%)</td>
<td>2 (22%)</td>
<td>3 (33%)</td>
<td>1 (11%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Girls</td>
<td>3 (18%)</td>
<td>6 (35%)</td>
<td>5 (29%)</td>
<td>8 (47%)</td>
<td>11 (65%)</td>
<td>5 (29%)</td>
<td>0 (0%)</td>
</tr>
<tr>
<td>Total</td>
<td>4 (15%)</td>
<td>9 (35%)</td>
<td>6 (23%)</td>
<td>10 (38%)</td>
<td>14 (54%)</td>
<td>6 (23%)</td>
<td>0 (0%)</td>
</tr>
</tbody>
</table>

Practising reading was not as important as grammar. However, there was a large difference between boys and girls regarding the perceived importance of grammar practise. None of the boys thought grammar was important, while seven of 17 girls saw this module as central. This was also the case for the B course. In this group, it was also regarded as important to practise speaking and pronunciation. The least important skill to practice was understanding spoken and written English. As other alternatives, the A course pupils also mentioned the vocabulary practise as important for their language development.
The types of tasks that motivate pupils to work during the English lessons are speaking exercises, for example describing words, which will be discussed later. The pupils wanted variation, both in terms of types of tasks and areas in which different skills were practised. They also pointed out that working more freely made them more interested in working. Apart from these aspects, they wanted to practise spoken English for longer periods of time in order to be able to adjust to the language. They also wanted to watch films and read books as well as to write stories. Nevertheless, to be able to choose more freely seemed to be the most important motivation factor. The pupils also seemed to like to work together in smaller groups, especially when speaking, for example discussing different topics with only a few friends instead of with the whole class. In addition, humour and laughter resulting from, for example, playing games or solving crosswords puzzles seemed to be vital ingredients in a successful lesson. Here, there was no significant difference between the sexes or the classes.

Even though some tasks that motivate the pupils are used in practising spoken English, the B course group did not seem to be motivated to speak English in the classroom. Tasks designed to increase practice include, for example, discussions of a text or a film in smaller groups. The pupils also explain words to each other. Another strategy mentioned is the teacher asking questions and pupils answering. However, since the answers are usually both in English and in Swedish, the pupils would like the class to be forced to use more English. A result would be that those pupils who normally speak English would not stick out if everyone else constantly spoke English during the lessons. One solution would be to force the class to speak English as soon as they step over the threshold. The pupils also mentioned that they do not practise speaking much, but when they do, they often discuss topics chosen by the teacher in smaller groups or pairs. If they could work more often in smaller groups and with their friends, the pupils say they would speak more English in class. The topic was also brought up as a way of making the pupils speak more, as we have seen both Ur (1991) and Fisher & Larkin (2008) claim (see chapter 2.3). They wish to talk about their hobbies, plans for the weekend or other topics they themselves chose, as opposed to topics initiated by the teacher.

Another important motivator is pupils’ notion of the practical use of the L2 in their everyday lives. In both groups, all the pupils said that it would be useful to know English when travelling abroad, for example on holiday, when working, studying or when talking to someone from another country. Films, music, instructions and sports were other important areas for the practical use of English of application that were mentioned by the girls in the A course group and by both boys and girls in the B course group. As additional information, the
A course boys only mentioned that they would need to communicate orally with other people when abroad, and therefore need to be able to speak and understand English. If the pupils understand that they use English more than they believe, they might be motivated to improve their skills. As can be seen in table 3, pupils’ usage of English varies both between the classes and between the sexes. The B course boys are the most frequent users of English outside the classroom, while the A course girls are the ones who use English the least outside the classroom.

Table 3. How often pupils use spoken English outside the classroom. Numbers of pupils in digits and percentage in brackets.

