Pandemic Didactics - CLT in the virtual classroom

EAL upper secondary teachers' experiences related to facilitating oral communicative competence in the virtual classroom during the COVID-19 pandemic

Maren Ståløy

Master's Thesis in English Didactics

Department of Foreign Languages

University of Bergen

Spring 2023

Acknowledgements

Abstract in Norwegian

Læreplanen for engelskfaget i den norske skolen legger vekt på at elevene skal tilegne seg muntlige ferdigheter, noe som innebærer å skape mening gjennom å lytte, tale og samtale. De siste tiårene har også læreplanen i større grad fokusert på at elever skal utvikle kommunikative ferdigheter og strategier som bidrar til effektiv kommunikasjon på målspråket. Dette har medført et økt fokus på å legge til rette for autentiske læringssituasjoner og språkmøter, hvor elever interagerer i meningsfulle aktiviteter som også kan relaters til livet utenfor skolen.

Koronapandemien som i 2020 førte til nedstengning av landet og digital fjernundervisning ble innført i alle de norske skolene. Skiftet til digital undervisning resulterte i at kommunikasjonen mellom lærer og elever, og elevene seg mellom, nå tok sted gjennom en digital skjerm og ikke ansikt til ansikt slik som i det fysiske klasserommet.

Denne masteroppgaven tar sikte på å undersøke hvordan engelsklærere i den norske videregående skolen opplevde skiftet til en digital undervisningsplattform, og hvorvidt og på hvilken måte det digitale undervisningsformatet endret kommunikasjonen i klasserommet, lærerrollen og deres utforming av kommunikative oppgaver og aktiviteter. Masteroppgaven er et empirisk studie av lærernes rapporterte erfaringer av deres digitale undervisning under Koronapandemien. Oppgaven tar i bruk kvalitativ og kvantitativ metode hvor datamaterialet er samlet inn gjennom seks semi-strukturerte lærerintervju og en digital spørreundersøkelse.

Funn fra datainnsamlingen viser at enkelte av engelsklærerne opplevde overgangen til digital undervisning som lærerik og givende, mens andre lærere beskriver den som tidkrevende og utfordrende. Majoriteten av lærerne viste til at de promoterer muntlige ferdigheter i det fysiske klasserommet, men fokuserte i hovedsak på skriftlige ferdigheter i det digitale klasserommet. Funn viser videre at lærerne erfarte at det digitale undervisningsformatet førte til redusert muntlig elevdeltakse, redusert bruk av non-verbal kommunikasjon og mulighet til å observere elevene og gi tilbakemeldinger for å fremme deres språklæring. Lærerne rapporterte også at bruk av digitale grupperom førte til økt muntlig elevdeltakelse og kamerabruk blant elevene, noe som også gjorde det lettere å promotere elvenes muntlige ferdigheter. Alt i alt illustrerer hovedfunn at lærerne opplevde det som mer utfordrende å legge til rette for autentiske læringsituasjoner og elevdeltakelse i det digitale klasserommet som fremmer elevenes muntlige kommunikative kompetanse.

TABLE OF CONTENTS

List of Tables

List of Figures

List of Abbreviations

COVID-19 - Coronavirus disease 2019

ERT - Emergency Remote Teaching

ICT - Information and Communications Technology

CLT - Communicative Language Teaching

EAL - English as an Additional Language

The CEFR - The Common European Framework of Reference for Languages

CMC - Computer Mediated Communication

LK20 - The Norwegian National Curriculum, 2020 (renewal of the Knowledge Promotion)

LK06 - The Norwegian National Curriculum, The Knowledge Promotion 2006

1. INTRODUCTION

1.1 Topic introduction

How can teachers facilitate language teaching through online platforms during a global pandemic? This is a question that most people did not relate to a little over three years ago, but it has since become a field of interest and debate. Towards the end of 2019, the first cases of COVID-19 (Coronavirus disease 2019) were detected. Due to the fast spread of the virus, the World Health Organization declared a Public Health Emergency of International Concern on January 30th 2020, and the virus outbreak was declared as a global pandemic on March 11th 2020 (World Health Organization, 2020).

The same day, the Norwegian Directorate of Health presented comprehensive and invasive measures to limit the rapid spread of the virus (Statsministerens kontor, 2020). As a consequence, schools at all levels were temporarily closed until March 26, and online distance teaching was implemented to replace in-school teaching (NOU 2021: 6, 2021). During the pandemic, Norwegian schools also used the traffic light model as a guideline for organizing the in-person teaching during the pandemic, as an infection prevention measure. This included a green, yellow and red level, where the latter suggested a hybrid version of online teaching and in-person teaching (Utdanningsdirektoratet, 2020).

The COVID-19 pandemic affected societies and citizens across the world in many areas. Social distancing, lockdown and facemasks were some of the precautionary measures to limit the spread of the coronavirus, that overnight changed the way humans interact and communicate. As a response to this, many turned to technology mediated communication to keep in touch with family and friends. Likewise, educational institutions turned to virtual teaching through digital platforms like Zoom and Microsoft Teams (Mheidly et al., 2020).

The sudden shift from face-to-face teaching to online distance teaching during the COVID-19 pandemic introduced teachers and students to a new and foreign medium of learning, teaching and communicating. The word "emergency remote teaching" (ERT) emerged during the pandemic as a reference to teaching that typically would take place in-person, but which is transferred to a synchronous online teaching environment as a response to crisis or disease (Moorhouse & Kohnke, 2021, p. 281).

1.2 Rationale for this present thesis

This present thesis aims to investigate Norway upper secondary EAL teachers'[1] perceptions about their experiences related to online teaching during the COVID-19 pandemic. The motivation for researching this topic primarily came to mind since I experienced online teaching during the pandemic from the student's perspective, studying at the University of Bergen. This made me curious about how teachers experienced the sudden shift to an online teaching format. Further, online language teaching during a pandemic is a relatively new phenomenon and part of a research field that is still in need of more insights from practitioners' perspectives.

Teaching through an online teaching platform during a pandemic was a new situation for all teachers, despite the fact that digital technology has played a central role in language teaching in the Norwegian classrooms in the 21st century. ICT[2] has laid the foundation for new didactic approaches to language teaching to develop, through enabling students to engage with the English language in new and authentic contexts, and has also contributed to facilitating student collaboration and interactive language learning (Ørevik, 2020, pp. 165–166). These aspects reflect key components of Communicative Language Teaching (CLT) approaches, where the main aim is to teach students to communicate by actively using the English language, adapting the language to context and to develop their language intelligibility. CLT has in many ways shaped the English school subject in Norway, with its focus on facilitating student communication through the English language (Rindal, 2020, p. 34)

CLT integrates all four basic language skills including listening, speaking, reading and writing (Skulstad, 2020a, p. 58). Communication is presented as one of the core elements in the English subject, where language teaching "shall give the pupils the opportunity to express themselves and interact in authentic and practical situations", and use strategies in both oral and written communication (Ministry of Education and Research, 2019d). However, this present thesis focuses on oral aspects of language teaching and learning. Oral skills is presented as one of the basic skills in the English subject, where students create meaning through listening, talking and engaging in different forms of conversation (Ministry of Education and Research, 2019a). The thesis also concerns aspects related to oral communicative competence, since it includes aspects of non-verbal communication as an

---

[1] EFL (teachers): English as a Foreign Language (teachers). See chapter 1.5 for further explanation.
[2] ICT: Information and Communication Technologies.

integral part of oral communication. It also relates to strategies that students develop in order to communicate efficiently (Council of Europe, 2001).

Digital technology can on the one hand facilitate a communicative classroom through interactive language learning and authentic language encounters. In accordance with this perspective, communicating through online platforms is considered an ideal medium for teacher-student communication and facilitation of CLT (Hampel & Hauck, 2004). However, the shift to a digital teaching platform may possibly also have changed the dynamics of the oral classroom discourse. Along with the transition to ERT, the interaction between students and teachers was abruptly transferred online where all communication took place through a screen. Given this sudden shift from face-to-face interaction, this thesis will investigate EAL teachers' reported experiences related to whether and how communicating through a screen affected the oral classroom communication and their facilitation of CLT focusing on oral communicative competence during the pandemic (Skulstad, 2020b, p. 98). In other words, this thesis explores the "new" world of online language teaching during COVID-19 – the new world of "pandemic didactics".

1.3 Previous research

As already addressed in chapter 1.2, since teachers' online language teaching during a pandemic is a relatively recent phenomenon, the research field is somewhat limited. This subchapter aims to present previous and relevant research on online language teaching.

1.3.1 Norwegian context

Learning Loss During the COVID-19 Pandemic and the Impact of Emergency –
Remote Instruction on First Grade Students' Writing: A Natural Experiment

There are mostly international studies relating to the topic of online teaching during the pandemic, however there is one previous Norwegian study that is relevant to mention. Skar et al. (2022) researched the impact of remote teaching during COVID-19 on first grade Norwegian students' writing quality, handwriting fluency and attitude towards writing. The study investigated the impact of the seven weeks long online teaching that took place in the period from late January to March 2020. In order to do so, they collected results from a writing test and a survey relating to students' attitudes conducted by first grade students in May/June 2019. They then replicated the test after the remote teaching took place. Skar et al.

(2022) explain that some, but not all of the students participated in the test before and after the remote teaching. The researchers predicted that the remote online teaching would affect the students' writing negatively, due to predictions that the teachers would not utilize the digital resources available in the online teaching. Results illustrate that the scores from the 2019 testing were higher than the scores from the test the students took immediately after the weeks of remote teaching. The results thus indicate learning loss related to the students' writing as a consequence of the remote teaching (Skar et al., 2022, p. 1556)

Norwegian students' experiences of homeschooling during the COVID-19 pandemic

Mælan et al. (2021) aimed at reporting how Norwegian lower secondary school students' experienced distance learning during the COVID-19 pandemic. The data was collected through an online digital questionnaire, which the students responded to in May 2020. The questionnaire results are compared with the results of a questionnaire that was conducted at the same schools in 2018. Findings from the research show that the students reported that they experienced less feedback and support from the teachers during the period of homeschooling. The students further reported that they received more written than oral feedback from the teachers. One possible explanation for this was, according to Mælan et al. (2021), that written feedback might have made it more difficult for the students to ask questions and receive further instructions (pp. 16-17).

1.3.2 International context

Teacher Learning in Difficult Times: Examining Foreign Language Teachers' Cognitions About Online Teaching to Tide Over COVID-19

Gao and Zhang (2020) conducted three semi-structured interviews with EFL teachers at a Chinese University as part of a larger study. They investigated the teachers' cognitions related to their beliefs, thinking and experiences regarding online teaching during COVID-19, and how they required ICT literacy during the initial stages of the online teaching. Results from the analysis show that the teachers were positive to online EFL teaching since it made it possible for them to keep track of and monitor the students' learning process (Gao & Zhang, 2020, p. 7). Another reported strength of EFL teaching was that students easily could access teaching materials including video files in the online teaching platform (Gao & Zhang, 2020, p. 11). Nevertheless, one teacher expressed that online teaching affected the teaching efficiency, since the online platforms could not guarantee instantaneous interaction between

teacher and students. The students were consequently given more work assigned to do after class, enabling the teachers to monitor and give feedback to the students (Gao & Zhang, 2020, pp. 7–8). Another key finding is that since the "teacher cannot see every student in online teaching, it is more difficult to monitor their learning." (Gao & Zhang, 2020, p. 8). Because of this, the teachers could not observe and supervise the students through non-verbal communication like eye-contact, which could possibly result in unsatisfactory learning outcomes among the students. One of the teachers also reported that "online class activities such as open discussions are inappropriate" which according to the teacher ultimately hindered language efficiency in the online classroom (Gao & Zhang, 2020, p. 8).

Communicative Language Teaching (CLT) through Synchronous Online Teaching in English Language Preservice Teacher Education

Previous research on practicing CLT in the online classroom in times of a pandemic is very limited, but there is some international educational research that relates to the topic. Hong Ng (2020) conducted a study where preservice teachers were trained in the CLT approach in online teaching during the COVID-19 pandemic through experiential learning. 15 preservice teachers were first introduced to central aspects of CLT, before participating in two CLT activities. The CLT activities involved role play activities relating to discussing the topic of the COVID-19 pandemic, where parts of the activities were conducted in digital breakout booms. Results from a questionnaire that the preservice teachers responded to after the activities, indicate that they believe CLT can be taught through online teaching platforms to facilitate interactive learning. However, the preservice teacher reported that they preferred face-to-face teaching. The study also discusses implications of online CLT for secondary school EFL/ESL[3] students' language acquisition. Hong Ng (2020) argues that digital group rooms make it more challenging for the teachers to take the role as the facilitator of tasks and activities. In face-to-face teaching, the teacher can listen in on the groups and use non-verbal cues to indicate that they are observing, however in the digital group rooms the teachers' presence can be experienced as more intrusive. The nature of digital breakout rooms might also pose difficulties for the teachers to monitor the students' language performance related to language *accuracy* (Hong Ng, 2020, p. 69).

---

[3] ESL: English as a Second Language.

Research on online teaching during the COVID19 pandemic is a relatively recent phenomenon. However, there are a great number of studies researching language teaching through synchronous digital application, often referred to as computer-mediated communication (CMC). Vurdien (2019) researched how video conferencing through Zoom can promote students' development of speaking skills and communicative competence. The participants were 30 EFL students at a private language school in Spain who were divided into two groups, one experimental group and one control group. The experimental group performed a weekly discussion task via Zoom and the latter group performed the task in a face-to-face setting. Data was collected through student questionnaires related to their experiences from the task performance, through interviews, classroom observations and recordings of the online student interactions. Findings indicate that students from both the experimental group and the control group "learned how to communicate with their peers by using strategies, such as initiating, responding and turn-taking, which are deemed important for effective communication to take place" (Vurdien, 2019, p. 286). One of the students who interacted through video conferencing explained in the questionnaire that " 'it was easy for me to follow my partners' speech by looking at their faces and gestures during the video conference' ", since videoconferencing enabled them to use paralinguistic cues like body language (Vurdien, 2019, p. 287). The control group experienced that they could produce instantaneous oral responses to the fellow students in the face-to-face communication. In contrast, because of video delay, there was overlapping in the communication that took place via Zoom disrupting the natural flow of conversation. All in all, Vurdien (2019) concluded that EFL students can develop speaking skills and practice their communicative competence through online communication, despite drawbacks that some students addressed regarding lack of personal contact (pp. 288-289).

1.3.2 Previous MA theses

To the best of my knowledge, there have been no Norwegian previous master theses researching the teachers' facilitation of CLT to promote oral communicative competence in the virtual classroom during the COVID-19 pandemic. Even so, there are previously Norwegian MA theses addressing similar aspects. This subchapter presents in short some of the relevant MA theses.

Jones (2022) investigated EFL teachers' use of digital tools in a lower-secondary Norwegian classroom, collecting data through an online questionnaire and digital interviews. Results indicate that the teachers use digital tools regularly, however it varies how and why the teachers implement the digital tools in their language teaching. Digital tools are according to the teachers used to develop the students' oral skills through listening to authentic language materials, in accordance with principles related to CLT. The research also reveals that the EFL teachers employ digital tools in the form of digital text and E-books since they offer an interactive approach to language learning.

Palm (2022) examined how teaching based on digital tools during the COVID-19 pandemic affected students' English learning, focusing on the EAL teachers' professional digital competence. The data was collected through EFL teacher interviews and a student questionnaire distributed to 10th grade students. The thesis also aimed at researching the teaching methods employed before, during and after the pandemic and the effect of this on students' learning. Findings indicate that the teachers use digital tools more after the pandemic than they did prior. Results also show that the students and teachers experienced that students became less orally active during the pandemic. Despite these findings, none of the teachers believed that the teaching during lockdown in the COVID-19 pandemic affected the students' overall English language learning. According to the participants, the main reason for this is that the EFL classroom is not considered the main source of learning since students learn more from movies, documentaries, podcasts et cetera.

Dahl (2019) concluded with similar findings in his MA thesis, researching Norwegian lower secondary EFL teachers' and students' beliefs regarding promotion of oral skills in the classroom. The teacher interviews and student questionnaire illustrate that the students find teacher feedback and group projects as rewarding ways of acquiring oral skills in English. Similar to Palm (2022), this thesis revealed that students found extramural activities such as watching TV and videos to be beneficial with respect to their oral language learning. Teachers pointed to group conversations and group presentations as efficient activities that promote students' oral skills in the classroom.

1.4 Research gap

The research above reflects aspects related to the topic of the present thesis in terms of online teaching during the pandemic, digital tools in EFL teaching, EFL teachers' promotion of

students' oral skills in face-to-face teaching and aspects related to CLT. However, to my knowledge, there are no previous empirical studies on Norwegian upper secondary EAL teachers' experiences from teaching CLT in the virtual classroom during the pandemic. This thesis aims to bridge this research gap by investigating EAL teachers' perspectives on whether and how they facilitated CLT that promoted oral communicative competence in the online classroom, during the COVID-19 pandemic. In contrast to previous research within the field, this thesis examines teachers' perceptions of how they facilitated oral communicative competence in the online classroom. This includes listening and speaking skills and aspects of communicative competence that relates to students' development of strategies in communication and non-verbal communication. Little has been reported from Norwegian upper secondary EAL teachers' experiences of teaching during a global pandemic, something that this thesis aims to do.

1.5 Aims and research questions

This present thesis has drawn on a sample of Norwegian upper secondary English teachers to find answers to the following research questions:

> **What are the EAL teachers' perceptions of how they facilitated CLT to promote oral communicative competence in the virtual synchronous classroom during the COVID-19 pandemic?**
>
> 1. How did the teachers experience the shift from in-person to online teaching, and the ways in which it affected the teacher role and online classroom discourse?
> 2. Which factors had an impact on the teachers' organization and design of communicative tasks and activities in the online classroom?
> 3. According to the teachers, what are the strengths and limitations of teaching EAL through an online teaching platform?

By addressing these questions, I intend to bring to light how Norwegian upper secondary teachers of the English subject experienced teaching an additional language through a new teaching format. This includes addressing whether and how teachers perceive that the digital teaching format affected the teacher role and classroom discourse. The thesis further aims to examine how teachers promoted tasks and activities that facilitated aspects of CLT with a focus on students' oral communicative competence. Arguably, looking into teachers'

experiences from a "new way of teaching" can possibly engage conversations of how to deal with online distance teaching in the future and also provide insights into what strengths we can take away from the online pandemic teaching and implement in the in-person teaching.

Since the online teaching that took place during the lockdown of March 2020 and the following months, the data in this research is based on the teachers' cognition, referring to what the teachers' believe and experiences, rather than based on observations of their actual classroom practice (see chapter 2.5). The main research questions and the three subordinate questions are addressed through six semi-structured interviews with EAL teachers and through a digital teacher questionnaire.

This thesis uses the terminology "EAL", English as an Additional Language, in accordance with Rindal's (2020) suggestion that Norwegian learners of English do not fit into the category of either ESL or EFL. This is based on the fact that English is not an official second language in Norway (referring to ESL) and the language has a higher status in Norway than other "foreign languages" (referring to EFL). Consequently, the term EAL refers to teaching English to students in school whose first language is not English (Rindal, 2020, pp. 31–32). This thesis also uses the term "second language" since a lot of theories and research on second language is relevant for this present thesis, relating to language acquisition of a language that is not the speakers' mother tongue. Therefore, EFL and second language are used interchangeably in this thesis.

1.6 Structure of the thesis

This thesis consists of five chapters and is structured as follows. Chapter 1 is the introduction chapter presenting the topic, previous research, aims and research questions of the thesis. Chapter 2 presents the theoretical framework, focusing mainly on the development of the term communicative competence, central aspects of CLT and facilitating language learning through computer-mediated communication including digital teaching platforms. Chapter 3 then presents methodological choices and describes the data collection and analysis processes. The chapter also discusses ethical concerns, the credibility of the research and suggests possible limitations. Chapter 4 presents the results from the qualitative and quantitative data, before discussing central findings in relation to the research questions and theoretical background. Lastly, Chapter 5 summarizes the main findings, points to didactic implications and provides suggestions for further research within the field.

2. THEORETICAL BACKGROUND

This chapter presents the theoretical background of the present thesis, where principles related to CLT constitute an overarching concern throughout the chapter. The chapter first presents 'communicative competence', a term developed by different scholars, as the overall goal of CLT. This chapter also presents communicative competence in the Common European Framework of Reference for Languages (the CEFR), since it has played a central role in the shaping of the English subject curriculum in Norway. Since this thesis focuses on oral aspects of communicative competence, this chapter will address central components related to the students development of oral skills as described in the Norwegian National Curriculum. The chapter draws on literature on how to facilitate communicative and interactive tasks and activities in the EAL classroom. Sociocultural Learning Theory (SLT) is also acknowledged as a relevant theoretical foundation for practical approaches to collaborative learning and mediation related to CLT. The chapter also takes a look at implications of facilitating CLT approaches in the online classroom. Lastly, the theory chapter discusses the concept of teacher cognition, which is central to the data collected and analyzed in this present thesis, as it explores EAL teachers' perceptions of their experiences related to online teaching during the pandemic.

2.1 CLT - Communicative Language Teaching

2.1.1 Development of communicative competence

The communicative approaches became prominent in language teaching in the 1970s in the western countries and have played a central role since (Skulstad, 2020a, p. 43). Before the emerge of CLT, language teaching methodologies often focused on grammatical language structure and forms. In contrast, the CLT approaches promote students' use of the language to create meaning through interactions in order to achieve communicative goals (Richards & Rodgers, 2014; Skulstad, 2020a).

The overarching goal of CLT is to facilitate students' acquisition of communicative competence. The concept of communicative competence was first suggested by the American linguist and sociolinguist Dell Hymes (1972) and it provided a foundation for the Communicative Approach also known as Communicative Language Teaching. Hymes' (1972) definition of communicative competence came as a response to the American linguist

Noam Chomsky's definition of "linguistic competence". Chomsky (1965) was primarily concerned with an "ideal speaker-listener" who performs his or her grammatical language knowledge and competence (p. 3). Chomsky (1965) focused on the speakers' ability to create grammatically correct sentences. He further argued that one should study language learners according to an idealized speaker-hearer and avoid other irrelevant aspects of language behavior (Chomsky, 1965, pp. 3–4)

Hymes challenged Chomsky's definition by introducing a sociolinguistic view on language acquisition. Hymes (1972) introduced the term "communicative competence", thus acknowledging the importance of a speaker's contextual and social awareness. Hymes (1972) addressed characteristics that the speaker needs to know to be communicatively competent within a speech community (Richards & Rodgers, 2014, p. 88). He proposed that language speakers need to be aware of what is appropriate in language use and from that, take contextual aspects into consideration when communicating (Savignon, 1991, p. 264). Hymes (1972) also argued that language learning situations must include both social and linguistic dimensions. He expressed that "there are rules of use without which the rules of grammar would be useless" expressing that grammatical rules are important, however language use is an equally important part of the speakers' development of communicative competence (Hymes, 1972, p. 278).

Hymes (1972) introduced the concept of communicative competence, later scholars have further developed and nuanced the term in many ways. Canale and Swain (1980) created a framework of communicative competence that they argued should be practiced in second language teaching and testing (p. 29). They divided communicative competence into three sub-competences: grammatical competence, sociolinguistic competence and strategic competence. The competences refer to the speaker's knowledge, and to a speakers' skills, referring to how the speaker performs the knowledge (Canale & Swain, 1980).

Grammatical competence includes rules of knowledge of lexical items and also rules of morphology, semantics, syntax and phonology. Students that develop grammatical competence are able to express themselves accurately (Canale & Swain, 1980, pp. 29–30). *Sociolinguistic competence* refers to the speakers' development of cultural awareness, including awareness of the setting of a conversation, the participants, the themes discussed and which norms that the speakers should follow (Canale & Swain, 1980, p. 30).

The third competence, *strategic competence*, consists of both verbal and non-verbal strategies in order to avoid communication breakdown (Canale & Swain, 1980, p. 30). Canale and Swain (1980) suggest that language learners are more likely to develop these coping strategies in: "real-life communication situations, but not through classroom practice that involves no meaningful communication." (p. 31). Canale (1983) later included *discourse competence*, which "concerns mastery of how to combine grammatical forms and meanings to achieve a unified spoken or written text in different genres" (p. 9). Canale (1983) also further developed communicative competence by introducing the term "proxemics". Proxemics relates to face-to-face interaction where the participants interpret and use the physical space that is between them in their interaction (Canale, 1983). Birjandi and Nushi (2010) explain that Canale also suggested that non-verbal strategies are not only applied to avoid communication breakdowns as previously explained, but can also result in more effective communication (p. 9).

2.1.2 Communicative Competence in the CEFR

Several scholars have since Chomsky (1965) and Hymes (1972) specified and further developed the concept of communicative competence. Amongst others, this includes the work of Canale and Swain (1980) and Canale (1983) presented above, who redefined the term from the perspective of language teaching. In 2001, the Council of Europe published the CEFR. The CEFR provides one of the most accepted definitions of communicative competence, based on the work of different scholars, including the ones presented above. In addition, the CEFR is influenced by van Ek's framework and development of communicative competence (Fenner, 2020). The CEFR has played a central role in foreign language teaching and also in the creation of the Norwegian National curriculum (Skulstad, 2020a, p. 49). Because of this, the present thesis draws on the CEFR's definitions of communicative competence. In addition, it refers to aspects from the CEFR Companion Volume, 2020 (Council of Europe, 2020).

The main investigative focus in this thesis is how a selection of Norwegian upper secondary EAL teachers facilitated CLT to promote oral communicative competence in the online classroom. This thesis therefore draws on the Norwegian National Curriculum (LK20) and its focus on oral skills. It is also relevant to include the CEFR's definition of communicative competence, since it includes elements of non-verbal communication, which is also an integral part of oral communication. This includes aspects like conventions of turn-taking and the speakers' use of body language. To be more precise, one can define non-verbal

communication as communication that takes place without words, including for instance eye-contact, body language, facial expressions, hand gestures et cetera (Sutiyatno, 2018). Communicative competence relates to all skills including listening, speaking, reading and writing, however this thesis focuses on the oral aspects of communicative competence. Consequently, the term "oral communicative competence" will be used throughout this thesis.

The CEFR presents a specification of communicative competence in *the user/learner's competenc*e, which is further divided into "general competences" and "communicative language competences" (Council of Europe, 2001, p. 101) The CEFR expresses that "in order to carry out the task and activities required to deal with the communicative situations in which they are involved, users and learners draw upon a number of competences developed in the course of their previous experience." (Council of Europe, 2001, p. 101).

The CEFR divides the "communicative language competences" into three sub-competences, namely *linguistic competence*, *sociolinguistic competence* and *pragmatic competence* (Council of Europe, 2001, p. 108). *Linguistic competence* is divided into six subsections, related to the speaker's understanding of language systems, referring to the ability to understand and use vocabulary, grammatical resources and pronunciation in order to express meaning (Council of Europe, 2001, pp. 108–109). Linguistic competence is related to the speaker's grammatical accuracy (Council of Europe, 2020, p. 130).

Sociolinguistic competence "is concerned with the knowledge and skills required to deal with the social dimensions of language use." (Council of Europe, 2001, p. 118). Conventions of turn-taking, vocal characteristics and the ability to adapt body language according to contextual considerations, are central aspects of sociolinguistic competence (Council of Europe, 2001, pp. 118–121). Similarly to Canale (1983), the CEFR also addresses that speakers need to be aware of distance between the participants in the conversation, referring to the term "proxemics", something that varies across different social settings (Council of Europe, 2001, p. 89). Sociolinguistic competence involves language use, where speakers can facilitate authentic communication (Skulstad, 2020a, p. 46).

Further, *pragmatic competence* consists of discourse competence and functional competence. Discourse competence relates to the speaker's ability to arrange sentences in sequences, so that they produce coherent and cohesive language (Council of Europe, 2001, pp. 123–125). The CEFR Companion Volume (2020) expresses that turn-taking is an integral aspect of a

language speaker's discourse competence which relates to the speaker's ability to take the discourse initiative, including "initiating, maintaining and ending conversation" (Council of Europe, 2020, p. 139). Functional competence refers to one's ability to interpret and use communicative language functions (Council of Europe, 2001, p. 126). This includes skills such as asking for directions, greeting others, expressing emotions et cetera (Skulstad, 2009, pp. 257–258). Pragmatic competence relates to development of language fluency (Council of Europe, 2020, p. 142).

Skulstad (2009) argues that the CEFR's specification of communicative competence "does not reflect to a large extent the fact that learners need to learn to communicate in a networked society" (2009, p. 260). A number of changes take place in communication in the 21st century, and the CEFR Companion Volume (Council of Europe, 2020) has only to some extent addressed these changes (Skulstad, 2020a, p. 49). The CEFR Companion Volume explained that online interaction is "mediated through a machine, which implies that it is unlikely ever to be exactly the same as face-to-face interaction" (Council of Europe, 2020, p. 84). The CEFR Companion Volume also expresses that a consequence of online interaction is that misunderstandings are difficult to spot and correct, including student errors, which is considered easier in face-to-face interaction (Council of Europe, 2020, p. 84). The teachers that did online distance teaching during the COVID-19 pandemic had to take into consideration that the students were learning a second language through an online platform. This could ultimately affect the classroom communication, interaction and development of the students' oral communicative competence.

2.1.3 Principles of Communicative Language Teaching

As previously mentioned, the overarching goal of CLT is for the students to develop communicative competence. To achieve this, CLT focuses on facilitating language use through communicative classroom activities (Richards & Rodgers, 2014, p. 87). CLT is concerned with communication as both the process and goal of language teaching through social interaction and meaning making. The language teaching process is often more valued than the product or the end results itself (Savignon, 1991, p. 263).

CLT is not rooted in one specific language teaching methodology and is often described as functional approaches. Brown (2002) explains that "one's approach to language teaching is the theoretical rationale that underlines everything that happens in the classroom" and that language teaching approaches are not principles set in stone, but dynamic elements within a

teachers' classroom practice (p. 11). Moreover, CLT is not considered one specific approach, but rather a variety of approaches that are based on common teaching principles that have the students' development of communicative competence as the underlying goal (Richards & Rodgers, 2014, p. 90). CLT draws on principles including:

- *The communication principle*
- *The task principle*
- *The meaningfulness principle*

First, *the communication principle* reflects the idea that "activities that involve real communication promote learning" (Richards & Rodgers, 2014, p. 90). Skulstad (2020a) explains that "real communication" is often considered communication where there is a non-linguistic purpose (p. 55).

Second, *the task principle* involves "activities in which language is used for carrying out meaningful tasks promote learning" (Richards & Rodgers, 2014, p. 90). According to this principle, English is used as an instrument to facilitate communication (Skulstad, 2020b, p. 55). Richard and Rodgers (2014) point out that second language learners should aim to develop the students' fluency and accuracy through a variation of activities, both central in the task principle (p. 97). Fluency refers to natural language use, that occurs when speakers participates in meaningful interaction that seek to link language use to context (Richards & Rodgers, 2014, p. 96) This can for instance take place through negation of meaning in problem-solving tasks, where the learners must use the English language to solve the problems that are presented (Skulstad, 2020b, p. 55). Activities that focus on language accuracy are for instance activities that include grammatical practice and activities that do not require meaningful communication (Richards & Rodgers, 2014, p. 97).

Third, Richard and Rodgers (2014) explain *the meaningfulness principle* as "language that is meaningful to the learner supports the learning process" (p. 90). The principle also refers to how activities that include authentic language and reflect natural use of language promote learning (Richards & Rodgers, 2014, p. 90). Nunan (1999) defines authentic language as "samples of spoken and written language that have not been specifically written for the purposes of teaching language" (p. 27). He also writes that an advantage of using authentic materials is that "learners encounter target language items [..] in the kinds of contexts where they naturally occur, rather than in the contexts that have been concocted by a textbook

writer" (Nunan, 1999, p. 27). Consequently, and according to the meaningfulness principle, language learners can experience the learning process as meaningful if they encounter the English language through real-life situations and contexts. According to this principle, engaging in authentic communication has more value to the learner than practicing language patterns (Richards & Rodgers, 2014, p. 90). Previous research investigating teachers' perceptions indicates that listening to authentic texts can result in a better self-confidence among the students, since they are presented with natural language (Yavani, 2017, p. 28). This can also increase the students' motivation because they are learning a language through real language encounters, and not through texts that are written for educational purposes (Guariento & Morley, 2001, p. 347).

CLT has become a set of principles seen in many classrooms, but it has also been criticized for promoting language fossilization, i.e. "the non-progression of learning despite continuous exposure to input, adequate motivation to learn, and sufficient opportunity for practice" (Rakab, 2016, p. 85). To put it differently, fossilization is a consequence of the persistence of learners' language errors. CLT activities are designed with communicative purposes focusing on authentic communication that aim to facilitate learning of linguistic and communicative competence. However, overemphasis on the latter has shown that the students have acquired language fluency at the expense of accuracy (Richards & Rodgers, 2014, pp. 103–104). Teacher monitoring and feedback during the interactive tasks and activities regarding both aspects can limit the chances of language fossilization.

Skulstad (2020a) also points to how communication has changed in the 21st century, noting that CLT traditionally takes a functional view that supports the idea of language use, however, in today's language classroom communication involves more than just language. Skulstad (2020a) proposes a multimodal view on language learning, suggesting that "the fact that multiple semiotic resources frequently combine and interact to make meaning", illustrates how communication is a dynamic concept changing with technological development (p. 64). The CEFR's definition of communicative competence only includes "language" as the mode of communication including oral and written communication, however EAL teachers and learners also communicate through other media and with multiple semiotic resources (Council of Europe, 2001). The 2020 CEFR Companion Volume includes telecommunication and online interaction, as alternative ways of communication, but language is still considered the mode of communication (Skulstad, 2020a, p. 64). The ERT that took place during the pandemic illustrates how technology provides new ways of communicating and interacting.

This thesis aims to discover how the EAL teachers experienced the shift to an online teaching platform, and how it affected the tasks and activities, teacher role and classroom communication.

2.1.4 Oral skills in LK20

The CEFR has played a central role in the shaping of the National Curriculum in Norway and consequently, the English subject curriculum (Skulstad, 2020a, p. 49). Despite this, the current curriculum does not explicitly mention the term "communicative competence" or "communicative language teaching" and English language teachers therefore need to reflect on where CLT fits into the teaching of the basic language skills. CLT initially focused on listening and speaking skills (Skulstad, 2020a, p. 58). Since the present thesis aims to examine aspects of teaching related to oral communication, the following section will focus on the oral skills presented in LK20, including listening and speaking skills.

The Ministry of Education and Research (2019a) lists four basic skills in the LK20 English subject curriculum that the upper secondary students should develop, including oral skills, writing skills, reading skills and digital skills. Oral skills are explained as follows:

> Oral skills in English refers to creating meaning through listening, talking and engaging in conversation. This means presenting information, adapting the language to the purpose, the receiver and the situation and choosing suitable strategies. Developing oral skills in English means using the spoken language gradually more accurately and with more nuances in order to communicate on different topics in formal and informal situations with a variety of receivers with varying linguistic backgrounds (Ministry of Education and Research, 2019a).

This thesis examines upper secondary EAL teachers' experiences from online teaching in both general studies and vocational studies. The competence aims in the English subject curriculum in general studies (LK20) presented below all relate to the students' development of oral skills:

- use pronunciation patterns in communication.
- listen to, understand and use academic language in working on one's own oral and written texts.

17

- express himself or herself in a nuanced and precise manner with fluency and coherence, using idiomatic expressions and varied sentence structures adapted to the purpose, receiver and situation.
- explain the reasoning of others and use and follow up input from others during conversations and discussions on various topics.
- use knowledge of grammar and text structure in working on one's own oral and written texts.

(Ministry of Education and Research, 2019b).

Despite the fact that "communicative competence" is not explicitly mentioned in the competence aims, many of the competence aims that relate to oral skills also draw on students' development of communicative competence. It can be argued that the first, third and last competence aim relates to the development of linguistic competence. The third competence aim also relates to sociolinguistic competence, since the student needs to adapt their communication in regard to contextual aspects like the communication situation, and it also relates to pragmatic competence since the students should express themselves with fluency and coherence. The fourth competence aim also reflects the CEFR's definition of pragmatic competence where one shall contribute to maintain conversations with others (Council of Europe, 2001).

As mentioned above, this thesis also aims to explore EAL teachers' reported experiences from online teaching of vocational students. The CEFR (Council of Europe, 2001) and the CEFR Companion Volume (Council of Europe, 2020) acknowledge that vocationally oriented language learning and vocational studies are part of the occupational domain (cf. Ørevik & Hestetræet, 2020, p. 321). The CEFR explains how vocational students should participate in communicative tasks in the classroom that enables them to communicate efficiently in work related conversations. The students should also be able to apply for work permits, write applications, attend interviews and understand procedures, which can be practiced in the EAL classroom for instance through role play (Council of Europe, 2001, pp. 53–54).
Ørevik and Hestetræet (2020) argue that "digital technology generally has much to offer when it comes to teaching English in vocational studies" and list YouTube as a tool that teachers can use in their vocational English teaching (p. 328). They also explain that students can work with procedures and tools, and communicate in English in the workshop to engage in authentic language learning (Ørevik & Hestetræet, 2020, p. 328). Through such activities,

students encounter English words and use the English language in a way that will benefit them in their future work life (Ørevik & Hestetræet, 2020, p. 330). Arguably, this relates to the task principle and the meaningfulness principle in CLT, where students shall participate in authentic and meaningful communication. These are also aspects reflected in the LK20 English competence aims for vocational studies. All of the competence aims presented above from the English subject curriculum for general studies are also present in the competence aims for vocational studies, however two of them have been specified in regard to the vocational aspects. They state that students should be able to:

- listen to, understand and use terminology appropriate for the trade, both orally and in writing, in work situations.
- explain the reasoning of others and use and follow up input during conversations and discussions on vocationally relevant topics.

(Ministry of Education and Research, 2019c).

At the time when the EAL teachers facilitated online teaching during the COVID-19 pandemic, Norwegian upper secondary schools were in the process of incorporating the new LK20 curriculum that gradually replaced LK06. LK20 was initiated in VG1 in the school year 2020-21, in VG2 and vocational studies in 2021-2022 and in VG3 in 2022-2023 (The Norwegian Directorate for Education and Training, 2022). Consequently, there were two curriculums that the teachers based their EAL teaching on during the pandemic, depending on which program and level the teachers taught. The main difference between the two English subject curriculums of LK20 and LK06 is that the competence aims in LK06 applied for both general studies and vocational studies. The competence aims were divided into four categories, including the category "oral communication". It was not deemed necessary to address all of the competence aims presented in this category, two of them are worthy of particular mention:

- listen to and understand social and geographic variations of English from authentic situations.
- introduce, maintain and terminate conversations and discussions about general and academic topics related to one's education programme.

(Ministry of Education and Research, 2006)

The first competence aim explicitly includes the word "authentic" and the second competence aim reflects the CEFR's definition of discourse competence as part of the speaker's pragmatic competence as "initiating, maintaining and ending conversation" (Council of Europe, 2020, p. 139). This indicates elements of CLT in the English subject curriculum.

2.2 Communicative tasks and activities

Richards and Rodgers (2014) explain that CLT is learner centered and "emphasizes the need for teaching to be organized around authentic and meaningful uses of language that are linked to the learner's communicative needs" (p. 101). Task-based teaching materials are often employed in CLT to promote interactive and communicative foreign language learning (Richards & Rodgers, 2014, p. 100). The students in a CLT classroom are active and work collaboratively, and it is up to the teachers to facilitate communication and participation in the classroom (Richards & Rodgers, 2014, pp. 98–99). A common way of promoting students' oral communicative competence is through facilitating tasks and activities that involve negotiation of meaning (Savignon, 2002, pp. 4–5). CLT approaches promote tasks and activities where the speakers participate orally and use the target language actively. Tasks that draw on spontaneous speech can especially contribute to the students' development of oral communicative competence. Pair work and group work enable students to actively use the target language something that also promotes language fluency (Richards & Rodgers, 2014, p. 97; Skulstad, 2020a, p. 62)

David Nunan provided practical advice on how language teachers could design communicative tasks and activities (Ellis et al., 2019, pp. 4–5). In his work, *Designing Tasks for the Communicative Classroom,* Nunan (1989) writes that communicative approaches values the task process over the final product itself (p. 12). Nunan further states that he:

> […] will consider the communicative task as a piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language while their attention is principally focused on meaning rather than form. The task should also have a sense of completeness, being able to stand alone as a communicative act in its own right. (Nunan, 1989, p. 10)

This definition of communicative tasks reflect the overarching goals of CLT which include language use and meaning making through student communication and interaction.

Nunan (1989) argues that teachers should include authentic material in their language teaching, since it facilitates student encounters with real-life language, that reflects the world outside of the classroom (pp. 53-55). He also explains that "classroom activities should parallel the 'real world' as closely as possible" (Nunan, 1989, p. 59). Nunan (1999) refers to authentic material as spoken and written language that has not been written for language teaching purposes and authentic teaching situations refer to situations that the students are likely to confront in the contexts outside of the classroom (p. 27). "Activities" explain how the students shall engage with and conduct the "tasks" (Nunan, 1989, p. 59), however this thesis uses the terms interchangeably.

Nunan (1989) also suggests two broad categories for communicative classroom tasks, "real-world tasks" and "pedagogic tasks". Real-world tasks are tasks where the learners need to approximate the behavior acquired in the real-world in the classroom tasks. This can include activities such as communicating through a mobile phone or conducting interviews in the classroom (Nunan, 1989, pp. 40–41). In the pedagogic tasks, students are engaged in situations that are not likely to occur outside the classroom, but which are based on the students' acquisition of different skills. Nunan also argues that "real-world" does not imply that the classroom is "unreal", and that the real-world tasks are to some extent adapted to the classroom situation and the learners' level (Nunan, 1989, pp. 40–41).

Classroom tasks are also commonly categorized into "input-based" and "output-based" tasks. Input-based tasks are designed for the students to process oral or written information where they practice their receptive skills, including listening and reading skills. Output-based tasks are designed for the students to practice their productive skills which includes speaking skills and writing skills (Ellis et al., 2019, p. 12). Skulstad (2020a) suggests that the receptive and productive skills are generally accepted as equally important in second language teaching and that they are dependent on each other (p. 58). This thesis focuses on the students' acquisition of oral communicative skills in the online classroom, where oral skills in LK20 includes meaning making through both listening and speaking (Ministry of Education and Research, 2019a). The CEFR also emphasizes that students activate their communicative competence through activities that promote their receptive and productive skills through interaction and mediation (Council of Europe, 2001, p. 14).

Communicative activities are often divided into information-gap activities and opinion-gap activities, which have in common that they facilitate purposeful communication between the

students. In information-gap activities students communicate with each other in order to solve a problem and through opinion-gap activities students communicate in order to identify or articulate an attitude as a response towards a given situation (Ellis et al., 2019, pp. 8–11). Skulstad (2020a) notes that the language learners need to be able to communicate with others in different contexts, which can be practiced through role play or communication with people outside the classroom (p. 62). Richards and Rodgers (2014) also explain that students can practice their language fluency through role play activities, where students are assigned different roles that they present based on a manuscript or through spontaneous conversations (Richards & Rodgers, 2014, p. 97). The CEFR Companion Volume presents interviewing and being interviewed as an interactional activity that facilitates the students' development of communicative competence (Council of Europe, 2020, p. 80).

2.3 Sociocultural Learning Theory

Even though CLT approaches are not based on one specific learning theory, it still draws on many of the same characteristics as the SLT (Skulstad, 2020a, p. 55). Lev S. Vygotsky is the most prominent theorist within the SLT, and his work has often been associated with second language learning. Vygotsky (1978) argued that humans use different tools to mediate and interact with each other including symbolic signs and through language. According to this theory, language learning takes place through social interaction and the learners develop understanding through collaborative dialogue before internalizing the knowledge as their own (Mitchell et al., 2013, pp. 221–222). Language learning is, according to this theory, facilitated by way of "scaffolding" either by a fellow student or the teacher, through supportive dialogue (Richards & Rodgers, 2014, p. 91). This implies that language learners can achieve higher levels of knowledge and skills through guidance from an expert, the teacher, and mediation with more capable peers. This level of attainable knowledge and skills is referred to as the "Zone of Proximal Development" (Vygotsky, 1978).

This relates to CLT with its shared focus on collaborative meaning making and the idea that knowledge and language are created through interaction (Richards & Rodgers, 2014, p. 91; Skulstad, 2020a, p. 55). This is also reflected in the classroom tasks and activities where the SLT, in alignment with CLT, points to group and pair work as a way of facilitating language learning where students can learn from each other's contributions (Mitchell et al., 2013, p. 241).

Michell et al. (2013) explain that language learning is, from a sociocultural perspective, "seen as socially mediated, that is to say, it is dependent on face-to-face interaction and shared processes such as joint problem-solving and discussion, with experts and also with peers" (p. 222). Nevertheless, more recent researchers and theorists have turned their focus on communication that takes place through the computer and not through face-to-face interaction (Mitchell et al., 2013, p. 233), an issue which is of particular interest for this thesis, since the communication between the teachers and the students were mediated through a computer screen in the digital teaching platform. Consequently, it is relevant to examine whether and how the shift to a digital teaching platform in any way affected the EAL teaching and learning.

2.4 CLT in the online classroom

2.4.1 Computer-mediated Communication

There has been an increase in the impact of ICT and digital tools in second language teaching in the 21st century. To clarify, ICT is an umbrella term referring to the use of technological tools which in the language learning setting relates to the use of interactive whiteboards, webpages and audio-files et cetera. (Drigas & Charami, 2014). Previous research has shown that the use of technological tools can improve the students' vocabulary, reading and speaking skills (Drigas & Charami, 2014). Drigas and Charami (2014) argue that the implementation of ICT should aim to reinforce the coursebook or textbook, that is the main-medium in the language teaching (p. 4).

The use of technology in the EAL classroom can also give rise to opportunities for listening to proficient language users communicating with each other, which according to the meaningfulness principle in CLT promotes authentic language teaching (Tomlinson, 2012, p. 274). Richard and Rodgers (2014) argue that "the classroom context is often an artificial setting for authentic communication to be realized" and that technology can provide authentic language input combining images, audio, text and videos (p. 101). Furthermore, Skulstad (2020b) suggests that communicating with native speakers of English is a way of facilitating real communication in the classroom and that modern technology has made this process easier, for instance communicating through the digital platform Zoom (p. 111).

CMC refers to communication that takes place through computers, and can potentially optimize many of the desired outcomes in CLT (Lamy & Hampel, 2007, p. 7). CMC can, for

instance, facilitate increased student participation and opportunities for negotiation of meaning through group-based language learning (Richards & Rodgers, 2014, p. 101). Ørevik (2020) addresses technology use in the 21st century English classroom, and points out that ICT has opened new doors in language teaching and facilitated a variety of platforms for CMC (p.166). ICT and new technologies have enabled students to encounter authentic situations and the English language, for instance through watching and listening to videoclips of recorded interviews that represent native language (Ørevik, 2020, pp. 174–175). Ørevik (2020) also suggests that some students can find it challenging to work with authentic English, since it is not adapted to educational settings (p. 166). Digital tools can further promote online discussions and therefore facilitate interactive language learning among the students.

Hampel and Hauk's (2004) article on effective use of audio conferencing, as part of CMC in distance language learning, also emphasizes how CMC can provide collaborative learning and facilitate authentic teaching materials. Hampel and Hauck (2004) suggest that "CMC is an ideal medium for collaborative learning through social interaction both with a tutor and with peers." and that it allows students to take a greater role when it comes to managing the classroom discourse (pp. 67-68). This corresponds with Vygotsky's view of language learning as something which takes place through mediation and social interaction. Through CMC; "participant interaction", "tasks" and "technology" are considered interrelated mediation tools in the language learning process (Lamy & Hampel, 2007, p. 33). CMC is also related to the use of online synchronous audio communication, like the distance teaching during the pandemic that took place through digital teaching platforms such as Google Classroom and Teams (Hampel & Hauck, 2004).

Hampel and Hauck (2004) also suggest that the multimodal nature of the new communication environments need to be taken into account, where students are presented with a variety of modes through online teaching platforms including visual, audio, verbal and textual (p. 68). Digital platforms combine several modes of representations, such audio files, video files, images and written text (Ørevik, 2020, pp. 165–166) .

Skulstad's (2009) publication "The need for rethinking communicative competence" also highlights how technology has contributed to a multimodal view on languages. This implies that multiple semiotic resources are combined in interaction and in the meaning making process (Skulstad, 2009, p. 258). Consequently, she argues this multimodal nature of

communication presupposes a redefining of communicative competence, which takes into account an awareness of which multiple semiotic resources are available in different contexts and how to implement them in communication (Skulstad, 2009, pp. 258–259). With the transfer from face-to-face to online teaching also came a new way of communicating through the digital teaching platform and in the teachers' facilitating tasks and activities.

2.4.2 Online classroom communication and task design

According to Skulstad (2020b), in order for language teachers to become good designers, facilitators and evaluators of tasks in the EAL classroom they need to have some knowledge of the nature of spoken discourse (p. 98). She points to the fact that spoken discourse often takes place in face-to-face communication, and that eye contact between the participants is an advantage in both face-to-face interaction and in online interaction. The CEFR Companion Volume suggests that, because online interaction is mediated through a machine, it is unlikely to be the same as face-to-face discourse (Council of Europe, 2020, p. 84). Thus, the shift to online teaching during the pandemic challenged EAL teachers to consider the new teaching medium and reflect on its strengths and limitations in language learning. Conventions of turn-taking and the speakers' ability to recognize and interpret body language also play a central role in spoken discourse, which is reflected in the CEFR's definition of sociolinguistic competence (Council of Europe, 2001, pp. 118–121). The language learners need to acquire an understanding of how to enter conversations and at the same time give room for others to participate (Skulstad, 2020b, p. 99). The shift to an online teaching format could therefore possibly challenge the nature of spoken discourse and the students' ability to communicate and interact.

Hampel (2006) reports on a study examining how task were designed and implemented in an online synchronous language teaching setting, and findings indicate that turn-taking is less straightforward in online than in face-to-face settings and that "teachers as well as students have to work out strategies in order to ensure that communication runs smoothly." (p. 116). Findings also indicate that lack of body language had an impact on turn-taking in online environments (Hampel, 2006, pp. 116–117). Hampel (2009) also addresses how a lack of body language and eye contact can result in students having a harder time turn-taking in communication and oral interaction (p. 8). From this perspective, communication strategies are not guaranteed to have the same effect in virtual oral communication as it has in oral face-to-face communication.

Johnson et al. (2000) researched students' attitudes towards face-to-face communication versus CMC through surveys, and found that students prefer face-to-face communication since it "allows for non-verbal, personal information to transpire in a real time, synchronous setting" (p. 15). The study also reports that the students preferred face-to-face communication over CMC since allows multiple ways of communicating. Students can in face-to-face setting use and interpret others' non-verbal communication, including facial expressions (Johnson et al., 2000). This relates to the online distance teaching during the COVID-19 pandemic, where teachers and students were communicating through a screen, something that may have had an impact on the classroom discourse and interaction. The EAL teachers thus had to take into consideration how CMC could possibly affect the students' development and practice of oral communicative competence.

Chandler (2016) examines how language teachers can facilitate student interaction and participation in online teaching. The study provides insight into how group work can empower the students' willingness to speak and participate in online communication, exemplified through the use of breakout rooms, which allow teachers to divide the class into smaller digital group rooms, departing from the main room in the digital teaching platform. The study is based on the researcher's own experiences from using breakout rooms in synchronous online tutorials. Students gave feedback on the online tutorials, and many expressed that when the teachers divided them into digital group rooms to practice tasks and activities together, they were more likely to contribute when returning to the plenary discussions in the main classroom with all students present. Chandler (2016) states that an interesting observation from the results is that interactive and online tasks with high value in the breakout rooms, are not likely to conform to the face-to-face classroom (p. 20). This illustrates the importance of the tutor's ability to adapt the tasks to the teaching environment and medium they are presented in (Chandler, 2016, p. 20).

Fabriz et al. (2021) suggest that the rapid change in language teaching and communication is accompanied by an awareness that teaching pedagogy needed to be adapted to the medium of teaching (p. 2). The sudden need to adapt to online teaching during the COVID-19 pandemic resulted in ERT, where the majority of the face-to-face communicating was replaced with online interaction and communication (Fabriz et al., 2021, p. 2). Likewise, Hampel (2009) argues that the language teachers need to apply ICT in their teaching to enhance interaction and collaboration, where one important factor to achieve this is through designing tasks that are appropriate to the online environment (p. 2). Hampel (2006) suggest that:

Although these modes are gradually approaching those available in a conventional face-to-face classroom (written text, images, audio and video), the computer medium in terms of its materiality is different from the resources used in a face-to-face setting and task design needs to take account of this (Hampel, 2006, p. 106).

Hampel (2006) further argues that teachers often transfer the task designed for the face-to-face classroom to the online classroom without adapting them to the new teaching environment. While there is no quick fix on how to transfer tasks from the in-class to the online classroom, teachers need to make clear that the tasks are appropriate for the medium in which the students are presented with the tasks, in order facilitate their development of communicative competence (Hampel, 2006, p. 111). Consequently, this is an issue of interest in the present investigation of what EAL teachers report about how they facilitated communicative tasks and activities in the virtual classroom that relates to students' oral communicative competence, and how they adapted to the online teaching platform.

2.4.3 The online teacher role

CLT brought a new perspective on the teacher role as the "facilitator" for language learning processes. Language teachers that had previously been instructors and transmitters of knowledge and grammatical rules, should now rather function foremost as a facilitator of interactional tasks and activities (Lamy & Hampel, 2007, p. 61). The teachers should provide learning materials and operate as a resource whilst giving instructions on how the students should work with the tasks and activities (Richards & Rodgers, 2014, pp. 98–99). The language teachers should embody the role as a facilitator by walking around in the classroom and supervising the students by interacting, teaching, reinforcing, questioning, expanding and supporting the students in their learning process as they were working with tasks and activities (Lamy & Hampel, 2007, p. 62).

The shift to teaching through an online environment during the pandemic also called for a reshaping of the teacher role, where the teachers had to gain new skills and adapt their way of communicating and interacting (Fabriz et al., 2021, p. 2). The shift from face-to-face teaching to the digital classroom introduced technological aspects to the teacher role, where the teachers were required to master technological aspects of language teaching (Drigas & Charami, 2014). Drigas and Charami (2014) express that "the tutor's role, apart from being a

transmitter of knowledge and a guide to the whole class, is also that of the facilitator; a multidimensional role including technological and administrative skills in order to avoid problematic situations" (p. 5). The teachers now had to embody a dual role, with being the educator and facilitator whilst dealing with the technological aspect of online teaching that for many included a lack of training and equipment (Drigas & Charami, 2014, p. 4).

Hampel and Stickler (2005) also addresses the online teacher role, and propose a pyramid model, the "Skills pyramid", with seven levels of different skills that online language tutors should acquire in order to be able to facilitate the development of communicative competence. The "Skills pyramid" was developed to create a framework for online language tutors before COVID-19 and ERT, but it can be argued that it in many ways relates to the online EAL teaching during the pandemic.

The first levels of the pyramid include basic skills that are necessary for the teachers to master, in order to develop the skills represented in the higher levels of the pyramid (Hampel & Stickler, 2005, pp. 316–317). The first level, "Basic ICT competence", relates to the teachers' ability to use networked computers in their teaching. The second level, "Specific technical competence for the software" suggests that the teachers need to be able to use the specific software application (Hampel & Stickler, 2005, p. 317). In the context of teaching online in upper secondary Norwegian schools during the pandemic, Zoom, Teams, Google Classroom and Google Meet are all examples of teaching platforms used to facilitate distance teaching.

Moving to the third level of the pyramid, the teachers are required to "Deal[…] with constraints and possibilities of the medium". This implies that the online teachers need to educate themselves on what advantages the digital teaching platform has and also be aware of how the digital medium can challenge their language teaching (Hampel & Stickler, 2005, pp. 316–317). The fourth level of the pyramid, "Online socialization", emphasizes that the teachers should aim at creating a sense of community online, similar to what they would in the in-person teaching. Hampel and Stickler (2005) argue that a feeling of community is key in the CLT classroom, for instance through activities like dialogues and role-plays, where the students communicate, engage and collaborate with each other through meaningful interaction (pp. 317-318).

The next level, "Facilitating communicative competence" relates to the overarching goal of CLT. The teacher can facilitate the development of communicative competence through task-design and teacher interference, nevertheless this has often proven challenging in online settings (Hampel & Stickler, 2005, p. 318). Online teachers that reach the sixth level of the pyramid, "Creativity and choice", are able to select and implement high quality and authentic teaching materials online, which is reflected in their ability to choose suitable exercises and activities for their students (Hampel & Stickler, 2005, pp. 318–319). Lastly, and at the top of the pyramid is the skill of implementing the teachers' "Own style" in the online classroom teaching. Teachers at this level have developed all of the skills in the lower levels and are able to apply their personal style in their teaching (Hampel & Stickler, 2005, p. 319).

2.5 Teacher Cognition on CLT

The research questions in this thesis are related to the teachers' experiences from online EAL teaching, and their perceptions of how they facilitated CLT in the virtual classroom to promote oral communicative competence. Since this study is conducted post distance teaching that took place during the pandemic, it was not feasible to collect data through for instance observation. Consequently, the findings from the research are based on what participants *report* regarding their perceptions about the issue at hand. Accordingly, what they explain that they did in the classroom is their understanding of what took place, and not an objective observation of what took place during online distance teaching. This relates to what Borg (2015) refers to as teacher cognition, as "what language teachers think, know and believe – and of its relationship to teachers' classroom practices" (p. 1).

Research on teacher cognition also reveals a lack of congruence between the teachers' observed classroom practices and their attitudes and beliefs (Borg, 2015, pp. 40–46). Borg (2015) discusses two studies examining in-service teachers' practices and cognitions related to CLT. The research presents contrasting results, where one study illustrates how teachers' beliefs related to CLT are reflected in their actual classroom practices. In the other study, several of the teachers explained that they include communicative activities in their teaching, nevertheless these activities were rarely observed in their classroom practice (Borg, 2015, pp. 114–115). Consequently, there can also be incongruity between what the teachers report in the interview and the questionnaire in this thesis, and what they actually did in the online classroom during the COVID-19 pandemic.

As already discussed in chapter 2.1.4, the Norwegian National curriculum gives teachers a great leeway in terms of how to facilitate communicative tasks and activities in the classroom. This implies that language teachers make many decisions based on their individual thinking when it comes to designing communicative tasks and activities for the EAL classroom (Skulstad, 2020a). Teachers are considered active decision makers, who play an important role in the shaping of the classroom activities (Borg, 2015, p. 4). Consequently, there will be differences in their practicing of CLT and also their perceptions of how they facilitate CLT.

3. METHODOLOGY: MATERIALS AND METHODS

This chapter first presents and discusses the rationale for the methodological choices and the research design that is implied in order to best examine the research questions of this study. Second, it presents the data collection processes in the interviews and the digital questionnaire and third, it presents the data analysis processes. I will further reflect on the benefits and limitations of the methodological design that is implemented in this study. Lastly, this chapter discusses the validity and reliability of the study, ethical considerations that the researcher takes and possible limitations of the research.

The research process consists of different methodological steps, including developing research questions that will be examined (Creswell & Guetterman, 2021, p. 31). The research questions in this present thesis are presented in chapter 1.5, where the main question aims to research:

> **What are the EAL teachers' perceptions of how they facilitated CLT to promote oral communicative competence in the virtual synchronous classroom during the COVID-19 pandemic?**

There are a number of decisions that a researcher needs to take when developing a research design or research methodology. I have therefore included an illustration in Figure 1 based on the "research onion" model presented in Saunders et al. (2019). The research onion consists of several layers that reflect the steps that the researchers take in the research process, starting in the outer circle and moving inwards. Figure 1 represents a simplification and adaptation of the research onion (Saunders et al., 2019) and therefore aims to function as a visual overview of the methodological processes in research. The four layers are reflected in the subtitles of this chapter.
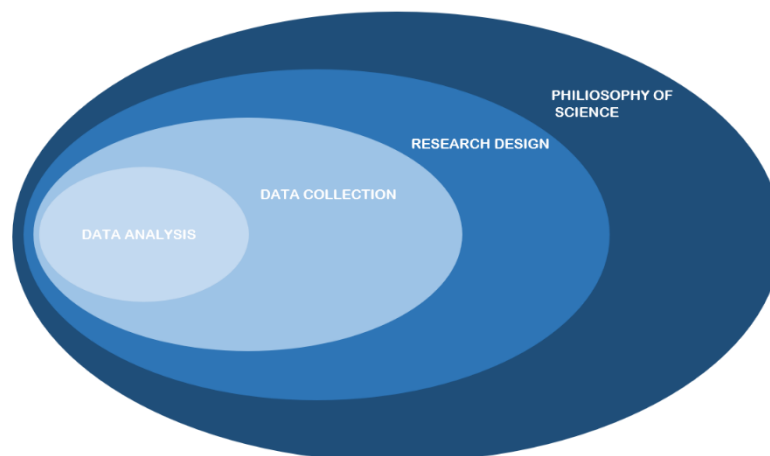
Figure 1: The Research Onion based on Saunders et al. (2019)

3.1 Research approach

The first layer of the research onion *Philosophy of science* includes "research approach"
which consists of three approaches that explain different ways a researcher works, namely the
inductive, deductive and abductive approach (Saunders et al., 2019). *Induction* can be
described as "the process of observing a number of instances in order to say something
general about the given class of instances" (Kvale & Brinkmann, 2015, p. 224). Researchers
that work inductively code the collected data to identify patterns and formulate explanations
according to these patterns. The researchers further approach the data without preconceived
ideas, and rather let their empirical data decide which direction to take and which questions to
further analyze. *Deduction* refers to the process of developing testable hypotheses from
general theories, and then seeking to falsify them (Kvale & Brinkmann, 2015, p. 224). One
may therefore say that the inductive approach moves from empirical data to making
hypotheses and then connecting it to theory. The deductive approach and hypotheses are
based on theories that the researchers then aim to connect to the empirical data material.

Nevertheless, the research process is often dynamic and many researchers therefore apply the
abductive approach (Kvale & Brinkmann, 2015, pp. 224–225). Researchers that work
abductively start inductively and build patterns, themes and categories based on the data that
is collected. From this, they form more abstract units of information, moving back and forth
between the categories and the empirical data that is collected. Then they work deductively,
looking back at the data to decide if more evidence can support each theme or if they need to

collect more data (Creswell & Creswell, 2018, pp. 181–182). The researchers are therefore able to move from empirical data to theory and from theory to the empirical data. The empirical data and the theory mutually reinforce each other in the dynamic and abductive analyzing process (Johannessen, 2022, p. 2). It is challenging to point to one of the approaches and argue that I applied it to this present study. The research was initially based on didactic theory and from there I formed research questions regarding the EAL teachers' experiences from online CLT during the pandemic. However, during the data collection process and the analyzing process, I further developed the research questions and moved back and forth between theory and the empirical data that I had collected, according to the abductive approach.

3.2 Research design – choice of methods

The second layer of the research onion, *Research design*, reflects the researchers' choice of method (Saunders et al., 2019). The three main research approaches are qualitative research, quantitative research and mixed methods approach (Creswell & Creswell, 2018, p. 3).

3.2.1 Qualitative and quantitative research

Qualitative research collects data that is based on words from a small sample of individuals. The data is collected for instance through interviews with open-ended questions aiming at capturing the participants' views, opinions and experiences. The qualitative research can also aim to explore a problem or develop a detailed understanding of a phenomenon (Creswell & Creswell, 2018, p. 40). Qualitative research intends to collect subjective experiences, opinions and feelings of individuals and "thus the explicit goal of research is to explore the participants' views of the situation being studied" (Dörnyei, 2007, p. 38). The qualitative research collects in-depth information from the small sample of participants (Creswell & Guetterman, 2021, p. 239).

Quantitative research, on the other hand, describes problems through analyzing trends and the relationship between different variables (Creswell & Guetterman, 2021, p. 37). The most prominent difference between qualitative and quantitative research is that the quantitative research method collects data through numbers rather than words (Creswell & Creswell, 2018, p. 3). Creswell and Guetterman (2021) explain that another central distinction is that the quantitative method "collect numeric data from a large number of people using instruments with preset questions and responses" (p. 37).

3.2.2 The mixed methods approach

Creswell and Creswell (2018) argue that the qualitative and the quantitative research approaches should not be considered rigid or distinct categories (p. 3). This is reflected in the "mixed methods research" which includes elements from both the qualitative research approach and the quantitative research approach. This means that mixed methods research, or mix methods design, collects both qualitative and quantitative data. This, in order to gain additional insight to a phenomenon which is not provided when only including one approach (Creswell & Creswell, 2018, pp. 3–4). This is also referred to as "data triangulation", where the researchers collect different forms of data to research the same phenomenon and research questions (Creswell & Guetterman, 2021, p. 596). One benefit from including both a qualitative and a quantitative research approach to a study is that the limitations of one approach offsets the other. Qualitative research is designed to collect open-ended data presented through text, and quantitative research contributes mostly with closed-ended data in terms of numbers and statistics (Creswell & Guetterman, 2021, pp. 601–602).

Another strength from including the mixed methods approach to a study is that it increases the generalizability of the results (Dörnyei, 2007, p. 46). Generalizability refers to the process where the researchers apply the results of a research to new and often larger contexts and situations. Qualitative research rarely aims at generalization, however, by including quantitative data more evidence is collected, which can contribute with results that can count for a larger population than the one included in the research (Creswell & Creswell, 2018, pp. 199–202).

In order to examine the research questions in this present thesis, I decided to apply a mixed methods approach, collecting both qualitative and quantitative data. I conducted six semi-structured teacher interviews to collect qualitative data and a digital teacher questionnaire to collect quantitative data[4]. Dörnyei (2007) argues that "the understanding of the operation of complex environments - such as classrooms - lends itself to mixed methods research, because combining several research strategies can broaden the scope of the investigation and enrich the researcher's ability to draw conclusions" (p. 186). I have followed a "convergent mixed methods design" in the data collection process, where the qualitative and quantitative data was collected simultaneously and analyzed separately (Creswell & Guetterman, 2021, pp.

---

[4] The questionnaire in this thesis consists of closed-ended and open-ended questions, thus also collecting qualitative data. This if further elaborated on in chapter 3.3.2.

601–602). However, the analyzing process is more similar to the "exploratory sequential design" since I first analyzed the results from the qualitative interviews, before analyzing the questionnaire results. The categories and themes that I found when analyzing the interviews therefore became the "guideline" when analyzing the quantitative results from the questionnaire, something that is further addressed in chapter 3.4.1. This study mainly draws on the results from the qualitative data, more than it does the quantitative data. The quantitative data from the questionnaire is used to support or show contrast to the salient findings from the teacher interviews (Creswell & Guetterman, 2021, p. 605). This is also the rationale for presenting only some of the results from the digital questionnaire, where I include findings that resonate with themes and topics that the teachers addressed in the interviews. The digital questionnaire mainly collected quantitative data, however it also contributes with some qualitative data where the teachers produced text on open-ended questions.

3.3 Data collection process

The next layer in the research onion and the next step in the research process is *Data Collection* (Saunders et al., 2019). As already explained in chapter 3.2.2, both qualitative and quantitative data is collected in this study through teacher interviews and a digital teacher questionnaire. This subchapter will address how qualitative and the quantitative data was collected including the participants, materials and procedures. This thesis aims to examine the Norwegian upper secondary EAL teachers' reported experiences from facilitating CLT to promote oral communicative competence in the online classroom, during the COVID-19 pandemic. In order to do so, data is collected through six teacher interviews and a digital teacher questionnaire. The rationale for the choice of the methods is that this study examines something that has already happened, so I find it most fitting to focus on the teachers' cognitions and experiences by collecting data through interviews and a digital questionnaire. The aim of this present thesis is not necessarily to generalize the findings, but to reveal the teachers' experiences. Data triangulation have enabled the study to collect in-depth, qualitative data from a small number of teachers and also collect qualitative and quantitative data from a larger group of EAL teachers.

3.3.1 The teacher interviews

Materials: Interview design

The teacher interviews that were conducted were "semi-structured interviews". Semi-structured interviews include pre-prepared questions that guide the interviewer during the interview, something that gives structure to the interview (Kvale & Brinkmann, 2015). The interview is "semi-structured" since the interviewer does not have to ask all the questions to all of the participants, and there is also room to supplement the main questions with probe questions (Dörnyei, 2007, p. 136). Probe questions can for instance be "can you say something more about that?", a question that the interviewer can ask the informant to pursue interesting answers, and therefore also gain more insight (Kvale & Brinkmann, 2015, p. 161). The interviewer can also ask follow-up questions through directing new questions to what has been said, or to show interest through pauses, nods or simply saying "mhm" (Kvale & Brinkmann, 2015, p. 161). The teachers that were interviewed in this study will mainly be referred to as "informants" (Kvale & Brinkmann, 2015, p. 113).

The questions that were pre-prepared before the interviews is structured in an "interview guide", attached in Appendix C. The interview guide served as the main research instrument in the qualitative data collection process, and the data is the recorded and subsequently transcribed interviews. The interview guide gave me, as the interviewer, an overview of the central questions and themes that I wanted to address in the interviews, and thus I made sure that nothing important was left out. The interview guide was also a great tool to use in the opening stages of the interviews, and also when concluding the interviews. It also contributed to make the transitions between different themes smoother (Dörnyei, 2007, pp. 136–137).

The interview guide consists of the main themes and questions I aimed to ask the informants. The interview guide was divided in three categories: "introduction", "reflections" and "conclusion". The first category included information about the interview process and the last category opened up for the informant to contribute with additional information and ask questions. The category "reflections" consists of the main themes that I aimed to address in the interviews and central pre-prepared questions. The five main themes or categories are presented in the left column of the interview guide as: the teacher's background and experience, the teacher's beliefs, the teacher's experiences from online English teaching, designing interactive tasks and activities in the virtual classroom, the teacher's digital competence and use of ICT in the online learning.

The categories and questions in the interview guide are based on this thesis' research questions, to make sure that I asked questions that actually examined the research questions (Kvale & Brinkmann, 2015, p. 158). The categories and its questions aimed to elicit insight into the teachers' reported experiences related to different aspects of online EAL teaching during the pandemic, reflected in the main and subordinate research questions (presented in chapter 1.5). The first categories mostly functioned as a conversation starter and I also found it interesting to learn about the teachers' background and beliefs and relate it to their perceptions of their own teaching practices. The other categories aimed at collecting data that reflected the teachers' experiences from how the digital teaching format possibly affected the teacher role, classroom communication and the teachers' choice and organization of tasks and activities in the online classroom.

The interview guide presented in Appendix C illustrates that I included direct questions such as "Would you say that your online teaching reflected an interactive classroom, or do you believe that the students were more passive through the digital screen?" and indirect questions like "What do you believe engaged and motivated students to participate orally in the virtual classroom?" (Kvale & Brinkmann, 2015, p. 161). In qualitative interviews, the researcher asks open-ended questions so that the informants can create their own answers instead of being forced to choose between specific and predefined alternatives. This is beneficial because the researcher collects answers that are presented through text, which gives qualitative and in-depth results (Creswell & Guetterman, 2021, p. 252).

Participants

Selecting informants to participate in interviews is referred to as "sampling" and is another crucial step in the data collection process. "Sampling" refers to the group or participants that is actually researched and "population" refers to the group of people whom the study relates to (Dörnyei, 2007, p. 96). I used "purposeful sampling" to find informants, which refers to the process where "researchers intentionally select individuals and sites to learn or understand the central phenomenon" that is considered information rich (Creswell & Guetterman, 2021, p. 240). Before selecting participants, I clarified a central qualification that the informants had to meet in order to participate, based on what the study aim to research. This included that the teachers who participated had to be upper secondary EAL teachers in Norway, that experienced online teaching during the COVID-19 pandemic.

I employed "homogeneous sampling" strategy since I selected "certain sites or people because they possess a similar trait or characteristics", which in this thesis mostly relates to the participants' occupation (Creswell & Guetterman, 2021, p. 242). The informants also shared important experiences that are relevant to this study, which is teaching EAL online during the pandemic (Dörnyei, 2007, p. 127). Nevertheless, I find it important to address that "homogeneous sampling" does not mean that the teacher informants need to inhabit the same attitudes, experiences and perceptions of the online EAL teaching. The process of selecting participants also reflects aspects of "convenience sampling" since the participants needed to meet criteria such as geographical proximity and willingness to volunteer (Dörnyei, 2007, pp. 98–99). Dörnyei (2007) argues that convenience sampling is not just based on who is convenient and easily accessible, but is also purposeful since the participants need to "possess certain key characteristics that are related to the purpose of the investigation" (p. 99).

In order to reach out to the participants that met the requirements presented above, I formulated an email to a number of Norwegian upper secondary schools that are located in the same county, Vestland Fylkeskommune. The emails were sent in November 2022 and presented information regarding the purpose of the present master's thesis, requirements for participating in the interviews, and a request to the school administration to forward the email to the relevant teachers. Then, the teachers that were willing to participate responded to me by email. There were six teachers in total that participated in the interviews, including both men and women. Table 1 below presents some general information regarding the six interview informants.

Teachers	English teaching experience in upper secondary	Educational program + level	Experience from online teaching	Digital teaching platform
Teacher A	30+ years	Vocational studies: Vg1 - TIP: Teknikk og industriell produksjon - Building and construction (carpentry)	2 months in total	Teams + Meet
Teacher B	3 years	General studies Vg1 + Vg2	Five weeks + hybrid version	BigBlueButton
Teacher C	6 years	General studies Vg2 + Vg3 Vocational studies Vg2 - Building and construction (carpentry)	5 months in total (including hybrid version)	Google Meet
Teacher D	2 years	General studies Vg1 + Vg2	6 months in total (including hybrid version)	BigBlueButton
Teacher E	12 years	Vocational studies Vg1 - TIF: Teknologi og industrifag - Building and construction	3 months + hybrid version	Teams
Teacher F	18 years	General studies Vg1 + Vg2 Health and youth development Vg3	6 months in total (including the hybrid version)	Teams

Table 1: Overview of the teacher interview informants

Procedure

The six teacher interviews were one-on-one interviews, which is a common interview design in educational research (Creswell & Guetterman, 2021, p. 252). One-on-one interviews last approximately 30-60 minutes (Dörnyei, 2007, p. 134). Table 2 presented below presents information regarding the interviews. The interviews were conducted face-to-face at a time and place convenient to the informants. The interview with Teacher F was conducted online through Zoom since the teacher had to stay home due to sickness. It was the teacher's suggestion to do the interview online instead of postponing the interview to another day where we could conduct it face-to-face (Creswell & Creswell, 2018, pp. 188–189).

Participant (informant)	Interview length	Words transcribed
Teacher A	77 min	13.387
Teacher B	44 min	7.564
Teacher C	83 min	10.846
Teacher D	57 min	7.368
Teacher E	60 min	6.859
Teacher F	64 min	9.781

Table 2: Overview of the interviews

I recorded the audio from the interviews using my personal phone to ensure that the data material was collected precisely. The audio recordings allowed me to transcribe the audio into written text to use in the qualitative data analysis. Elements such as the tone of the informants' voices and when they paused during the interview are also aspects that were captured in the audio recordings for later analysis (Kvale & Brinkmann, 2015, pp. 204–205).

In order to use the phone to do recordings of the interviews, I registered the thesis and a request to conduct interviews and recordings in Norwegian Center for Research Data (NSD) and in RETTE (System for risiko og ETTErlevelse) (see Appendix A for NSD evaluation). The recordings were stored in my UiB account in Google Drive as a data security measure, which the University of Bergen considers a safe space for storage, and were deleted from my phone after I transferred them to the account. The data transcriptions were also stored in the same account, that only I have access to. The transcriptions will be deleted when the master's thesis is finalized. See chapter 3.6 for more details on ethical considerations regarding the data collection process.

While conducting the teacher interviews, I mainly kept to the interview guide and I made sure to ask the most central questions to all the informants so that the data analysis process would be systematic. However, I included follow up questions, probing questions and sounds like "mhm" to acknowledge the informants' answers and to minimize the interviewer's voice. I also focused on setting a welcoming tone at the beginning of the interviews. I explained the purpose of the study and central themes that I would address, reminded them of the consent form they had signed beforehand, addressed the importance of confidentiality and opened up for the informants to ask questions. I also invited the informants to contribute with additional

information in the concluding stages of the interviews if they felt something was left out (Kvale & Brinkmann, 2015, pp. 154–155). Conducting qualitative interviews allowed me to have more control over the data collection process than in the quantitative strand of the study, since I could ask the informants specific questions and also follow up interesting statements and experiences. Likewise, the teachers could ask clarification questions or express if something was unclear (Creswell & Guetterman, 2021, p. 252).

3.3.2 The digital questionnaire

Materials

Dörnyei (2007) writes that "survey studies aim at describing the characteristics of a population by examining a sample of that group" (p. 101). Creswell and Creswell (2018) explain that "a survey design provides a quantitative description of trends, attitudes and opinions of a population" (p. 147). The main data collection method in surveys are "questionnaire surveys" that I will refer to as "questionnaire" in this chapter (Dörnyei, 2007, p. 101). The questionnaire that was designed in this study was distributed online through Microsoft Forms. One of the strengths from including digital questionnaires is that it is efficient both in terms of time and materials. The digital questionnaire also provides high levels of anonymity since the respondents, referring to the teachers that participated, did not give away any personal or sensitive information (Dörnyei, 2007, p. 121). I also checked with the Data Protection Officer who confirmed that the University of Bergen allows Microsoft Forms as a tool to collect data, and that I could use it to collect data through a digital questionnaire.

The digital questionnaire is organized with a title that reflects the main topic, two paragraphs describing the aim of the study, some general information and instructions regarding participation and a sentence showing gratitude to the participants (see Appendix E). The questions are further divided into five sections which reflect the five main topics addressed in the questionnaire, the same as the main topics presented in the interview guide (see chapter 3.3.1 for a specification of the topics) (Dörnyei & Taguchi, 2010, pp. 18–21).

Questionnaires can consist of *factual questions*, *behavioral questions* and *attitudinal questions*. *Factual questions* relate to facts about the respondents such as occupation, education and level of language learning history. *Behavioral questions* concern the respondents' actions, habits and lifestyle, and *attitudinal questions* seek to discover the

respondents' attitudes, beliefs, opinions, values and interests (Dörnyei, 2007, p. 102). The digital questionnaire includes all three question types, where question 1-5 and question 10 are factual questions (see Appendix E). However, the majority of the questions were behavioral and attitudinal. The rationale for this is that the research questions are concerned with the teachers' perceptions and experiences from online teaching. The attitudinal questions are especially reflected in questions including rating-scales or a "Likert scale".

The majority of questions in questionnaires aim to collect quantitative data, however inclusion of open-ended questions can contribute with qualitative data (Dörnyei, 2007, p. 121). Question: 2, 9, 11, 13, 14, 16, 17, 19, 20, 22, 23, 27 are all open-ended questions and the teacher respondents were told to "write in your answer" with their own words in the textbox following the questions thus providing qualitative data. The remaining questions were closed-ended questions, which means that the respondents were provided with ready-made answers to choose from, and the teachers put an X on the box or boxes that had the alternative that resonated best with their experiences or beliefs (see for instance question 6 in Appendix E). The closed-ended questions collected quantitative and numeric data since the respondents could not answer by producing writing or text (Dörnyei & Taguchi, 2010, p. 26). Dörnyei and Taguchi (2010) argue that one major advantage of closed-ended questions is that the coding process leaves no room for subjective interpretations, consequently strengthening the validity of the research (p. 26). Nevertheless, in order to avoid that the respondents did not find suitable alternatives to answer, I added an open-ended alternative "other" to question 5, 10 and 15.

Dörnyei (2007) points to "Likert scale" as the most common closed-ended questions in questionnaires. These are characteristic statements that respondents are told to indicate to what extent they "agree" or "disagree" with the statements (pp. 105-106). Question 8 in Appendix E is a Likert scale question: "Please select the box that corresponds with your personal view and experiences according to the statements presented below." The predefined responses ranged from: "strongly disagree" – "disagree" – "neutral" – "agree" – "strongly agree". Dörnyei and Taguchi write that it is most common to include 5 response options on the Likert scale (2010, p. 28). Question 24, 25 and 26 in the digital questionnaire are numeric rating scales, where the teacher choose a number from 1-10 that corresponds best with their personal view and experiences from each of the statements presented (Dörnyei & Taguchi, 2010, p. 31)

In order to make sure that the digital questionnaire examined what I aim to research in this thesis, I had to operationalize the theoretical concept in the questions (Creswell & Guetterman, 2021, p. 178). In order to do so, I included questions that related to the teachers' perceptions of their EAL teaching before, during and after the pandemic, so that I could identify whether the teachers report that they applied different teaching methods or facilitated different skills and aspects of language learning in the face-to-face teaching versus in the online teaching. By asking specific and narrow questions in the questionnaire, I was able to collect measurable data on the different variables such as the teacher's role, the classroom communication, the facilitation of tasks and activities online, the teachers' reflections on promoting oral communicative competence online et cetera (Creswell & Guetterman, 2021, p. 38). By asking questions that revealed the teachers' attitudes and beliefs regarding teaching the English subject, and also by including questions that related to their perceptions of their physical and online classroom practices, I was also able to look into how their beliefs related to their reported perceptions of their classroom teaching.

Participants

There are two main strategies in qualitative sampling, namely "probability sampling" and "non-probability sampling". In non-probability sampling the researcher selects participants because they are available and participants that represent some characteristics that are relevant to the study (Creswell & Guetterman, 2021, p. 173). The participants in this study were selected through "convenience sampling" which is a non-probability sampling strategy and the most common strategy in second language research (Dörnyei & Taguchi, 2010, p. 61). The participants were selected on the basis of availability, nevertheless the teachers were required to have experience from online EAL teaching at a Norwegian upper secondary school during the COVID-19 pandemic. The extent of generalizability is considerably lower in non-probability sampling, however the aim of this study is not necessarily external generalization where one states that the findings in the research apply for other people, situations and settings. This research rather leans towards internal generalization, where the qualitative findings generalize within the setting and population that is researched (Dörnyei, 2007, p. 59). The relatively low participation rate in the questionnaire, including 20 teacher respondents, also makes external generalization more challenging.

Procedure:

The digital questionnaire was sent through email to the same school administrations that received the teacher interview request. The email included information regarding the topic and aim of the study and what participating entailed. It also included a written information document, available in Appendix D. In addition, I distributed the email to around 40 additional upper secondary schools across Norway. I also sent a request to three different Facebook groups for Norwegian upper secondary English teachers, where I explained the criteria for participating and attached the information document. This most likely contributed to a higher response rate, nevertheless this can also result in the researcher having less control whether the participants meet the desired characteristics and criteria for participating (Dörnyei, 2007, p. 99). The teachers had approximately three weeks to answer the questionnaire, in January 2023.