<table>
<thead>
<tr>
<th></th>
<th>A course, boys</th>
<th>A course, girls</th>
<th>B course, boys</th>
<th>B course, girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every day</td>
<td>4 (40)</td>
<td>0</td>
<td>6(67)</td>
<td>3(18)</td>
</tr>
<tr>
<td>Once per week</td>
<td>0</td>
<td>1(7)</td>
<td>1(11)</td>
<td>2(12)</td>
</tr>
<tr>
<td>Sometimes</td>
<td>2(20)</td>
<td>0</td>
<td>2(22)</td>
<td>5(29)</td>
</tr>
<tr>
<td>More seldom</td>
<td>4(40)</td>
<td>13(87)</td>
<td>0</td>
<td>7(41)</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>1(7)</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

4.2 Anxiety
Speaking in front of others has frequently been associated with anxiety in previous research. For example, when having to answer in front of the whole class, pupils are often hesitant to offer a possible answer. Therefore, some pupils suggested that it would be better if a larger number of pupils spoke during the lessons instead of only a few, which seemed to be a problem in the A course group. However, anxiety did not seem to be a general problem in the groups, as can be seen in tables 4, 5, 6 and 7.

Table 4. A course boys’ feelings of nervousness or discomfort when speaking where five is the strongest feeling and one is the least strong one.

<table>
<thead>
<tr>
<th>A course, boys</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>average</th>
</tr>
</thead>
<tbody>
<tr>
<td>whole class</td>
<td>3</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>3.5</td>
</tr>
<tr>
<td>smaller group</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>2.5</td>
</tr>
<tr>
<td>a few friends</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>7</td>
<td>1.9</td>
</tr>
</tbody>
</table>
Table 5. A course girls’ feelings of nervousness or discomfort when speaking where five is the strongest feeling and one is the least strong one.

<table>
<thead>
<tr>
<th>A course, girls</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>average</th>
</tr>
</thead>
<tbody>
<tr>
<td>whole class</td>
<td>2</td>
<td>4</td>
<td>9</td>
<td>0</td>
<td>0</td>
<td>3.5</td>
</tr>
<tr>
<td>smaller group</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>2.5</td>
</tr>
<tr>
<td>a few friends</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>3</td>
<td>10</td>
<td>1.5</td>
</tr>
</tbody>
</table>

Table 6. B course boys’ feelings of nervousness or discomfort when speaking where five is the strongest feeling and one is the least strong one.

<table>
<thead>
<tr>
<th>B course, boys</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>average</th>
</tr>
</thead>
<tbody>
<tr>
<td>whole class</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>2</td>
<td>2.1</td>
</tr>
<tr>
<td>smaller group</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>4</td>
<td>1.5</td>
</tr>
<tr>
<td>a few friends</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>9</td>
<td>1</td>
</tr>
</tbody>
</table>

Table 7. B course girls’ feelings of nervousness or discomfort when speaking where five is the strongest feeling and one is the least strong one.

<table>
<thead>
<tr>
<th>B course, girls</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>average</th>
</tr>
</thead>
<tbody>
<tr>
<td>whole class</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>6</td>
<td>0</td>
<td>3.2</td>
</tr>
<tr>
<td>smaller group</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>3</td>
<td>6</td>
<td>2.3</td>
</tr>
<tr>
<td>a few friends</td>
<td>1</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>10</td>
<td>1.7</td>
</tr>
</tbody>
</table>

The anxiety felt is clearly related to the size of the group. If the group is small, the anxiety is less. On the one hand, an average of 3.2 and 3.5 for speaking in front of the whole class is not very low. On the other hand, the anxiety to speak in front of a few friends is not widespread. Still, there was a difference in the reported level of anxiety between the boys in the B course group and the rest of the pupils. These boys did not seem to suffer from anxieties, as reflected in their low average. Those who felt nervous or uncomfortable said that the reason was a feeling of not having enough English knowledge. Consequently, they would feel ashamed of themselves when making mistakes, which is why they do not like speaking in front of others. Another factor that makes the pupils anxious is the belief that their teacher, who needs to
grade their oral performance, as well as their friends, might judge them. Therefore, they want to do their best, which leads to feelings of nervousness.

4.2 Video data

When analysing the video data three aspects were considered: code switching, how much pupils speak and how much the teacher speaks.

4.2.1 Code switching and switching of language

The pupils used different types of code switching. The most common one was to start with a short utterance in Swedish and then change to English. Some examples are:

“Okej. If you're a cowboy…”

“Nej! Nothing”

“Va fan…What the fuck.”