The digital teacher questionnaire contributes with both quantitative and qualitative data to the study, since data is collected through numbers and text. One of the strengths from including quantitative research is that it provides reliable, controlled and valid data (Dörnyei, 2007, p. 34). Questionnaires also allow the researcher to collect a relatively large amount of data in a relatively short time period (Dörnyei, 2007, p. 115).

3.4 Data analysis process

The inner layer of the research onion illustrates the data analysis process which is the last step in the methodological process (Saunders et al., 2019). In this subchapter, I will address the data analysis processes in this study, concerning the teacher interviews and the digital questionnaire.

3.4.1 The teacher interviews

After collecting the qualitative data from the teacher interviews using audio recording, the next step was to transcribe the audio into text (Creswell & Creswell, 2018, p. 194). Brinkmann and Kvale (2015) write that "transcribing interviews from an oral to a written mode structures the interview conversations in a form amenable to closer analysis and is in itself an initial analytic process" (p. 206).

I made sure that the respondents did not give away any sensitive information in the interviews since the interviews were recorded. The informants were also given a pseudonym each in the

transcriptions, where "Teacher A" is the first teacher that was interviewed and "Teacher F" is the last teacher that was interviewed. This will be further addressed in chapter 3.6. I aimed to be very precise in the transcription process and wrote down the exact words and sentences that the informants stated to provide an accurate analysis. If I was unsure of what the informants were saying, I listened to the recordings multiple times and made a mark in the transcriptions when the informant's voice was unclear for instance due to background noise. I also made the decision to transcribe the interviews verbatim, however some of the "mhm" are excluded in sentences when they seemed superficial and overly repeated. The data is transcribed into 105 pages with approximately 55.000 words, see Figure 2 presented in chapter 3.3.1 for more detailed descriptions. See Appendix F for the six teacher interview transcriptions.

The next step in the analysis process was coding the qualitative data that was collected from the teacher interviews (Creswell & Creswell, 2018, p. 194). The most common way of analyzing quantitative data is coding through the computer (Kvale & Brinkmann, 2015, p. 226). Coding is the process of labeling text to form descriptions and themes in the data (Creswell & Guetterman, 2021, p. 279). First, I read through all the transcribed data while I underlined and highlighted quotations in the color green, that seemed relevant to further investigate. Second, I read through the data with the highlighted quotations in mind to form categories based on the central findings. The categories are based on the research questions of this study, and are as follows:

1. The teachers' experiences related to the shift to online language teaching
2. The impact of the digital teaching format on the facilitation of oral skills development
3. The impact of the digital format on the teacher role and classroom communication
4. Factors impacting the organization and choice of tasks and activities in the online classroom
5. Strengths and limitations of online EAL teaching

The categories that are defined in the coding process appear as major findings in qualitative research and are often reflected in the headings of the "findings section" of the study (Creswell & Creswell, 2018, p. 194). This also relates to this present thesis, where the five categories presented above are reflected in the headlines 4.1.-4.5. Interpretation of meaning

and themes in qualitative research involves a number of processes. Chapter 4. presents the analyses from the teacher interviews and the digital questionnaire. The chapter summarizes and compares the findings by looking at similarities and contrasting findings and then relating it to the study's theoretical background.

3.4.2 The digital questionnaire

The quantitative data from the digital teacher questionnaires was collected through Microsoft Forms. The questionnaire consisted of both open-ended and closed-ended questions, therefore both qualitative and quantitative data was collected. The closed-ended questions were presented in Likert scales, numeric scales and in questions where the respondents were told to choose among given alternatives, which resulted in numeric data. The Microsoft Forms application is constructed so that the respondents' results are automatically presented in different charts, like the pie charts presented in Chapter 4. The charts present statistical data, however, I did not conduct a statistical data analysis when analyzing the qualitative data mainly because of this thesis' main focus on qualitative data and also due to a relatively low participation rate. The respondents' answers were also automatically presented in an excel document. As I have already described in chapter 3.2.2, the categories presented in chapter 3.4.1 that emerged from the interview analysis, functioned as a "guideline" when analyzing the data from the questionnaire.

3.5 Research validity and reliability

"Validity" and "reliability" are two integral aspects of research and are therefore important to address in the methodology chapter. Validity refers to whether statements are perceived as truthful, accurate, correct and authentic (Creswell & Creswell, 2018, p. 200; Kvale & Brinkmann, 2015, p. 282). Validity in qualitative research is "based on determining whether the findings are accurate from the standpoint of the researcher, the participants, or the readers of an account" (Creswell & Creswell, 2018, p. 199). Research validity is also defined as the meaningfulness of the interpretations that the researchers make, based on observations and the extent that these findings generalize beyond the study (Dörnyei, 2007, p. 52). Kvale and Brinkmann (2015) explain that validity must be taken into consideration from the initial stages of collecting data through interviews, when transcribing the data and when analyzing them (pp. 283-284).

Dörnyei (2007) argues that "improving the validity of research has been at the heart of the notion of triangulation" (p. 45). Triangulating data through the mixed methods design can therefore increase the validity of a study (Creswell & Creswell, 2018, p. 200; Creswell & Guetterman, 2021, p. 297). I believe that the inclusion of open-ended questions in the digital questionnaire contributes to strengthening the validity of this research, especially in regard to the qualitative data that is collected. Findings that are obtained through multiple methods can also increase the generalizability and the external validity of the results. Research has "internal validity" if the findings are based on the measurements of variables in the study and "external validity" refers to whether the findings are generalizable (Dörnyei, 2007, p. 46). The overall aim of this research is not to achieve generalization or external validity. However, the twenty teachers that participated in the questionnaire and the six teachers that were interviewed contribute to increase the overall validity of the research. Consequently, it also provide insight into their experiences from teaching EAL during the COVID-19 pandemic.

The interviewer also needs to be aware of how the validity of the research can be affected by the questions that are raised in the interviews. The wording of a question can affect the informants' answers and thus also affect the validity of the data, and the researcher should therefore avoid raising leading questions. The researcher's responses and reactions to the informants' answers can also act as either positive or negative reinforcers and thus affect how the informants respond in the interview (Kvale & Brinkmann, 2015, pp. 199–201). I believe that I manage to maintain an objective role as an interviewer, nevertheless in the effort of trying to minimize my own voice during the interviews, I often responded with positive and interesting "mhm" to the respondents' answers. This could possibly affect the teachers' answers and formulations in the interview situations. I further suggest that the question formulations in the interview guide overall reflect neutral and objective questions (see Appendix C).

The researcher has to be particularly aware of and transparent when it comes to possible bias, including selection bias (Creswell & Guetterman, 2021, p. 40). The selected participants, with certain characteristics, can predispose them to have a specific outcome, so by randomly selecting participants there is less threat to the study's internal validity (Creswell & Creswell, 2018, p. 170). I therefore sent the request to the teachers to participate in the teacher interviews to Norwegian upper secondary school administrations so that they could forward the email to the relevant teachers and arguably avoid selection bias. Further, Teacher B wanted to conduct the interview in Norwegian, so I had to translate the transcribed data from

Norwegian to English in the teacher's quotations presented in Chapter 4. This could possibly affect the accuracy of the data, however I tried to translate the interview answers without changing what the informant wanted to convey.

The researcher often has little opportunity to double check the validity of the findings in questionnaires, mostly due to the lack of contact between the researcher and the respondents. The respondents can for instance misunderstand questions which can ultimately affect the research validity (Dörnyei & Taguchi, 2010, pp. 7–8). I believe that the mixed methods research design, including interviews and the questionnaire, strengthens the overall validity of this study. In addition, the inclusion of open-ended questions where the informants could express their answers, opinions, experiences, and even express confusion regarding a question, also increase the research validity. However, Question 12: "Do you believe that the shift to digital teaching resulted in less oral student communication and participation?" can come across as a leading question since it only offers a "yes/no" answer. Despite this, other questions related to the topic are open-ended and the respondents could therefore elaborate on their answers in the textboxes. The fact that a couple of the teachers did not answer all of the questions in the questionnaire may affect the internal validity of the study. This is further addressed in chapter 4.2.1. However, the overall findings and trends from the questionnaire are seemingly unaffected by this.

Reliability refers to the consistency of the research findings and is related to whether the findings are reproducible at other times, conducted by other researchers. This concerns whether informants will change their answers if they were to participate at another time and if they were interviewed by another researcher (Kvale & Brinkmann, 2015, p. 281). I followed the questions in the interview-guide for each of the interviews, which arguably contributed to strengthen the internal reliability of the interviews, meaning that the questions all measured the same phenomenon. I also believe that the interview guide is formulated in a way that the study would generate the same, or similar results, if it was conducted at another time with other informants. Dörnyei and Taguchi (2010) write that questionnaires that have 50+ respondents are likely to provide significant results (p. 62-63). One can therefore argue that more participants would add to the reliability of this study, however I believe that the mixed methods design strengthens the overall reliability and stability of this study. Quantitative research is however inherently subjective, interpretive and time- and context bound (Dörnyei, 2007, p. 54). I argue that the methodological design would give the same data and results at

other times, nevertheless the interpretations of the data are inevitably subjective and can therefore always vary.

3.6 Ethical considerations

Researchers need to take into account the possible ethical issues that may arise during the research processes (Creswell & Guetterman, 2021, p. 88). First and foremost, the master students at the University of Bergen are required to follow the ethical and legal guidelines for conducting research, which included registering the project in NSD and RETTE. I started the registration process of this study in the fall semester of 2022. Here, I explained the aim of the project and provided important documents, including the written information letter to the participants, the semi-structured interview guide and the digital questionnaire (see the Appendices). Another central aspect of the researchers' ethical considerations is to provide the participants with an informed consent form, a form that includes the aim of the research, explaining what participation entails and that participation is voluntary and that the participants can withdraw at any given time. The participants who agree to participate, sign the document and the researcher must always protect their rights (Creswell & Guetterman, 2021, p. 176; Kvale & Brinkmann, 2015, p. 93).

The written information document (in Appendix B) was attached in the email that was sent to the upper secondary school administrations. The teachers that volunteered to participate then signed the informed consent form, that was included in the written information letter, before conducting the interview. I also confirmed that all of the participants had signed the document at the beginning of each interview and that they understood what participation entailed, and I also opened up for questions regarding participation. One ethical challenge that often arises in research is concerning the decision of how much information should be included regarding the project to avoid response bias. I decided to include some general information regarding the study's topic and the preliminary research questions since I did not considered this as leading information (Dörnyei, 2007, p. 65).

The written information document also addressed confidentiality, where I explained that private data that could identify the informant, such as their names and workplace, would not be disclosed and the participant will not be recognizable in the transcriptions or in the thesis (Kvale & Brinkmann, 2015, pp. 94–95). The interview questions do not collect any sensitive information regarding the participants, which contributes to maintain confidentiality. As

addressed in chapter 3.4.1, the teachers were each given a pseudonym to keep their identity anonymous. The request to participate in the questionnaire also included a written information document (Appendix D) and the respondents consented to participate by answering "yes" on question 1 (see Appendix E). Participation in the questionnaire was anonymous and the respondents entered the digital questionnaire through a hyperlink. The questionnaire did not ask for any sensitive information that could reveal the identity of the respondents. It is a common thought that the respondents provide more accurate and honest answers when the questionnaire is anonymous (Dörnyei & Taguchi, 2010, p. 17).

I also find it necessary to address the researcher's reflexivity as a central ethical consideration in the data analysis process. The researcher needs to be aware of how his/her background and previous experiences may influence the evidence and themes that the researchers include from the data to answer the research questions (Creswell & Creswell, 2018, pp. 183–184). I argue that since I have very limited experiences from teaching English, and since I have not taught EAL online, I was able to take on an objective researcher role.

3.7 Possible limitations of the methods and material

I have already discussed benefits and limitations related to the qualitative and the quantitative approach of my study throughout Chapter 3. I also addressed some potential challenges that concern the validity and reliability of the research, and measures that I have made in order to limit these challenges. This thesis examines Norwegian upper secondary EAL teachers' reported experiences from facilitating CLT related to oral communicative competence through an online teaching platform, during the COVID-19 pandemic. It is a relatively small number of teachers that participated in the study, so their experiences are not necessarily representative of other EAL upper secondary teachers' experiences from online teaching. The interview informants were sampled through homogenous sampling, and English teachers at other levels were not included. Thus, findings from the interviews may not be applicable to for instance secondary school teachers or teachers that work at schools outside of the county that is included.

The digital questionnaire opened up for teachers from across the county to participate. The convenience sampling process was therefore not limited by geographical proximity in contrast to the sampling in the teacher interviews, but was based on the participants' willingness to participate. I have already argued that this study does not necessarily aim to generalize its

findings to a larger population, but to bring to light how teachers experienced online teaching during the pandemic. The findings from this study can therefore contribute to a relatively new area of educational research. The qualitative data that is collected from the six teacher interviews, especially contribute to bring to light the teachers' reported experiences.

Another possible limitation is related to the formulation of the questions in the teacher interview guide and in the digital questionnaire. The formulations of the questions could possibly affect the teachers' answers and therefore also the results since it is not always clear that the focus is on oral aspects of language teaching. However, I believe that I made sure to explain that the focus was on the students' development of oral communicative competence to avoid any unclarity in the interviews.

4. RESULTS AND DISCUSSION

This chapter will first present the results from the analysis of the six teacher interviews and the digital teacher questionnaire. The subtitles of this chapter are based on the five categories which emerged out of the analysis. The presentation and discussion of the findings aim to reflect both overall trends and discrepancies in the teachers' perceptions of their online teaching experience. As already addressed in Chapter 3, the present thesis mainly draws on the data collected through the six teacher interviews. This chapter therefore includes findings from the digital questionnaire that are directly related to what the teachers addressed in the interviews. Consequently, interview and questionnaire results are presented thematically rather than separately.

The findings from the teacher interviews are presented through illustrative quotations drawn from the written transcripts. The teachers were given pseudonyms to keep their identity anonymous, where the first teacher is named "Teacher A", the second teacher is named "Teacher B" et cetera. As discussed in Chapter 3, Teacher B was more comfortable in conducting the interview in Norwegian, so the quotations that are included from that specific interview have been translated from Norwegian to English. The digital questionnaire consists of both open-ended and closed-ended questions, bringing a qualitative and a quantitative element to the study. The findings from the digital questionnaire are presented through charts based on the close-ended questions and quotations from the participants' responses to the open-ended questions. Teacher quotations drawn from the digital questionnaire are marked with a number ranging from 1-20, according to the 20 teacher respondents who participated.

This chapter will also discuss the central findings in light of the theoretical framework presented in Chapter 2. The research questions first and foremost aim to shed light on how the teachers experienced facilitating CLT to promote oral communicative competence in the online classroom. This includes whether and how the digital teaching platform affected their facilitation of communicative tasks and activities, how it affected their online teacher role and the online communication. This study also aims to investigate the teachers' perceptions of pedagogical strengths and limitations related to the online teaching format.

4.1 The teachers' experiences related to the shift to online language teaching

The teachers had mixed experiences related to the shift from teaching English in the analog classroom to an online teaching format during the pandemic. Findings from the interviews show that, for some teachers, this change came along with feelings of eagerness to engage with the digital teaching platform. The main challenge that the teachers addressed regarding the shift is related to technological aspects, including how technology negatively affected the teachers' communication and interaction with the students. Teacher C reported that:

> **Teacher C**
> I was excited, I considered that a good opportunity to try something new […] I have made videos before, used that in my class, instructional videos. So I kind of thought 'yeah, it's the same!', but maybe we do it live, so let's try! We have worked with tasks digitally, so it's not a problem.

Hampel (2006) explains the importance of adapting the task design according to the medium, and that the task design suitable for face-to-face teaching may not be sufficient in the digital classroom. In contrast, Teacher C's experience on the transfer to online teaching reflects a mindset that the use of technology and task design in face-to-face teaching is compatible with online teaching. The teachers that participated in the questionnaire were mostly hesitant towards the shift to online teaching, but an exception is teacher 4 who responded this on question 9: "I found it to be a lot of fun! Finally I could be more creative". Teacher A, on the other hand, contributes with a more negative outlook on the shift to online teaching:

> **Teacher A**
> It's a regressive shift, in my mind. It has some values, like any technology has values, and potential values depending on how you use the tool. But basically, for this teacher and my generation and my values it is regressive. It's "a necessary evil", is how I would describe working with human being via, you know, technology interposed between myself and another human being, that's a regression.

This quote reflects how some of the teachers experienced CMC as limiting their interactions with the students. Hampel and Hauck (2004) suggest that CMC can function as an ideal

medium for interaction between the students and the teachers, however Teacher C's attitudes towards technology indicates that the teacher does not value the potential of the teaching medium. Teacher B and Teacher E point to similar experiences from transferring their teaching online:

Teacher B

For me, I feel that that when I was a teacher student, we were presented with a lot of new challenges, so seen from that perspective, it was not really a problem! […] The hardest thing was probably to connect with the students, right, in the classroom you are so used to seeing them, but online it was more 'do you get online?', 'have you checked the internet?', so more technical aspects, at least in the start.

Teacher E

It was, at first you sort of just had to try to keep your head over water and to, at first you wanted to just make sure that everyone knew how to sort of use the, to use Teams, to be able to log on. So you spend, you maybe spend a little bit too much time getting everyone aboard! And yes, it was a bit difficult at first, because you cannot do exactly the same thing that you would do in a classroom, online! […] I could not see them, I could not really tell if they were there!

The teachers' experiences reflect Drigas and Charami's (2014) view that the shift to online classroom language teaching brings new technological aspects to the teacher role. This also relates to Hampel and Stickler's (2005) "Skills pyramid" which highlights the need for online teachers to acquire technical competence and be able to deal with both strengths and limitations of the digital medium. Another central aspect reflected in the two teacher quotations presented above, is that the teachers point out that they could not see their students online like they could in the analog classroom. The lack of eye contact will be further addressed in chapter 4.3.1 as it is a recurring theme in the data.

4.2 The impact of the digital teaching format on the facilitation of oral skills development

4.2.1 A shift in focus from oral skills to writing skills

The interviews and questionnaire show that with the transition from in-class English teaching to virtual teaching, also came a shift in focus with regards to the basic skills the teachers promoted. An interesting finding was a clear tendency to favor oral skills in the physical classroom and writing skills in the online classroom. Teacher D, who started the teaching career in online teaching during the pandemic, explained:

> **Teacher D**
> There is a clear divide between the face-to-face teaching in the classroom and the digital classroom, because I remember, when I look back at my lesson plans, and the amount of texts that I received, they are far greater during the pandemic, then now. In the classroom now, I engage more in classroom debates, I try to make them have group discussions, where they reflect on a subject.

The fact that Teacher D reportedly favored student production of writing skills in the online classroom, and facilitated group work promoting oral interaction in the face-to-face teaching after returning to the physical classroom, indicates that the focus on writing was directly related to the online teaching format. CLT supports student interaction and active language use in language learning, which often takes place through group work and collaboration (Richards & Rodgers, 2014, p. 97). The digital teaching format seemingly limited the teacher's facilitation of CLT that enabled students to communicate orally.

Teacher C was also asked which of the basic skills they usually favor in face-to-face teaching, and answered similarly to Teacher D: "Oral skills! I think. […] I like students do discuss, I like them to have conversations spontaneously or organized, and it's often the case that they find it a bit more enjoyable as well". Based on this quote, it seems like Teacher C promoted oral aspects of CLT in the face-to-face teaching, since spontaneous conversations are a common way for the students to practice their language fluency (Richards & Rodgers, 2014, p. 97). The teachers were also asked which of the basic skills they favored when teaching online:

Teacher B

It was more focus on the writing skills, because it was difficult to get the students to talk in this platform! […] because you can't plan 'when can I say this?', right? So it became more unnatural.

[…] It's easier to do things in writing and to assess writing skills, so online I focused primarily on that.

Teacher C

Reading and then comprehension skills, writing skills. I think that received a greater attention at that period, because it was very, ehm, not tiring, but it was, it took a lot of energy to work orally in that period, I think! Ehm, so, yeah, receptive skills, reading skills and writing skills as well. So I think that received a lot of attention. But when you came to the vocational, I think the vocational class, I focus more on oral skills.

A commonality in the findings related to the promotion of writing skills in the online classroom is that it was seemingly because of convenience. Indeed, the teachers report that they promoted writing skills online because "it's easier" (Teacher B) and that working orally "took a lot of energy" online (Teacher C), rather than based on conscious pedagogical reasoning.

Despite the tendencies towards favoring writing skill online, Teacher C expressed that they promoted oral skills in the vocational studies in the virtual classroom. Teacher C's rationale for promoting oral skills in the vocational studies and writing skills in the general studies online is based on what the students will use their English for later. The teacher reported in the interview that vocational students are more likely to use English orally after graduating, thus the teacher aimed at promoting oral skills also in the online classroom. The teacher's attitudes presented here reflect central principles in the CLT approaches, which suggests that students should use the English language through communicative and authentic situations, that they also will benefit from outside of the classroom and in their future work life (Richards & Rodgers, 2014, p. 90). This is also reflected in the English competence aims for vocational studies, expressing that the students shall be able to use terminology appropriate for the trade (Ministry of Education and Research, 2019c).

The trend of favoring oral skills in the physical classroom and writing skills in the online classroom is also reflected in the results from the digital teacher questionnaire. Results presented in Figure 2 below show that the majority, with 60% of the EAL teachers, reported that they prioritize oral skills in the face-to-face teaching. Further, 30% of the teachers reported that they facilitate writing skills and 10% that they promote reading skills in their face-to-face teaching.

6. What basic skills do you prioritize in your face-to-face English teaching?
   Mark only one option

Flere detaljer   Innblikk

Oral skills	12
Writing skills	6
Reading skills	2
Digital skills	0

Oral skills: 12 (60%)

Figure 2: Distribution of the teachers' prioritization of basic skills in face-to-face teaching, N = 20

The teachers were then asked which of the basic skills they favored in their online teaching during the COVID-19 pandemic. Figure 3 presented below indicates that the majority of the teachers with, 61%, reported that they emphasized writing skills in their online teaching. 33% of the EAL teachers reported that they facilitated oral skills online, and 6% highlighted reading skills.

7. What basic skills did you prioritize in your online English teaching during the COVID-19 pandemic?
   Mark only one option

Flere detaljer   Innblikk

| Oral skills | 6 |
Writing skills	11
Reading skills	1
Digital skills	0

Writing skills: 11 (61%)
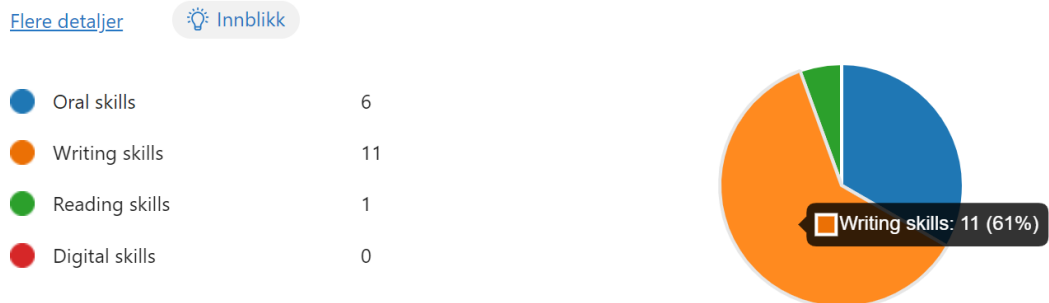
Figure 3: Distribution of the teachers' prioritization of basic skills in the online teaching, N = 18

This clearly aligns with the results from the teacher interviews indicating that the majority of the teacher informants facilitate oral skills in their face-to-face teaching whereas they promoted written skills in their online distance teaching. As the sample population number indicates (N), there were two respondents that did not answer question seven. This is further addressed in the methodology Chapter 3. It is also of importance to explain that six of the 18 respondents that answered both questions chose "oral skills" in response to question 6 and "writing skills" in response to question 7. To rephrase, 33,33% of the respondents reported that they went from promoting oral skills in the physical classroom to writing skills in the online digital classroom.

This tells us, based on what the teachers reported, that not all of the teachers that promoted oral skills in the physical classroom shifted to promoting written skills online during the pandemic. However, the results still illustrate that there is a general trend among the EAL teachers where the majority emphasize oral skills in face-to-face teaching and written skills in the online classroom. Writing skills is also considered part of the speaker's communicative competence, however the present thesis focused on the promotion of oral communicative skills in the online classroom. Therefore, the results do not suggest that the teachers focused less on promoting communicative competence online, but they illustrate how the majority of the teachers arguably promoted written aspects of communicative competence online, and oral aspects of communicative competence in the physical classroom.

Despite this, as Figure 4 below illustrates, results from question 18 in the digital questionnaire indicate that 90% of the teachers agreed that students can learn how to communicate orally in English through a digital teaching platform. These findings suggest that the majority of the teachers believe that students can communicate using the English language also through a digital teaching format. Nevertheless, it seems based on what the teacher report, that writing skills were promoted in the online classroom.

18. Do you believe that your students can develop an understanding of how to speak English and communicate with others, when speaking through an online platform?

Flere detaljer   💡 Innblikk

● Yes   18
● No   2

Yes: 18 (90%)
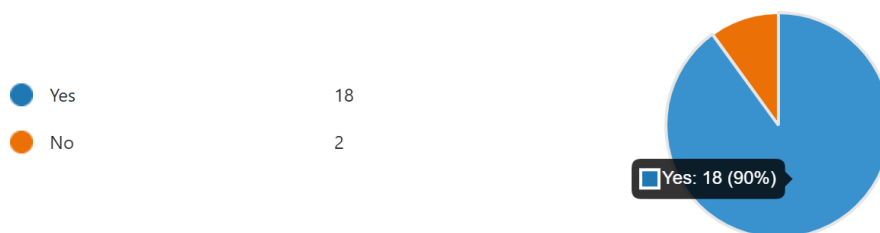
Figure 4: Distribution of the teachers' beliefs regarding students' acquisition of English speaking skills online, N = 20

4.3 The impact of the digital format on the teacher role and classroom communication

Findings from the teacher interviews and questionnaire also illustrate how the majority of the teachers reported a loss of teacher flexibility, contact with the students, overview and possibility to monitor the students' learning process in the online classroom. The teachers first pointed to lack of overview in the online classroom as a consequence of communicating through a screen:

> **Teacher F**
>
> And then I walk around in class and I can look at my students, I can see if they are paying attention or not, I can adjust accordingly! Like if I see that they are falling asleep, then I'll do something else, or if they are all entertained, they are interested in what I'm talking about then I can go on. And I lost that control online, cause I could not look them in the eyes.

Teacher E explained that "[…] if I had been able to see them, I could, maybe have seen like a confused glace, stare or right? But you can't really… so that sort of, the main problem, or not problem, main challenge with online teaching". Teacher 8 also reported a lack of overview and teacher monitoring in the online classroom "It was much more difficult to engage the students and to keep track of their level of engagement" (question 9, Appendix E)

The teachers all pointed to how the digital teaching format made it difficult to monitor their students and to adjust their teaching accordingly. Based on the teachers' experiences, it is fair to suggest that this can eventually affect the students' learning, progression and development. Teacher C expressed how the use of digital group rooms called "breakout rooms" contributed to a feeling of separation between the students and the teachers: "Not saying that you should supervise everything, and be in control all the time, but at those times it felt like, 'ok, I'm really leaving you to your own devices now'". The teachers further pointed to the screen as a barrier for oral communication in the online classroom, something that made two-way dialogue between the teacher and the students challenging:

Teacher C

I'm not a lecturing machine, who just wants to talk without any response. And the threshold of students to interact with me on the other side, looking through that black mirror thing, the screen, was much higher, so, yeah, it definitely changed.

The changed online classroom discourse as a result of communicating through a screen is also highlighted in the digital teacher questionnaire, where the teachers were asked if they experienced that the classroom discourse changed when transferring to online teaching (question 11 in Appendix E). One of the participants responded:

Teacher 9

Yes, it made it more difficult to communicate, both for me and the students. Most of the time the students' cameras were off and I had no way of knowing whether anyone were listening to me or not. It was difficult to speak to a black screen with no form of feedback. The normal flow of a conversation was lacking because of lag and because you can't see people's faces and reactions.

The CEFR Companion Volume expresses that communication that takes place through a machine will not be the same as face-to-face communication, which the teacher informants also emphasized during the interviews (Council of Europe, 2020, p. 84). The fact that the teachers reported that they experienced a changed classroom communication possibly also impacted the students' ability to learn how to engage in oral communication and their opportunities to practice this in the online classroom, thus affecting their development of oral communicative competence.

4.3.1 Reduced non-verbal communication and student participation

Another key finding in the interviews and in the questionnaire is related to how the teachers reported that they found oral communication through a digital teaching format to be challenging, since the non-verbal aspects of the oral communication were diminished due to the lack of camera use amongst their students. Teacher 19 explained that "[…] It is not possible to detect any non-verbal communication during communication through a screen." (question 11 Appendix E). Teacher E also reported lack of non-verbal communication in the online classroom:

Teacher E

So if you don't have the camera, you can't really, you can't see the facial expressions, hand gesticulation. I mean so, yes, part of the communicative competence will sort of be more difficult. So it won't be the same as if you are in-person.

[…] I use my whole body when I speak, and the problem, or the challenge with people, with the students including body language, because not everyone was comfortable with the camera on.

The students' ability to adapt their body language according to contextual aspects is an integral part of sociolinguistic competence and thus development of oral communicative competence (Council of Europe, 2001, pp. 118–121). Teacher A also reported how the digital teaching format impacted the online classroom interaction.

Teacher A

We are talking on […] the semiotic level here, right. So much of what we do, if you think about more deeply, it's distance, objects between us, and something direct, whatever that is. But with the digital platform, that's even exacerbated, you are into an even more, another level of "distantness" […] it's a challenging situation, the "distantness" is increased… I'm seeing a kind of infinite regressive distantness. So there is levels of distantness, and the classroom is at least, some kind of a genuine centeredness.

The teacher refers to a feeling of "distantness" between the teacher and the students as a negative consequence of the digital teaching format. Students shall through development of

sociolinguistic competence be able to adapt to contextual aspects when communicating orally with other participants. This includes for instance that they are aware of the appropriate distance between the participants communicating in different settings, referring to the term proxemics (Council of Europe, 2001, p. 89). This also relates to the competence aims in the English subject curriculum, which states that the students shall adapt their communication regarding the purpose, receiver and situation (Ministry of Education and Research, 2019b). The increased feeling of distance between the participants in the communication situation, seemed to be a factor that made it more difficult to adapt to contextual aspects and participate in oral communication in the online classroom. The screen reportedly functioned as a barrier for communication both for students and teachers, and the lack of non-verbal communication also arguably made oral communication more challenging.

Consequently, the teachers' experiences of a lack of non-verbal language online and an increased distance between the participants in the oral communication may also have made it challenging for the teachers to facilitate CLT that promotes development of oral communicative competence. Canale (1983) suggested that the use of non-verbal strategies can avoid communication breakdown and result in effective oral communication. Results presented in 4.3.1 suggest that the digital teaching format made it challenging for the classroom participants to use and detect non-verbal communication, which affected the oral communication online.

Turn-taking is another central aspect of the students' communicative competence, specifically their discourse competence (Council of Europe, 2020, p. 139). Turn-taking is also key in order for students to develop oral skills through listening, talking and engaging in conversations, and it is implied in the competence aims in the English subject curriculum related to oral skills, where students shall be able to maintain conversation (Ministry of Education and Research, 2019a). Teacher F addressed how the digital teaching platform made turn-taking challenging for their students, pointing out that: "I think more people hesitate to take their turn, perhaps, and it's more natural you know, in the physical setting, anyway". This view was mirrored by Teacher C:

>**Teacher C**
>
>[…] when you start a conversation, you kind of often have to try again, like you try to get in there, but when you do that online, it's just, there's a mess, everything collapses almost! […] that whole mess of just jumping into conversations through a

microphone. And, so I think that changed for sure, and I can definitely see a difference in how students interact today, I think, because of this.

These findings reflect Hampel's (2006) argument that turn-taking is less straightforward in an online environment, mainly due to the lack of body language and eye contact. A reported consequence of this, related to the shift to a digital teaching format, is that the teachers experienced that the students became less orally active during the online pandemic teaching. Teacher C also emphasized how he experienced that students found it difficult to initiate conversations in the digital teaching format. Initiating, maintaining and ending conversations are all aspects of the students' discourse competence and the speaker must master these skills in order to develop their oral communicative competence (Council of Europe, 2020, p. 139). The English subject curriculum in LK20 in general studies and vocational studies also emphasizes that the students shall be able to contribute with input during conversations with others (Ministry of Education and Research, 2019c). Taking this into consideration, communicating through a computer, reportedly also made it more difficult to contribute with input in oral conversations.

Another trend in the interviews and questionnaire is that the teachers described the students as more passive and distracted in the online classroom, leading to a lack of student questions and feedback. This was addressed in the interview with Teacher A, who reported: "More tendencies towards, I don't know passive, I would call it distractive. That's the new global sickness, 'digital distraction' ". Teacher B also addressed this explaining that "That was the worst, in relation to the digital teaching, when you entered the digital classroom and nobody talked, nobody replied, the students were all muted". The lack of student participation and feedback is also reflected in the results from the teacher questionnaire (see Appendix E for the specific questions posed). Teacher 2 reported "After the first week or two, the classroom discussion disappeared, the students turned off their cameras and kept quiet, unless they were given very specific discussion tasks" and Teacher 19 similarly explained that "Students were not as present as in the classroom, it seemed they hesitated to talk on Teams and didn't ask as many questions as they do in face to face setting". The lack of student participation is also reflected in Teacher 15's answer "[…] the students got used to the style and learned how to stay passive it was harder to get them to participate".

Results from question 9 in the digital questionnaire presented in Figure 5 below further illustrate the teachers' perceptions of a more passive student role in the online classroom. 17 out of the 20 teachers reported that the shift to online teaching resulted in less oral communication:

12. Do you believe that the shift to digital teaching resulted in less oral student communication and participation?
    Mark only one option

Flere detaljer   🔅 Innblikk

● Yes   17
● No   2
● I did not experience any differe... 1

Yes: 17 (85%)

Figure 5: Teachers' perception of the students' oral participation online, N = 20

The CLT classroom promotes active and collaborative students, where the teachers facilitate student participation through interactive tasks and activities (Richards & Rodgers, 2014, pp. 98–99). Findings presented here indicate a shift towards more passive and less orally active students in the online classroom, which suggest that the teachers found the facilitation of CLT to promote the students' development of oral communicative competence more challenging through a screen than in the physical classroom.

4.3.2 A changed teacher role: from lecturer to facilitator

Another finding regarding the online teacher role pertains to a reported shift from being a lecturer in face-to-face teaching to facilitator of learner-centered tasks and activities online. It seems like the teachers focused on facilitating tasks and activities as an effort to promote oral student participation. Teacher B addresses this by stating that:

> **Teacher B**
> I have transferred from teacher centered and using PowerPoint, to getting the students to work, figure out things themselves, while I lost that interactive role during the digital. So it was very hard to focus on, or to follow up on what they did, and it was much more 'facilitating'.

By focusing on the challenges regarding the shift from teacher-centered to learner-centered teaching rather than considering this a positive change, Teacher B does not seem to recognize that the latter approach is central to CLT. As discussed in Chapter 2, CLT introduced a perspective on the teacher role as a facilitator of language learning rather than barely instructing and passing on knowledge (Lamy & Hampel, 2007, p. 61). Nevertheless, Teacher B also points to the loss of an *interactive* role as a negative consequence of online teaching. As noted by Lamy and Hampel (2007), language teachers can embody the facilitator role according to the CLT principles through being interactive and walking around in the classroom and supporting the students (p. 62). It seems like Teacher B found the digital teaching format as limiting their interactive teaching role.

On the other hand, Teacher C and Teacher F offered an alternative view by acknowledging the positive effects of the change to learner-centered teaching:

> **Teacher C**
> […] I started probably a bit more as a lecturer in the beginning and then started off as being just facilitator of not forcing you to do anything, but we are forced to think a bit for yourself, different, hopefully interesting and engaging tasks.

> **Teacher F**
> […] I went away from having lectures online pretty quickly. That was exhausting for me and for them (haha), and boring. So I had them maybe study online, by themselves, and then they would have to go into groups and talk about it and do group work.

These quotes are illustrative of how a reported change in the teacher role may have affected the promotion of CLT in the digital classroom, as the teachers found that being a facilitator of tasks and activities rather than lecturing resulted in more students talking and engaging with each other, thereby supporting the development of their oral communicative competence (Richards & Rodgers, 2014).

Nevertheless, it appears from the teachers' perceptions so far presented in this chapter that they experienced access to fewer semiotic resources and mediation tools in the online classroom versus in face-to-face teaching. Mitchell (2013) who takes a sociocultural perspective on second language learning, suggests language learning is socially constructed and dependent on face-to-face communication between students and peers (p. 222). The

results from the interviews and the questionnaire point to a decrease in oral communication and contact between students and teachers in the online classroom, and the teachers report this to be a direct result of the digital teaching format. Consequently, the teacher participants of this study found it more demanding to promote CLT through facilitating dialogical and interactive classroom situations and activities.

4.4 Factors impacting the organization and choice of tasks and activities in the online classroom

4.4.1 Digital competence and interest

This thesis also aims to research what the teachers report about which factors had an impact on how they implemented tasks and activities that promote oral communicative competence, in the online classroom. Findings emerging from the analysis of the interview and questionnaire data show that some of the most frequent reported factors impacting the teachers' choice of tasks and activities in the online classroom, were their digital competence and willingness to adapt to the digital teaching platform. Results from the teacher interviews also reveal that the teachers' perception of their own digital competence and their attitudes towards technology in language teaching varies among the teachers. Teacher B, who taught vocational studies online during the pandemic, was asked whether they adjusted the tasks and activities when teaching through the online platform. The teacher reported that the teaching looked similar in the analog versus the digital classroom, and admitted that this was due to being "old and that's why I'm not interested or particularly competent in technology, and I don't even care about it either". Teacher B also reflected on the lack of digital competence as having a negative impact on the extent to which there was focus on oral skills in the online classroom:

> **Teacher B**
> I am not that competent in learning how to manage new tools and applications and to make the students learn, so yes, for me it was more 'I don't have the capacity to do that'. So the oral part of language learning was postponed to when we came back to the face-to-face classroom.

Hampel and Stickler (2005) suggest basic ICT competence and technical competence in the software as skills that the teachers need to possess y in order to facilitate student collaboration

and communicative competence online (p. 317). Seen from this perspective, the lack of digital competence on Teacher B's part reportedly limited their ability to promote oral communicative competence in the online classroom. In contrast, Teacher C presents a more positive attitude related to digital technology and its impact on language teaching: "[…] if I hear about a digital tool that I could use, I always want to try it, anyway!".

The teacher also reported that they implemented digital tools in the face-to-face teaching as well as in the online distance teaching. Both Teacher C and Teacher D had similar reflections on the use of digital tools in language teaching, stating that the online teachers should be: "[…] able to navigate and use tools, that will foster learning outcome and not use tools that will just kind of be a lot of noise" (Teacher C) and "[…] not only see 'oh, this is useful to me as the teacher', but to be able to consider your students' needs, to assess whether or not a tool is accessible for the learner as well as the teacher!" (Teacher D). The two teachers reported that they used the digital tools in order to facilitate interactive and student-centered tasks and activities. Teacher C mentioned a number of digital applications that they took advantage of in the online classroom. The teacher explained how they used the digital application Sutori in the online EAL teaching:

> **Teacher C**
> You can actually organize class discussions […] If I had made a discussion task, then you would get the students' responses […] You could put all kinds of material in there, I think you can have a link to a video, and you can play the video on that page, you could have a text and some comprehension tasks.

Teacher D employed the tool digital application LearnLab in the online EAL teaching, to promote interaction and student collaboration. The teacher described the application: "[…] like a PowerPoint where for each new slide, you can have interactive tasks, you can make them write short statements, they can play memory games where they combine a picture and a concept, a verb et cetera." (Teacher D). Arguably, the teachers' reported efforts to facilitate communication and collaboration the online classroom through digital applications and ICT, reflects a teacher role and student roles that are in alignment with CLT (cf. Richards & Rodgers, 2014). However, it is important to note that the activities mentioned by the teachers did not necessarily promote oral communicative competence, but facilitated student interaction that involved a variety of skills.

The digital applications described above also illustrate how the digital communication environment presents students with a variety of modes of representation, including audio, visual, textual and verbal (Hampel & Hauck, 2004; Ørevik, 2020). This also indicates that the teachers' reported use of digital tools in the online EAL classroom takes into account multimodal aspects of communication, cf. Skulstad's (2009) suggestion to rethink communicative competence because of the multimodal nature of communication.

Another commonality in the teachers' reported choice of tasks and activities is that they related the implementation of digital applications to the possibilities they offer for monitoring the students in the online setting. For instance, Teacher C argued that digital applications enabled the teacher "[…] to create fairly spontaneous responses and to efficiently gauge that the students are active". Teacher D reported that through LearnLab they could supervise the students in real time. The application also gave the teacher an overview of student participation, since they could see which student engaged with the tasks. The teachers implementation of digital tools may have enhanced their role as a facilitator for the students' learning which aligns with the principles of CLT. Arguably, it also enabled the teachers to monitor the student's learning progress.

4.4.2 Implementation of digital breakout rooms

A general trend which emerged out of the analysis of the teacher interviews and digital questionnaire is that the teachers reported that they facilitated oral communication through digital group rooms called "breakout rooms". The teachers point to increased camera use, oral student participation and teacher monitoring as positive consequences of dividing the students into digital group rooms:

> **Teacher E**
> […] in Teams they have something that is called "breakout rooms". So I organized different groups, put students together that I knew would work, or hoped would work, and had them do like different oral tasks together and then I could jump in and out of the different rooms to sort of see if they had any questions, if they understood what they were going to do.
> […] I did experience though, that many of the students that did not want to use the camera in the full class Team, put it on when they were in the breakout room.

Teacher F

It is harder for them to communicate or speak English, speak up, during a class like that, online class, because a lot of them where insecure and they don't want to put themselves out in front of a camera or in front of people they don't see […] so that's why I usually had them go into groups and I'd give them tasks and said, "discuss this in your groups […] I would call up each group and then I'd hear what they had been talking about and how they answered tasks.

The teachers' reported facilitation of digital group rooms reflect aspects related to CLT as it involves giving the students the opportunity to practice the target language actively through group work (cf. Richards & Rodgers, 2014, p. 97; Skulstad, 2020a, p. 62). Teacher E and Teacher F seemingly took the role as the facilitator of the tasks and activities online, but also reported that they were able to guide and monitor the students in the digital group rooms by checking in on them, thereby providing 'scaffolding', which is central to SLT (Mitchell et al., 2013) and consequently also to CLT.

These findings are supported by the questionnaire results, where the teachers also pointed to the positive effects of facilitating digital group rooms on students' oral participation. This is especially highlighted in responses to question 11: "Do you think communicating with your students through a screen resulted in a changed classroom discourse? If so, why?":

Teacher 6

I divided the class into four groups and focused on oral communication with them […] Being in smaller groups made them take more initiative than with the entire class behind the screen. I experienced that some students engaged in conversations during these group chats more frequently than they used to in their 'normal' physical classroom discourse.

Teacher 8

I started using Zoom on my own accord to combat this as they have the option of breakout rooms which Meet did not at the time. I found that moving between smaller groups made communication much easier for all of us.

Teacher 19

[…] I had to divide my lessons into smaller groups to make it easier for people to participate in class. This worked well, the pupils also had their camera on more often in those situations. Sometimes I created "rooms" for groups to work, or I appointed different groups to log on at different times.

The teachers explained that the students took more oral initiative in the digital group rooms, something that illustrates that students were more likely to take discourse initiative, thus practicing their oral communicative competence. While these quotes do noy touch on non-verbal aspects of communication explicitly, the fact that the teachers note that the students tended to have their camera on in the breakout rooms might indicate that the teacher recognize eye contact as an advantage in oral communication (cf. Skulstad, 2020b, p. 98). Many of the teachers also experienced that the students were more likely to contribute orally when they returned to the main room with the full class present, after having discussed in smaller breakout rooms, which is another indication of scaffolding (cf. Mitchell et al., 2013).

These findings correlate with the results of Chandler's (2016) study, indicating that the implementation of digital breakout rooms in online teaching leads to increased student oral participation and that students are more likely to participate in the main room after working in breakout rooms. However, some negative effects of facilitating digital group rooms were also acknowledged by the teachers in the present study. Teacher A, for instance, found that breakout rooms limited their ability to monitor the students' learning processes:

Teacher A

So with my students, I don't get any satisfactory results by getting them to talk [in digital group rooms], I lose the control function. You know they talk shit to each other, bad grammar, bad vocabulary, bad pronunciation, bad everything.

In other words, this teacher considered digital group rooms to be a drawback in online teaching. The use of digital group rooms would, according to Teacher A, make it difficult to monitor the students' performance related to language accuracy. The CLT approaches have been criticized for their promotion of language fossilization, and it seems like Teacher A was worried that facilitation of student group work in digital group rooms would result in persistence of students' errors (Richards & Rodgers, 2014, pp. 103–104).

As such, Teacher A's views align with previous research which has suggested that the implementation of breakout rooms may affect the teacher's ability to monitor the students language accuracy (Hong Ng, 2020, p. 69). The CEFR Companion Volume also notes that students' language errors can be more difficult to discover online than in face-to-face teaching (Council of Europe, 2020, p. 84). It seems from the interview that the teacher's attitude towards student collaboration and group work reflects a pedagogy that does not support communicative approaches to language learning, since principles in CLT suggest that the teachers should facilitate learner-centered teaching through interactive tasks and activities (cf. Richards & Rodgers, 2014).

4.4.3 Facilitating CLT to promote oral communicative competence

Communicative approaches and SLT suggest that discussion activities promote active and collaborative students, and the competence aims for the English subject state that students shall participate in conversations and discussions regarding various topics (Ministry of Education and Research, 2019b, 2019c). As noted above, the EAL teachers' choice of tasks and activities in the online classroom seemed to be limited by the lack of student participation. Teachers reported, both in the interviews and in the questionnaire, that they facilitated oral participation and student interaction in their face-to-face teaching, but that they found this challenging online. As noted by Teacher D, "[…] there was less interaction, there were at least less class discussions. There were small group discussions and I would try to make them summarize their points in the main room, in the chat or something like that".

The digital teaching format was presented as a hindrance to facilitating communicative approaches to promoting oral skills. However, the teachers did report practices in their online teaching which can be associated with principles of CLT in general as well as the promotion of oral communicative competence in particular. For instance, the use of digital tools in order to access authentic teaching materials was mentioned by several of the participants. Teacher F noted that "[…] we try to listen to, sometimes we listen to pieces that are authentic, the news sometimes, or listen to YouTube clips". Teacher C and Teacher A shared this sentiment:

Teacher C

[…] I tried to use, instead of videos that were educational, as they were made with educational intent, but try to use real-life videos. So Steve Ervin as an example of Australian English. And I think I used an episode of "The Wire" as an example of American English.

Teacher A

Because, I mean, our textbook is YouTube. We don't touch a traditional textbook, we don't use it at all – ever! […] because it is so many excellent teachers and machinists doing their thing, natural pedagogues that are explaining what they are doing and why, and different types of steel and when you use this tool and don't use that tool, all kinds of stuff like that.

The types of materials mentioned here provide a basis for input-based teaching and learning, where students practice their receptive listening skills through processing oral information (Ellis et al., 2019, p. 12). Oral communicative competence relates to the students' acquisition of both listening and speaking skills, and the teachers' reported practices in the online classroom may in this sense have contributed to the students' oral communicative competence. These practices can also be linked to the meaningfulness principle of CLT, which entails exposing students to tasks and materials that reflect authentic and natural language that is not adapted to educational settings (Nunan, 1999, p. 27; Richards & Rodgers, 2014, p. 90).

Teacher A taught vocational students during the pandemic, and emphasized that the English teaching should relate to how the students will use the language in their work life. The teacher further reported that in the face-to-face teaching, they would go into the workshop and talk about the tools and different procedures, however this was impossible to do during the pandemic since they were limited by the digital teaching format. In contrast, Teacher E, who also taught vocational students, explained how they facilitated authentic and work-related dialogue between the students in the online classroom:

Teacher E

[…] how to use certain types of tools in the workshop, different types of things, but the main point is to get them to talk to each other. And of course within a set of, maybe they have a specific task that they are going to describe a tool, and the other one is supposed to try to figure out what tool they are talking about, right?

This teacher's reported inclusion of communicative activities, more specifically information-gap activities which are explained in chapter 2.2, reflects one possible approach to facilitating CLT with a focus on the students' oral communicative competence in the online classroom. As the teacher explains, the main goal was to get the students to interact in the target language, which is in accordance with Nunan's (1989) definition of communicative tasks (p. 10). Furthermore, such an activity promotes students' receptive and productive skills, in this case their listening and speaking skills (cf. Ellis et al., 2019). A similar approach can be detected in Teacher C's reflections on promoting students' receptive and productive skills:

Teacher C

[…] we had kind of a role play there, with the interview, me being an interviewer and they being the interviewee […] I think, helpful and also very authentic in that respect, because we did the same as they did to get their apprenticeship, and we did it in English and I tried to use it as an opportunity for them to prepare for what they needed to do.

Interview situations like Teacher C described above promote real-world tasks and authentic learning situations, meaning that the students encounter situations that they are likely to come across in the world outside the classroom (Nunan, 1999). This type of role play exercise is also in line with the communication principle of CLT which suggests that activities involving real communication promote language learning, where real communication is seen as having a non-linguistic purpose (Skulstad, 2020a, p. 55) By interacting in such interview situations, the students also practice their sociolinguistic competence, since they need to adapt their communication to the context, situation and the role they are acting (Council of Europe, 2001, pp. 118–121).

These illustrative examples clearly show that the vocational teachers are concerned with teaching English that the students will benefit from after graduating, and that aspects of oral

communicative competence are emphasized in this regard. Responses to the digital questionnaire also reflect this focus on oral communication in relation to authentic activities in the online classroom. Th teachers were asked "Can you describe some tasks and activities that you included in your online teaching that you think reflect 'authentic' and real-life situations?" (question 19 in Appendix E). While this question does not specify that the tasks and activities should involve students' oral communication, the results illustrate how the teachers emphasized authentic tasks and activities that promoted students' oral communicative competence. For instance, they reported that they implemented digital applications to promote students' receptive skills, stating that: "Youtube videos reflect real spoken English" (Teacher 10) and that they used "[…] news clips and authentic texts. We also linked some activities to the covid-19 situation" (Teacher 5).

Results from the questionnaire also support findings from the interviews, as the respondents reported that they promoted students' productive skills through authentic language encounters, for example by: "Finding clips/videos of interviews or other things of 'authentic' situations and getting the students to reflect" (Teacher 16) and by prompting them to "[…] discuss their opinations and views rather than practice phrases" (Teacher 2). As Skulstad (2020a) explains, receptive and productive skills are equally valued in second language teaching, and listening and speaking are central aspects of oral skills described in the English subject curriculum (Ministry of Education and Research, 2019a).

In contrast to the teachers participating in the interviews, some of the teacher respondents in the questionnaire reported that they were able to facilitate activities online that were both input-based and out-put based, despite it being challenging to promote oral student participation:

> **Teacher 4**
> We watched an episode of "Black Mirror" together then discussed what we saw. I gave them tasks about the episode which they then discussed in groups (in online group rooms) before we reentered the digital classroom and each group shared their answers.

In other words, digital group rooms were repeatedly mentioned as a crucial aspect of the digital classroom which enabled the teacher to facilitate CLT to promote oral communication among the students (cf. Richards & Rodgers, 2014, p. 97; Skulstad, 2020a, p. 62).

4.5 Strengths and limitations of online EAL teaching

Both the interview and questionnaire data provided insight into the EAL teachers' perceptions about the strengths and limitations of the online format with regards to oral communicative competence. The recurring theme related to *limitations* pertains to the reduced possibility for teachers to monitor and supervise their students in their learning process. As a result, many teachers reported that they saw the need to create written hand-in tasks so that they could give their students some form of feedback:

> **Teacher E**
>
> […] maybe we in many cases had the students hand in more things, when we had homeschooling. Because we don't have the same opportunity to see what they are working on, online, then we can in person, because then you can go around and help, and talk and see.

This focus on written tasks was echoed by Teacher F: "I could not follow them up, as I wanted. So what I did instead was to have them maybe write more things to me, maybe shorter things that they had to hand in" and Teacher D: "[…] most of my teaching during the pandemic, relied on them handing in written submissions, and me correcting their grammar, correcting the formality of the English, et cetera". The reported tendency to rely heavily on written tasks and feedback (also see chapter 4.2.1) appears to be based on the fact that the teachers found it challenging to supervise and follow up the development of students' oral skills. The teachers further reported that more hand-ins made the workload for the students far greater in the online classroom than in the regular in-class teaching. Through these hand-ins, the teachers were able to monitor and give feedback that promoted the students' linguistic competence in their writing skills (Council of Europe, 2001, pp. 108–109).

While the virtual classroom may have improved the students' writing skills, then, this reported heavy focus on written work may possibly have come at the cost of their oral communicative competence. However, this interpretation does not fully capture variations present in the data. Despite addressing the lack of teacher supervision as a limitation of the online teaching format, teachers also pointed to facilitation of one-to-one communication between the students and the teacher as a *strength* of the online format. In fact, they also saw

monitoring and teacher flexibility as positive effects of being able to communicate with students individually in the online classroom:

Teacher B

I did not manage to facilitate a good conversation with all students in plenum. Sometimes I invited the student one by one, saying that 'in this class I am going to have one-on-one conversations with each student' […] then we were able to go through questions together, how they were doing, how they work as going, right?

Teacher F

[…] but in some cases maybe an advantage too, because […] if you call up each student for instance and have a conversation with them, you can maybe pick up a lot more about that student's learning than you could otherwise, maybe.

This was also addressed by Teacher 4 in question 9 in the questionnaire, stating that: "It was also nice to be able to meet the students alone in online group rooms to talk to them in English". Through these one-on-one digital meetings, the teachers were reportedly able to facilitate scaffolding through teacher mediation (Mitchell et al., 2013), something that they deemed difficult to facilitate in the online classroom with all students present. Teacher F further suggested that:

Teacher F

[…] some students I maybe talked with more in English [online], because when I had to do it one-on-one, you don't always talk one-on-one to students in class, you make sure that everybody participates once in a while. So, and then, yeah, so some might have actually talked more online, I don't know.

Accordingly, these one-on-one teacher-student conversations seem to have played an important role in helping the teachers to ensure that the students practiced their oral skills in English in the digital classroom. Teacher F also explained that a strength from teaching through an online teaching platform is that it enables teachers to facilitate authentic language encounters, and admitted that the experience had given them ideas about a future project in

which the teachers would contact native speakers of English through Zoom and the students would interview them through pre-prepared questions:

Teacher F

So, you know, to actually contact people in other English speaking countries, so that my students can have some authentic conversations with real people […] because I think it would make it more natural for them to actually speak English, which is why we teach it, so that they can use it and learn from it and get better at it.

Teacher F's idea about how to use CMC (Lamy & Hampel, 2007) to facilitate CLT in the future exemplifies how the teachers' experiences with digital teaching during the pandemic may not only have challenged them to rethink their teaching practices temporarily, but also opened up for new, more permanent approaches to promoting their students' oral communicative competence. The activity suggested by Teacher F reflects all three principles of CLT: the communication principle (i.e., it involves real communication without linguistic purpose), the task principle (i.e. it prompts students to use the English language to carry out a meaningful tasks), and the meaningfulness principle (i.e., it involves authentic language and reflects natural language use) (Richards & Rodgers, 2014, p. 90).

4.6 Discussion of overall findings

The main aim for this thesis has been to research EAL teachers' experiences related to facilitating CLT in the virtual classroom to promote students' oral communicative competence. Results from the interviews and the questionnaire show examples of how the teachers report that they aimed at facilitating CLT, but also how the digital teaching format made it challenging for them to promote the students' oral communicative competence.

One of the salient findings from the interviews and questionnaire is that the majority of the EAL teachers report that they usually focus primarily on oral skills in the physical, face-to-face classroom whereas they favored writing skills in the online teaching during the pandemic. Many of the teachers pointed to convenience as the reason for this lessened focus on the students' oral skills, since it was easier to facilitate writing tasks in the online classroom. A general lack of oral student participation is also pointed to as a reason for this heightened attention to writing skills and some report that they experienced that the screen functioned as a barrier for student-teacher interaction.

Accordingly, in an effort to engage the students and make it easier to monitor the students' learning process in the online classroom, many of the teachers report that they promoted individual written hand-in tasks. This is described as a measure that enabled the teachers to give their students some form of feedback and supervision. CLT is based on many of the same characteristics of SLT, where mediation and scaffolding are two central elements of language teaching (Mitchell et al., 2013). Seen from this perspective, one possible interpretation is that the teachers aimed at promoting written student submissions in order to monitor their learning process and prevent language fossilization (cf. Richards & Rodgers, 2014, pp. 103–104). Many of the teachers explained that they could not walk around and supervise online, like they would in the physical classroom, something that made interaction with the students and student supervision challenging. The CLT classroom fosters active and collaborative students and the teacher facilitates communication and participation through interactive tasks and activities (Richards & Rodgers, 2014, pp. 98–99). The teachers' reported focus on the students' writing skills seemingly came at the cost of promoting student collaboration and oral participation in the online classroom.

Another key finding from the research is that the teachers accounted for the digital teaching format as making non-verbal communication challenging, mainly as a result of students' lack of camera use as discussed in chapter 4.3.1. This resulted in more passive students in the online classroom. The speakers' ability to adapt body-language in communication according to contextual aspects, like the situation and the participant, is a central part of their sociolinguistic competence and therefore also their oral communicative competence (Council of Europe, 2001, pp. 118–121). As Canale (1983) argued, non-verbal communication can avoid communication breakdown. Consequently, communication through a digital teaching platform made it challenging for the language teachers to detect such aspects of the students' communication, and as a result they found it difficult to facilitate tasks and activities that reflect natural and authentic situations. The digital teaching format seemingly limited the non-verbal communication, made oral communication more challenging and made it harder to avoid communication breakdown. The digital teaching format resulted in what one participant referred to as increased "distantness", making it challenging to facilitate situations where the students could practice their oral communicative competence, through actively using the target language.

The teachers further pointed to the lack of camera use and body-language in the online classroom as something which affected the dynamic of oral communication compared to how it takes place in a face-to-face setting, thus supporting Vurdien's (2019) findings that the synchronous communication through Zoom disrupts the natural flow of conversations. Moreover, the participants in this study reported that turn-taking was more challenging when communicating through a screen and a microphone, thus potentially affecting the students' sociolinguistic competence and discourse competence (Council of Europe, 2020, p. 139, 2020, pp. 118–121). Oral skills in the English subject curriculum involve creating meaning through engaging in conversation and choosing suitable strategies in communication (Ministry of Education and Research, 2019a). The practical challenges related to a virtual teaching environment that were reported by the teachers may as much have limited the students' development of oral communicative competence.

Despite this, findings of the present study also provide insight into various measures that the teachers reportedly took to facilitate CLT in the online classroom. Results from the teacher interviews especially reveal an apparent shift in the teacher role, as the participants described that they took a more traditional 'lecturer' role in the face-to-face classroom but embodied the role of 'facilitator' in the virtual classroom. As previously addressed in the theory chapter 2.4.3, the CLT approaches offered a new perspective on the role of the language teacher as the facilitator of interactive tasks and activities, rather than transferring knowledge through lectures (Lamy & Hampel, 2007; Richards & Rodgers, 2014). Accordingly, this reported shift in how the teachers perceived their own role can possibly have contributed to their online teaching practices being more in line with a CLT approach.

Another commonality in the interviews is that the teachers reported that they aimed at facilitating tasks and activities in the virtual classroom that promoted a learner-centered approach, however they simultaneously pointed to a shift to more passive students online versus in the physical classroom (see chapter 4.3.1-4.3.2). In other words, these results present somewhat of a contradiction since the teachers described taking a more traditional lecturer role in the physical classroom before transferring their teaching online, one would think that this does not leave much room for active students. It thus seems like the digital teaching format impacted the students' participation, and that the teachers' reported facilitation of interactive tasks and activities in the online classroom did not have the same effect as in the in-class teaching.

In an effort to engage the students that turned more passive when transferring to the online classroom, the majority of the teachers highlighted the use of digital group rooms as a positive measure. Teachers argued that they aimed to promote students' oral communicative competence through student collaboration in the organization of digital breakout rooms, explaining that their students were more likely to participate orally and were more comfortable with turning their camera on in these smaller group rooms. This would have allowed the students to see each other through the screen and to some extent include non-verbal aspects of communication. This can ultimately also have made turn-taking less difficult, since the teachers pointed to lack of non-verbal communication as the main reason for why students became more hesitant to take their turn and initiate conversation. Thus, the teachers' reported implementation of digital group rooms, can be interpreted as a measure to facilitate CLT that promotes oral communicative competence. Here, students had more semiotic resources to use in oral communication, something that possibly made turn-taking, adapting body language to contextual considerations and "initiating, maintaining and ending conversation" less challenging (Council of Europe, 2020, p. 139). These are all integral components of their sociolinguistic and discourse competence as part of their oral communicative competence. In accordance with CLT, it seems like group rooms facilitated active and collaborative language learners.

Moreover, since the teachers found it difficult to engage the students in oral participation, they reported frequent use of input-based tasks (Ellis et al., 2019, p. 12) that promoted the student' receptive and productive skills in the online classroom. Participants in both the interviews and questionnaire pointed to how they used YouTube in their language teaching since it featured "real spoken English", which according Nunan (1999) is spoken language that has not been made specifically for language teaching (p. 90). These findings demonstrate how the teachers, according to their perception of their own online teaching practice, facilitated CLT through encounters with authentic language in digital texts. Listening to samples of authentic English can possibly promote students' acquisition of linguistic competence and grammatical accuracy, which indeed are central components related to their oral communicative competence (Council of Europe, 2001).

Findings indicate that few of the teacher based their choice of tasks and activities during online teaching primarily on whether they would allow students to communicate through practicing the target language (cf. Nunan, 1989, p. 10). Yet, one exception is Teacher C, who reported that they facilitated role play so that the vocational students could use the English

language to practice for their future apprenticeship interviews. This type of classroom activity is in line with principles underlying CLT approaches, especially in regard to the task principle where target language is used to carry out meaningful tasks (Richards & Rodgers, 2014, p. 90). Moreover, it allows students to communicate according to contextual aspects like the situation, the roles of the participants and the setting, which is relevant to the development of their sociolinguistic competence. The overarching goal of such activities is to facilitate producing or interacting in the target language, focusing on form over meaning.

There are no apparent discrepancies between the findings emerging out of the analysis of the interviews and the questionnaire data, but it is evident in the interviews that there are variations among the teachers' perceptions. As seen in chapter 4.4.1, this particularly relates to their perceptions of their own digital competence and their motivation and ability to facilitate oral communicative competence in the online teaching. The choice of digital teaching platform also appears to play a role in this equation, as some platforms used reportedly did not offer sufficient options for interactive teaching like breakout rooms.

These findings relate to Hampel and Stickler's (2005) "Skills pyramid" which suggests that the online teachers need basic ICT competence, technical competence for the software and ability to deal with constraints and possibilities of the teaching platform in order to promote student collaboration and facilitate communicative competence online. They also suggest that teachers who are digitally competent can facilitate meaningful interaction and dialogue between the students, and therefore also promote the students' communicative competence through tasks and activities. Accordingly, it seems like a lack of digital competence, interest and awareness of how to operate the digital teaching platform may have limited some of the teachers' ability to facilitate active, collaborative learning situations and promote the students' oral communicative competence (Richards & Rodgers, 2014).

5. CONCLUSION

This study investigated Norwegian upper secondary EAL teachers' perceptions about their experiences related to online EAL teaching during the COVID-19 pandemic. The study's main research question has been sought answered through an exploration of various aspects of the teacher's perspectives in this respect, as illustrated by the three subordinate questions listed below:

What are the EAL teachers' perceptions of how they facilitated CLT to promote oral communicative competence in the virtual synchronous classroom during the COVID-19 pandemic?

1. How did the teachers experience the shift from in-person to online teaching, and the ways in which it affected the teacher role and online classroom discourse?
2. Which factors had an impact on the teachers' organization and design of communicative tasks and activities in the online classroom?
3. According to the teachers, what are the strengths and limitations of teaching EAL through an online teaching platform?

A mixed methods approach was employed, including six teacher interviews and a digital questionnaire, where 20 teacher respondents participated. As the research questions illustrate, this thesis set out to explore the teachers' *cognitions* related to their experiences from online pandemic teaching. The research questions focus on the teachers' perceptions related to their facilitation of CLT to promote oral communicative competence in the online classroom. This entailed investigating the teachers' experiences regarding the effects of the digital teaching format on the teacher role, the online classroom discourse and their organization of tasks and activities that promote students' oral communicative competence.

This final chapter first summarizes the main findings of the study in light of the research questions. Next, it points to some didactic implications that these findings may have for English teaching in Norway, before acknowledging possible limitations of the thesis and offering suggestions for further research. It rounds off with some concluding remarks.

5.1 Summary of main findings

The overall findings from the research relating to the main research question illustrate that the EAL teachers reported that they facilitated CLT to promote oral communicative competence through facilitating digital group rooms, by taking the role of a 'facilitator' of interactive tasks and activities and by including input-based tasks where the students encountered authentic language. Teachers also reported that digital groups rooms and one-on-one interactions between teacher-student in the online classroom fostered scaffolding and mediation, which relates to principles of SLT and CLT approaches. These findings are addressed throughout the subordinate questions presented below.

5.1.1 The teachers' reported experiences related to the shift to online teaching, the online teacher role and classroom discourse

The first subordinate question addresses the teachers' reported experience related to the shift to an online teaching platform during the pandemic and how this affected the online teacher role and the classroom discourse. The teachers seemed to have conflicting experiences related to the transition to a digital classroom, as some reported that it was interesting to try something new and that the online platforms enabled them to be creative. However, the majority of the teachers emphasized the drawbacks of the shift, including technological issues and that the digital format made teacher-student contact and oral communication more challenging. Another main finding is that the EAL teachers reported that the transfer to online teaching also came with a shift in the teacher role they embodied, from being a *lecturer* to a *facilitator* of interactive tasks and activities. The rationale given for this was mainly that the teachers were able to facilitate student-centered teaching and therefore also engage the students more in oral participation when taking the role of a classroom facilitator. These findings reflect principles related to the CLT approaches which highlight student engagement and collaboration. However, results from the teacher interviews and questionnaire also reveal that the teachers perceived that the students became more passive and reluctant to speak in the online classroom, and the teachers found it more challenging to engage the students in oral participation. Most of the teachers also pointed to how the screen functioned as a barrier to oral classroom communication and that the lack of camera use among the students reduced their ability to use and interpret non-verbal cues in the communication process. According to the teachers, this ultimately also had a negative effect on their ability to facilitate the

development of students' oral communicative competence in the online EAL classroom, as well as their ability to monitor and supervise the students' language learning processes.

5.1.2 The teachers' reported organization of communicative tasks and activities in the online classroom

Results from the interviews indicate that the EAL teachers focused primarily on the students' oral skills in the physical classroom and writing skills in the online classroom. These findings are supported by the questionnaire results, where 60% of the teachers reported that they mostly facilitated oral skills in face-to-face teaching and 61% reported that they primarily promoted writing skills in the online teaching. Facilitating tasks and activities that promoted oral skills was reported to be more time consuming and challenging in the online classroom compared to facilitating tasks that promote students' writing skills. The teachers also pointed to increased workload for the students in the online classroom, and that the teachers assigned more written hand-in submissions as a measure to monitor the students' learning processes.

The teachers also reported that they facilitated authentic activities in the online classroom by introducing the students to authentic language use through for instance YouTube videos and news-stories. Through these types of activities, the students were able to practice their receptive skills, with the teachers reporting that they practices listening skills as part of developing their oral communicative competence. Some teachers also reported that they facilitated activities which promoted the students to practice real-life situations, e.g. participating in interview situations. However, the general lack of oral student participation was described as a hindrance to facilitating tasks and activities where they practiced speaking skills through classroom discussions. In order to remedy this, teachers reported that their implementation of digital group rooms in the online classroom lowered the threshold for the students to turn their camera on, participate in oral activities and use non-verbal communication. Consequently, according to the teachers, the students were more likely to practice their oral communicative competence when they engaged with tasks and activities in group rooms. Lastly, the interview results indicate that the teachers who reported that they did not perceive themselves as digitally competent were also arguably less concerned with facilitating student collaboration and oral communication in the online classroom.

5.1.3 The teachers' perceptions of the strengths and limitations of online EAL teaching

Findings regarding the teachers' perceptions about the limitations of EAL teaching are primarily related to a reported diminished opportunity to monitor and supervise the students' learning processes. However, there were some discrepancies in the data, a common belief among the teachers was also that a strength of online EAL teaching was that it gave them the opportunity to have uninterrupted one-one-one conversations with their students. According to the study participants, this allowed them to take more part of and monitor their students' learning process, give their students feedback and facilitate teacher-student mediation. One of the teachers also argued that, as a result of this, the students were more likely to engage with the teacher using the target language in the digital classroom compared to in the physical classroom.

5.2 Didactic implications

This thesis has investigated a relatively new phenomenon in educational research especially concerning the Norwegian context. The shift to online teaching happened overnight for most of the teachers, and many therefore did not feel equipped or prepared for the new teaching situation. This study draws on reported experiences from 26 upper secondary EAL teachers in Norway which implies that the results are not generalizable on the basis of the findings. Nevertheless, it has contributed to draw a picture of how a sample of EAL teachers in Norway experienced online language teaching as a consequence of the global COVID-19 pandemic. Most importantly, the teachers' reported experiences and reflections can help other EAL teachers navigate online teaching platforms by providing insight into specific strengths and limitations of teaching language on an online teaching platform. The research can also call attention to challenges concerning facilitation of CLT in a digital classroom in general, and the promotion of students' oral communicative competence in particular. This study has also laid a foundation for investigating this topic further in future research.

5.3 Limitations of the thesis and suggestions for further research

Indeed, there is still a need for more research related to online teaching in Norway during the COVID-19 pandemic. This thesis investigated upper secondary EAL teachers' reported experiences related to facilitating oral communicative competence in this context. However, the study has not examined the actual effects of online teaching on students' development of

oral skills and competences. Further, there is a need for more research that focuses on the students' experiences related to online EAL teaching. This thesis only addressed the *teachers'* experiences, however investigating *students'* experiences and perceptions would possibly provide a more holistic understanding of online pandemic EAL teaching and learning as a phenomenon. Furthermore, since this thesis has focused on the teachers' *cognitions* and reported experiences, it would be relevant to explore actual online teaching *practices*, particularly since some of the participants in the present study indicated that they would incorporate aspects of their online teaching into their future teaching practices.

5.4 Concluding remarks

The findings of the present study are not generalizable and accordingly they do not necessarily reflect the experiences of the majority or all Norwegian EAL teachers when it comes to online pandemic teaching, however, the study has offered unique insight into a previously unexplored aspect of EAL education in Norway. Results suggest that teachers experienced increased 'distantness' between the teacher and the students in the online classroom. Their experiences also illustrate that facilitating CLT in an online classroom is not always compatible with the physical classroom. This suggests that the teachers' encounter with "pandemic didactics" in some areas brought to light new aspects of teaching EAL.

REFERENCES

Birjandi, P. & Nushi, M. (2010). Non-Verbal Communication in Models of Communicative

    Competence and L2 Teachers' Rating. *Journal of English Studies. Islamic Azad*

    University, Science & Reserach Branch, *1*(1), 3–22.

    https://www.semanticscholar.org/paper/NON-VERBAL-COMMUNICATION-IN-

    MODELS-OF-COMMUNICATIVE-Parviz-

    Musa/66de3386e0f9abda30f26628ae4e1e02d413d331

Borg, S. (2015). *Teacher cognition and language education: Research and practice*.

    Bloomsbury Academic.

Brown, H. D. (2002). English language teaching in the 'post-method' era. In J. C. Richards &

    W. A. Renandya (Eds.), *Methodology in language teaching* (pp. 11–18). Cambridge

    University Press.

Canale, M. (1983). Language and communication. In J. C Richards & R. Schmidt (Eds.),

    From communciative competence to communciative language pedagogy (pp. 2–27).

    Longman.

Canale, M. & Swain, M. (1980). Theoretical bases of communicative approaches to second

    language teaching and testing. *Applied Linguistics, 1*(1), 1-47.

    https://doi.org/10.1093/applin/I.1.1

Chandler, K. (2016). Using Breakout Rooms in Synchronous Online Tutorials. *Journal of*

    Perspectives in Applied Academic Practice, *4*(3), 16–23.

    https://doi.org/10.14297/jpaap.v4i3.216

Chomsky, N. (1965). *Aspects of the Theory of Syntax*. The M.I.T Press.

    http://www.colinphillips.net/wp-content/uploads/2015/09/chomsky1965-ch1.pdf

Council of Europe. (2001). *Common European Framework of Reference for Languages:*

    Learning, Teaching, Assessment. Cambridge: Cambridge University Press.

    https://rm.coe.int/1680459f97

Council of Europe. (2020). *Common European Framework of Reference for Languages:*

    Learning, Teaching, Assessment - Companion Volume. Strasbourg: Council of Europe

    Publishing. www.coe.int/lang-cefr

Creswell, J. W. & Creswell, J. D. (2018). *Research design: Qualitative, and mixed methods*

    approaches (5th ed. [international student edition]). Sage Publications.

Creswell, J. W. & Guetterman, T. C. (2021). *Educational research: Planning, conducting,*

    and evaluating quantitative and qualitative research (6th ed., global edition). Pearson.

Dahl, L. E. (2019). *Promoting EFL oral skills in and outside school: Norwegian lower*

    secondary students' and their EFL teachers' experiences and beliefs [Master thesis,

    University of Stavanger]. Brage. https://uis.brage.unit.no/uis-

    xmlui/handle/11250/2603071

Dörnyei, Z. (2007). *Research Methods in Applied Linguistics: Quantitative, qualitative, and*

    Mixed Methodologies. Oxford University Press.

Dörnyei, Z. & Taguchi, T. (2010). *Questionnaires in Second Language Research:*

    Construction, administration, and processing (2nd ed.). Routledge.

Drigas, A. & Charami, F. (2014). ICTs in English Learning and Teaching. *International*

    Journal of Recent Contributions from Engineering, Science & IT (IJES), *2*(4), 4-10.

    https://doi.org/10.3991/ijes.v2i4.4016

Ellis, R., Skehan, P., Li, S., Shintani, N. & Lambert, C. (2019). *Task-Based Language*

    Teaching: Theory and Practice. Cambridge University Press.

    https://doi.org/10.1017/9781108643689

Fabriz, S., Mendzheritskaya, J. & Stehle, S. (2021). Impact of Synchronous and

    Asynchronous Settings of Online Teaching and Learning in Higher Education on

    Students' Learning Experience During COVID-19. *Frontiers in Psychology*, *12*, 1–16.

    https://doi.org/10.3389/fpsyg.2021.733554

Fenner, A.-B. (2020). The historical development of English as a school subject. In A-B.

    Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century* (2nd ed., pp. 17–

    42). Fagbokforlaget.

Gao, L. X. & Zhang, L. J. (2020). Teacher Learning in Difficult Times: Examining Foreign

    Language Teachers' Cognitions About Online Teaching to Tide Over COVID-19.

    Frontiers in Psychology, *11*, 1–14. https://doi.org/10.3389/fpsyg.2020.549653

Guariento, W. & Morley, J. (2001). Text and task authenticity in the EFL classroom. *English

    Language Teachers Journal*, *55*(4), 347–353. http://dx.doi.org/10.1093/elt/55.4.347

Hampel, R. (2006). Rethinking task design for the digital age: A framework for language

    teaching and learning in a synchronous online environment. *ReCALL*, *18*(01), 105-

    121. https://doi.org/10.1017/S0958344006000711

Hampel, R. (2009). Training teachers for the multimedia age: Developing teacher expertise to

    enhance online learner interaction and collaboration. *Innovation in Language

    Learning and Teaching*, *3*(1), 35–50. http://dx.doi.org/10.1080/17501220802655425

Hampel, R. & Hauck, M. (2004). Towards an Effective Use of Audio Conferencing in

    Distance Language Courses. *Language, Learning and Technology*, *8*(1), 66–82.

    https://www.lltjournal.org/item/10125-25230/

Hampel, R. & Stickler, U. (2005). New skills for new classrooms: Training tutors to teach

    languages online. *Computer Assisted Language Learning*, *18*(4), 311–326.

    https://doi.org/10.1080/09588220500335455

Hong Ng, C. (2020). Communicative Language Teaching (CLT) through Synchronous Online

    Teaching in English Language Preservice Teacher Education. *International Journal of*

    TESOL Studies, *2*(2), 62–73.

    https://www.academia.edu/43809118/Communicative_Language_Teaching_CLT_thro

    ugh_Synchronous_Online_Teaching_in_English_Language_Preservice_Teacher_Edu

    cation

Hymes, D. H. (1972). On Communicative Competence. In J. B. Pride & J. Holmes (Eds.),

    Sociolinguistics. Selected Readings (pp. 269–263). Penguin Education.

Johannessen, L. E. F. (2022). Utenfor akademia: Mot en utvidet forståelse av «abduktiv

    analyse» og teoriutvikling. *Norsk sosiologisk tidsskrift*, *6*(2), 1–16.

    https://doi.org/10.18261/nost.6.2.4

Johnson, D., Sutton, P. & Poon, J. (2000). *Face-to-Face vs. CMC: Student communication in*

    a technologically rich learning environment. ASCILITE 2000.

    https://www.researchgate.net/publication/2504229_Face-to-

    Face_vs_CMC_Student_Communication_in_a_Technologically_Rich_Learning_Envi

    ronment

Jones, O. W. (2022). *A study of how English teachers use digital tools to teach English in*

    Norwegian lower secondary schools [Master thesis, University of Stavanger]. Brage.

    https://uis.brage.unit.no/uis-xmlui/handle/11250/3002785

Kvale, S. & Brinkmann, S. (2015). *InterViews: Learning the craft of qualitative research*

    interviewing (3rd ed.). Sage Publications.

Lamy, M.-N. & Hampel, R. (2007). *Online communication in language learning and*

    teaching. Palgrave Macmillan.

Mælan, E. N., Gustavsen, A. M., Stranger-Johannessen, E. & Nordahl, T. (2021). Norwegian

    students' experiences of homeschooling during the COVID-19 pandemic. *European*

Journal of Special Needs Education, *36*(1), 5–19.

https://doi.org/10.1080/08856257.2021.1872843

Mheidly, N., Fares, M. Y., Zalzale, H. & Fares, J. (2020). Effect of Face Masks on

Interpersonal Communication During the COVID-19 Pandemic. *Frontiers in Public*

Health, *8,* 1-6. https://doi.org/10.3389/fpubh.2020.582191

Ministry of Education and Research. (2006). *English subject curriculum (ENG1-03).*

Established as Regulations. The National Curriulum for the Knowledge Promotion

2006. https://www.udir.no/kl06/ENG1-03/Hele/Kompetansemaal/competence-aims-

after-vg1-%E2%80%93-programmes-for-general-studies-and-vg2-%E2%80%93-

vocational-education-programmes?lplang=http://data.udir.no/kl06/eng

Ministry of Education and Research. (2019a). *Curriculum in English (ENG01-04). Basic*

skills. Established as Regulations. The National Curriulum for the Knowledge

Promotion 2020. https://www.udir.no/lk20/eng01-04/om-faget/grunnleggende-

ferdigheter?lang=eng

Ministry of Education and Research. (2019b). *Curriculum in English (ENG01-04).*

Competence aims and assessment. Competence aims after Vg1 Programme for

general studies. Established as Regulations. The National Curriulum for the

Knowledge Promotion 2020. https://www.udir.no/lk20/eng01-04/kompetansemaal-og-

vurdering/kv6?lang=eng

Ministry of Education and Research. (2019c). *Curriculum in English (ENG01-04).*

Competence aims and assessment. Competence aims after Vg1 Vocational education

programmes. Established as Regulations. The National Curriulum for the Knowledge

Promotion 2020. https://www.udir.no/lk20/eng01-04/kompetansemaal-og-

vurdering/kv5?lang=eng

Ministry of Education and Research. (2019d). *Curriculum in English (ENG01-04). Core Elements.* Established as Regulations. The National Curriulum for the Knowledge Promotion 2020. https://www.udir.no/lk20/eng01-04/om-faget/kjerneelementer?lang=eng

Mitchell, R., Myles, F. & Marsden, E. (2013). Sociocultural perspectives on second language learning. In R. Mitchell, F. Myles & E. Marsden (Eds.), *Second language learning theories* (3rd ed, pp. 220-249). Routledge.

Moorhouse, B. L. & Kohnke, L. (2021). Thriving or Surviving Emergency Remote Teaching Necessitated by COVID-19: University Teachers' Perspectives. *The Asia-Pacific Education Researcher*, *30*(3), 279–287. https://doi.org/10.1007/s40299-021-00567-9

NOU 2021: 6. (2021). *Myndighetenes håndtering av koronapandemien—Rapport fra Koronakommisjonen. Oppnevnt ved kongelig resolusjon 24. April 2020. Avgitt til statsministeren 14. April 2021.* Statsministerens kontor. https://www.regjeringen.no/no/dokumenter/nou-2021-6/id2844388/?ch=4

Nunan, D. (1989). *Designing Tasks for the Communicative Classroom*. Cambridge University Press.

Nunan, D. (1999). *Second Language Teaching & Learning*. Heinle & Heinle Publishers.

Ørevik, S. (2020). Digital technology in the English classroom. In A-B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century* (pp. 165–184). Fagbokforlaget.

Ørevik, S. & Hestetræet, T. I. (2020). English in vocational studies. In A-B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century* (2nd ed., pp. 311–336). Fagbokforlaget.

Palm, C. I. (2022). *Digital Learning – Before, During, and After Covid-19. A study on teaching methods based on digital tools in an EFL classroom in a lower secondary*

school in Norway [Master thesis, Inland Norway University]. Brage.

> https://brage.inn.no/inn-xmlui/handle/11250/3019725

Rakab, M. B. (2016). Pair-Work and Group-Work Activities: Myth or Reality? *International*

> *Journal of Educational Investigations*, *3*(6), 82–100.

> http://www.ijeionline.com/index.php/10-ijeionline/55-2016-6

Richards, J. C. & Rodgers, T. S. (2014). *Approaches and methods in language teaching* (3rd

> ed.). Cambridge University Press.

Rindal, U. (2020). English in Norway. A language and a school subject in transition. In L. M.

> Brevik & U. Rindal (Eds.), *Teaching English in Norwegian classrooms: From*

> *research to practise.* Universitetsforlaget.