“Den är svår…but…”

“Jaha, like the card game?”

Sometimes the pupils started in English instead, and then switched to Swedish:

“Bad habits…eeeeee…dåliga vanor.”

Even though some pupils in both classes tried to use English as much as possible, most of them tended to switch to Swedish when they became engaged in a topic and felt a need of quickly expressing their thoughts, for example when explaining words:

Pupil 1: “This animal jumps very much.”
Pupil 2: “A kangaroo?”
Pupil 1: “Ja!”

“It’s a mix by hockey. Du springer såhär.”
Another example of code switching was when the pupils found it unnecessary to speak English:

“Det kunde du väl ha sagt från början! It could come up kunde du ha sagt då!”
“Kolla inte då! If you are…”

Pupil 3: "You can see. Yes, I saw."
Pupil 4: "Men man ser ju inte hela tiden."

Here, the pupils seemed to opt for the path of least resistance and choose Swedish over English. The first language is more naturally and quickly produced with no consideration of sentence structure needed, which is why it was selected. Another example of code switching is when there is an apparent lack of the correct English word in the pupil’s vocabulary:

"Let’s check his bankutdrag."

However, all pupils tried to speak as much English as possible when explaining words, since they, as discussed earlier, did not find this task boring. The pupils also switched to Swedish when abandoning the given topic and starting to talk about non-school related everyday matters instead of discussing the characters in a film, which was the given topic:

A: Wasn’t she a hooker?
B: Yes, from the beginning she was.
A: You admire her, don’t you?
C: No!
B: I can make them steal for me.
A: She was totally bracket.
PAUSE
C: About her hair: Tror du att jag kan sätta upp det med en penna?
A: Vad heter det nu igen?
B: Ok, let’s move on.

A and C are talking much more than they usually do, probably since they are working with B who is a hard-working pupil.

D: Opposite to big.
E: Small
D: Och första gången, bara, du hörru, ärru vaken?
E: Ska vi ta ett nytt ord, eller?
4.2.2 Amount of time pupils and teacher speech

The amount of time that pupils speak compared to the teacher is shown in table 8.

<table>
<thead>
<tr>
<th>Activity</th>
<th>A course lesson 1</th>
<th>A course lesson 2</th>
<th>B course lesson 1</th>
<th>B course lesson 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>11</td>
<td>10</td>
<td>13</td>
<td>8</td>
</tr>
<tr>
<td>Teacher &amp; Pupils simultaneously</td>
<td>13</td>
<td>23</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Pupils (own work)</td>
<td>50</td>
<td>53</td>
<td>33</td>
<td>38</td>
</tr>
<tr>
<td>Listening</td>
<td>9</td>
<td>8</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>Other</td>
<td>17</td>
<td>6</td>
<td>2</td>
<td>4</td>
</tr>
</tbody>
</table>

As can be seen in table 8, pupils had the opportunity to use between 33 and 53% of the lesson for oral practice. However, this opportunity was not well used, and instead, Swedish was often chosen when working more freely, for example when discussing questions on a text or when filling in crosswords. A great difference between the two classes was that the pupils of the A level class did not make an effort to speak as much English as possible. Even though the teacher told them to speak English on several occasions, they continued to speak Swedish as soon as she had moved on to the next group. They did not even pretend to be trying, even when the teacher could hear them speak Swedish. It is as if they did not bother to make the effort. As has been said earlier about code switching (see chapter 2.2.4), pupils seemed to choose the language, in this case Swedish, that required the least effort when they wanted to express something. When filling out crosswords, they discussed the possible answers in Swedish. The B course pupils on the other hand continued speaking English even when the teacher left the classroom for a while, which was not the case in the A level group. Some discussion groups even spoke English when discussing other topics than those given by the teacher.