Saunders, M. N. K., Lewis, P. & Thornhill, A. (2019). *Research methods for business*

> *students* (8th ed.). Pearson.

Savignon, S. J. (2002). Communicative Curriculum Design for the 21st Century. *English*

> *Teaching Forum*, *40*, 2–7.

> https://www.researchgate.net/publication/234599636_Communicative_Curriculum_D

> esign_for_the_21st_Century

Savignon, S. J. (1991). Communicative Langauge Teaching: State of the Art. *TESOL*

> *Quarterly*, *2*(25), 261–277. https://doi.org/10.2307/3587463

Skar, G. B. U., Graham, S. & Huebner, A. (2022). Learning loss during the COVID-19

> pandemic and the impact of emergency remote instruction on first grade students'

> writing: A natural experiment. *Journal of Educational Psychology*, *114*(7), 1553–

> 1566. https://doi.org/10.1037/edu0000701

Skulstad, A. S. (2009). The need for rethinking communicative competence. In R. J.

> Krumsvik (Ed.), *Learning in the network society and the digitized school* (pp. 255–

> 267). Nova Science Publishers.

Skulstad, A. S. (2020a). Communicative competence. In A-B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st Century* (2nd ed., pp. 43–67). Fagbokforlaget.

Skulstad, A. S. (2020b). Developing Oral Skills. In A-B. Fenner & A. S. Skulstad (Eds.), *Teaching English in the 21st century* (2nd Edition, pp. 95–116). Fagbokforlaget.

Statsministerens kontor. (2020, March 12). *Omfattende tiltak for å bekjempe koronaviruset* [Press release]. https://www.regjeringen.no/no/dokumentarkiv/regjeringen-solberg/aktuelt-regjeringen-solberg/smk/pressemeldinger/2020/nye-tiltak/id2693327/

Sutiyatno, S. (2018). The Effect of Teacher's Verbal Communication and Non-verbal Communication on Students' English Achievement. *Journal of Language Teaching and Research*, *9*(2), 430–437. https://doi.org/10.17507/jltr.0902.28

The Norwegian Directorate for Education and Training. (2023). *Innføring og overgangsordninger for nye læreplaner*. https://www.udir.no/laring-og-trivsel/lareplanverket/innforing-og-overgangsordninger-for-nye-lareplaner/#a166494

Tomlinson, B. (2012). Materials Development. In J. C. Richards & A. Burns (Eds.), *The Cambridge Guide to Pedagogy and Practice in Second Language Teaching* (pp. 269–278). Cambridge University Press.

Utdanningsdirektoratet. (2020, February 12). *Beredskap: Veileder om smittevern for videregående skoler*. https://www.udir.no/kvalitet-og-kompetanse/sikkerhet-og-beredskap/informasjon-om-koronaviruset/smittevernveileder/veileder-om-smittevern-for-videregaende-skole/smitteforebyggende-tiltak/

Vurdien, R. (2019). Videoconferencing: Developing Students' Communicative Competence. *Journal of Foreign Language Education and Technology*, *4*(2), 269–298. https://www.researchgate.net/publication/331823932_Videoconferencing_Developing__Students'_Communicative_Competence

Vygotsky, L. S. (1978). *Mind in society: The development of higher psychological processes*. London: Harvard University Press.

World Health Organization. (2020, March 11). *WHO Director-General's opening remarks at the media briefing on COVID-19—11 March 2020*. World Health Organization. https://www.who.int/director-general/speeches/detail/who-director-general-s-opening-remarks-at-the-media-briefing-on-covid-19---11-march-2020

Yavani, Z. (2017). Authentic materials: Teachers' perceptions and why they matter. *ELT Echo : The Journal of English Language Teaching in Foreign Language Context*, *2*(1), 26. https://doi.org/10.24235/eltecho.v2i1.1591

APPENDICES

APPENDIX A – NSD evaluation

Sikt

Meldeskjema / "Pandemic Didactics" – CLT in the virtual classroom: English upper seco... / Vurdering

Vurdering av behandling av personopplysninger

Referansenummer	**Vurderingstype**	**Dato**
863723	Standard	19.12.2022

Prosjekttittel
"Pandemic Didactics" – CLT in the virtual classroom: English upper secondary teachers' experiences related to promoting students' oral Communicative Competence in the virtual classroom during the COVID-19 pandemic.

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

Prosjektansvarlig
Hild Elisabeth Hoff

Student
Maren Ståløy

Prosjektperiode
15.08.2022 – 15.05.2023

Kategorier personopplysninger
Alminnelige

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

Behandlingen av personopplysningene er lovlig så fremt den gjennomføres som oppgitt i meldeskjemaet. Det lovlige grunnlaget gjelder til 15.05.2023.

Meldeskjema 🗗

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

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

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

TYPE OPPLYSNINGER OG VARIGHET
Prosjektet vil behandle alminnelige kategorier av personopplysninger frem til den datoen som er oppgitt i meldeskjemaet.

LOVLIG GRUNNLAG
Prosjektet vil innhente samtykke fra de registrerte til behandlingen av personopplysninger. Vår vurdering er at prosjektet legger opp til et samtykke i samsvar med kravene i art. 4 og 7, ved at det er en frivillig, spesifikk, informert og utvetydig bekreftelse som kan dokumenteres, og som den registrerte kan trekke tilbake.

Lovlig grunnlag for behandlingen vil dermed være den registrertes samtykke, jf. personvernforordningen art. 6 nr. 1 bokstav a.

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

- lovlighet, rettferdighet og åpenhet (art. 5.1 a), ved at de registrerte får tilfredsstillende informasjon om og samtykker til behandlingen
- formålsbegrensning (art. 5.1 b), ved at personopplysninger samles inn for spesifikke, uttrykkelig angitte og berettigede formål, og ikke

behandles til nye, uforenlige formål
- dataminimering (art. 5.1 c), ved at det kun behandles opplysninger som er adekvate, relevante og nødvendige for formålet med prosjektet
- lagringsbegrensning (art. 5.1 e), ved at personopplysningene ikke lagres lengre enn nødvendig for å oppfylle formålet

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

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

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

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

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

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

MELD VESENTLIGE ENDRINGER
Dersom det skjer vesentlige endringer i behandlingen av personopplysninger, kan det være nødvendig å melde dette til oss ved å oppdatere meldeskjemaet. Før du melder inn en endring, oppfordrer vi deg til å lese om hvilke type endringer det er nødvendig å melde: https://www.nsd.no/personverntjenester/fylle-ut-meldeskjema-for-personopplysninger/melde-endringer-i-meldeskjema

Du må vente på svar fra oss før endringen gjennomføres.

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

Lykke til med prosjektet!

APPENDIX B – Written information to the interview informants

Informasjonsskriv til engelsklærere i den videregående skolen

Ønsker du å delta i intervju som undersøker engelsklæreres opplevelse av digital undervisning under Koronapandemien?

Dette er en forespørsel om deltakelse i forskningsprosjektet: "English upper secondary teachers' experiences related to promoting students' oral Communicative Competence in the virtual classroom during the COVID-19 pandemic.". Formålet er å undersøke engelsklærere sine opplevelser av å undervise muntlige og kommunikative ferdigheter i det digitale klasserommet. Dette informasjonsskrivet vil gi deg informasjon angående prosjektets formål, hva deltakelse innebærer og hvordan den innsamlede dataen håndteres.

Hvem er ansvarlig for forskningsprosjektet?

Maren Ståløy, Masterstudent ved Universitetet i Bergen. Masteroppgaven er siste del av den 5-årige Lektorutdanningen med fordypning i engelsk ved Det humanistiske fakultetet ved Institutt for fremmedspråk.

Prosjektets formål:

Prosjektet er tilknyttet datainnsamling i forbindelse med masteroppgave i engelsk fagdidaktikk ved Universitetet i Bergen. Formålet med prosjektet er å undersøke hvordan engelsklærere i den videregående skolen opplevde å undervise muntlige ferdigheter og å fremme elevenes kommunikative kompetanse i den digitale undervisningen.

Prosjektets preliminære problemstillinger er:

What are Norwegian EAL upper secondary teachers' reported experiences related to promoting students' oral skills as an aspect of Communicative Competence in the virtual synchronous classroom during the COVID-19 pandemic?

- How did the teachers design and implement communicative and interactional tasks and activities in their online English teaching?
- What are the EAL teachers' perceptions of their own digital competence and implementation of ICT in the virtual classroom?

Prosjektet retter også søkelys på hvordan EAL lærere (English as an Additional Language) utformet oppgaver og aktiviteter i det digitale klasserommet som fremmet elevinteraksjon, elevaktivitet og kommunikasjon. Videre vil det stilles spørsmål om hvorvidt lærerne opplevde

at deres egen digitale kompetanse og IKT kunnskaper var tilstrekkelig i møtet med den digitale skolehverdagen.

Målet er å intervjue 5 lærere som underviser engelsk i den videregående skolen, og som gjennomførte digital undervisning under Koronapandemien. Det er også utarbeidet en spørreundersøkelse rettet mot samme målgruppe som sendes ut til flere videregående skoler i landet med målsetning om å samle inn både kvalitative og kvantitative data. Prosjektet undersøker dermed både enkeltlæreres tanker, samtidig som det bidrar til å male et større bilde av lærernes erfaringer av digital undervisning.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi du er engelsklærer i den videregående skolen og gjennomførte digital undervisning under Koronapandemien.

Hva innebærer deltakelse i forskningsprosjektet?

Deltakelse i prosjektet innebærer å gjennomføre ett intervju med masterstudent Maren Ståløy. Intervjuet vil ha en varighet på om lag 45-60 minutt, men dette tilpasses selvfølgelig hver enkelt intervjusituasjon. Intervjuet kan gjennomføres digitalt eller ved et fysisk møtet, alt etter hva som passer best for intervjuobjektet. Spørsmålene i intervjuet er delt inn i kategoriene:

The teacher's background and experience, The teacher's beliefs, The teacher's experiences from online English teaching, Designing tasks and activities in the virtual classroom og *The teacher's digital competence and use of ICT in the online teaching.*

Til tross for at spørsmålene er predefinert, vil det være viktig å stille oppfølgingsspørsmål slik at læreren som blir intervjuet føler seg hørt og får mulighet til å bidra med egne synspunkt og erfaringer. Det vil bli tatt lydopptak av intervjuet for å sikre presise siteringer i analysedelen av prosjektet, hvor anonymisering og trygg lagring av datamaterialet står i fokus.

Frivillig deltakelse

Det er viktig å presisere at intervjudeltakelse er frivillig. Det er også mulighet til å frastå fra å svare på spørsmål underveis i intervjuet dersom det er ønskelig, og man kan til enhver tid trekke seg fra intervjuet og videre deltakelse uten negative konsekvenser. Alle personopplysninger anonymiseres, noe som gjelder blant annet navn, arbeidsplass og kjønn. Dette innebærer at navnet ditt ikke kan knyttes opp til intervjuet og du blir tildelt et

pseudonym/betegnelse som for eksempel «Intervjuobjekt 1» eller «Lærer 1» som vil bli brukt som referanse i selve oppgaven.

Ditt personvern – sikker oppbevaring og trygg bruk av dine opplysninger

Alle personopplysninger om deg vil bli anonymisert og behandlet konfidensielt i samsvar med personvernregelverket. I forskningsprosessen er det masterstudent Maren Ståløy og veileder Hild Elisabeth Hoff som har tilgang på opplysninger som blir samlet inn. Vi vil sikre at ingen som ikke har tilknytning til prosjektet får tilgang på datamaterialet og personopplysninger. Dersom masteroppgaven publiseres på Universitet i Bergen sine offentlige sider, vil ikke intervjuobjektene kunne identifiseres.

Hva skjer med opplysningene når vi avslutter forskningsprosjektet?

Forskningsprosjektet skal etter planen leveres 15. mai 2023. Alle personopplysninger, som navn og arbeidsplass, vil anonymiseres og transkripsjoner av datamaterialet og lydopptak vil bli slettet når masteroppgaven er levert og godkjent.

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,
- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler alle opplysninger om deg på bakgrunn av signer samtykke. På oppdrag av Universitetet i Bergen har Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Spørsmål?

Dersom du har noen spørsmål angående prosjekter, kan du kontakte:

- Masterstudent, Maren Ståløy på tlf.: + 47 98 48 44 85 eller mail: wuc009@uib.no
- Veileder, Hild Elisabeth Hoff på mail: Hild.Hoff@uib.no
- NSD – Norsk senter for forskningsdata AS på mail: personverntjenester@nsd.no eller på tlf.: 55 58 21 17.
- Ved behov kan du også kontakte UiBs personvernombud: personvernombud@uib.no.

Dersom du ønsker å delta, vennligst signer samtykkeerklæring på neste side.

Med vennlig hilsen,

Maren Ståløy (masterstudent UiB)

`

Samtykkeerklæring

Samtykkelse til deltakelse i intervju som del av datainnsamling av matesteroppgave i Engelsk didaktikk ved UiB.

Jeg har mottatt og forstått informasjon om masterprosjektet:

"EAL upper secondary teachers' experiences from teaching oral Communicative Competence in the virtual classroom during the COVID-19 pandemic.", og har fått anledning til å stille spørsmål.

Jeg samtykker til:

☐ at mine opplysninger behandles frem til oppgaven er ferdigstilt.
☐ å delta i ett intervju med masterstudent Maren Ståløy

---   ------------------------------
Signert av prosjektdeltaker i BLOKKBOKSTAVER.   Dato.

UNIVERSITETET I BERGEN

APPENDIX C – Semi-structured teacher interview guide

Semi-structured teacher interview guide

Theme	Questions
Introduction	
Practical information to the informant: - Presentation of researcher. - Express gratitude to the informant for participating. - Practical information regarding the length of the interview, the topics addressed and the aim of the study. - Explain the study's principles of anonymity and confidentiality. - Explain that the informant can refrain from answering any questions if desired or withdraw from the interview at any time. *Referring to the information letter and the consent form that the informant has signed.*	*This is a semi-structured interview, implying that the questions are guiding and follow-up questions are more important than aiming to ask all the questions listed below.* Do you have any questions before starting the interview?
Reflections	
The teacher's background and experience	Why did you decide to become an English teacher? What are your qualifications as a teacher? / What title do you have? How many years of experience do you have from teaching English in the upper secondary school? Which year and educational program in upper secondary school did you teach English online during the COVID-19 pandemic? How many months did you teach English online during the pandemic?

The teacher's beliefs	What do you think are the most central aspects of the English subject? What basic skills, including oral skills, writing skills, reading skills and digital skills do you mostly include in your face-to-face teaching? - Why? How would you describe the term "oral skills" and how did you promote oral skills in your face-to-face teaching? What are some examples of how you engage your students in oral participation in the face-to-face classroom? How do you believe English teachers can teach the students communicative competence? (Including verbal and non-verbal communication, the students ability to adapt to contextual aspects when communicating, grammatical competence etc.)
The teacher's experiences from online English teaching	Which digital teaching platform did your school use to facilitate online teaching during the pandemic? (Zoom, Teams, Google Classroom/ Meet etc.) How did you experience the shift from face-to-face to online teaching as a result of the COVID-19 pandemic? How did you adjust to the online teaching environment? How would you describe a typical English lesson in your online classroom? What basic skills, including oral skills, writing skills, reading skills and digital skills did you mostly include in your online teaching? - Why? Do you think communicating with your students through a screen resulted in a changed classroom discourse? Including the verbal and non-verbal communication. Do you believe that your virtual teaching was more teacher-based or learner-centered?

	Would you say that your online teaching reflected an interactive classroom, or do you believe that the students were more passive through the digital screen?
	What teacher role would you say that you embodied in the online classroom? (Observant role, facilitator of tasks/teaching materials, interactive role giving feedback to your students, lecturer focusing on the teaching process etc.)
	What teaching input did you include in your online teaching, and what student output (product) and skills did you aim for your students to acquire when working with tasks and activities?
	Do you find it necessary to correct your students when you discover for instance grammatical errors or pronunciation errors when they are speaking English? - How did you guide your students and correct their errors in the virtual classroom?
	What do you think "authentic" and "real life" learning situations entail? - According to you, how can you facilitate authentic communication and situations through the students' online classroom interaction?
	Can distant teaching promote or challenge communicative language teaching (CLT)? (CLT: focuses on language use and student communication rather than aiming for students to construct grammatically correct sentences)
Designing interactive tasks and activities in the virtual classroom (teaching materials and methods)	How did your online English teaching differ from the face-to-face classroom teaching? What was your aim when designing tasks and activities in the online classroom? Would you argue that the tasks and activities in your online teaching mostly focused on functional or structural aspects of language teaching? Do you believe that language accuracy and fluency is equally important when designing tasks and activities?

	How did you design interactive tasks in the face-to-face classroom compared to the online classroom?
	What teaching materials did you implement in the online teaching?
	What do you believe engaged and motivated students to participate orally in the virtual classroom?
	How did you facilitate the students' development of oral skills in the online classroom?
	How did you facilitate activities in the virtual classroom where your students practiced communicating in English in "real-life" situations?
	How did you present the tasks and activities to your students online?
	How did you want your students to work with the tasks and activities in the virtual classroom? - Did you focus on individual work or did you favor student-collaboration? - Did you include pre- and post-tasks that your students worked with before and after the "main" activity?
	Would you say that the oral discussion tasks you gave your students raised open or closed questions?
	Did you mostly facilitate tasks online that focused on the students' learning process or on the product?
The teacher's digital competence and use of ICT in the online teaching	Did you feel that your digital competence was sufficient to teach English through a digital teaching platform? - If not: How could teachers develop digital competence?
	Did you experience that your school administration provided you with information and the digital schooling you needed to manage the online teaching platform?
	What skills do you think that you as an English teacher need to acquire for teaching in an online classroom? (digital competence)

	Do you believe online teaching and the use of technological tools motivated your students to communicate orally in English? - Why/ why not? What digital tools and teaching materials did you apply in the digital teaching to facilitate interaction between the participants? (For instance powerpoint, interactive blackboards, audio-files etc.) In your opinion, what are the strengths and limitations of the digital classroom as an arena for promoting oral skills as part of the communicative competence in English? (What skills would you say describe a "21st century student"? How can you as an EFL teacher facilitate the students' acquisition of those skills through the use of technology?)
Conclusion	
The future course	Do you believe that teaching English online has affected your students' development of oral skills as part of the communicative competence? What would you say are some elements from your online teaching that you have transferred to your face-to-face teaching today?
Concluding the interview	Do you have any questions regarding the interview? Is there anything you want to add, that you feel is left out or unanswered?

APPENDIX D – Written information to the questionnaire respondents

Informasjonsskriv til engelsklærere i den videregående skolen

Ønsker du å delta i digital, anonym spørreundersøkelse som undersøker engelsklæreres opplevelse av digital undervisning under Koronapandemien?

Dette er en forespørsel om deltakelse i forskningsprosjektet: "English upper secondary teachers' experiences related to promoting students' oral Communicative Competence in the virtual classroom during the COVID-19 pandemic.". Formålet er å undersøke engelsklærere sine opplevelser av å undervise muntlige og kommunikative ferdigheter i det digitale klasserommet. Dette informasjonsskrivet vil gi deg informasjon angående prosjektets formål, hva deltakelse innebærer og hvordan den innsamlede dataen håndteres.

Hvem er ansvarlig for forskningsprosjektet?

Maren Ståløy, Masterstudent ved Universitetet i Bergen. Masteroppgaven er siste del av den 5-årige Lektorutdanningen med fordypning i engelsk ved Det humanistiske fakultetet ved Institutt for fremmedspråk.

Prosjektets formål:

Prosjektet er tilknyttet datainnsamling i forbindelse med masteroppgave i engelsk fagdidaktikk ved Universitetet i Bergen. Formålet med prosjektet er å undersøke hvordan engelsklærere i den videregående skolen opplevde å undervise muntlige ferdigheter og å fremme elevenes kommunikative kompetanse i den digitale undervisningen.

Prosjektets preliminære problemstillinger er:

What are Norwegian EAL upper secondary teachers' reported experiences related to promoting students' oral skills as an aspect of Communicative Competence in the virtual synchronous classroom during the COVID-19 pandemic?

- How did the teachers design and implement communicative and interactional tasks and activities in their online English teaching?
- What are the EAL teachers' perceptions of their own digital competence and implementation of ICT in the virtual classroom?

Prosjektet retter også søkelys på hvordan EAL lærere (English as an Additional Language) utformet oppgaver og aktiviteter i det digitale klasserommet som fremmet elevinteraksjon,

elevaktivitet og kommunikasjon. Videre vil det stilles spørsmål om hvorvidt lærerne opplevde at deres egen digitale kompetanse og IKT kunnskaper var tilstrekkelig i møtet med den digitale skolehverdagen.

Målet er å intervjue 5 lærere som underviser engelsk i den videregående skolen, og som gjennomførte digital undervisning under Koronapandemien. Det er også utarbeidet en spørreundersøkelse rettet mot samme målgruppe som sendes ut til flere videregående skoler i landet med målsetning om å samle inn både kvalitative og kvantitative data. Prosjektet undersøker dermed både enkeltlæreres tanker, samtidig som bidrar til å male et større bilde av lærernes erfaringer av digital undervisning.

Hvorfor får du spørsmål om å delta?

Du får spørsmål om å delta fordi du er engelsklærer i den videregående skolen og gjennomførte digital undervisning under Koronapandemien.

Hva innebærer deltakelse i forskningsprosjektet?

Deltakelse i prosjektet innebærer å delta i en digital spørreundersøkelse via Microsoft 365 Forms, som vil ta rundt 10-15 minutt å gjennomføre. Spørreundersøkelsen blir send via link til skolen du arbeider på, som vil videresende linken til deg. Du kan også ha mottatt forespørsel til deltakelse, samt link til spørreundersøkelsen, via digitale fagnettverk tilknyttet engelskfaget som du er medlem av. Dette er en generell forespørsel til alle medlemmer av nettverkene og de ulike skolene, og de som deltar i spørreundersøkelsen via link til Microsoft 365 Forms vil ikke kunne identifiseres.

Spørsmålene i spørreundersøkelsen er delt inn i kategoriene:

Teacher's background and experience, The teacher's beliefs, The teacher's experiences from online English teaching, Designing tasks and activities in the virtual classroom og *The teacher's digital competence and use of ICT in the online teaching*.

Spørreundersøkelsen inneholder både åpne og lukkede spørsmål, noe som inkluderer spørsmål med «ja»/ «nei» svaralternativer, og spørsmål hvor respondenten svarer i mer utfyllende setninger. Spørreundersøkelsen består også av påstander knyttet opp til en skala som strekker seg fra 1.-10., der blant annet 1. antyder «sterkt uenig» og 10. antyder «sterkt enig», hvor respondenten krysser av ut i fra egne tanker og erfaringer.

Frivillig deltakelse

Det er viktig å presisere at deltakelse i spørreundersøkelsen er frivillig. Det er også mulighet til å frastå å svare på spørsmål underveis i spørreundersøkelsen dersom det er ønskelig, og man kan til enhver tid trekke seg fra spørreundersøkelsen uten at det forekommer negative konsekvenser for respondenten.

Ditt personvern – sikker oppbevaring og trygg bruk av dine opplysninger

Vi sender ut link og informasjon om spørreundersøkelsen til din skole, som videresender dette til de aktuelle lærerne eller så har du mottatt link gjennom fagnettverk. Spørreundersøkelsen er anonym og vi vil ikke kunne gjenkjenne hvem som har svart på spørsmålene da vi ikke samler inn personopplysninger. Det vil si at vi innhenter ingen informasjon eller opplysninger som kan knytte svar i undersøkelsen opp mot respondenten. Dette innebærer at svarene du avgir vil bli synlig under hvert spørsmål i spørreundersøkelsen, men de kan ikke kobles til hvem som har svart på spørsmålene. Din deltakelse vil da anonymiseres og behandles konfidensielt i samsvar med personvernregelverket. Data som samles inn lagres anonymt i UiB One Drive, hvor bare forskningsansvarlig Maren Ståløy har tilgang gjennom innlogging.

I forskningsprosessen er det masterstudent Maren Ståløy og veileder Hild Elisabeth Hoff som har tilgang på opplysninger som blir samlet inn. Vi vil sikre at ingen som ikke har tilknytning til prosjektet får tilgang på datamaterialet. Dersom masteroppgaven publiseres på Universitet i Bergen sine offentlige sider, vil ikke respondentene i spørreundersøkelsen kunne identifiseres. Du samtykker deltakelse ved å krysse av «Ja» i første spørsmål i spørreundersøkelsen, og gjennom å delta i spørreundersøkelsen og sende inn svarene dine.

Hva skjer med opplysningene når vi avslutter forskningsprosjektet?

Forskningsprosjektet skal etter planen leveres 15. mai 2023. Informasjonen er som påpekt anonymisert, og resultater samt statistikk fra spørreundersøkelsen vil bli slettet når masteroppgaven er levert og godkjent.

Dine rettigheter

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

- innsyn i hvilke personopplysninger som er registrert om deg, og å få utlevert en kopi av opplysningene,
- å få rettet personopplysninger om deg,

- å få slettet personopplysninger om deg, og
- å sende klage til Datatilsynet om behandlingen av dine personopplysninger.

Hva gir oss rett til å behandle personopplysninger om deg?

Vi behandler alle opplysninger om deg på bakgrunn av at du har kysset av/signert samtykke i spørreundersøkelsen og sendt inn svarene dine. På oppdrag av Universitetet i Bergen har Norsk senter for forskningsdata AS vurdert at behandlingen av personopplysninger i dette prosjektet er i samsvar med personvernregelverket.

Spørsmål?

Dersom du har noen spørsmål angående prosjekter, kan du kontakte:

- Masterstudent, Maren Ståløy på tlf.: + 47 98 48 44 85 eller mail: wuc009@uib.no
- Veileder, Hild Elisabeth Hoff på mail: Hild.Hoff@uib.no
- NSD – Norsk senter for forskningsdata AS på mail: personverntjenester@nsd.no eller på tlf.: 55 58 21 17.
- Ved behov kan du også kontakte UiBs personvernombud: personvernombud@uib.no.

Dersom du ønsker å delta, vennligst kryss av for dette i spørreundersøkelsens første spørsmål.
Med vennlig hilsen,

Maren Ståløy (masterstudent UiB)

UNIVERSITETET I BERGEN

APPENDIX E – Digital questionnaire

Teaching English online during the COVID-19 pandemic

Det vil ta omtrent 10 minutter å fullføre undersøkelsen.

This survey is related to an English didactics Master's Thesis at the University of Bergen.
I appreciate your participation in this survey regarding:

English upper secondary teachers' experiences related to promoting students' oral Communicative Competence in the virtual classroom during the COVID-19 pandemic.

As described in the information letter and consent form, the data collected will be anonymized.

There are no "right" or "wrong" answers, and I am interested in your experiences and opinions.
If there are any questions you do not want to answer, you can just skip it/them.

Thank you for participating.

* Obligatorisk

Part 1: The teacher's background

1. I have received an invitation and information regarding this
   questionnaire, and I agree to participate: *

   ◯   Yes

112

2. What are your qualifications as a teacher?/ What title do you have?

[   ]

3. How many years' experience do you have from teaching English in upper secondary school?

○ 0-5 yrs

○ 6-10 yrs

○ 11-20 yrs

○ 21-30 yrs

○ More than 30 yrs

4. Which upper secondary level did you teach English online during the COVID-19 pandemic?
Mark one or more options

☐ First year of upper secondary school

☐ Second year of upper secondary school

☐ Third year of upper secondary school

5. Which educational program in upper secondary school did you teach English online during the COVID-19 pandemic?

[   ]

113

Part 2: The teacher's beliefs

6. What basic skills do you prioritize in your face-to-face English teaching?
   Mark only one option

   ◯ Oral skills

   ◯ Writing skills

   ◯ Reading skills

   ◯ Digital skills

7. What basic skills did you prioritize in your online English teaching during the COVID-19 pandemic?
   Mark only one option

   ◯ Oral skills

   ◯ Writing skills

   ◯ Reading skills

   ◯ Digital skills

8. Please select the box that corresponds with your personal view and experiences according to the statements presented below.
   Mark only one option for each statement

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
English should be taught to develop the students' oral and communicative skills	◯	◯	◯	◯	◯
English should be taught to develop the students' grammatical knowledge	◯	◯	◯	◯	◯
English lessons should be learner-centered	◯	◯	◯	◯	◯
Students should encounter authentic and real life situations in the classroom	◯	◯	◯	◯	◯
I facilitate student collaboration in my classroom	◯	◯	◯	◯	◯

3. Experiences from online English teaching

9. How did you experience the shift from face-to-face teaching to online teaching as a result of the COVID-19 pandemic?

> [   ]

10. Which digital platform did your school use to facilitate online teaching during the COVID-19 pandemic?
Mark only one option

- ◯ Zoom

- ◯ Teams

- ◯ Google Classroom/ Meet

- ◯ Andre:

11. Do you think communicating with your students through a screen resulted in a changed classroom discourse?
Including the verbal communication and non-verbal communication (eye-contact, body language etc.)

> [   ]

12. Do you believe that the shift to digital teaching resulted in less oral student communication and participation?
Mark only one option

- ◯ Yes

- ◯ No

116

13. How would you define oral skills, and how did you promote oral skills in your online English teaching?

14. How did you facilitate activities where your students practice both verbal and non-verbal communication in your online teaching?

15. What teacher role would you say that you embodied in the online teaching?
Mark one or more options

- [ ] Observant role, focusing on learner-centered teaching and student activity

- [ ] Facilitator of tasks and activities

- [ ] Interactive role, focusing on giving your students feedback

- [ ] Lecturing, focusing on imparting knowledge and skills to your students

16. Do you find it necessary to correct your students when you discover for instance grammatical errors or pronunciation errors when they are speaking English?

17. What elements do you think that the language teaching approach known as, Communicative Language Teaching (CLT), includes?

117

18. Do you believe that your students can develop an understanding of how to speak English and communicate with others, when speaking through an online platform?

○ Yes

○ No

118

4. Designing tasks and activities in the online classroom

19. Can you describe some tasks and activities that you think reflect "authentic" situations in the classroom?

20. What was your aim when designing interactive tasks and activities in the online English classroom?

21. Did you favor student collaboration or individual tasks in the online classroom?
Mark only one option

( ) Student collaboration

( ) Individual work

( ) Focused equally on both

22. What input did you include in your communicative tasks in your online teaching?
(e.g. recipe, extract from a song. letters or any other form of data that you gave your students as a point of departure for the task they were working with)

5. Digital competence and ICT

For each of the following questions, please select the number on the scale from 1-10 that corresponds with your personal view and experiences. Mark only one option for each statement.

23. "My digital competence was sufficient to teach English through a digital learning platform."

0	1	2	3	4	5	6	7	8	9	10

Strongly disagree   Strongly agree

24. "Technological tools should be used to promote the students development of oral skills and communicative competence."

0	1	2	3	4	5	6	7	8	9	10

Very unimportant   Very important

∷

25. "I will transfer the use of digital tools from the online teaching into my current face-to-face teaching"

0	1	2	3	4	5	6	7	8	9	10

Very unlikely   Very likely

26. What skills do you think make a "21st Century Student"?
    Please write 4 words with capital letters

APPENDIX F – Interview transcriptions

Transcription:

M: Maren (interviewer)

I: Informant (teacher)

... : The sentence stops / the informant starts a new sentence

( ) : Parentheses are used to include additional information, often when the transcription is unclear due to background noise

Bold: Bold letters are used to indicate that a new topic is addressed

Green: Green and underscore was used when coding/ analyzing central themes and findings

---

TEACHER A INTERVIEW TRANSCRIPTION

"Good teachers find their own way"

Time: 1 hour 17 minutes

M: Ok, now we are on! So first, I'll just like to say thank you for the time, and as you know I am trying to keep it as confidentially and anonymous as I can. So you don't have to name the school that you work on, or your name during the recordings.

I: Mhm.

M: And I have six different topics that I want to talk about.

I: Ok.

M: I have it her, if you want.

I: No, that's all good. Just if I want to organize my thoughts when I field your questions.

M: So first, I am going to talk a little bit about your "background and experience", and the next section I have called "the teacher's beliefs", and then "the teacher's experiences from online English teaching". Moving on to "designing tasks and activities in the virtual classroom" – and how it may differ from the face-to-face classroom. And then I want to ask some questions about your "professional digital competence" or how you reflect on it, and the use of "ICT".

I: "ICT", what's that?

M: Information and Communication Technology.

I: "IT"? – Information Tech?

M: Yes. "IT".

I: Great. Ok.

M: And then, just about "the future course" and how you believe your experiences maybe shape your future online… or technology in your teaching.

I: Great.

M: Sounds good?

I: Sounds good.

M: Do you want me to read the research question? Or maybe you already read it.

I: I have read.

M: Yeah, so it's about your experiences more than a "right" or "wrong" answer. And even though I am focusing on your experiences from teaching, you can also mention or talk about the project…

I: The project?

M: The project that you…

I: "The read to Europe" project?

M: Yes.

I: Good.

M: So you can mention it when you feel that it is suitable.

I: Yeah, for example it is relevant for number six. We'll see.

M: Perfect! So do you have any questions?

I: No.

M: No? Let's go. So the first, "the teacher's background and experiences", I want to know why did you become an English teacher?

I: Mhm. So I am Canadian. And married a Norwegian woman a long time ago, when we studied in Canada together. So, ehm, and then… we were studying at the time, music. So we both have artistic backgrounds. Then, she was already employed, so we went back here. And, so then it was a question of a serious job. You know, to work part-time with music, or to work full-time with something, which is also communicative and artistic. Seeing that both my parents were teachers, and at least one of them were a talented teacher – it was natural fit to do a second education, do the Master's in literature, at the UiB, your school. And do the ped, et cetera. So I did that quickly and easily, and began to work right afterwards.

M: And you mentioned, what are your qualifications as a teacher?

I: I have "lektor med opprykk", you know, the top category of teachers, or most teachers in the high school. So I have my Master's in, I guess it would be… the closest would have to be, I guess American literature. Master's in American literature, University of Bergen, Ped and the music education from Canada. That makes me a highly competent teacher, formally, I guess – at the high school.

M: Which year and educational program did you teaching during the pandemic, here at this school?

I: Then I was teaching… during the pandemic, it was technical subjects at the high school here. Machining, what the Norwegians call TIP. I was teaching machining, I remember very well when I send the first class out, when the rector told us to send them home. And I was teaching carpenter construction, and can't remember what else, but technical subjects. That's my specialty, technical subjects.

M: English in those subject? Or both?

I: Technical English.

M: technical English, right!

I: You have to say that, because you teach technical subjects in a different way than you teach academic subjects.

M: It's vocational subjects, right?

I: A lot of technical… you talk about systems and machines and tools and procedures that involves systems and machines and tools

M: Mhm, so it's adapted?

I: It's highly adapted! But that depends on the teacher. I am technically competent, so therefore I… a specialist in that type of stuff.

M: Is that from education, or?

I: Life experience I guess, and interests.

M: And I think you wrote it in the email, but how many months did you teach online?

I:You know, really the essence of my online experience during the pandemic could not have been that long. Maybe it was something like two months, maybe, I am thinking. At the beginning of the pandemic, before the leadership here locally at the school decided that they would do their best to do distance teaching with the academic students and face-to-face with all the technical students. So they did their best, you know, to empty out the school to reduce pupil ratio, you know, to increase the number of meters between the students by sending all the academic students, they got more of a dose of it. I did roughly two months, I guess, remember back of online teaching with my classes.

M: So, moving on to your beliefs, just in general really. Do you have some aspects of the English subject that you find more important than the others? Like the aims of teaching English at this school? Is it communicative, or the writing, or what do you think, for your students?

I: It depends, if you want the politically correct answer, or…

M: No, your answer!

I: I only teach human beings, so I don't know… I can't really recall that in the curriculum, or in the teaching guidelines, but I am the person by nature who is left handed and right brained, and I think "helhetlig". I think about the whole person. So my goal, personal goal, is to teach first and foremost to produce nice human beings, then secondly to produce nice, human beings who can talk correct and intelligent English, in that order and I am very clear about that, all the time. I never mix up that order.

I: Because you are working with youths?

M: I work with youth, and I work with youth that many often… their choices are limited by their early teaching backgrounds. Many of them have been partially or completely ruined by the system, earlier in the system, so they choose subjects like construction, because they really don't have any other options. So it's not really… most of my kids are not necessarily construction workers material, naturally interested in systems of constructions and tools, but they are just poor at reading, poor at abstract thinking, poor at writing, that's why they come to me. So of course, I work with the material I have.

M: Do you find it challenging?

I: Challenging? No! Easy. Easy because my values as a teacher clear by brain, in my age in life. You know, you get kind of clear as you are getting older. You have to make choices, you can choose the system or you can choose humans. I choose humans!

M: Good to hear. So the Curriculum states some basic skills in the English subject; oral skills, writing skills, reading, digital skills. Which one would you say you include most, when doing the face-to-face?

I: Oral! Oral! Oral!

M: In the face-to-face, as well?

I: Ehm, yes! Always! Always! That's the method, the method begins with oral skill, and then proceeds to written skill – always. To put it in another… to frame it in a different way, you would say that I have two semesters, and in the fall semester I focus primarily on speaking skill, and then in the spring, I precede more to writing skill.

M: Yeah, so you need the basic skills?

I: You need a number of basic. You need basic confidence in order to languages, the human… it is a natural thing for humans, but also equally natural is confidence or lack of confidence. So you have to have confidence to function well in a second language, so we focus on the confidence and the joy of, yeah, speaking good English and show what you can, before we proceed to a more kind of symbolic level of communication – like written.

M: And how would you say that you did that? To embrace the speaking skills and confidence?

I: Yeah, you use a lot of pictures. Ok, so I use a lot of pictures in my teaching, if I understand your question right? You think like a sports coach, you train regularly. I repeatedly draw analogues to my students, like, you know, I say; "Mathias, you know, if you want to be a good football player, you are going to stand and look at the football, or do you kick the football?". That kind of analogue, I give to my students repeatedly just to remind them of something. Or I say; "Toby! What's with you? You think…Ronaldo" (uklar). He says: "I already kicked the ball once, do I have to kick it twice?" You know, so I have simple pictures that young man understand about the importance of training regularly, including speaking regularly. If we look at, for example, a plumber, I say "A plumber – tightening - a knot – on a threaded – rod". We do the terminology… we do the vocabulary first, "to tighten" and then we say the nouns, you know, "rod", " a knot", "a threaded rod", you know, point out, "that's call an adjective." et cetera. So we do that first, and then they will repeat, "Now, you know all the words, right?", "Right!", "Now, say the words. Prove it!", "threaded, road", and they say "Ok, now, describe the picture in technical detail." So then they look at a picture of an individual tightening a knot on a threaded rod, and then I ask them to use vocabulary and then when they finish with an explanation I say, you know: "Do it again!", "Huh, I just did it!", "Do it again!", et cetera. So I think in my teaching… my particular teaching with my kind of students, I think more like a sports teacher than a traditional… coach you can say.

M: Motivating?

I: Lots of repetition! Motivation, and honest, simple language "that sucked!" or "that's brilliant!" et cetera, and that comes far with my type of students.

M: How do you believe that the English teachers can teach communicative competence and their ability to know how to enter a conversation, turn-taking, using the suitable vocabulary?

I: You have to have vocabulary, and you have to have confidence. And confidence is circular, confidence comes from knowing that you have words. Very often problems in communicative… development of communicative skills… one has to take a step further back, and even discuss, "Ok, you are so clever, so describe the picture in your own language, Norwegian.", "Huh, på norsk?", "yeah, på norsk!". So, and then the students realizes as soon as they try to describe a technical situation, you know a plumber or a machinist, doing a specific procedure, they realize they can't do it in Norwegian either. So, we have to remember that communicative confidence is, you know, a complex… it is complex and has a lot to do with the ability to function in one's own language, which one typically as a young person

5

can't, all about zero technical insight. Ehm – and once you get that in order, then you can precede to just giving them simple tools like vocabulary, noun, and then the… of course with vocabulary it's something called pronunciation, it is not enough to see a word, see you know "r-o-d", you have to say it, which is like kicking a football, "rod" and say it correctly – not "rod" but "rod" (long vowel), et cetera, et cetera. It's a lot of detail in breaking down and analyzing what it means to have the potential to communicate… to communicate communicatively. It's a super advanced complex, if you just begin to analyze all the pieces that need to be in place before the individual can do it. That's true!

M: And to do it confidently?

I: Confidence has a lot to do with it. You can… all kinds of weird psychosocial things, like you can have… the individual can function brilliantly one-on-one, but they fail… the system fails in front of other students. You can have other things that are more psychosocial things, or you can have the individual that is traumatized, because in a Norwegian school, as you know, we always have a tons of foreigners, and many of them from central or north or east Africa. With the middle east, or all kinds of… yeah, quite complicated issues that needs to be taken into account. Individuals that are shy about other individuals… we also have your Norwegian type of student, you know this quite brilliant, and for some reason or another they are mixing it up with a lot of kids that such at what they are doing, and that they know that they suck and the brilliant kids are bored, and other kids are nervous because they feel embarrassed to show their, ehm, wholes in front of strong individuals. Teaching is a complicated business. It's a lot going on there.

M: So, moving on to your experiences from online teaching, which platform did you use at this school during the pandemic? Was it Zoom, Teams, Meet?

I: We used Teams in the beginning, and I think it went over to Zoom and then, nah, we did not use much… it was pretty much Teams and Meet.

M: With the students?

I: Yeah.

M: Which one did you prefer?

I: Yeah, I can't remember, I did whatever I was told… I told you, I personally… it is not something that I really believe in, distant teaching, but I did what I'm told to do and what the situation required. So we used Teams in the beginning, cause we were told to use Teams, and it was installed and they bought the license 3and et cetera. And then, with other students I… we used Meat, because it has a slightly longer free time before you have to start paying, et cetera. Suits the lesson plan better.

M: And how did you experience the shift? The sudden change from in-face communication and teaching, to looking at your students on a screen, maybe, I'm not sure if they had their video on, or…

I: Yeah, they did. Some did, some didn't, and again, we are back to the dynamics of working with groups, right, so students that want to shy away from performing, you know you have to encourage them to "turn on your camera, look at me" (uklart?), et cetera and other student that you have a relationship of trust to, you don't want them to have the camera, you know "I don't want to see your face, I want to hear your voice", "I am training your voice, I am not training your eyes." So it is very individual, that there. So, but how did I experience the transition, you know, I mean, what… we go from a colorful world to a black and white world,

6

123

I guess, is where I would say. It's a regressive shift, in my mind. It has some values, like any technology has values, and potential values depending on how you use the tool. But basically, for this teacher and my generation and my values it is regressive. It's a necessary evil, is how I would describe working with human being via, you know, technology interposed between my self and another human being, that's a regression. Not progressive, but regressive.

M: And we talked a little bit about the basic skills, did that change, the focus on the skills, when teaching in the virtual classroom?

I: It is an interesting question, because you know, some of the noise of a real classroom, you know with an analog, real classroom, obviously some of that noise, you know individuals eating their lunch, noisy, you know, cellophane paper, or individuals, you know, having to give reminders to an individual to put away their phone or stuff. Some of that noise in a teaching situation disappears in an online forum. Obviously, first and foremost because students have their microphone off, so that they don't create reverb with the individual that is being spoken to by the teacher, so I one way, arguably that is positive. Arguably. So in some ways it becomes a more satisfying experience for at least I am guessing, the teacher, in that way. Because the noise, depending on the teacher, the noise is something which is ever present, you know, kind of thing, teaching with real people in a real classroom. Some of that disappears.

M: Do you also think that your focus changed, from teaching oral, or maybe focusing more on the reading skills, or was it still your focus to teach oral communication when…?

I: When I say oral communication, which I do teach, it includes reading, of course. The way to good, comfortable and relaxed and confident oral speaking for most students it's through out loud reading. And they feel that they get enough praise and enough backing, "Well, you sound awesome. It sounds great", I mean that's the way to get them to talk in the same way that they read. So, yeah, there was a good deal of reading, but there was everything! I can't recall all the particular topics we worked with, but we worked the globe for example. So we had… you can picture Google Globe and force all the students to name all the countries and all the regions and alle the oceans of the world, and all that, in English. So, that would be a typical kind of thing, just speaking-training type of task, where it was quite satisfactory because I had control of the cursor, and I could move the cursor around, "ok, where are we now?", "ok, where are we now?", "ok, describe where I am pointing now", et cetera.

M: So you shared your screen?

I: Yeah, a lot of screen sheering is standard, and then some… but also, we did… then there was stuff like essay-writing, or lets call it writing-production was also quite satisfactory, at its best. Depending on the student, again. Because then we could actually… I could just sit back, as the observer, and ask them to correct things life-time, give them pointers, ask them rhetorical questions, "What do you think? When you change topics, what are you going to do? Are you just keep on going, or is it an idea to make a new paragraph?" and by then doing it on their screen, sharing a screen with me, or we even got to a point where we all were looking at the same document, Samskriv, right? Samskrive. So, that was very satisfactory, actually. Maybe more efficient than in a classroom, cause somehow it felt more intense, the experience of "Ok, what do you think?", "we", speaking to a group of students in a digital room, "what do we think about his intro? What do you think guys?" and people would say "could be longer", "right, ok, so why don't you add a couple of more lessons, and see if you can lead us readers on to the next paragraph, what do you think?", "oh, yeah, that's a good idea". And then… by them actually doing it, in live time with us, watching and giving input, that seemed

very satisfactory. And very kind of plastic and flexible way of working with text-production. It seems very good. So, absolutely, I could say that I look at it as regression, but It's that type of, I don't want to be too negative, either. There were some processes, text-production or, yeah, I am thinking most, that were very satisfactory in some ways. It felt more intense as a process of peeping, but then there is a negative side, you don't know for example in a room where half the students are not showing their faces, you don't know, you want to focus on the pages and the text-production, you don't know if they are following along. You know, they are looking at their phones or doing whatever else, have their ear-buds in and you can't really see they're just chilling, listening to music. It is both – complicated.

M: That's actually leading to the next question. Do you think that communicating with your students resulted in a changed classroom discourse? Including both verbal and non-verbal communication, like eye-contact, or the use of body language? Did you feel a shift, or do you think that it didn't affect your teaching?

I: I would say it's a regressive situation. I would say worthy neither, either or, but, where the negatives outweighed some positives. Clearly in this … (uklart).

M: But did you see a change? Like you said, you didn't know if they were following, so the lack of eye-contact, do you think that it affected it or was it…

I: Yeah.

M: … something that you had in mind?

I: Yeah, not so… Mhm, I think I understand your question, and it's a good question, but I'm not sure if I can… want to think if I can give you a clear answer about that. Because it is struggling to, communicate competence and communicate dimensions of working with young people is huge. It is huge! I mean this teacher at least, just as much about, you know, keeping eye contact at the appropriate times, or appropriate behavior, not making to much noise with your stupid sandwich wrapper in public situations et cetera, et cetera. Ehm, reminding students to show respect to other students talking, by just chilling and listening and looking at them, there are so much of that going on all the time, and that definitely… you can't, you can't cultivate that so well in a room where, you know in a digital room, I believe. You can't! But, there is not to say that you can't make… you can't experience satisfactory communicative exchanges, but that whole dimension of boy language, including eye contact and stuff, I can't believe that is as easy to work with, at least with young people like I work with – in a digital room as it is in a real room, where you can sit right there and almost as close as we are sitting while we are doing this interview, and just remind people "hey, he is talking. Listen."

M: Like little clues?

I: Yeah, just little cues, and "you listen to him.", that's going on all the time between communicative teachers that want their students in that space, you know. Really, how many times a week I do this, you know, "It's not Paul" (uklart).

M: Cause in the online classroom, all students would hear you, right? If you…

I: We have small classrooms and small groups. That's why we never have more than fifteen students…

M: Could you talk to one, or was it like plural when you addressed the students?

I: In the digital space or now?

M: Yes, digital space.

I: Typically working with one students, and inviting all the others to follow along what's going on. Sometimes it would be conversations, but typically that's, with the young people that I work with, I remember a lot of them they don't want to be fronted, they don't want to serve.. they want to be shy and invisible – if they can. So that's easier to do in a digital space. It takes a lot of work, but I had a lot of satisfactory one-on-one conversation.

M: How did you do it online, if all students were present? Was I like, you had a conversation outside the classroom, and then if you had…

I: No, no. No, I did not do that, because it was quite abruptly. You know, abrupt message from leadership "send the students home, now!".

M: But when you were teaching online, how many students did you have online in full-class?

I: Fifteen, as a typical technical class. Fifteen, not big classes like the academic kids.

M: So if you wanted to address only one of the students, how did you do that online?

I: Well, I know their names, so obviously there was first and foremost by name and I know all their minds at that stage in the game. I know their minds, so I had an ongoing sense of where I wanted to go with a topic or discussion. What particular point of knowledge I want to lead them to, or practice. So I guess I would begin with the students pretty much the same way you do, if I understand your question right… It would be one-on-one, and then move to the next student, "Julie, what do you think about this? Are you happy with the way she talked about that? And that kind of stuff. So it was basically one-to-one, but if you field questions and group questions, like "What does anybody think? Anybody want to give me some feedback about this, can we share some feedback?", typically that leads to kind of boring lessons. They don't want to answer. So at least this teacher, I'm very kind of one-on-one, "what do you think?", "what do you think about what she just said"? It's kind of that way. And once in a while, at it's best, you can get a spontaneous outpour of people that has opinion about stuff.

M: Yeah, online?

I: Yes, sometimes, sometimes. But usually it seems more clamorous and more confused somehow, all kinds of stuff happens online that would not happen in a real, analog room.

M: Do you think that your students became more passive in the online teaching, or were they still interactive and asking questions? Was it a change there, or did they become more confident?

I: I would say more the first, than the second, I'm guessing. More passive. More passive, and more distracted than the young people usually are, which is extreme! If possible, because we always felt a lot of times there were a lot of talk among the colleagues "people de gjør helt andre ting!", liksom, de følger med med en film, så ser de tilbake til deg av og til, men egentlig de følger med med en film, mens du holder på med deg i en undervisningssituasjon og det du er opptatt av. More tendencies towards, I don't know passive, I would call it distractive. That's the new global sickness, "digital distraction". I think so, but that's my own view. That's one of the topics I work a lot with my students about, a lot! It's Big Tech, and how it has insinuated itself into young people's lives without permission or being asked. So that's a huge topic for this teacher. But that's another discussion. It's ironical really, because Big Tech gives us the platforms to do exactly what, you know, what you are interested in, it gives us possibilities, but – yeah, the old trojan hours idea, right? It's hidden stuff inside the so-called gift.

9

M: It's two-sided?

I: You know that story right, the trojan horse, you remember it?

M: Mhm.

I: All the soldiers are crept up and destroy the city, so it's an ok analogue for Big Tech. Apparent gifts, are all kinds of nasty stuff packed into it.

M: But you as a teacher feel like you need to develop with the technology and use the…

I: Not, really. I do it as much as I'm told to. But I told you that up front, I was up front with you, I said by my politics you could say, but my convictions, my ideological convictions, I'm not, no. I'm waiting to see… being older I have the advantage of seeing students in the old days, how students were compared with the transition you know, around whenever it was, around 2014-2015, when you young people started getting, internet in your pockets, AKA mobile telephones. So, improvement? Not a bit!

M: So you saw the shift?

I: I have seen the shift, I have seen the whole shift. I have seen the whole shift, and I am still waiting to see the, you know a much better human being, so far I don't see it. So far.

M: I think you mention about your role… what teaching role you had in the online classroom. Do you think you had like an observant role, where you the facilitator of tasks, how did you give feedback? Like, do you think it changed, or how were you present in the online teaching and how did you communicate and gave feedback?

I: I gave feedback via spoken messages, you know, praise, and working with texts. I gave you an example a bit back, online. And directing praise towards a product which was clearly more prof than it was before changes had been made. But, plus, if it regards "skriftlig", written work, then it would be… then it would be stuff that I would process and give feedback in the additional way. Send via a platform, It's Learning, and stuff. And I corrected with a few pointers and a few red marks here and there, that were send back for review and for resubmission. I work that way, I force the students to draft texts, so that I don't get one text, I get several texts from the same individual.

M: Like at the University?

I: Is it like that?

M: Yeah.

I: Yeah, actually I remember…

M: Yeah, that's how we improve.

I: That's right, that's how we improve. Yeah, it's not enough if they… cause all they want to see is "great", they don't read your comments after time if you do that. That's a big mistake! To get the sugar that they want, the grade, they have to prove that they are willing to walk the walk, and so.

M: That's actually one of the questions that I have for later, but do you think you focused more, when it's about the communicative competence, was oral skills more like the product or the process? Or equally.

10

I: That's a good question. Maybe equally. All's good. Cause you know, there's others, you know (uklart) of good teaching "if it's not broken, don't fix it", that type of (uklart), plays in here. So at least this teacher, I'm very clear about that, "if it's not broken, don't fix it", don't mess up a student's mind by, you know, trying to perfect something which is already real high standard. So I would say that…

M: But at the same time you want to enlighten your students that they need to submit draft so that they can…

I: Process. I guess process is more important than result I would say. For this teacher. Process is what, I' I'm thinking of my own practice, then I would say that, yeah, I encourage students to walk the walk, these types of communisms for this teacher, walk the walk, and walk is important. It's better than… and if you walk the walk, and in good faith and workmanship, then the results will come, and you can never guarantee how the receptor will receive the results, anyways. If they like you, you will advance, if they don't like you, even if brilliant results (uklart), you won't advance. It's all about do we like this person or don't we like this person for human beings, that's what I say to my students. So I encourage them to be good, so that they… but I say it's no guarantee, but there is some more honor in being good at stuff than being suck and being "want to be" at stuff, that is what this teacher talks with my students. Most of them by the argument, most of them don't get it because they are too young, but yeah, process more than results. I tell students for example that "All of you get 4. Right now, it's decided. And I mean it", not really, it's a slight lie, but I more or less mean it and I never fail students, ever, on principle! And I tell that upfront, right away, so that it's just about "if you want to get a high competence grade, 5-6 or something, brilliant, than you have to work, you have to prove that you are really clever inn all the skills, but if you just want to chill I'll give you a 3 or 4 right now, bang! But you can't get a 3 if you are bad and if you wrecked for other students, then you get a 1 or a 2.". But nobody fails, that's important for this teacher! I don't know if it's legal, but it's important.

M: And how do you think it affects the students'

I: I think I am friends with all my students, and that's rule number one, they have to like you and respect you, and believe you when say something that… so if you say that no one fails, you can't go on and fail somebody, that's not good. That would be breaking a contract. But, I encourage them, because I look at the students, as I told you earlier, as a human being… you know, being a past, who has been ruined by a lot of bad teachers in the past. And the struggle, I look at them, half of the guys that I teach. And remember, I am teaching guys that have gone into technical subjects mostly because no other options were available, ok, it's not like a choice, but they, you know, haven't been lucky with teachers in the past. So I look at them that way, all those young guys that I work with, I look at them as survivors!

M: That's nice to hear.

I: That's how I look at it.

M: You see them as humans?

I: Yep, it's the only way. It's the only way and it's a loosing fight, because sosionomene har kapret hele skoleprosjekt. But it's an easy way, so I represent a certain type of teacher, I suppose, that looks old-style on things. Like the humanistic project is the only thing that I am interested in. The rest of it, I don't give a damn about. Like I don't give a damn about a person who got a super degree, and their intelligence is pouring out their ears, if they are not a persona with a good heart, I personally don't give a damn. So I tell my students, I want to…

you know, I talk to them "You guys are going to be great dads, I can see it on you." That kind of talk, I talk, and give them a vision, a story that they can believe in that they can understand. I tell them, I never use terminology… I never use the word "test", and never use terminology like fancy school terminology, ever! Avoid it like the plague! "Competence" and "vurderingsgrunnlag" and "vurderingsformål", and all that bullshit! I never go there, I can, I'm educated guy, I can use that language if I want, but I never do. I notice that some of my colleagues do the same thing, but they do it on purpose, because they have some weird, convoluted argument that "the students should know the terminology which they are evaluated.", but I don't buy that argument.

M: So what do you do instead, how do you…

I: Talk an honest talk "be good at stuff, don't be a want to be". Like I say more simple stuff in a language that my guys understand. "Like intelligent, young Norwegians that are really good in English, and not want to be". So if you are an intelligent, young Norwegian, start working and prove it. You know, simple talk that the guys can understand.

M: You prepare them for real life?

I: "People get good at stuff, and don't want to be!". I tell them stuff like "any Joe in the world can go up to the bar and order a beer, you know say, "I want two beers", but you know sometimes, when you want to meet someone who is… you also need to have different tools. You need to be able to have a nice vocabulary, and talk about more interesting, weird stuff, than just ordering beers and flirting with a girl at a bar, that's not good."

M: Do you find it necessary to correct your students, when you for instance discover grammatical errors or pronunciation errors?

I: We're talking in an online situation or just generally?

M: First generally, and then, did you change in the virtual classroom?

I: Yeah, teachers always work and adapt, depending on the student and the context. Always. Depends on what your goal is, you know, what you are focusing on. Like, how I teach text, for example, I would teach text by the basic goal of the formal for writing production, text production, is just formal. It's no content at all, hardly at all. Just make sure they have a very clear mental picture and lots of practice in producing two pages of nice, lean, short paragraphs with no sentences as longer than nine words and full stop. Like simple, declarative sentences. That's just formal, and then after a while… and I do it typically by getting them to report you know a film manuscript, or something. So there is more or less reporting what the other person is saying, there is no individual content production at all, no opinions, no argument, no thesis, no nothing like that, just saying what they say. But the point is, at the end of it, by the fall, it's best if the method works and the students are easily able to produce two pages which is huge for young guys of sixteen, they can't believe, they say "wow!", and it's all looking real neat, with the title and neat little boxes of texts. So they get the formal in first, and then the contents comes. So you are talking about a question of method. It depends on what the goal is.

M: I think this is more like focusing on the oral skills, or the speaking skills?

I: Sure, I was always correcting pronunciation, if that was your question. Little stuff, small adjustments, correcting grammar.

M: What about fluency versus accuracy? What do you think is more…

I: Fluency in the fall, accuracy in the spring. Something like that, would be my axheme (uklart). Fluency first because fluency breeds confidence. And correct form leads the students to honestly believe that "Wow, maybe we are not stupid. Maybe I can write". When they actually see something, and when you show it for other students, I'll say "what do you guys think?, "You need … (uklart).

M: I am not sure if you have heard of the theory Communicative Language Teaching, but it's written on the fact that you should bring authentic and real life learning situations in the classroom? What do you think that entails and what did you do in the online classroom, to make the speaking authentic and real life?

I: Yeah, that's, I guess if I understand you question, simple! You know, I mean, our textbook is YouTube. We don't touch a traditional textbook, we don't use it at all – ever! So our book is YouTube, and because it is so many excellent teachers and machinists doing their thing, natural pedagogues that are explaining what they are doing and why, and different types of steel and when you use this tool and don't use that tool, all kinds of stuff like that. I mean, these guys out there are geniuses! All you have to do is watch what they are doing, and get the guys to focus on that. Put away their dumb phone, "let's listen to this guy", that's it!

M: You did the same online?

I: Yes, and that's easy to do online, or in a classroom, that's the same. So the basic text, for a teacher like me and my situation with my students is YouTube, that's the Internet. So the internet is my class book.

M: So you have a textbook, but you use…

I: I don't use a textbook at all!

M: So is this vocational or tech, is it more focused on what terms they need in their real life jobs?

I: Yeah. Describe tools, name tools, describe what they are used for, in detail. Describe systems, and procedures. So it's tools, systems and procedures. Like people doing stuff. And everything there is on YouTube. Everything that you need.

M: Do they communicate with each other, and have conversations and…

I: Yeah.

M: … for example interview situations or role play, is it anything like that?

I: No, I don't do that. I don't do that. That's girl's stuff. I would not do that with guys, no. No role play.

M: Yeah, because you have all guys…

I: No role plays, no. Girls are like that naturally, they like to do stuff like that. My colleagues do that with nursing wannabees and stuff, they like to do that stuff. But boys, they just feel that's weird, yeah. But we would do for example, would be, let's say we're doing carpentry tools, you know the table saw, the dangerous table saw. We might begin on watching guys on YouTube do it, learn the tools, learn what's dangerous, and then we'll go to the workshop and then I'll make them cut boards for me. So I make them rip the boards, "to rip", I make them rip boards, not with the blade going cause only subject teachers can do that, but I know the tool well so I just, basically make them… That would be the closest we get to a role-play and they have to talk it through while they are doing.

M: That's my question, how did they communicate?

I: They use all the terminology.

M: With each other?

I: Yeah, "with each other", they don't talk to each other. When they talk to each other they don't talk about English, so their relationship with English language is with the teacher. But I all make them say "I have a problem here, I need to rip this board in half, how do I do it?" and they are all standing there and says "well, I put it on the table and then I adjust the fence …", then I say "how do you do that?", "oh, yeah", "it's called a lever, "spake"", "huh?", "I loosen the lever and adjust the fence, and then what do you do. Yeah, that kind of way. You talk them through and force them to use the terminology again, and then you say "do it again!". And then it usually sits, cause they are young, they are smart. So it all sits the second time, then I'll do it again, and I'll loosen up the fence and shove it away, and give a new board with a new problem. "Now I just want to rip off 2 cm, show me how to do it!".

M: Interesting.

I: Yeah, well you would do the same thing, if you realize that you have a real tool sitting right there, that's the closest we get… we don't do role plays, but we'll go into the workshop and hold tools and "tell me how I use these tools", "what are the names of it" and "what are the dangers of using this tool?" et cetera.

M: So moving on to the "designing tasks and activities" and how they communicate and work with each other. Do you think that you had different tasks and activities in your online teaching than in your in-face class? As you said, you could not do this online, the things you described right now. How did you?

I: YouTube is pretty good! Pretty good, because there is a lot of really cool YouTube clips of technical guys doing technical things. So it's pretty good, but it's not as good as the real thing. The best is the combination of both. What was the question again?

M: How you designed tasks and activities, and how did it change?

I: How I designed task? I don't think like that. No. I am right brained. I think "what is the topic I want to work with now", "what is the skill set", and this teacher at least, I typically go between speaking skill and writing skill, back and forth. And I typically go from a cultural topic, now talking about for example "mastering your life", "livsmestring", and a technical topic "plumbing", or "carpentry". Method and design what I think, If I understand your question, design that's so very belong to group. Depends on how much horsepower the boys have, and that changes from year to year, and from season to season. You know, how much energy and horsepower, how smart the guys are or whatever, a number of variables. So I don't personally, this teacher… maybe it is a function of experience as well. I don't think design at all, I never design any class at all, and maybe the opposite. I have a broad idea of what I want to do over the next three weeks, other than that I leave to inspiration. Improvisation. I am very clever at that, I can improvise anything, anytime! So whatever the topic is, depending on the group, and that's important I believe, for teachers, but that is something that comes with experience and confidence. This teacher, I never plan anything.

M: So how did you feel that you adjusted to the virtual room, or was it pretty similar, the teaching?

I: Yeah, actually. Actually, as much as it could be.

M: Because of technology?

I: Yeah, I did my best you know. <u>Because I'm old and that's why I'm not interested or particularly competent in technology, and I don't even care about it either.</u> But I did my best, you know. <u>For example you would fish out from the students "I'm so "dø", sorry guys. I'm to "dø", how do I do this? How do I share my screen?"</u>, and that's great, because the young people feel so confident.

M: That's true!

I: Yeah, you young people are always doing that with the older generation, are you not showing your grandma all the time how you… this and that.

M: Yeah, they call us whenever.

I: So it's no different. It worked ok, but it was… I did it because I had to.

M: Did you use "Breakout Rooms"?

I: I did a couple of times, but I don't think I did that, I think students did that. I think, is that possible that they can steer it from their …

M: No, I think you have to divide the different computers into…

I: I know what it is, and I understand, and I though about the value of it, but then I must say no, maybe I didn't.

M: What do you think the value would be?

I: The value would be, in a perfect world, if you had like cleaver students that are self-motivated and the machines, that they could go by themselves and there is a great value. Send a couple of students out and get them to work with something.

M: Do you think it would be easier if you had like the "Breakout Rooms"? They could do the tasks, and then you'd come back to the virtual classroom with all of the "Breakout Rooms" combined. Do you think it's easier for them to talk in English when they have already done the task?

I: No. I never ask students, almost ever, to train by themselves. But again, that is my students at my stage. I only have first year kids. So third year, at some fancy down-town school where cleaver young people, like yourself, that'll be a different game. So you adjust your method and your whole vibe according to what group you work with. <u>So with my students, I don't get any satisfactory results by getting them to talk, I lose the control function.</u> You know they talk shit to each other, bad grammar, bad vocabulary, bad pronunciation, bad everything! And I'm just wasting time, I have just sent two students, guys to look at each other, feels stupid and… cause they know they are not masters, nor are they interested in being pedagogues. It is a common mistake that new teachers begin, you know, if you set these two individuals one will play teacher. It is not true, is not true. Almost never, a lot of them have no real natural leadership desire, they don't want to be put in that function, at least my students, at least I imagine, maybe I am totally wrong, but <u>my students wants strong leaders, people say "do this".</u> I often say I treat my students like I treat my sheep, I keep sheep at the side, in my home.

M: You do?

I: Yes, so I am interested in that.

M: It is not an analogue?

I: Yeah, well, it's not an analogue. No, basically "do this, do that, go here, go there"… So, I don't know…

M: Do you think they need the instructions?

I: I believe that most young people, like clear guidelines and a clear leader type. Not fuzzy, at al.

M: Was it difficult to be a clear leader online?

I: No, I never have trouble being a clear leader. I'm a natural leader. So I would not say so. No, online didn't… it was good. <u>Maybe, the only way would be is that you know, you don't feel… a person my generation you don't feel super competent. So, but that does not really, I just… you know I could not really se that made me a weak online leader, no.</u> Just admit it, say "I'm retarded about this, why don't you guys try?".

M: Then they did?

I: Yes, then they would… you know if you ask them basically and just show your humanity that "I don't know what I'm doing here, how do you do this?". Than someone would quickly jump in and show you how to do it.

M: Do you have any examples of the… you talked about how you did it in face-to-face, but considering online, how would you tell your students to do a task or to work with vocabulary, or… did they do it on their own computer, or how did they… if you understand the question?

I: Mhm. Repeat the question for me one more time?

M: If you are in the virtual classroom and you have a task prepared, how would you like them to work with the task, and how would you… for example if they are teaching new vocabulary, or yeah… how did they engage with the tasks online versus in the classroom?

I: I think well. I remember… the class that I remember best, because they were the best students in a traditional sense, there were sports-students, and there was a lot of them, there was about thirty of them. Those are pretty strong students, usually. So I think they did very well, and sport-students are usually disciplined, as well. They have more discipline than average construction students.

M: Is this online?

I: Yes, this is online. I remember them, I had…

M: Because you had multiple classes online?

I: I had TIP and I had construction, wood, and I had machinist and I had sports.

M: All year 1?

I: All year 1, yeah. So, the sports-students were quite satisfactory. That was a big group, and they are disciplined by nature, almost always. And, interactions were satisfactory. Good, good interactions with students who did what they were told and…

M: And what were they told to do?

I: <u>Typically, read to the teacher for example. Typically listen to each other's read while you are playing the teacher, if you call that a role-play, maybe. "What do you think? Now you are</u>

the teacher, walk them through this text and make sure that you are satisfied with the way that they read this text. Don't forget they should not read like robots, but read communicatively so that we don't all die of boredom here." That would be a typical kind of message from this teacher, and as long as they understand the rules of engagement, they go for it. So I remember we had some pretty satisfactory… and I definitely still… like I'm searching my memory, how weird those online sessions, and I remember I mentioned earlier, some of the text production classes with that sports class were also very satisfactory, I must say. When we all were in the room with Samskriv program, and everybody work and everyone could modify the text.

M: Can you talk about Samskriv? I'm not sure if I have used it.

I: It means to say that you have a text that anyone can modify, I guess just different tools that you… you can all modify the same text in real time. So people can jump in and say… so I could just watch as the text was being produced, and I was saying "does anybody have a better intro?" and they would say "ok, I'll try this" and you'll see them start writing, and other people would say "that sucks, that's boring, lets try again and see I can do better." So it was quite exiting to watch them modify a text, with an expert just watching and giving little pushes and tips. Saying "What about this? Can you do that?" type of thing. I found that highly… maybe better, arguably than an analog classroom. It seems somewhat more intense. Cause think about it, your processes when you are doing text production whether you are alone in your office or… it's a very intense kind of focus thing. You know, I tell my students all the time, you know "One of the great values of practicing writing, is that you work on you focus. You cannot produce half good texts if you are all over the place in your brain. It requires great energy and great focus, so that was very satisfactory, that energy and that focus I experienced in a few sessions of online writing with those students back in the day, in the Corona-time. That was very satisfactory, I must say. Text-production.

M: Cause my focus is more on the oral skills and communication, but as you said, since you were discussing with your students what to do, how to write it better, and they said "oh, this sucks", so you think it was communication even though the focus was on the writing part?

I: Of course.

M: In English?

I: Sure. Your voice is there all the time. You know the voice of God is sort of… (uklart)

M: Did they have any presentations or anything online, or you don't do that?

I: No, I don't do that. I train, I don't do presentations. I train. That's the only word I use, we train "let's train this". Which means repetition, but not so much.

M: So you support the authentic and real life situations, or you want to prepare them for – learning vocabulary that they can actually imply when working, is that your goal or…

I: My goal? I don't understand that question.

M: Ehm, how did you facilitate activities where students could practice communicating real life situations? As we talked about earlier.

I: I think we did. Typically in my situation it has to do with, yeah… Sports-students, I can't remember what we did in terms of topics. With the carpenter students, it's always similar, it's tools, instructions and procedures. Sports-students, I can't remember what type of topics that we did, but obviously it was not that type of topics. More cultural topics, more, for example I

mentioned Big Tech, stuff like that. Texts about Big Tech, both reading and producing. Could be stuff like that. So we did different topics, but the methodology was still the same. Yeah.

M: And the questions or the things that they were working with, were they mostly open or closed questions? Meaning, were you aiming at tools or questions that had one specific answer, or room for interpretation and… was it difficult when you have tools that have mostly one answer, right? More than discussion.

I: Yeah, I think so.

M: Maybe it's easier for them when they have one clear…

I: I think so. We don't go there. I don't… I would not say, if you would observe my classroom teaching, for me, I don't think it's a whole lot of what you would call discussion. It's more like a building up… we are not aiming for that primarily, although if we have… I can tell you we do get discussions all the time, and don't ask me how it starts if it starts with the teaching questions, or it's in different ways, but they were really… we watched… what did we watch? One of those black mirror movies, about the lady who does the nosedive, the lady who's got that trapped in this with everybody ranking each other. Anyways we did that recently as a cultural topic, and that sure led to a lot of spontaneous discussions.

M: In English?

I: Oh, yeah! They are cleaver! They are real cleaver! Young Norwegian people are cleaver. Not as good as you, you are pretty good.

M: So spontaneous?

I: Mhm?

M: Spontaneous?

I: Totally, they all have opinions on TikTok. And boys are wonderful that way, they got such strong opinions. Sometimes it takes a little while to fish it out, to get them going, but oh, yeah, they have opinions on TikTok.

M: And maybe spontaneous talking is a good way of practicing…

I: Of course.

M: … how you use English…

I: Of course, it is.

M: … rather than being set up…

I: Probably the goal, but you know, it's a question… we only have so much time in first year, with you know, construction students only have so much time, and you don't want to go there where you have situations that people are feeling kind of "klein" and they are feeling stupid, and they are supposed to… and most don't have opinion about much at all.

M: So rather spontaneous rather than presentation?

I: I don't do that … (uklart). Maybe other teachers do that but I don't.

M: I see why.

I: I don't do that.

M: For your students? Cause it is interesting to see the different types of …

I: I have a special type of students, you know. I like it, I presume it's not a world that you are particularly familiar with, but they are special.

M: But I have been to some… some hours we had observation, but… in the… where the English was more specified to their field.

I: In programfag?

M: Yeah.

I: Oh, yeah. And ours, extremely so.

M: It's important, that's like where the motivation may be coming from, how they can use it later.

I: Yeah, yeah. At least I would say that's how you reach guys. Most normal guys they are more practical, they are not really interested in abstract topics and generally they want to know tools and how to use tools. Usually that's pretty safe and it's also smart, because as we talked about earlier, it is circular, it gives confidence and then… at the time when their brains develop, by the time, you know when they are eighteen or nineteen, maybe they might be ready "should they stay in school for topics which are naturally more accessible for women?", like abstract, communicative stuff. Your typically sixteen year old guys are not there, at all. And nor did they want to be there, they just don't get it. Too dumb, until they are a little bit older and understands stuff like that.

M: They need time to develop?

I: Well I'm not a doctor but I presume that is the function of brain development, I presume. Practical. Put names on things. Be able to explain how they are used, with correct grammar. "To tighten", "you tighten, he …". It's on that level that this guy works. "I tighten, you tighten, she…" , "tightens!", "great!". Shakespeare! It's great, I love it!

M: So you think it's more like a functional. I have a question, would you argue that tasks and activities in your online teaching mostly focus on functional or structural aspects of language teaching?

I: Ehm, repeat that, please?

M: Do you think that the tasks and activities in you online teaching focused on functional or structural aspects of language teaching? Is it more functional…

I: Yeah, I barely understand the question, but I guess functional, yeah. I guess functional, yeah.

M: That's meaning using the language, language use rather than…

I: On structural, are you talking phonemic level, or?

M: Yes, grammar and… so it's more using it and talking…

I: I think so, but I mean the two categories glide into each other all the time, in practical teaching. Continuously I stop right in the middle of a sentence… some aspects of Big Tech will quickly, you know, review strong verbs, anything that is apparent, you know, in the… if it seems like a natural point to sort of switch off, then suddenly "woops", we talking on the structural level, and then we seamlessly right back to the functional level. So that's how it

works with this teacher. It's never a goal to teach structural aspects of language, that's just a goal to a dead lesson. With this teacher, I would never even go there.

M: I think we are at the "how you reflect on your digital competence, and how you used IT". Do you feel like your competence was sufficient in the online teaching platform?

I: Mhm. Just! Just! Sure could be much better and much more genius, but it was just… I never felt… as you know, I am doing a huge project in Ukraine right now, and that seems to work. Seems to work.

M: Is it self-taught, or have you done any…

I: Get some tips here and there, from people…

M: At the school?

I: Yeah. From people that are interested and competent, much more than me. Get a few tips, but not really. The programs are pretty much user friendly and idiots approved, most of the programs. I mean even a guy of my generation, I can easily copy a link from Teams or Meet and send it to somebody. That's no problem. Well it's not like I'm really "duh!", but I feel I have enough competence to do high quality language instructions for the groups of people that I work with, absolutely. Absolutely

M: Do you think that it was a motivation for your students to do it online, or was it more like…

I: It's a good question, a good question. It's hard to know. It's like asking a person… you know like… (uklart), hard to say.

M: In terms of oral participation?

I: I would say, that question would rather be addressed to students, as much as me. But I would say that most people, I suspected as a kickback in modern society, even including young people, the people that are sick of it. But it could be that I'm just ønsketenkning. It could be that I want to see that. There are a lot of things, I observe my students carefully and I see that… I encourage them all the time to remember to do normal guy things, and not just stare at your phone. Cause they are all addicts in my opinion. The whole world is addicted to technology. Everyone is, my wife…

M: It's a fine balance.

I: It's a super fine balance.

M: Cause you need it…

I: It's a super fine balance. Super fine balance. I am not even sure we need it, I would have been more extreme, I am way out on the extreme. I'm convinced, but that's another discussion.

M: Did it change, from before online teaching?

I: No, I have always had that opinion. I have always had that opinion.

M: Is it stronger now, having had the virtual teaching?

I: The conviction that this is technology, which we are not mature enough to use as human beings? Mhm. I don't know.

M: You talked about Samtavla and YouTube, any other materials that you used online. The online files, or the YouTube files, in teaching of tools…

I: That is just a platform that we all the time! Cause everything we want is there, it's like a textbook, YouTube, for any topic we want to know. So what's your question, now?

M: What online teaching materials or teaching tools did you use, online? So it was YouTube and Samtavla?

I: Yeah, same stuff that I use in the classroom. Same stuff, yeah. I come far, this teacher comes enormously far with Google Earth map, for example, and I come very far with YouTube, excess to that platform. And, yeah, I would claim I could teach anything up to advanced mechanics with YouTube. I would claim that I could give a respectable teaching lesson to anyone. I could give an advanced lesson in pedagogy to brilliant, young master's students, I am convinced. Or at least respectable, I don't know if it would be brilliant, but respectable, just using resources, quickly drawn from YouTube. I mean, that would be easy peasy.

M: But it has not changed, the same access you think, online?

I: Yeah, I would say about… I kept my narrow toolbox with a few tools I know work every day, and the students are … (veldig uklart) with, and I give good, easy, smooth transition for them to move from analog space to a digital space. The fact that there was no particular, you know, "brudd", you know, in different, suddenly different sources of…

M: So they were familiar?

I: Yeah. I think all of us felt that, it was comfortable. Just a little bit weird, you know, and distant. That's the thing, we are talking "distance".

M: Mhm, distant learning?

I: Yeah, it's a good thing. You are more distant.

M: In what way?

I: Well, I mean, heck. So much of what a language teacher is, is distance you know. You are working with symbolic systems, you know, and you are working with indexes and icons and, all kinds of stuff, with symbols you know. We are talking on the semantic, or what do you call it, the semiotic level here, right. So much of what we do, if you think about more deeply, it's distance, objects between us, and something direct, whatever that is. But with the digital platform, that's even exacerbated, you are into an even more, another level of "distantness". So depending on your worldview, you know if "distantness" is something that you feel is central to what we are doing as teachers, you know to try to… it's a challenging situation, the "distantness" is increased, I feel. Or maybe I'm thinking… I'm thinking of almost Chinese boxes, here. I'm seeing a kind of infinite regressive distantness. So there is levels of distantness, and the classroom is at least, some kind of a genuine centeredness. You know, and I mean a post modernistic vibe, as you know while I'm talking, right now. But I feel, at least I feel, that I'm closer to my students and where I want to be, because that's the basic message I want to give. I am more interested in yeah, to put it kind of… it sounds a little bit stupid, but I'm much more interested in good citizenship than I am in knowledgeable, smart, young Norwegians. Personally, but it is… I talk much more about socialism than I do about intellectual categories, personally. And I have no believe at all, in anything which is called neutral "verdisyn". I don't believe in that, at all. So my teaching…

21

M: And your teaching?

I: Highly political. Highly political. Yeah. For good or bad. I don't know if it's good or bad, I don't even ask the question (veldig uklart). But that's just genuineness, so. Distance teaching, sometimes it is an ok experience, and it can be useful, depending on the group and depending on how you know your aims, your pedagogical aims. Like with working with my students in Ukraine is a great topic, I don't know if that is relevant to switch over there, but that is huge. I give a lesson… I have a lesson this morning, I give three lessons a week, with this project. And, you know, these ladies show up.

M: Are they in Ukraine?

I: Yeah, in South Ukraine, yeah. There are two groups, two groups of human beings. Those are the juniors, look at all those Ukrainian names, and here is the seniors, and these are all ladies like you, these are nineteen year olds and these are sixteen year olds. And these are at the end of a four year pedagogical education at the University of … (ulart), and these girls are starting first year. These are sixteen, nineteen. They are all real smart girls, real smart ladies, talk nice English, and we just wok with phonemics, that's it. We drill them, and the project is about making sure that they… it's a political project, basically. Yeah, "kunnskap som våpen", noe sånt. But it's about making sure that when they go out, next year, these ones, the nineteen year olds, can stand in front of twenty five little young monkeys in Ukraine, that their first "ABC"s are going to be perfect! So it's all about just perfect pronunciation, and I mean really perfect, we are super strict, the team here. We teach them, so you know we work with short lists of phonemes that are a bit tricky for Ukrainian speaking GA English. So we make sure that they are going to be just perfect, basically to…

M: And how do you teach?

I: Yeah, we teach word lists, we have an hour, klokketime, we have an hour. So the first fifteen minutes will be a warm up. Warm up is typically word list with isolated phonemes, and then after a few weeks of that, and we are satisfied that all the phonemes are sitting, then we'll bring in general discourse, you know like … (uklart). And then they'll have to teach each other, so I'll ask one of them to run the girl through the warm up task, which is typically a paragraph with isolated phonemes, divided in red or something like that, and they will function as a teacher. So, force them to use the terminology, learn them to talk, use terminology like schwa, or consonants, vowels, to use them more like a teaching vocabulary, than just a producer vocabulary. So we force them to do that, and then we'll go on to a text, literature, and we contextualize everything, just to read artistically, textbook.. (uklart). In the beginning we read phonemically, like a very kind of slow "Charlie looked at his mother", you know that kind of stuff. But after a while when we are satisfied that the phonemes are all sitting perfectly, then we free it up and ask the girls to read artistically, and then, that's the basic method.

M: And they are teacher…

I: They are all teacher students. All pedagogy students.

M: All of them?

I: Yeah. They get out earlier in Ukraine. Like they start when they're sixteen and four year education at the University. So it's a middle big University, (stedsnavn), has six thousand students, and so, I don't know how many of those are Ped students, but these… And the goal is to grow the project all over Vestland.

22

131

M: You just started it here, at this school?

I: Yeah, I started it.

M: Oh, you started it?

I: Yes, it's my project! It's my project, and…

M: How did it come to mind?

I: Ehm, yeah, I applied to become a language teacher, down there, to move to Ukraine and tjenestegjøre, to serve.

M: You did, after the war broke out?

I: During the war, last year. When it started, last year. But quickly realized it was not, was not going to happen because first of all, most of their… some of their schools are bombed, so they did not have schools, secondly they had no money to pay teachers, they can't even pay their own teachers, and so. But then it just kind of set me on another course, and I realized "of course, we should go to the people who go to the kids!", you know, the kind of… (uklart). So I staid "we'll go to ped students". The thought just popped into my dumb old brain, "ped students, that's the key", get the ladies that are going to teach the young kids, so then it was simple, just to set up a program, and make contact with the University and we were lucky to get a hit. And so now we are training them regularly, and we dream about expanding the project, so that each school in this Provence, in Vestland, is going to contribute to one or two teachers, and right now we are reaching hundreds of students in the future (six year olds, uklart), but if we, if we are succeeding in building up the project, then we are talking hundreds of thousands we can reach. And it's a political project, because it is direkte undergravende fra alt det som Putin egentlig foretar seg, påtvungent, liksom «enslavic brotherhood» with him in the center. So in that sense, it is highly political, and effective. Cause wars, you don't, generals it has been said don't win the wars, it's students, it's teachers and priests, they win the wars. Generals just start wars. The people who actually win them, they are the people who talk to kinds, so that the conviction. That's the conviction, yeah, it's teachers who win wars, cause then you are working with young minds, and you influence them. På godt og vondt. Like Putin is doing the same thing with Russian children, right now. The same thing that Hitler did, back in the day, turning them all inn to good, little Nazis, and… So we are doing the opposite, we are giving them a major European language, English that they can use, and that's their frigjøring. That means they have options.