Another clear difference between the two groups was the length of the sentences, which was considerably longer in the B course than in the A level group. All the discussion groups in the B level class tried to keep real discussions going, which was not the case in the A level group. In the A course, the pupils tended to switch to Swedish immediately when they started talking about personal issues instead of the topic of the task. As has been discussed in the background, the teacher had to circulate in the classroom to prevent the pupils from using Swedish. However, the teacher could not join all the groups at the same time, which lead to disciplinary problems.
At the end of one of the B course lessons, the teacher summed up the discussion by asking the pupils questions, which, according to Fisher and Larkin (2008), is a common activity (see chapter 2.3). Here, the pupils’ answers were short and usually not elaborated on:

   Teacher: Who was your favourite?
   Pupil 1: X
   Teacher: Why?
   Pupil 1: First we didn’t think this, but…
   Pupil 2: I liked the judge. He kinda wanted to get rid of everyone…

The answers were also short when the teacher went through the correct answers of the tasks with the A course group. Here, only one pupil at the time had the opportunity to speak, as also Byrne (1987) describes could be a problem for the pupils (see chapter 2.3).

The subject and the type of task seemed to be important for participation in both classes. When the pupils of the A course were discussing their habits of TV watching, they quite easily switched to Swedish, while they spoke more English when explaining words, an activity they enjoy more. In both groups, some pupils talked about other things than the task. As an example, one group in the B level class looked through a magazine and talked about fashion instead of discussing crimes in the movie *Oliver Twist* that they had watched. This discussion was in Swedish and not in English. However, the A level pupils generally tended to use more Swedish than the B level pupils.

### 4.2.3 Teacher’s speech

The teacher used English most of the time, both when instructing the pupils and when answering questions. Even when pupils asked questions in Swedish, she answered in English:

   Pupil: Det här krysset har inte jag fått.
   Teacher: If you turn the page. Did you get it?
   Pupil: Nej …. okej då.

The teacher talked to the pupils when circulating in the classroom, not only to be able to hear what they said, but also to encourage them to speak English. The teacher spoke during about 10 % of the lesson, which we have seen is not the case in a traditional classroom, where the
teacher speaks most of the time. This can be compared to pupils working on their own having the opportunity to speak English approximately 50% of the time in the A level group and about 35% of the time in the B level group when discussing and working with the exercises given by the teacher.

4.3 Teacher interview

The teacher identified three components of a lesson that she felt were the most important ones. Firstly, it is important to have a goal, both with the lesson and with the tasks. Secondly, the pupils have to be aware of the goal in order for both pupils and teacher to be able to work towards the same target. Thirdly, there has to be a connection to the overall goals described in the aims of the course. She also believes that the most important aspect of English education is that pupils should learn how to continue to develop their English knowledge, and not solely for the purpose of passing the course. Continuation after graduating from upper secondary school is considered important. Therefore, the teacher believes that the most important aspect of English teaching is to teach the pupils to read books, since they are able to develop their language in many different ways through reading, for example, their grammatical knowledge and vocabulary. The teacher does not believe that spoken English is a problem for pupils. They can easily develop this skill on their own, which is not the case with reading if the habit is not already there. However, spoken English is an important ingredient in a lesson. Moreover, pupils should practise in smaller groups, since many pupils have difficulties speaking in front of a larger group. One way in which the pupils practice speaking during this teacher’s classes is by using word cards, where the pupils are supposed to explain the word to a few friends until the group knows what word is being explained. As has been mentioned earlier, the pupils enjoy this task, and the teacher reported being aware of this fact. One result is that pupils relax when speaking and converse much more than they think they do. This task is used both because it usually works in all kinds of groups, and because the pupils enjoy the exercise. However, the teacher would like the pupils to reason more and to deepen their discussions when practising spoken English, which is not possible to develop with the word card exercise, as it would be with a discussion.

The teacher tries to give the pupils the opportunity to practise speaking at least once each lesson, for example, by discussing questions on a text in small groups. Sometimes, she also asks questions, both when the pupils are working in small groups and together with the whole
class, which we have seen was the case during the videotaping. How much English the pupils speak varies. Sometimes, they speak more, and sometimes less, depending on the length of the lesson. If the lesson is long, the teacher tries to use more speaking exercises to activate the class. Another strategy to make pupils speak is to circulate in the classroom, taking part in their group discussions, which we have seen was used in both English groups, and which Byrne (1987) and Ur (1991) have mentioned as good ideas (see chapter 2.3). The teacher observed that the ideal would be to make the pupils speak English all the time not using their vernacular at all.