M: They could do it online.

I: It's perfect. It's our only choice. Maybe that's the way that… online teaching for this teacher, to sum up, I guess we are moving to the end of your questions. For this teacher it's all about… it's a tool, like any other tool, has its virtues in certain contexts and maybe less in other contexts, both. I would not want to be that, which is a tool which I don't think has much value, it has great value but when it's necessary.

M: Depending on the students?

I: And the situation. Anybody knows, you use the right tool for the right job.

M: Yeah, like your teacher students!

I: The right tool, for the right job, it's not so hard to understand, and so there is a highly powerful tool which is great, look it can get me all the way to South Ukraine, just like that!

And I can work… so I mean that's a powerful tool, I can't do that, you know with just a voice and a brain and walk into a classroom, I can't be in Ukraine, but that tool let's me do that, so that's huge. And I'm sure also, less highfalutin, less kind of dramatic teaching situations it can be very useful, like a Pandemic.

M: Yes, that's the only option.

I: That's the only option, it's not so different the pandemic than this situation with the project "Reading to Europe", it's the only option, it's either that or nothing.

M: Like many would refer to as "emergency teaching".

I: Yeah.

M: The sudden shift.

I: Mhm. So.

M: Do you think you will use some of the elements in your later teaching, or is it more in this project?

I: I am going to retire soon. I am going to do sheep, so I don't think so. Bu I'm sure it will develop and technologies will be very good. Your know, already we see how much improvement there is in the digital or around, it's just a question of the evils that come along with it. That's a bit dramatic, but if the shadow side of Big Tech, if it overtakes the good side. Like, I continuously prior… (uklart) to my students. I did a lesson this morning where we were looking at plumbers doing stuff with pipe systems and stuff, I say, you know "you guys, so you are hearing me, you are hearing teachers say words right now, right, but also don't forget to turn on the subtitles." And then just on the side I tell them what both you and I have noticed, how fast the algorithms are producing, you know, actually required a perfect model or close to perfect model of human language. They don't understand talk like that. So they say "what do you mean by a model?", so I say "a model, you know in the machine brain they have an idea how the human brain works, to make language, "oh, ok, and how do they get that?", "well, every time you send a message or anytime you write anything or say anything, they are taking that away, that's what they get when you use their platforms, right?", and they go "ok?", "and then they got model, and then they can sell the model!". Cause knowledge is power! If they can produce human speech, like any subtext, the transformation from three years ago, is huge. It's huge. The model as they spit out as we talk, is perfect. As well as I can tell, I never see… might as well be me! And I tell the students that, and they kind of "oh, that's cool!", so. So I think the technology would be great, a good supplement and a powerful tool but I don't believe to make a high sounding conclusion here, I don't believe it will ever replace a good, human, teacher.

M: Why?

I: Cause human teachers, we have so much more than just information transfer. There is so much more. You know, we are beings, we are analog beings, we never can escape that yet, until everybody turns into… (uklart), we are analog beings. So, at least this student… at least this teacher I touch my students all the time, if they are men! Never tough girl students, that's a rule! But, but I tough my guys all the time, and touching, eye-contact as you mentioned, yep the whole body-language thing is highly important, if your goal is not to produce, you know, bureaucrats, but if your goal is to produce good citizens.

M: (uklart) communicating and understand?

I: Yeah, and to be a good buddy, and to be a good friend, and be nice to each other, that's what it cooks down to for this old teacher.

M: And you think you need the in-class…

I: It helps, I think. I think I come further with that, then in a digital platform, I do! I do!

M: I think that is a good way to end, thank you! Do you have any questions or anything to add?

I: No, that's ok. I hope… good luck!

M: Thank you!

TEACHER B INTERVIEW TRANSCRIPTION

<u>Time: 43:50</u>

M: Sånn, da er vi i gang. Nå må du bare si hvis jeg skal ta på pause eller noe, underveis.

I: Ja.

M: Yes. Og da har du lest skjemaet du signerte?

I: Det har jeg lest!

M: Har du noen spørsmål før vi begynner?

I: Nei, egentlig ikke.

M: Nei, også her har jeg printet ut, det er jo problemstillingen min.

I: Mhm.

M: Også under da har jeg temaene jeg skal gå gjennom i dag, sånn at du har litt oversikt, da.

I: Ja. Den er grei! Da er jeg klar

M: Yes, da er det første temaet «din bakgrunn og erfaring», litt sånn generelt. Hvorfor valgte du å bli engelsklærer?

I: Ehm, jeg valgte å bli engelsklærer egentlig ikke på grunn av fagene, men at jeg ønsker å lære bort! Så enkelt som formidling, og… så jeg kunne på en måte blitt litt ulike ting, men lærer var på en måte det der du kunne være i kontakt med andre mennesker, ehm, egentlig formidlingsevne som var viktigst for meg. Også fant jeg ut bare, viktig å ha et språkfag, også et, ja, et annet fag. Så fagene var egentlig ikke så farlig, bare ikke matte-fag.

M: Hvilken utdanning har du, eller tittel? Det snakket jo vi litt om.

I: Ja, «integrert lektor», tok jeg. Så, «lektor med tillegg», ja.

M: Med tillegg, har du ett fag til da, eller…

I: Egentlig ikke, jeg hadde ett år med Ped, før, så var det egentlig bare lektor med tillegg, uten noen ekstra fag. Egentlig ekstra Ped.

M: Hvor mange år erfaring har du fra å undervise Engelsk i videregående?

I: Nå har jeg vel tre år.

M: Tre år?

I: Ja.

M: Og hva år og program underviste du i Engelsk når det var Korona og digital undervisning?

I: Da underviste jeg Engelsk vg1. Ehm, nå må jeg tenke. Og engelsk vg2, blir det vel, ja.

M: Og det er studiespesialiserende linje, sant?

I: Ja.

M: Ja. Og husker du hvor mange måneder du hadde digital undervisning?

I: Det var vel, ehm, det var ikke for mange måneder! Kan det være én måned, eller noe? En måned, fem uker, eller noe sånt. Det var vertfall når… eller når vi kunne starte på skolen igjen. Men vi hadde sånn ulike, ehm… det var sånn du kunne være én og én klasse på skolen, og litt sånn.

M: Oja?

I: Ja. Vi er jo så liten skole, også. Så da var det mulig å gjøre litt sånn. Så det på en måte var litt sånn egen timeplan, der vi hadde ulike dager med klassene.

M: Ja.

I: Ja.

M: Så det var mest i oppstartsfasen du var digital?

I: Ja! Eller vi hadde også digital på en måte, det var bare hvilken dag du kom, så begge deler. Så i starten så var det kun digitalt, også gikk det over litt til litt skole og litt digitalt.

M: Vet du hvor lenge det var, circa, det var kombinasjon mellom skole og digital?

I: Mhm, litt usikker, men det kan jeg finne ut av. Ja.

M: Ja, det går helt fint. Det er jo noen år siden, plutselig. Det er lett å glemme.

I: Ja, det er det. Men jeg har vertfall plan (uklart)…

M: Du har vertfall erfaring!

I: Jeg husker jeg hadde en ukeplan, sånn noen uker før påskeferien vertfall. Også var det vel også noe etter. Så da tror jeg det var heldigital før påske, også kan det være at vi gjorde litt ulikt etter påske.

M: Så det var en god periode?

I: Ja!

M: Også litt om «the teacher's beliefs», har jeg skrevet. Hvordan du reflekterer rundt engelskfaget. Har du noen på en måte deler av engelskfaget som du synes… eller hva synes du er mest sentralt og viktig å lære bort når du underviser. Og hvilken engelskfag var det? Er det valgfag engelsk og vanlig engelsk?

I: Ja, så engelsk vg1 også engelsk vg2, som da, nå kalles jo det engelsk 1, men før var det jo internasjonal engelsk.

M: Har det endret navn?

I: Ja, så nå er det «engelsk 1», og «engelsk 2» i videregående, nei i vg3. Ehm, det viktigste for meg, var vel egentlig å få dem til å være trygg i klasserommet. Få dem til å på en måte kommunisere og snakke. Ehm, jeg har hatt veldig mye sånn «BBC» world English, «BBC world news», fordi da kan man på en måte se på noen minutt der, det å observere også snakke, men også det å få med seg verdensnyheter. Og det er jo et kompetansemål som jeg har på en måte hatt veldig sånn gjennomgående. Mens de andre kompetansemålene har jeg på en måte vevd inn litt ulikt. Også har jeg fokusert på å alltid hatt en bok, sånn at man kan liksom dyp… liksom «in depth».

M: Litterært?

27

I: Litterært, ja! Så vi har hatt.. å hukommelsen min er jo litt, skal vi se da… Ja, jeg husker ikke akkurat hva den heter men…

M: Det går fint.

I: Men litterært, og på en måte litt sånn struktur i tekstene, har vært viktig. Fordi det er jo på en måte… vertfall engelskfaget er jo både skriftlig, muntlig og litterært og kulturelt, nå er også kompetansemålene blitt mer spesifikk, nei mindre spesifikk! Så før var det mer sånn «England og USA», mens nå er det på en måte blendet litt. Så nå vil de på en måte heller ha liksom alle engelskspråklige land, det er ikke så spesifikt mot dem to landene. Så det har jeg også på en måte fokusert litt på. Eller at de skal lese om andre engelskspråklige land, ikke bare den typiske USA, og…

M: Ja, spennende.

I: Så det, kanskje! Ja.

M: Når det gjelder de «basic skills», jeg husker ikke hva de heter på norsk.

I: Ja, ja. De «basic skills», de lærerer…

M: Det er vertfall oral skills, reading skills, digital and writing. Hvilken av de inkluderte du mest når du var i klasserommet når det var ikke digitalt?

I: Ehm, kanskje, ja både listening og writing. Mer digital i… når jeg var på en måte… tenkte mer over det underveis når det var hjemmeundervisning og dermed tok jeg mer det etter også. Litt sånn, bruke spill i undervisningen, ja, så det på en måte kom litt på etter det å være hjemme, da.

M: Og når det gjelder oral skills, muntlige ferdigheter, det er jo det jeg fokuserer mest på i denne oppgaven da.

I: Ja, mhm.

M: Hvordan fremmet du det, når du var i klasserommet?

I: Ehm, jeg har vært ikke så god på, eller den der liksom, veldig uttale, veldig på en måte sånn regler og sånn i forhold til muntlig. Jeg har vært veldig på at uansett hvordan du snakker, så er det fint, om det er norsk, engelsk, om du har britisk, amerikansk, det viktigste er at du snakker! Så sånt sett så har jeg på en måte, på en måte promotert den der, tørre å snakke! Har hatt veldig mye små grupper, for så på en måte ta litt større grupper. Jeg har hørt dem i de gruppene de sitter i. Tenkt veldig mye på min egen erfaring som på en måte elev. At det var skummelt å på en måte bare snakke høyt hvis du ikke har fått på en måte bekreftet kanskje, at andre også tenker det samme. Spesielt på engelsk, som på en måte gjør det enda skumlere.

M: Mhm, fremmedspråk?

I: Akkurat! Så sånn sett var det, ja. Det der, små grupper, også større grupper. Også latt egentlig de fleste… eller hatt sånn der samtaler én og én.

M: Ja, med deg?

I: Ja, med meg ja. Alltid hatt det som en vurdering. Fordi da får du enda mer frem på en måte noen som kanskje ikke tør å snakke i klasserommet uansett, egentlig snakker veldig greit når du er én og én.

M: Så du merker…

28

134

I: Ja, merker veldig sånn.

M: Spennende. Når det gjelder communicative competence, altså både det at elevene bruker verbal og non-verbal kommunikasjon, og at de på en måte skjønner når de skal gå inn i en samtale, turn-taking, tenker du det er noe læreren kan lære elevene også? Ikke bare det å snakk engelsk, men hvordan man skal på en måte kommunisere og være en del av en samtale?

I: Definitivt! Ehm, det er ofte, liksom sånn, jeg tror jeg tok det i starten av ett semester, men så blir det på en måte litt sånn… det blir så, hva heter det?

M: Abstrakt?

I: Ja, litt sånn teoretisk! At det blir litt sånn… min erfaring er vertfall det at, ehm, ja, «sånn kan du snakke, og take turns, hvis du sier det, så sier du det også sier du det, og du det», så ble det veldig sånn ja, ikke så veldig som man snakker i virkeligheten. Så derfor så følte jeg at, fordi i virkeligheten så må man bare liksom, kaste seg ut i det, men så ofte så kaster du deg ikke ut i det foran veldig mange, men kanskje med én eller to personer. Så sånt sett ble det mer sånn at jeg gav dem kanskje et samtaleemne, også var det «snakk om det her», også må de starte samtalen, kommunisere mellom hverandre, avslutte samtalen, men jeg hadde noen sånne pointers for eksempel «hvordan starte setninger», sant, «hvordan diskutere», sant, det der «hvordan stille spørsmål til partneren din». Så de hadde pointers, men så ser jeg veldig an klassen også, selvfølgelig. Noen gjør det veldig naturlig, men hvis det er klasser som er… som har det vanskeligheter med å starte samtaler med hverandre, spesielt engelsk, så mener jeg det er veldig greit å ha sånne der hvordan «take turn», hvordan stille oppfølgingsspørsmål.

M: Så du støttet elevene men samtidig var det spillerom for å prøve seg selv?

I: Ja, spørs litt på elevgruppen egentlig. Så noen elevgrupper… og egentlig mer og mer i dag, har de mye mer problemer med skriftlig, vertfall som er min opplevelse. Mens muntlig, fordi de ser jo så mye på TV, gamer, så sånt sett så føler jeg på en måte at deres muntlige skills egentlig er ganske bra!

M: På grunn av det digitale?

I: Ja, egentlig. Så mange av dem sier at de… spesielt de som gamer, egentlig, som jeg fant ut i min master.

M: Var det det du skrev om?

I: Ja, det var en del av det, vertfall. Men, siden at de på en måte bruker språket mer nå, snakker med hverandre, så er de egentlig ganske god på muntlig. Så det jeg har på en måte jobbet med elever, er egentlig det skriftlige. Fordi de færreste har struktur, og villig til å lære på en måte, sånn sett. Men det å snakke, og diskutere har blitt lettere.

M: Da går vi litt over på det med din erfaring med digital undervisning. Hvilken plattform brukte de på skolen din når du underviste? Var det Zoom, eller?

I: Nei. Ah, Big Blue Button?

M: Big Blue Button, det har jeg ikke hør tom! Er det sånn digital undervisning plattform?

I: Ja, liksom aldri hørt om det før, men vi har den på Canvas, bruker vi gjennom, da. Så via Canvas så er Big Blue Button, tror jeg, ja.

M: Og hvordan opplevde du det å gå fra å være på en måte i fysisk klasserom og se elevene, og være i samme rom, til å plutselig være i digital rom, den overgangen der? Det skjedde jo ganske brått.

I: Mhm.

M: Og du var ny? Nei, du hadde jobbet ett år, eller?

I: Ja, det var vel ett og et halvt år, var det.

M: Ble kastet ut i det?

I: Ja, for min del så føler jeg som lærerstudent så blir vi kastet ut i veldig mye forskjellig, så sånt sett så var det egentlig ikke noe problem! Føler at på en måte, litt sånn vant til å… liksom du kommer inn i et klasserom, så plutselig skal du ta det faget, sant. Så sånt sett så gikk det egentlig veldig fint! Ehm, men det var… det vanskeligste var vel å få tak i elevene, sant, at i klasserommet så er du så vant til å på en måte se dem, og på en måte hvem er her, hvem er ikke her, da vet du om den eleven ikke er her. Mens nå ble det litt sånn, «fikk du deg ikke innpå, har du prøvd med nettet?», så det var mye mer sånn tekniske ting! Vertfall i starten da, før man på en måte fikk etablert litt sånn der «hva skjer hvis du ikke kommer deg inn?», «ok, send melding!», sant, litt sånn type ting, da.

M: En ny hverdag?

I: En ny hverdag, men jeg føler at vi er så vant til å bruke nettressurser, at selve undervisningen i starten var ikke sånn… det var kanskje litt kastet sammen, litt sånn «okei, gå inn på den siden, les på det, skriv, svar på de spørsmålene», men det var ikke noe, for min del vertfall var det ikke noe problem.

M: Det var mer det praktiske enn det…

I: Ja, det praktiske med elevkommunikasjonen, da, enn selve undervisningen.

M: Hvordan føler du at du tilpasset deg på en måte at du nå var i en annen plattform, og endret det måten du… fokuserte du da mer på muntlighet, eller writing skills, digital skills, eller følte du det var en overgang som du prøvde å bevare det samme?

I: Ehm, det jeg… det ble mer på writing skills, fordi det var vanskelig å få de til å snakke på denne plattformen!

M: Hvorfor tror du det, da?

I: Det blir jo igjen den der at, jeg kan ikke… det er vanskelig for meg å si sånn «okei, du snakker!», eller sånn «dere to snakker først, også snakker vi i plenum», så det ble litt mer sånn… og sånn blir jo det mer skummelt, sant. Man opplever selv også, hvis man er på et møtet sant, så er det vanskelig å kaste seg inn, fordi du greier ikke å liksom planlegge «når kan jeg si det?», sant. Så hele den er litt mer sånn unaturlig. Ehm, så sånn sett tror jeg elevene kjente på det også. Så har vi jo selvfølgelig noen elever som er veldig tøff! Så de snakker kanskje, men så har man i klasse hvor det ikke er noen sånne, så da er det ingen som snakker. Så sånn var jo det verste, i forhold til den digitale undervisningen når du kom inn i klasserommet så var det liksom ingen som sa noe, ingen som svarte, alle hadde på «mute».

M: Hadde de kamera på, eller?

I: Ja, de måtte ha kamera på! Men det var vanskelig å også opprettholde de som ikke hadde kamera sant, hva skal du gjøre, det er ikke noe…

M: Ja, man kan ikke tvinge?

I: Nei, de på en måte er jo der. Man kan heller ikke tvinge noen til å snakke, selv om jeg oppmuntrer det hver gang «Kan ikke noen liksom, ta på? Snakke litt? Bare med meg?». Men noen klasser der det var bare helt stille, bare min stemme, og det gjør noe med undervisningen også. Der du på en måte lettere går til «okei, da skal dere gjøre det her, og det her, send inn oppgavene etterpå!», dermed ikke noe muntlig, så sånt sett det muntlige datt veldig bort! Det eneste jeg kunne ha var på en måte sånn «send inn en lydfil», sant.

M: Så det var ikke i selve klasserommet, det var mer gjennom Canvas og sånn?

I: Ja.

M: Brukte du for eksempel «Breakout Rooms» og sånt?

I: Nei!

M: Eller var det ikke det på den plattformen?

I: Nei! Er det et eget?

M: Ja, vertfall i Zoom, da kan du plukke noen elever ut og sånn, så jobber dere i den gruppen, også deles de i forskjellige…

I: Ja, nei sånn var det ikke der. Skulle gjerne ønsket at det var noe sånn der at vi hadde litt verktøy på den digitale undervisningen, sånn at man kunne jobbet i grupper.

M: Sånn som du gjør i klasserommet, sant?

I: Ja, det hadde definitivt vært nydelig! Det var ikke noe sånt…

M: Du tror det hadde hjulpet?

I: Definitivt!

M: På muntligheten, også?

I: Ja, det tror jeg nok. Det kan være at de kanskje ikke hadde snakket engelsk, det tror jeg ikke, de hadde vertfall kommunisert med hverandre, og diskutert om ting.

M: Trygghet?

I: Trygghet, ja.

M: Ja, føler du at det på en måte klasseromsdiskursen endret seg? Vi har jo snakket litt om det, men både det verbale og non-verbale fra elevene sin side og din side. Føler du at du hadde den samme kontakten? At de brukte og uttrykte seg på samme måte, digitalt? Eller har det vært litt annerledes?

I: På ingen måte!

M: Du har jo vært litt innom det.

I: Ja, på ingen måte, helt motsatt! Med en gang vi kom til den digitale verden så var det kjempe vanskelig å få kontakt med elever, så det var kanskje det aspektet som var mest viktig med å komme tilbake, da. At du fikk sett de, fikk snakket med de, ja, så det var helt ulikt!

M: Føler du at det var på en måte lærerbasert eller elevbasert den undervisningen du hadde digitalt, eller en kombinasjon?

31

I: Det ble på en måte elevbasert, på den måten at jeg snakket lite! De skulle jobbe mye, men igjen så vet jeg at det fikk de mye i andre klasser også, så det ble sånn at i hver klasse de kom i så fikk de oppgaver de skulle levere inn. Undervisningen ble mer tung for dem, at dem måtte gjøre mye av arbeidet. Jeg tror kanskje at det ble veldig vanskelig for dem, har jeg hørt i ettertid, da. At hver gang de kom til ny time, så var det nye oppgaver, ny innleveringsfrist.

M: Mer enn undervisning?

I: Ja, egentlig. De følte kanskje at det ble … (uklart), fordi alle lærerne forventet at de skulle være tilsted i sin klasse, mens i den undervisningen på skolen, så var det litt mer sånn du kunne komme til en klasse og bare sitte der, sant, også gå til neste klasse og bare sitte der, også gjøre litt. Men nå var det mer sånn, nå skulle du…

M: Dra lasset?

I: Ja, du som elev skulle gjøre mye mer, egentlig. Så dem følte vertfall på det, i tillegg til å være hjemme, ikke ha noen rundt seg til å hjelpe seg sant, fikk kanskje masse oppgaver, var ikke så lett å sende melding til læreren hvis du spurte… nei, hvis du synes det var vanskelig, sant. Så sånn sett så tror jeg, i forhold til det elevene har sagt vertfall, at det har vært mye vanskeligere.

M: Så ble de mer passive eller aktive gjennom skjermen?

I: Passiv!

M: Men samtidig følte de at det var mer arbeid, ja?

I: Ja! Og det på en måte ble enda mer sånn, tung igjen sant. Sikkert et lass som bare kom, og kom, og kom, også ble de aldri ferdig, og så ikke en sånn ende på det. I tillegg til å miste det sosiale, og det med lærerhjelpen.

M: Følte du at du kunne gi tilbakemelding? Synes du det er viktig hvis du hører for eksempel… du sa det var viktigst å snakke fremfor, altså fluency over accuracy?

I: Mhm, mhm.

M: Jeg klarer ikke helt å tenke hva det er på norsk, nå. Synes du det var vanskelig… eller synes du det er viktig, først og fremst, å gi tilbakemelding på uttale og grammatikkfeil og synes du det var vanskelig eller lett å gi tilbakemelding når det var digitalt?

I: Det ble egentlig ikke noen sånn type tilbakemelding, digitalt, mistet egentlig hele den muntlige digitalt. Så der ble det mer på det skriftlige. Så jeg føler liksom at den var, ja, helt umulig. Så når jeg kom tilbake igjen i klasserommet når vi hadde én dag undervisning og sånt, tok jeg kun muntlig! For liksom å få igjen…

M: Og hva gjorde du da?

I: Ehm, da var det litt sånn, vi så litt sånne klipp, diskuterte, oppgaver, de fikk også på en måte se litt sånn… spille litt, diskuterte spillet, men mye sånn at du er på en måte åpen for diskusjon, egentlig!

M: Diskusjon?

I: Ja, diskusjon.

32

136

M: Så hvilken rolle følte du at du tok? Var du mer en som liksom, facilitator, observer role, interactive, eller var du mer forkusert på at du hadde et materialet du skulle undervise. Endret rollen seg når det ble, ikke face-to-face teaching?

I: Ja, det endret seg! Jeg føler i klasserommet så er jeg veldig sånn interactive, der jeg er med, jeg facilitater på en måte at dem skal jobbe. Jeg har gått fra mindre den der lærerstyrt og på en måte PowerPoint, til mer at de skal jobbe, finne ut av ting selv, men jeg mister den interaktive under digitale. Så da ble det veldig vanskelig å fokusere på, eller følge med hva de gjorde, det ble mye mer sånn facilitating, «her har dere oppgaven, se det her klippet», ante ikke hva de gjorde, egentlig. «Lever inn her», sant. Prøvde også å lage litt artige oppgaver, for at det ikke skulle bli for mye sånn… så de skulle lage for eksempel smoothie, skrive hvilken ingredienser de hadde i, ta bilde av smoothien etterpå. Lage en middagsrett, samme sant, finne en engelskspråklig rett, der de skulle på en måte bruke… og ta bilder og sånt. Men igjen, så var det jo bare, det var ikke alle som gjorde det, men det var noen. Men jeg tror på en måte de mistet litt på en måte det der, ja, uansett hva man gjorde så var det kun gøy litt, men så, det var ikke det samme som i klasserommet, nei.

M: Jeg skriver litt om Communicative Language Teaching.

I: Mhm.

M: Det har du kanskje hørt om. Så hva tenker du er autentisk og real-life læringssituasjoner i klasserommet? Hvordan tenker du at du kan fasilitere for det, eller hvordan gjorde du det digitalt? At det skulle være på en måte autentiske læresituasjoner?

I: Jeg følte ikke at det ble noe… ehm, kan du gi et eksempel på…?

M: Ja, for eksempel muntlig, at man skal høre på native language, og at man kan for eksempel ha rollespill, intervju, gjøre noe sånn at man bruker språket senere i livet, utenfor klasserommet.

I: Ja, sånn ja.

M: At man ikke bare leser for å lese, men ja.

I: Ja, at du lærer noe som du skal bruke, ja.

M: Og at du hører på for eksempel autentisk engelsk, da.

I: Ja.

M: Hvordan gjorde du det i klasserommet versus digitalt? At de på en måte kanskje snakket samme, hadde intervju, rollespill.

I: Ja. Ehm, jeg har ikke hatt rollespill noe, intervju har jeg hatt. Latt dem høre på… ja hørt på native speakers.

M: Er dette digitalt?

I: Nei, dette her er i klasserommet.

M: I klasserommet?

I: Ja, så det er på en måte ha native speakers, så skal de gjette hvor personen kommer fra. Det var også mye … (uklart) sånn der at du skal, «attitudes towards English speaking accents.» Så da har jeg latt ofte elevene mine få på en måte si hva de synes om de ulike aksentene, og… men jeg fikk ikke gjort noe sånt, jeg hadde… det var ikke så enkelt å på en måte få frem noe

sånt «her skal dere høre på det her», så det ble mer «dere må gå inn på den siden, og høre på det, svare på oppgavene, gjerne samarbeid», så jeg vil si at jeg ikke fikk til den å få til liksom aktuelt.

M: Ja, for det var ikke sånn at du kunne dele skjermen din eller de funksjonene som..

I: Du kunne sikkert gjøre noe sånt, men jeg en måte fikk ikke til det, hvis du skjønner?

M: Ja, jeg skjønner, det er jo en overgang.

I: Han … , du skal kanskje intervjue han også?

M: Ja!

I: Han var mye flinkere på det. Så han, når du snakker med han her så kommer han til å..

M: Men jeg synes det er bare bra å få forskjellige erfaringer!

I: Ja! Men jeg hadde… jeg var ikke flink på det.

M: Så han vet hvordan man deler skjerm?

I: Han vet hvordan! Og litt sånn der, han har litt ulike ting han på en måte bruke litt sånn der apper, og fikk elevene til å være med på det. Så hvis det her skjer igjen, så hadde jeg på en måte gått dypere inn i det, nå ble det litt sånn…

M: Kastet ut i det?

I: Ja!

M: De kaller det jo for «emergency teaching» av en grunn!

I: Ja, sant! Så for meg så ble det det. Jeg er ikke så flink til å på en måte lære meg nye tools og apper og få elevene til å lære, så ja, til meg så ble det helt sånn der «nei, det har jeg ikke kapasitet til!». Så da på en måte ble det litt, komme seg tilbake til klasserommet, da tar jeg det muntlige, ja! Så det ble egentlig ikke så bra, haha.

M: Det er lov å si, haha! Nå over til det med å lage… så slipper du å sitte her kjempe lenge. Med å lage eller designe oppgaver og aktiviteter i klasserommet, i det digitale klasserommet. Du sier at det er vanskelig, selvfølgelig, det med muntlighet, men hva gjorde du når du lagde oppgaver for å tenke at «okei, i dag skal jeg prøve å fremme at de snakker sammen!». Hvordan så de oppgavene eller aktivitetene ut?

I: Ehm, det var egentlig mest… jeg tror jeg hadde, en ting hadde lyst til å på en måte, at hver person skulle intervjue personen (uklart), men da ble det mer sånn en venn sant, siden jeg kunne på en måte ikke tvinge de til å ringe eller gå inn i et… fordi jeg hadde ikke noe sånn, «ja, dere går inn i det møterommet, og det og det», hvis det hadde vært det så hadde det vært mye enklere. Men da ble det mer sånn «okei, ring den du kjenner, også intervju med de spørsmålene».

M: Spilte de det inn da?

I: Ehm, nei da på en måte bare, det viktigste for meg var… jeg tenkte egentlig mest på det sosiale, da, at de skulle få snakket med hverandre, i tillegg til å på en måte kanskje snakke litt engelsk. Det hadde vært lurt å kanskje tatt opp, men…

M: Hva var hovedgrunnen til at, ja det at det er sosialt og det å snakke engelsk?

I: Ja! Det var egentlig mest det der, egentlig først og fremst det sosiale, for det var det som ble litt sånn, du kommer i et klasserom og det er ingen som sier noen ting, ehm, så var jeg litt sånn «okei, hvis dere greier å gå to og to vertfall», og kanskje man ikke snakker med vennene sine den dagen, først og fremst det!

M: Viktig!

I: Ja! Så… men, ja så jeg hadde ikke noe sånn andre ting, som jeg husker nå vertfall, som var direkte på det muntlige.

M: Fordi det var en overgang?

I: Ja, og fordi at jeg egentlig ikke helt visste hvordan jeg skulle få det til! Ehm, ved at… ja, hvis jeg hadde sånn der, på Zoom eller noe der du kunne dele inn i grupper, så hadde det vært, og jeg kunne kanskje besøkt eller noe sånn der..

M: Ja, det går an!

I: Ja, du kan det, ja.

M: Ja, vi har gjort det på UiB.

I: Ja, det hadde vært veldig greit!

M: Men det var skolen som la til rette for at dere brukte den plattformen?

I: Ja. Via Canvas, da.

M: I Canvas?

I: Mhm.

M: Ehm, ja, det var ikke nonen… eller hva teaching materials, lærer materialet brukte du i den digitale undervisningen? Brukte du… har dere liksom en tekstbok på skolen?

I: Vi hadde det, men jeg gikk litt bort fra den! Jeg brukte Sue Grafton sine sånne der short stories! Der de, eller sånne krim short stories. Så da skulle de liksom lese litt av det, gjøre oppgaver, også noe, ja, noen filmer, ja litt sånn challenges, også noe de på en måte kunne samarbeide med hverandre, med på en måte, ja, ofte liksom oppmuntret til å gå sammen pg.

M: Ja, det er faktisk neste spørsmål, var det mest fokus på individual work, altså individuelt arbeid, eller student collaboration, at de skulle samarbeide, i muntlig digital undervisning, hva var fokuset da?

I: Ehm, jeg prøvde å på en måte oppmuntre veldig til samarbeid, på alt! Ringe hverandre, jobbe sammen, men jeg tror at de fleste jobbet indvidiuelt eller ikke jobbet.

M: Så det ble mer… det er ikke noe vi gjør her muntlig, det er mer det du skal…

I: Akkurat! Igjen, hvis vi hadde en annen plattform, så hadde jeg gjerne på en måte gjort det i små grupper, fordi det å få dem til å på en måte snakke i en plattform med sånn tjue, tretti elever var…

M: Annerledes enn i klasserommet?

I: Definitivt!

M: Hva tenker du kan være grunnen til det, da?

I: Det er jo litt det der at, de logger jo seg først og fremst inn uten mikrofon, så ser du allerede hvem som liksom er stengt av. Du får kanskje én til å snakke! Da blir det kommunikasjon mellom deg og den personen, selv om det er jo bedre enn ingenting eller bare meg! Så jeg prøvde jo å oppmuntre hver gang «kan noen vær så snill å logge inn, være med å snakke?». Så det var egentlig første problemet, at folk bare nektet! Jeg fikk ikke til en sånn samtale med alle. Jeg hadde noen ganger at jeg invitere inn én og én, sånn «i timen her skal jeg snakke med én og én».

M: Oja, så lurt! I det digitale, også?

I: Ja!

M: Sånn som du gjør i klasserommet?

I: Akkurat! Så da… men det igjen er litt vanskeligere enn å bare si sånn «okei, du går ut nå, sant». Så jeg måtte invitere én og én, sette opp sånn «okei, alle må være klar til å bli kastet inn!», sant.

M: Ja, hva gjorde du da med den én og én? Var det muntlig?

I: Ja, da snakket jeg med dem, sant, også kanskje gikk gjennom spørsmål sammen, men også litt sånn hvordan dem hadde det, litt sånn hvordan arbeidet gikk, sant.

M: Okei, jeg tror vi egentlig er på… det er ett spørsmål til der før vi går på siste kategori!

I: Mhm.

M: Var du mer opptatt av produkt eller læringsprosess når det gjelder språk, eller deres utvikling av engelskspråket i digital undervisning? Hvis du skjønte spørsmålet?

I: Ehm…

M: Altså var det mer det at de snakket og måten de jobbet med det på, eller ville du at de skulle utvikle på en måte riktig grammatikk, og måten de snakket med hverandre eller en kombinasjon?

I: Ehm, prosessen ja.

M: Prosess?

I: Ja, vertfall digitalt!

M: I klasserommet da, var det forskjell?

I: Klasserommet så er det kanskje også, ja, prosess men også da et resultat, mer sånn…

M: Mer i klasserommet?

I: Ja, mer i klasserommet, at dem skal, ehm, litt den der at det ender i en karakter, sant, men der at de kan ordentlig få vist fram hva kan du, men jeg er også veldig fokusert på, for eksempel når de jobber med et prosjekt så er det der de skal diskutere gjennom prosjektet, veldig mange ulike måter, men til slutt så skal dem vise hva de kan og hvordan de snakker om det, og, ja. Så kanskje mest, ja, en miks i klasserommet, så fikk jeg ikke tid til begge deler i digitalt.

M: Nei, det var jo ikke så lange.

I: Det var ikke så lenge, også på en måte tenkte jeg sånn at «okei, fordi at nå har vi… det her er lettere å ta skriftlig, og sjekke den skriftlige ferdigheten» digitalt så fokuserte jeg først og fremst på den!

M: Men du fikk frem det muntlige når du var én og én, følte du?

I: Ja!

M: Hadde du noe at de skulle presentere noe, eller?

I: Da skulle de helst… eller de skulle bare snakke om for eksempel…

M: På engelsk?

I: Ja! For eksempel hvis de har fått oppgaver og sånt, også sett noe, så på en måte tok de og snakket litt om det. Vi snakket i tillegg også litt sånn sosialt, da. Men ja, på engelsk var det på den samtalen.

M: Ja, da fikk de jo inn litt det muntlige.

I: Ja, men da var det så… det var jo de jeg fikk tak i, sant. Også på én time bare, hvis du har for eksempel… hvis det bare er faktisk tjue elever, da, så er det jo helt umulig! Så må du prøve å få tak i, også… Det er vertfall enklere i klasserommet!

M: Ja. Du sa det ikke var så mye diskusjon, men hvis du hadde litt diskusjon, eller oppgaver og aktiviteter i klasserommet, var det mer på en måte åpent eller lukket svar på spørsmålene, søkte du ett svar, for eksempel de skal leite etter ting så er det det og det som er svaret, eller var det mer kanskje du fokuserte på åpne svar der det var problemløsning, eller de var mer, ikke at de skulle finne frem til noe, men veien dit? Det var litt rotete spørsmål, men.

I: Ja, tenker du sånn selve… i klasserommet også?

M: Nei, mer digitalt, om det problemløsning, gjorde du sånne type ting eller var det mer snakk med hverandre og finn det og det i teksten? Skjønner du forskjellen?

I: Ja, jeg skjønner forskjellen. Ehm, jeg føler min undervisning, de færreste spørsmålene går på rett svar! Så de fleste spørsmålene er litt sånn diskusjonsspørsmål, ehm, men kanskje litt mer rett svar på digital også litt mer diskutering, reflektering i klasserommet.

M: Skjønner

I: Ja! Spesielt kanskje siden ja, du skal, når de leser tekster sant, også finn svaret i…

M: Ja, det siste vertfall om din digitale kompetanse, eller alt handler om hvordan du reflekterer over det, det er ikke noe riktig svar, og hvordan du følte du kunne bruke IKT blir det vel, eller tekniske midler i klasserommet. Følte du at din digitale kompetanse var på en måte tilstrekkelig? Med at du plutselig ble kastet over digitalt…

I: Nei!

M: Og hvordan la skolen til rette for at du kunne tilegne deg det du trengte?

I: Det var ingenting skolen på en måte lærte, eller det var kanskje han du skal snakke med, det var han som kom med sånn tips og litt sånn der, men det var litt sånn, det var litt for midt i, for å lære seg det (litt uklart). Men, nei ingenting fra skolen som la til rette. Vi var jo veldig liten skole da, to klasser, sant.

M: Oja, er det bare to klasser?

I: Nå er vi fire!

M: Ja, nå er dere fire!

I: Det er en skole som skal bygge seg opp, da.

M: Hadde du nok digital kompetanse, følte du i forhold til det du måtte håndtere?

I: Ehm, nei! Det eneste på en måte, og det er jo på en måte likt, det der at du har nettressurser du har på en måte… ja, men ingenting sånn der det å dele skjerm, på en måte bruke… selvfølgelig det er sikkert ting jeg kunne lært meg sant, men det blir veldig sånn, ja litt sånn kastet i det! Så nei, jeg skulle nok hatt mye mer kompetanse i forhold til det å faktisk lære ting bort i klasserommet, det der… jeg tror (navn på kollega) hadde noe sånn der, du skulle delta, sant, hadde PowerPointer der, hm, de kunne for eksempel svare på ting på mobilen sin, og, ja. Så det var litt den der, skulle jeg ønsket jeg kunne vært med på, sånn litt mer interaktive, for elevene! Som er lettere å gjøre i klasserommet, som jeg ikke greide å gjøre i…

M: Men du skulle ønske?

I: Jeg skulle gjerne ønske! Så hvis det på en måte… og jeg synes jo på en måte det er mye positivt med digitalt, også! Men negativt i den forstand at du, dele inne i grupper, det der, så hvis jeg hadde fått til det, tror jeg det hadde vært bedre!

M: Hvilken ferdigheter tror du som engelsklærer trenger eller burde hatt i på en måte digital undervisning, enten om det er digital kompetanse eller andre kompetanser? Hvis du nå i ettertid tenker «det bør man kunne som en online teacher!». Har du noe du har tenkt over?

I: Det er vel det kanskje å kunne ha en fremføring… en PowerPoint da, vise frem og på en måte snakke og sånn, men også den der hvordan få med de som er med kanskje i undervisningen. Det der med sånn «svar for eksempel på disse spørsmålene», så skal alle trykke, bare for å vise at man er til stedet, at man har fulgt med, du kan lettere følge med «okei, hvor mange er det som fikk med seg det forrige jeg sa?». Så du vet vertfall litt sånn hvor du har klassen din, så interaktiv læreplattform, digital da. Så det er det jeg har tenkt vertfall, hvis jeg skulle ha, eller at, for å kunne da. Fordi det å bare sitte å snakke også skal elevene bare sitte der å følge med på skjermen, det tror jeg aldri egentlig funker ordentlig! Da skal du være litt eldre og kanskje «okei, jeg skal kun ha det faget her», sant ta opp et fag eller…

M: Ja, hvis du har valgt at det er digitalt undervisning?

I: Da har du liksom valgt det, sant, og da er det kanskje en indre motivasjon til det! Mens elever som egentlig skal være på skolen, da tror jeg du må få elevene med, interaktivt! Så det har jeg vertfall tenkt på!

M: Ja, veldig kjekt å høre! Ja, det var mest i forhold til PowerPoint, interactive blackboard, audio files, var det noe du brukte eller var det mest at du snakket?

I: Ehm, der direkte så snakket jeg bare, ehm, jeg prøvde litt med PowerPoint, fikk det ikke helt til, så det var sånn «okei, da legger jeg den ut, også ser dem på den mens jeg ser på den», så sånn gjorde jeg noen ganger. Så litt sånn, baksiden, men det funket det også, sånn «okei, alle er på side 3 nå», sant, sånn. Men ting tok jo kanskje litt lengre tid, ehm.

M: Men du tok det i bruk?

I: Ja, jeg tok de i bruk ja. Dokumenter og alt, men da viste jeg dem det. Sånn i stedet for at… jeg kunne sikkert gjort det på en mer smooth måte, ved å ha det på skjermen, men jeg fikk dem til å finne det på Canvas, også fant jeg det på Canvas.

M: Det var jo litt interactive på en måte, selv om?

I: Det var litt interactivt, ja. Ehm, men på måte litt mer tungvint, haha.

M: Okei, siste, da er det konklusjon «the future course», altså hva tenker du fremover. Tror du at elvene dine sin utvikling av muntlige ferdigheter og kommunikativ kompetanse har blitt påvirket av den digitale undervisningen? Enten i positiv eller negativ forstand?