Other tasks that engage pupils are topics that they can relate to, for example, what TV programs they like to watch. For instance, discussions about the death penalty might be difficult for them to grasp, and consequently less interesting for them. One cause could be that they lack the vocabulary to discuss something that lies outside of their world, which is resolved by them using their mother tongue, instead of using the strategies learnt when explaining words. As a result, a problem is that they share the same vernacular and therefore understand each other without being forced to use English. The reasons for using their mother tongue might, according to the teacher, be based on laziness, timidity and lack of vocabulary.

As has been mentioned before, the pupils do not think that they practise oral production often enough. However, the teacher sees the situation as the reverse. One reason for this is that the class frequently does not understand what a speaking exercise is. For example, to discuss the homework is not seen as a speaking task, while a debate is clearly interpreted as one. Another problem that we have seen before is that pupils do not use the opportunities given by the teacher. Instead, they speak Swedish.

The teacher believes that she does not need to motivate the pupils much to make them understand that they need to practise their spoken English. They are usually aware of this fact anyway. Still, many pupils do not want to speak out of embarrassment. Some pupils even refuse to speak in front of the whole class. They feel insecure and some kind of blockage occurs.

The teacher also believes that it is important to vary peer groups that the pupils work in, since the presence of their closest friend is not always a comfort, but might instead impede their
ability to speak. Therefore, she tries to make the pupils work in different group constellations. Still, pupils usually chose someone they want to sit next to on their own.

The way in which the teacher believes that she affects the pupils in the matter of spoken English is her passing by listening to their conversations. Some pupils try harder to use good spoken English, while some pupils do not like her listening in on their talk, maybe due to embarrassment.

The teacher believes that the usage outside the classroom is restricted mostly to hearing and reading English, for example when listening to music and reading the lyrics. English usage varies from one person to another.

**Conclusion**
As previous research has shown (e.g. Yashima, 2002; Cetinkaya, 2005; Fisher & Larkin, 2008), many different factors affect pupils’ oral communication in the classroom. In this study, I have investigated pupils’ attitudes towards spoken English in the classroom and the effects these attitudes have on their oral production. The overall finding of this study is that the amount of spoken English pupils use is affected both by the group, the teacher’s views on the importance of certain activities, the planning of the lesson, and the type of oral tasks assigned. These are important factors which affect pupils’ motivation and anxiety level. These findings are consistent with previous research. The fact that the pupils seem to enjoy describing words makes them speak more English than in the other tasks. This was reported both by the teacher and the pupils and it was also clear from the recorded lessons. Therefore, the most important thing for teachers to remember is to make sure that the lessons vary in terms of content and method in a manner that interest the pupils. Since motivation is vital, pupils can become more motivated to work if the tasks are attractive. In addition, if they can be made aware of all the different situations where they will come to need their English skills, they might be more motivated to practise their proficiency. They obviously believe that spoken English will be useful for them to know in the future. Since the pupils reported that they believed spoken English to be highly useful for them later on, one could assume that this would lead them to take every opportunity to practise this skill. However, since some of them experience anxiety about speaking in front of their peers, they will not, in effect, have equal opportunities to practise their speaking skills, which earlier studies have also shown.
Therefore, it is important to create a comfortable classroom environment where the pupils can laugh about their mistakes instead of being ashamed of their occasional halting speech. Since these factors as well as attitudes, anxiety and motivation affect pupils’ willingness to communicate, they will determine how much English the pupils are likely to use in the classroom. Therefore, the willingness to communicate is necessary for teachers to keep in mind.

When the teacher went through the correct answers to the tasks that the pupils worked on with the whole class, I discovered that only one pupil at the time has an opportunity to speak, which makes the oral practise ineffective. However, the pupils acquire other types of knowledge, for example, culture and history, which is also important. They also learn to listen to each other, which is an important skill in communication.

The fact that the B level group used more English than the A level group probably has to do with these pupils usually being more studious and willing to work than the pupils in the A level group, something which I observed earlier. However, code switching in both groups resulted in pupils using less spoken English. One reason for the comfortable switch to their L1 can be attributed to laziness, something which earlier studies also have shown.

This study involved two classes, but only one teacher. Further research on the topic therefore needs to include more teachers to see whether there are any differences between different teachers’ classrooms, that is, whether different teaching styles have an effect on, for example, the amount of code switching among pupils. Another suggestion for further study is to examine what role, if any, the individual teacher plays in pupils’ motivation as well as pupils’ anxiety level when it comes to speaking in front of the class.

By filming, we can learn more about whether pupils stick to the task or not, and in what contexts code switching occurs. As for recording techniques, I want to emphasise that the use of several microphones for sound uptake when recording should be considered. Only using one microphone and one camera, made it difficult for me to discern details of different conversations going on in different groups at the same time. A suggestion would be to use one MP3-player per discussion group. However, this solution could make the pupils more aware of them being recorded, which could lead to unnatural conversations.
References


The Merriam-Webster online dictionary.  [Online]  
http://www.merriam-webster.com/dictionary/anxiety
(accessed 2 April 2008).


Skolverket [Online]  

reproducerad talad franska i klassrummet. In Eva Larsson Ringqvist 
& Ingela Valfridsson (ed.). Forskning om undervisning i främmande språk: Rapport från workshop i Växjö 10- 

University Press.

EFL context. The Modern Language Journal 86. 54-66.
Appendix 1

Till elever och föräldrar i S2


Tack på förhand,

Lovisa Sköld

Härmed intygas medgivande till inspelning:

Elevens underskrift……………………………………………………………………

Målsmans underskrift…………………………………………………………
Appendix 2

Kille/Tjej:
Klass:

1. Vilket av följande tycker du är viktigast att vara bra på? Ringa in:

förstå talad engelska
tala engelska
läsa engelsk text
skriva på engelska

VARFÖR?........................................................................................................................................
.......................................................................................................................................................
.......................................................................................................................................................
.......................................................................................................................................................
.......................................................................................................................................................

2. Vad skulle du vilja/behöva öva mer på? Ringa in:

förstå talad engelska
tala engelska
läsa engelsk text
skriva på engelska
engelsk grammatik
engelskt uttal
annat:.........................................................

3. Räkna upp så många situationer som möjligt där du själv upplever att det är bra att kunna engelska.

.......................................................................................................................................................
.......................................................................................................................................................
.......................................................................................................................................................
.......................................................................................................................................................

- 28 -
4. Vad gör ni på engelsklektionerna när det är riktigt roligt att jobba?

5. På vilka sätt övar ni talad engelska i klassrummet?

6. Vad skulle få dig att prata mer engelska i klassrummet?

Kryssa i vad som stämmer bäst för dig i nuläget där 5 betyder stämmer helt och hållet och 1 betyder stämmer inte alls.

7. Jag känner mig nervös/obekväm när jag talar engelska inför klassen.

8. Jag känner mig nervös/obekväm när jag talar inför en mindre grupp i klassrummet, ca 10 personer.


Varför tror du att du känner dig, eller inte känner dig nervös/obekväm i de olika sammanhangen?

- 29 -

11. Vad upplever du att dina klasskompisar har för attityder mot att tala engelska i klassrummet?

12. Hur ofta använder du talad engelska utanför klassrummet, t.ex. under fritidssysselsättningar, med vänner, på Internet, etc.? Ringa in:

Varje dag
En gång /vecka
Ibland
Mindre sällan
Aldrig

Övriga kommentarer om muntlig engelska, engelskundervisningen eller engelskans betydelse för dig personligen:
Tack för din medverkan!

/Lovisa
Appendix 3

*Intervjufrågor*

1. Viktigaste tre komponenterna i en lektion
2. De tre viktigaste aspekterna i att lära sig engelska
3. Vad har du för syn på talad engelska? (i klassrummet)
5. På vilka sätt? Vilken sorts uppgifter?
6. Hur gör du för att väcka intresse?
7. Hur motiverar du dem?
8. Vilka uppgifter tror du motiverar eleverna till att tala (mer) engelska i klassrummet? Vad tror du att de tycker är roligt att prata om?
9. Upplever du att elever pratar spontant engelska även fast det inte är en talövning? Skillnad på svaga/duktiga elever?
11. Hur tungt väger den talade produktionen i betyget?