I: Fordi at det var såpass kort, så tror jeg ikke det. Men sånn, jeg vet selvfølgelig ikke, men fordi at de skal jo se på ting, de ser på filmer, hører på ting, sant får oppgaver om det. De ser jo også på ting naturlig på engelsk, så sånt sett så tror jeg ikke at det på en måte har skadet dem! Hvis det hadde vært et annet fremmedspråk, så kanskje! Ehm, men engelsk er på en måte såpass, hva skal man si? Litt sånn…

M: Integrert?

I: Ja, integrert i det, at… <u>og i tillegg til at, egentlig alle mine klasser har hatt en god engelsk ferdighet fra før, så når de på en måte, selv om de ikke er så god skriftlig, så har de på en måte alltid vært god muntlig! Selv dem som på en måte er litt sånn shy, så er det fortsatt at dem er gode når vi har én og én. Så sånt sett så er det dem færreste har på en måte hatt dårlig på grunn av språket sitt,</u> da mest på grunn av at de ikke har lest seg opp, sant.

M: Ja, jeg skjønner.

I: Ja, så sånn sett så tror jeg ikke at dem har blitt skadet av det digitale.

M: Nei.

I: Nei.

M: Er det noen elementer du tenker «ah, dette funket bra i digital undervisning!», som du har tatt med deg nå eller som du kan tenke deg at du vil ta med deg fremover?

I: Ehm, jeg tenker kanskje litt på den kreative biten. <u>Den der liksom sånn ikke at de skal lage smoothie, men da tenkte jeg litt sånn de oppgavene der de gjør ting, ehm, hva skal man si, autentisk, ved at, hva skal man egentlig gjøre når du, hvis du for eksempel studerer i utlandet, sant, du må på butikken, hva er annerledes der, hva heter matvarer, sant.</u> Hvis du skal ha rømme liksom, sant, hva er egentlig det, der, sant. Så sånn type ting har jeg tenkt litt mer på, at etter å på en måte bare hatt smoothie og midddags-challenge, liksom bake eller, sant, det kunne jeg på en måte hatt mer av i undervisning i klasserommet, fordi det kan lett bli sånn dr at du bare lærer dem store ting sant, engelskhistorien…

M: På grunna av kompetansemålene?

I: Ja, kompetansemålene på en måte, også <u>ja ha litt sånn tekster og bøker og litterært, og, men at du glemmer kanskje litt den der «okei, hvis du er en student i England, hva er det du egentlig må kunne?», sant, av litt</u> sånn ferdigheter, ja egentlig ferdigheter.

M: Hva tror du at de hadde fått ut av det fokuset?

I: Ehm, kanskje det at dem, ehm, hadde kanskje tenkt litt mer over at, «okei, det høres spennende ut, kanskje jeg har lyst å studere i utlandet!», ehm, det er greit å vite litt sånne ting

39

på forhånd, at du ikke kommer på en måte, ehm, uten skills, men også kanskje det å lære dem hvor de skal finne tak i, så hvis de kommer dit, kommer til et land og ikke helt hvordan de skal, ha de tools til å finne ut av ting. Så det på en måte vertfall er en av de viktigste tingene jeg mener de bør kunne da, ikke bare få hjelp til å få svaret, men hvordan de finner svaret.

M: Verktøy?

I: Verktøy, ja! Så det er på en måte litt den der…

M: Er det noe mer, noen spørsmål du har lyst til å si som jeg ikke har spurt om? Eller et eller annet, som du føler du vil bidra med?

I: Hva var igjen…

M: Jeg kan lese, eller vil du?

I: Jeg kan se på hva spørsmålet ditt var. Ja, så egentlig bare mine erfaringer… <u>Kanskje bare det at det var veldig, jeg synes vertfall personlig at det var veldig vanskelig å på en måte… både det å utvikle deres muntlige ferdigheter, og sjekke muntlige ferdigheter. Men jeg kunne nok ha gjort det på en bedre måte hvis jeg hadde liksom kunne redskap og verktøy på forhånd!</u> Hatt litt bedre verktøy enn kun en sånn, en platform som på en måte ikke var helt kanskje god til å ja, lage grupper, fordi at du har så lite tid, også skal du på en måte snakke én og én med alle, det er veldig vanskelig, i tillegg at du må invitere inn én og én, også svarer dem ikke helt, sant. Hvis du hadde kanskje fire grupper du skulle snakke med, der alle allerede snakker i den gruppen, tror jeg hadde vært mye bedre, litt mer klasseromsføelse! Ehm, ja, så sånn sett så tror jeg på en måte at jeg vil ikke gi meg selv en god karakter på det muntlige.

M: Men du gjorde ditt beste?

I: Hæ?

M: Du gjorde ditt beste!

I: Jeg gjorde mitt beste!

M: Det er jo nytt for lærere, også!

I: Definitivt! Men hvis jeg skulle gjort det igjen, og jeg er ikke negativ til det, på en måte sånn, spesielt for kanskje elever som ikke kan, ja hvis det er noen, flere elever som ikke kan være på skolen for eksempel, sant, men hatt to i én gruppe, fått på en måte snakket, fordi det er jo mange elever som på en måte kanskje ikke er så mye på skolen, kunne på en måte fått til noe sånt! Så hadde jeg ikke vært negativ til det! <u>Men klasserommet er mye bedre ja, haha, i forhold til muntlig vertfall!</u> Sikkert skriftlig óg sikkert, men, ja.

M: Kjempe bra! Da avslutter jeg her!

I: Ja!

40

TEACHER C INTERVIEW TRANSCRIPTION

<u>Time: 1 hour 23 minutes</u>

M: Yes. So thank you for being here today, as you know, you have signed the consent for, right?

I: Yes.

M: That I send you.

I: Mhm.

M: It's anonymous, so you don't have to mention your name or your workplace, or any other details while talking.

I: Mhm.

M: And it's a semi-structured interview, so I'm mostly interested in your answers, rather than just following the scheme.

I: Mhm.

M: Do you have anything you want to ask, or any questions before?

I: No, not really. Ehm, no!

M: So these are the topics that I will address, shortly. And the research question, did you have a look at it before? Do you want to read it maybe? You don't have to, but…

I: I had a look at it, but I think I prefer just reading it very quickly!

M: Yeah, no worries.

I: "What are Norwegian EAL upper secondary teachers' reported experiences related to promoting students' oral skills as an aspect of Communicative Competence in the virtual synchronous classroom during the COVID-19 pandemic?". Vey interesting.

M: So it's about your experiences.

I: Yeah, ok.

M: And no wrong or right answers, here.

I: Yeah, we'll se, haha.

M: Haha, maybe.

I: Very interesting, yeah, very interesting topic, I think. Because, even though you want to reflect, and you do that, of course continuously as a teacher, of what you do in the classroom, but I found it quite difficult or challenging to have that meta perspective at times, during the COVID pandemic. It was often the case of just "ok, we need something to do", in the lessons. Ehm, and yeah. Although you can definitely relate that to important pedagogical and didactic theory, it felt at times as if it was not busy work, but, ehm, much about trying to keep the students, yeah, active, engaged and… so it's very interesting to address this, I think!

M: Thank you, I'm glad to hear that you feel that. And yeah, so here are the different topics, a little bit about your background and experience as a teacher, your beliefs, experiences from online teaching, how you planned tasks and activities in the class versus online, if there were any difference, and about your professional digital competence, and how you used ICT, information and communication technology, IT, in your online teaching. And also a little bit about your future course, how you feel that your experiences from online teaching, have shaped or will shape your future teaching. Sounds good?

I: Sounds very good! Yeah.

M: And if you want to skip questions, just let me know!

I: Ok.

M: So, first, why did you decide to become an English teacher? It's a hard question, but, haha.

I: It's a hard question, probably… I have thought about that very much lately, at least, ehm, and honestly, I think I had so many bad teachers, and I felt that, ehm, that's not how it should be in school, with… I mean you have students… I was very, I was an interested learner in school, especially in secondary school. I was motivated, I enjoyed learning and I enjoyed going to classes, but… and a bit regardless if the teacher wasn't really god at what he or she was doing. I mean, I have a different perspective on it, of course, now as I work as a teacher. Maybe I was a bit hard on some of them, but when I got to upper secondary school, I had teachers that I today could say that shouldn't have been teachers. They were just horrible at their jobs, and I found that very frustrating, and I found that, ehm, I wanted to work with something where I could be a positive influence, where I could make some positive changes. Without being to much on a high horse, I felt that, I could do a better job then these people could do. And I did enjoy… I mean I really enjoyed literature, I enjoyed reading, I enjoyed discussing, societal questions, so I enjoyed the topics in general that we worked with in English, but not the way it was done in school. So that's one of the main reasons of course, but I wasn't… when I was in school, I didn't want to become a teacher, of course. When I was in upper secondary school, I never imagined that I would continue within, working withing school, because I was just so fed up. Which is normal, I think. So I needed a bit of time to think about the fact that I wanted to become a teacher. So yeah, all in all I… it was honestly sad, because I found… found that there needed to be a change, so you learn of course from good experiences and bad experiences, but I think my main motivation was the bad experiences in school. So yeah, that's I think, my main… my main motivation why I decided "ok, I want to study to become a Lektor" and when I started, my studies in Trondheim, that's where I studied.

M: Yeah, that's actually the next question, thank you. What are your qualifications as a teacher, or what title do you have?

I: Yeah, so I have done a Masters in English linguistics, but I also did the Lektor-program at NTNU in Trondheim. So five years there, and then an additional year with Norwegian as a secondary language as a year course in Bergen. So in Trondheim, I studied English and Spanish, Spanish was my secondary subject, so, yeah I have a Masters and some additional… some additional… yeah, an additional year. So that's my education, any way!

M: Yeah, nice. So a lot of experiences!

I: Yeah, sure. Sure. Yep.

M: Ehm, how many years of experience do you have from teaching upper secondary English?

I: Yeah, I am now in my seventh year, which is a bit hard to believe. It feels still as if it was just, well last year or a couple years ago, so, time flies! But, yeah, I'm in my seventh year. I started teaching in 2016.

M: Time flies.

I: Time flies. That's when I… that was when I moved to Bergen, as well, so. I started teaching quite quickly after I moved here.

M: Same year that you graduated?

I: Yep.

M: So during the pandemic, which year and educational program did you teach?

I: Oh, good question! I think I taught vg1 Stusp, general studies. I taught vg2, vocational studies, ehm, in carpentry or bygg. And then vg3 social studies, English social studies. So, basically the whole specter.

M: I'm glad to hear, cause then you can… maybe you can talk about the differences in years.

I: Sure.

M: So both general studies and vocational is relevant to my…

I: Ok, cool!

M: Do you remember how many months you taught English online, during the pandemic, roughly?

I: Oh!

M: Was it the entire time, was it on and off? I don't need an exact answer, but…

I: I think the first… when we started online teaching, which was in March 2020, right? I think…

M: Three years ago, is it? Yeah.

I: Yes. Time flies, it's unbelievable. Ehm, yeah, wow! I can still… it feels like I'm… I have to wake up and go into the study or my second bedroom and sit in front of the computer and do the online teaching, but anyway, time flies! Ehm, I think when we first started, we started in March, and we did that until past easter, I think, can't really remember. So a couple of months, then. And then, how was it? Was it as much as three months, that year? And then, when we started in to thousand… the school year in 2021, I think we had some, it was a bit on and off, then, because we had some hybrid model, as well. Where some of them were in school, some of them where at home. Some days I did only online teaching, and somedays I only did in-school. But I think, if I was to take a guess, five months all in all!

M: In total?

I: In total, yeah! I think, yeah, ish. I might be wrong!

M: No, but that's… you have experience, that's the most…

I: Some experience, yeah. I did… I have done it as long as it lasted! I would say, but of course, you get different things in different regions in the country, so, yeah. And my school,

we weren't that heavily affected as other places, so we might have done it less time than others, but yeah.

M: So we are going to talk about online teaching later as well, but moving on to your beliefs, what do you think are the most central aspects of the English subject? Or your teaching of English?

I: Wow!

M: What should the students learn?

I: Yeah, good question! The students should learn to use the language actively, the receptive skills in the students today, they are really high. They basically understand everything you are saying, and depending on the level, of course, when it comes to the input they are given, they most often can understand English, so, it's more the case of making them work actively, speaking actively, being active in writing, ehm. So the main… the main, the main aspect in English is to use that receptive vocabulary and receptive skills, and use that actively.

M: That's a good answer, yeah!

I: Yeah, because in Norway today, students they… if they have lived in Norway for quite some time, then that is the main issue. Or not issue, not the right word to use, the main, the main goal I think in the classroom, always to give them the opportunity, and maybe force them a bit to use the language actively.

M: So language use?

I: Language use, but also, I mean since students today are often on quite high level language wise, it's about dealing with topics that challenge you as a person. So, basically topics that make you learn more about you as a person, and about the world in general. So making you a citizen of the world, basically. So I think that's… that is my main motivation to use English as a portal, into everything that they face outside of school!

M: Interesting.

I: At least, that's what I'm thinking, If I achieve that, that's another, another case, another issue. But that's what I am thinking, at least. And my experience is that this is the same for… this is what the students are thinking, as well, but they are often hindered by of course, the language aspect of it. Because students today are super interested in what's happening, and they are constantly fed with information about the world, so we… in the English subject, we try to work with "ok, how can we understand this, how can we use this to reflect on how that works" et cetera. So, I would say the English subject looks a bit different from how we were taught in school, to what I want to do in my lessons, and what the curriculum says we should do, as well.

M: Mhm, what do you think is the main difference?

I: The main difference, I feel, and depended a bit on the teachers as well, is the topics that we work with today is society, very often! And up to date, what is happening right now, what is happening in the US right now, what's happening in Great Britain, what's happening in Nigeria, what's happening, yeah, globally! While the English subject then, was more, it was quickly outdated! So you would discuss something, that was maybe more relevant to talk about three, four, five years ago, but the teachers had decided that this was something that we were going to work with even though something more interested had happened more recently.

Does not mean that it was irrelevant, but it often felt a bit, that the subject was lagging behind!

M: Behind the society?

I: Behind society. We were often… and this is of course depended on technological advancements, we did not have YouTube, when I was in school. We did not use computers, so we were given these handouts, black and white handouts of an old book. So it makes sense. So, I'm not being too judgmental towards the teachers, they had what they had to work with, but the English subject today is much more, trying at least, to be much more updated! Discussing what's happening today, yeah!

M: So concerning the basic skills, we have the oral skills, writing skills, reading and digital skills. Are there any that you think that you include more than the others, in your face-to-face teaching?

I: Oral skills! I think! It's often the case that the… I mean, it's easier for me to, for me as a teacher to get instance feedback on how they are doing, when we are working with oral skills, because they… I mean I can tell quite easily, but when they are writing it, it's a bit more secluded. So, and I find it more enjoyable as well, as a teacher! I'm a bit egotistical in that aspect, I like students do discuss, I like them to have conversations spontaneously or organized, and it's often the case that they find it a bit more enjoyable as well. And there are students that have different diagnoses, struggles with dyslexia, for example, concentration issues, and I find it that working more orally, you can engage those who often struggle extra with writing, for example. But I mean that doesn't mean that we don't write… work with writing skills, but I, I look more forward to working with oral work. Of course, we… I do enjoy… I have a background in academia as well, so I do enjoy working with writing, and I find it super important for those who have actively decided that they want to study later. Then, working with writing skills is super important, of course. But often work with that in mind that "ok, what are you going to use your English for later?", if you are in general studies, chances are you will write when you finish high school or secondary school, so we focus on that a lot. But in the vocational classroom, sure, some of them will probably study later, but ninety percent will be orally, that number is taken from thin air! I don't know, but.

M: The majority?

I: The majority will use it orally, so I try to make the classroom related to their lives, their life after school! So yeah.

M: That's interesting, we are going to discuss that later as well. The authentic and real life situations. What do you think oral skills, or how would you describe oral skills or communicative competence, what skills are required from the students, concerning the oral aspects of English?

I: Yeah, that is a very good question! And something that is not clear cut for me, always! Because you can have students who have a really strong vocabulary and you are often… and they have a strong pronunciation and they sound native-like when they speak! So you can often think that "ok, their oral skills are really good!", because they have this strong vocabulary and this pronunciation, but being able to use the correct vocabulary and being precise in what they are talking about, that's related to that which is not necessarily directly connected to good pronunciation, good vocabulary, strong vocabulary. So I think it's more about being able to communicate a message in such a way that, well we have these criteria in English, right? When we assess students, "ok, these indicate that you are in the high end of

things", right, and "these will indicate that you are in the middle, and these will indicate that you are in the low", right. But they are all in some aspects related to communication, how do you communicate what you are trying to say? How precise are you in your language? And are there any mistakes that makes it difficult to understand what you are trying to say? And that does not mean that you have a strong Norwegian accent, because you can still understand what I am saying (talks østlandsk-engelsk" to indicate), or another type of accent. But, yeah, if it's difficult to understand the message, then that is related to, oral skills.

M: And do you have som examples, you talked about discussions et cetera of how you engage your students in oral participation in your face-to-face classroom?

I: It's always much more interesting to talk about topics that you personally care about. Something that you have though about yourself, something that you can talk about outside of school. Ehm, so that's my main goal, to have conversations based on what the students themselves think about a topic they do care about! And that's not always easy, and that's why I often start oral focus with very simple questions, such as "how was your day today?" or "what did you do yesterday?", or "what's the best movie you have seen the last month?", or something that builds on their interests, and the way you can't have a right or wrong answer! So, that's my… that's what I intend to, at least. Of course, not everyone cares about the political system in the US, but if they don't, then try to find something in that, that they do care about. So that's why I try to facilitate, or when I design oral work, start personally and try to build on that! For some that could mean, yeah, whatever that means. There are never a clear answer what that means, yeah.

M: So moving on to your experiences from online teaching, what teaching platform did your school use when facilitating online teaching during the pandemic? Was it Zoom, Teams, Classroom, Meet?

I: Yeah, Meet.

M: Google Meet, is that?

I: Yeah, I think that's what, yeah. Meet, that's what we used. Mhm.

M: And how did you experience the shift, from being in-class, face-to-face communicating and teaching English, to suddenly teaching in a virtual environment?

I: Honestly, I was a bit excited, ehm, to try it! And I… and I enjoyed it, in the beginning, at least. That could be because I have to commute two hours every day to work.

M: Two hours?

I: So, when I was… maybe again, I'm a bit egotistical as a person, so I felt that "ok, I can sleep a bit longer" and we have to, anyway, try to reassess our outcome, if that makes sense. We should not be so strict on what we expect from ourselves and the students. So I was, I was excited, I considered that a good opportunity to try something new. I have made videos before, used that in my class, instructional videos. So I kind of thought "yeah, it's the same!", but maybe we do it live, so let's try! And I can give you… we have worked with tasks digitally, so it's not a problem, you can hand it in on It's Learning, which is the platform which we use for tasks and such. So I, yeah, I found it to be a good challenge and as I said I was kind of looking forward to sleep…

M: Yeah, I'm glad to hear. And how would you describe a typical English lesson and how did you adjust, or did you adjust to the new teaching environment?

I: Yeah, very good question! Ehm, ok so in general, when I design an English lesson, I have to keep in mind that there are three tings I want the students to do in class. And this can of cause alternate a bit, but I want them to speak English, I want them to read English, and I want them to hear English! And how much you focus on each, that varies a bit, all classes should consist of this. Which was a bit difficult in the beginning, that "they should speak", part.

M: Why?

I: Because I didn't know how to do… it was quite strenuous, I didn't know how to organize, because students don't like speaking out loud, of course. How often have you clicked the microphone button and spoken into that screen? It's not the most comfortable thing to do. As a teacher, you are being paid to do it, so you do it. But I… and I rarely expect students to just take the word in-class, anyway, and speak out into the abyss in plenum exercises, so I had to reassess "ok, do I make this small Breakout Rooms?". We did not have Breakout Rooms, which you have in Teems, so we had to make these additional rooms if you wanted them to speak with each other! But then, "ok, how can I listen in?", that would be difficult, "do I want to listen in?", do I want them to sit there and discuss and then suddenly "Ok, hi! I just wanted to pop in". So it was a bit difficult, and so, to do that, and kind of… that was quite stressful in the beginning! How much do I… I trust my students, of course, but how much do I trust them to stay on task and do what they are supposed to do, but at the same time giving them freedom to work individually, which is much more easy to do in the classroom, because you are there, you can see with your eyes!

M: When you are present.

I: When you are present. So that was difficult, I remember, but then I followed the structure, ok, well you'll make these set groups, if I say "ok, meet in these groups, and you discuss this, and then you get back into the main room." Which is probably what you got used to in lectures as well.

M: Mhm.

I: So for some, this worked, but others, didn't work at all. Because, well they did not vibe in the groups, for example.

M: How did you do it when it wasn't the Breakout Rooms application? How did you divide the rooms?

I: You just had to do it manually, you had to make these links for different groups. So it was, it was a mess. It is incredible how much, how much was done in a short time, and doing stuff now, different tools, it's completely different from three years ago. So what we have today, if we had that three years ago, there's so many things we could have done differently. But I mean, that's how it is. So, in crisis, that's where you adapt.

M: Yeah, they call it "emergency teaching", for a reason.

I: Sure.

M: The transition.

I: I think so. So I think, that was difficult, the spontaneous, oral conversations. Difficult.

M: I see.

I: Yep, and that was probably the thing that I missed the most.

M: In the online?

I: Yeah. One thing was being there to supervise, but I felt, now we don't develop much, orally. So, it ended up me being… not, well ended up is probably not the right word to use, but, yeah. I felt that, that should… could have been done differently, but I didn't know how to! And now, I'm a bit wiser, I think, but still, I would find that section a bit difficult. When you have classes of twenty eight students, ehm, to manage that…

M: Oh, that's a large number, twenty eight!

I: Yeah, that's what we have in genera studies, at my school any way. We have roomed thirty (litt uklart), but luckily we only had twenty eight. It's easier to do, in for example vocational class, where you had thirteen, male students who weren't afraid of being heard, they didn't mind. So the classes differed a bit, but of course, and it was also a bit, someone said something, and then someone else tried to chime in, but hadn't unmuted, and others forgot to unmute, so it was quite messy! Tried to have these rules, but I mean, teachers as well did not follow these rules, so, it's difficult to achieve it, unless you are super… I mean, zoned in all the time, and that's difficult. So, yeah.

M: How did it differ between the vocational, you said, and the general studies, about how you facilitated oral communication?

I: Ehm, I… the difference was probably that, ehm, the vocational class they did not mind speaking in plenum. I could ask a question, and they were respondent, or I would make a couple of them discuss it together. But they were, they were very… this was year 2., and they had been together more than the general studies class, and, so they weren't afraid of each other… "afraid of each other", they…

M: Comfortable?

I: Were more comfortable, sure, with each other, it seemed like, anyway. So that was a big difference, but of course, my experience will also, when facilitating these Breakout Rooms, or creating these Breakout Rooms, they, whey I pooped by they didn't work with the tasks they were suppose to work with. It happened of course in the general studies groups, but that was often the case, so I tried to keep them more in the common group, in the bigger group. But also, I wasn't pushing, pushing that much for oral work in that period either, but I also did these hand-ins, where they answered the topic by just making an audio-clip, and sending that in for example.

M: So it wasn't live, but it was still oral practicing?

I: Yeah. Still oral practice, and I met them one to one, which is…

M: Online?

I: Online, yeah. Which is much more achievable if you are thirteen, but it is quite, if you do that with twenty eight, and you have one and a half hours, it's quite stressful! Or you have to do it over several hours, and then … (uklart)… especially when you are one to one, ehm, then they have to, the others have to work with something else, and you can' really… Not saying that you should supervise everything, and be in control all the time, but at those times it felt like. "ok, I'm really leaving you to your own devices now". And that, I'm not saying that, that definitely have some advantages…

M: But it's a new situation?

I: It's a new situation, where you really feel, felt like leaving the classroom, go to this dark room in the school building, and just, and you meet one at a time which is… and you do meet students one at a time when you are live as well, but at least you can kind of pop by, very quickly and you know…

M: More interactive?

I: More interactive, I think.

M: So if I ask the same question, we talked about the in-class, but online, what basic skill, including the oral, writing, reading and digital skills do you think you included mostly in your online teaching? Did it differ, or did you still focus on the oral skills, equally?

I: In the general studies?

M: In both!

I: In both? Ehm.

M: Did it change, when moving to an online environment platform?

I: Very good question! What did I focus on? As I mentioned earlier, I was, at times it felt like I was designing tasks and exercises for them to do something! So I think, it was a bit interchangeable, but I think what I focused mostly on, was reading skills.

M: Online?

I: Online, yeah. Reading and then comprehension skills, writing skills. I thing that was the, that received a greater attention at that period, because it was very, ehm, not tiring, but it was, it took a lot of energy to work orally in that period, I thing! Ehm, so, yeah, receptive skills, reading skills and writing skills as well. So I think that received a lot of attention. But when you came to the vocational, I think the vocational class, I focus more on oral skills. We were working on presentations, and working on job interviews in that period, anyway. So I had kind of planned for us to do that, anyway, so I just had to find a way to do that! Because they had finished… they potentially could be picked for an exam, but they never do. So we focus… a writing, written exam! So from March and April and out, we focus orally, because they were going to, as I said, mentioned earlier, ehm, there is a higher chance that they will use English orally when they finish.

M: Vocational?

I: Yep, yep. So, did I answer your question?

M: Yep!

I: Yep, ok.

M: Perfect! And do you think that your communication with your students through a screen, resulted in a changed classroom discourse? Including the verbal and non-verbal communication? Do you think it changed, or do you think that thy still had the same feeling of interaction?

M: I think it definitely changed! Yep, it felt super… I like, ehm, I'm not a comedian, ehm, but I like to be, yeah, I like to joke around a bit and I like to get a response on what I'm doing, and teachers aren't in general, of course, I'm not a lecturing machine, who just wants to talk without any response. And the threshold of students to interact with me on the other side, looking through that black mirror thing, the screen, was much higher, so, yeah, it definitely

changed. Often, I felt uncomfortable to a higher extent then I do in my classroom. I'm not saying that I receive standing ovations when I joke around in my classroom, but at least I can kind of tell if they enjoy it.

M: When there is a response?

I: When there is a response.

M: Because of facial expressions?

I: Facial expressions, and you know, you know this and I know this, when you are in a Meet room or in a Teams room, you look at your own screen or your own face, mostly…

M: That's true!

I: Because I kind of, you mean…

M: You can see yourself!

I: You can see yourself.

M: That's weird!

I: And that is weird, and it is almost uncomfortable to look at the other person speaking, through that screen, I think anyways.

M: Did they have the cameras on, the students?

I: Some. But that was also another thing. A lot of them did not want to have their cameras on, and we did not have that, I mean, we tried to advocate that "it's much better for everyone to have the screen on", but we did not enforce anything. I know some did, that if you did not have your screen on, you get a write up, which is… but I never did, of course! And I don't, I didn't find that, yeah, to be a positive way to do that, anyway. Because it is uncomfortable, to be in front of that screen. Some wouldn't get that much outcome from having that on, but others did, and they… but they didn't mind, so it was, the minority who did it.

M: Do you think it affected, the fact that you were online, with the verbal and non-verbal communication, do you think that affected the way the students communicated with each other? How they entered conversations, how they responded, like the oral part of it?

I: Yeah.

M: Do you also see a change there, or do you think it was similar to the…

I: No, definitely! I think it definitely changed. Ehm, one thing, when you start a conversation, you kind of often have to try again, like you try to get in there, but when you do that online, it's just, there's a mess, everything collapses almost! Unless you are super "can you repeat that again?", and that whole mess of just jumping into conversations through a microphone. And, so I think that changed for sure, and I can definitely see a difference in how students interact today, I think, because of this.

M: Oh, in what way?

I: This is of course, intertwined with other reasons, but when students today communicate with each other, and I'm thinking high school students, but probably University as well and College, I mean grown ups as well, teachers. They often communicate, with not looking at each other, you are one your phone, you could be talking about the same thing, but it's often

focused on the phone, and it might be because when you are on that screen, you could still participate in that conversation, but you could kind of have that phone there and look at all those fantastic, interesting videos, Reels, on TikTok and Instagram and Snapchat. So, in danger of sounding like a grumpy guy, I don't mean that at all, but I have seen some changes in how young people talk with each other, just…

M: When they came back from the online?

I: When they came back, online.

M: You did?

I: Yeah. Or today, in school, kind of have to, learn how to be together almost, to start spontaneous conversations with each other, to ask how it's going today.

M: And did you focus on facilitating that as well?

I: Yeah, yeah, yeah. Try to! Yeah.

M: So would you say that you had a more learner centered or teacher centered online teaching?

I: I am a bit sad to say that it was a quite teacher oriented, at first, because I was afraid of just getting the reigns over to the students. So it was a bit of the, of the old lecture, "here is the lecture, here are the tasks, let's go through the tasks in the beginning… at the end I mean!". Some… I'm not saying that some students don't have any learning outcome from that, but I'm not very comfortable, I don't like doing those kids of, well designing my class like that. I often do, unfortunately, and not…

M: In-class, face-to-face?

I: Face-to-face, often. Ehm, so I started off with that structure, that model, that templet, and then recalibrated it a bit to be more, "ok, I want you to do something more actively straight away!". I mean it is to a certain extant being active, if you listen to a teacher, but it demands quite a lot, and teachers forget that students go from one classroom, to another classroom, to another classroom, so. So, yeah, that's something that I changed fairly quickly, because I hate making PowerPoints, and I don't do, I never do, and I don't think students get much from that, yeah.

M: So what about what teacher role would you say that you embodied in the online classroom? There could be many different, but do you think that you had more of an observant role, facilitator of tasks, interacting with the students, lecturing focusing on the teaching process. Do you think that you changed your role as a teacher, when coming online?

I: Yeah, I think so. So as I said, I started probably a bit more as a lecturer in the beginning and then started off as being just facilitator of not forcing you to do anything, but we are forced to think a bit for yourself, different, hopefully interesting and engaging tasks. So I focused much more on finding digital tools that I could use for the students that would be more interactive, that would be more that, and not just…

M: Being more active?

I: Being more active, basically. And I'm not… there was a lot of discussion in our school, as well, "ok, how can we make sure that we know that the students actually do something.". So a lot of teachers ended up with "Ok, they have to hand in tasks every lesson. If they don't, then they haven't been present". Which is, I mean it's understandable, because you want

students… I mean you know as a teacher that you want students to have a learning outcome, and if they don't do much, then, yeah, you don't. But I ended up thinking… not having that perspective. I, as I said at times I felt like I was mainly giving the students busy work, making sure that they did something, if they didn't then we hadn't had lessons, or they haven't been present. So I think, yeah, my role ended up trying to find ways to learn English and just giving it to them, try to, at least, so that they could do it individually or I also made it possible for them to just find each other, if you want to discuss the tasks, in Meet rooms or they used Messenger, or, they send snaps or, they found ways to communicate anyway. I didn't have to…

M: Facilitate?

I: Facilitate that much, or keep an eye out on the different group rooms, so yeah.

M: So talking about the oral skills, do you find it necessary to correct your students when you discover grammatical errors or pronunciation errors, and did it differ from the face-to-face to the virtual?

I: No! If I correct the student, I never do it, I do it indirectly, right. So if they say something… if I can understand what they are saying then it's fine, of course. But If I can tell that "ok, I can understand it as a teacher, because I know we are talking about this, but maybe someone who is not that proficient in English, if they would struggle", then I would repeat the word for example, just, what is the word I am looking for, not by saying "ok, this is how you pronounce it", or "can you repronounce it different?", but just by repeating their sentence or saying "ok, so you are saying that…". If they said for example "temsen", "the river temsen", "oh, so you are saying the river Thames, is…?". So just that way. Which is more of an indirectly way of showing how they could pronounce it more clearly.

M: You did the same online?

I: Yeah. If I even did it.

M. Yeah. So I am focusing on an approach called Communicative Language Teaching, which aims to facilitate authentic and real-life situations in learning. What do you think that entails and how do you think that you facilitated authentic and real life learning in the face-to-face versus the online? I think you talked about you want your students to learn English so that they were able to use it outside the walls of the classroom, as well.

I: Mhm. Oh, yeah, good question. So, yeah. Online, this was difficult, I think, authentic communication, because in a school setting, I find it at least, it is very easy to… you want to have the spontaneous conversation, of course, but you also want to keep it directed to a certain area. So I am not saying… when students start talking about a subject, for example, and then they can quickly go in another direction. Often in a positive way, that you can kind of "oh yeah, did you hear that this happened?", because they started talking about for example the war in Ukraine, and then "oh, yeah, did you hear about the war in…" whatever country". So that's often a positive thing, but they can also start talking about something else, right, another area. It's still spontaneous, and when you are in the classroom, it is very easy to pick up and try to direct them back, but when this happens online, then it's very difficult if you are not there and you can see it or hear it. But it never happened face-to-face the same way. So, I'm not sure if I answered your question.

M: No, but it's a large, huge question so I think you did. I think we are moving onto designing or making interactional tasks and activities in the virtual classroom. I think you talked about roleplay or something like that, I think that could be a way of

practicing authentic and real life situations. Do you have any examples of how you did that online? If you did?

I: I don't think I did! Not roleplay.

M: In the vocational, no you said something about they interviewed…

I: Ok, oh, yeah.

M: Sorry!

I: So sorry! So, yeah, of course they have to play a role, sure, sure.

M: No, my fault!

I: No, no, it's a faire… it's just me not thinking in those directions. Yeah, we had kind of a role play there, with the interview, me being an interviewer and they being the interviewee.

M: Online?

I: Yeah. So yeah, that was fun and that was something I would call quite authentic, because they were also in the process of being interviewed for their apprenticeships, and they did it online. So that was…

M: Helpful?

I: I think, helpful and also very authentic in that respect, because we did the same as they did to get their apprenticeship, and we did it in English and I tried to use it as an opportunity for them to prepare for what they needed to do.

M: Orally?

I: Orally. Some of them were already in that process, so that worked really well. So there were some advantages as well, of working that way.

M: But how did you facilitate it online, the interview, like practical aspects of it? Did they all ask you questions, the different students asked you questions?

I: So I would be the one interviewing them, and so I would ask them questions, same as we would do here, basically.

M: Direct, or?

I: Yeah.

M: To one?

I: To one person, yeah, so not in big groups. Not in big groups.

M: One to one?

I: One to one. So that's how I would do that, basically the same way you would do it in an interview in real life, unless you go to these horrible group interviews, which, yeah, anyway.

M: And do you believe that language accuracy or fluency, do you think they are equally important when designing task and activities? Like the grammatical aspects, are they equally important as the using…

I: No, I don't think so. But it's often the case that it colors, the fluency and accuracy is often intertwined a bit, of course, but as I said earlier as long as you communicate what you are

53

saying. Because if you are high level, you have these tools that you use to create more fluency, you are able to keep the conversation going, even though you might be that you are not really saying that much. But you are able to use these tips and tricks. So it's easy to get colored by that, but it should also help you a bit. Fluency wise, that does really help, of course and when it comes to accuracy, as long as the message is easy to understand and it does not get, what you are saying is clouded by grammatical errors and it kind of hinder… makes it difficult to understand what you are referring to specifically, then I, widely use these fluency tools that does not really… it's very difficult to say "this counts more than the other", they are all connected. But I think as a teacher, it's very easy to kind of point to something, if you struggle with accuracy, right, you would say "oh, but it's "likes", not "like" he or she likes", I mean, it's very easy to start point to those aspects of language.

M: It's more tangible, the fluency?

I: Yep, mhm. So, yeah. Again, I'm not sure if I am answering your questions?

M: Yeah, you are! If not, I would just as follow up.

I: Ok.

M: I think you mentioned some teaching materials you didn't use PowerPoint, but you tried to include some more interactional, digital applications et cetera. Do you have some examples of what you included or how you used technology to facilitate interaction?

I: I used something called "Mentimeter".

M: Yeah, I have heard of that.

I: I think that was… that was a good tool to use, to create fairly spontaneous responses and to efficiently gauge that the students are active.

M: It's written right?

I: Yeah, it's written. So Mentimeter I used, for example, and something called "Socrative".

M: What's that?

I: It's basically… you can make quizzes on Socrative. So it's basically quiz device. So I used it both, in my spare time as well when we had these online quizzes. But you can make, tasks for the students to do and they you will get a statistical overview of how they perform, for example. Not that I'm… I'm not that interested in that, but you can make fairly interactive tasks, but mainly it was those multiple choice, types or you can have an open-ended answer. So yeah, Socrative, I used. I used a bit of "Kahoot", ehm, but not that much. What else? "Quizlet live", "Quizlet", "Sutori" or something, I used as well.

M: What's Sutori, is it the same?

I: It's, you make… you can make these pages where you scroll down, and you have certain tasks that you do on that page.

M: Oh, yeah, I think I know. So it's an interactive, not blackboard, but interactive, yeah…

I: Yeah. You can actually organize class discussions, everyone got a link to that page, and you would get a like custom page for you, I mean I'm not kind of sure if you have to choose, or make an account or if you can just be a guest, but anyway, everyone would respond to something. If I had made a discussion task, they you would get the students' responses. You would get the page individually, so it was a quite, it was really nice to use because it was

54

147

customizable. So, and you could put all kinds of material in there, I think you can have a link to a video, and you can play the video on that page, you could have a text and some comprehension tasks. You kind of got this page, dedicated to a topic, for example. Language varieties, I used it, for I think, different varieties of English so I could kind of "scroll your way down, do the tasks and then…", yeah.

M: Was it any audio-file? Like the accents…

I: That you handed in, or?

M: No, when they listened to the different accents, or native…

I: Yeah, yeah. You could listen to different videos of, that I posted, for example one that included Jamaican English variety.

M: Yeah, that's also authentic English, right?

I: Yeah, yeah. So, and I tried to use, instead of videos that were educational, as they were made with educational intent, but try to use real-life videos. So Steve Ervin as an example of Australian English. And I think I used an episode of "The Wire" as an example of American English, yeah, anyway. So Sutori was a page that I used. So yeah, different things.

M: Yeah, a number of… Was it applications that you also used in the face-to-face or did you use new ones…

I: Yeah, except for Socrative, I would say. I had used Sutori as well, in face-to-face, but yeah, I use Quizlet a lot in my classroom.

M: Do you think that the digital platform, was it Meet?

I: Mhm.

M: Do you think that opened new doors for those tools or do you think it was just a continuation of…

I: Yeah, I think it was just a continuation of things. I always… if I hear about a digital tool that I could use, I always want to try it, anyway! To see how I can use it in class, in face-to-face, mainly. So I think I would have tried to use Socrative anyway, but haven't used in that much since, because it is mainly just a quiz type. But I use Quizlet, I can't really remember what other tools, ah Mentimeter I use, but I know that there are some better things, haha, to use, I think! So, yeah. I would use them in the classroom anyway.

M: And would you say that you focused on individual work, I think you talked about this but, or student collaboration in your online teaching? Or both?

I: Ehm, I think both. I tried to do both, of course. But as the students pressed on, during the pandemic, it was difficult to keep them motivated to collaborate, which is very understandable. So, I ended up, or not ended up, I keep using that word. I often used individually focused, if they were to show something, show… because we had to have assessments.

M: Online?

I: Yeah, we had to. I had to keep their grade based on something! And then, so they had to hand in specific work, and while before you could work more in groups, and I realized that it's better to make them do it individually. They could of course discuss something, but you weren't dependent on the other person, online.

M: And would you say that when you had the oral discussion tasks, or any other tasks online, do you think that you raised open or closed questions? Do you think that they were reproductive, or what do you think…

I: I think I never asked as many closed questions, as online! I don't, I mean both work of course! It depends on the target, on what you are talking about and who your students are and what the topic you are dealing with, but in general I don't like asking closed questions in the English classroom, because my experience is, if you ask a closed question, then you often have a closed answer, right. So you are looking for that correct answer, and then students are afraid to answer, because if they are wrong, it's embarrassing for lots of students! And you then want to ask a question that is fairly easy to answer, because then they feel that there won't be as difficult, as scary to answer, because it is a simple question. And why do you ask a simple question if everyone knows the answer anyway?

M: It's a fine line.

I: So it's kind of… there were times where I, maybe because I got frustrated, because I felt "I need the response!", I would ask a closed question and I would go, and this a just a random woman name but "Malin! What is the name of the variety they use in Jamaica?", which is Jamaican English. So that's a fairly closed question, and then they would answer, the answer. So I don't think I have ever done that, as much as I have done in online classes.

M: Because of the lack of feedback?

I: Yeah, yeah. Because of the lack of feedback, yeah.

M: So would you say that, online versus the face-to-face facilitation on tasks, did you focus on the learning process or on the product, or on both?

I: Product, unfortunately.

M: Online?

I: Online, yeah. Online.

M: What about the in-face?

I: In-face, definitely the process!

M: So it changed?

I: Yes. I mean I focus on the product of course, but I felt like I was not that much part of the process, in the same way. So it was kind of difficult to, to be, to have a, to be able to get a god overview of the process, anyway! So, I think that's something that changed, yeah. Became a bit too dependent on that finish product. If they were writing a text, for example, unless they did it in Google Docks, and some did like to do it in Google Docks, where you can continuously see what they are writing. It'sLearning has changed a bit since then, but then you kind of handed in the product, now you can write continuously within It'sLearning, as well. But it was difficult to be part, let's say they were writing a text and kind of give those spontaneous feedback and walk around "ok, have you thought about this?", it was quite difficult. It is quite strenuous to sit there… "ok, this is the text, a bit of feedback and then the next". It's hard work.

M: What about in the oral aspects, was it still the product rather than the process? Was it more like, yeah as you talked about, using the English language like that online, or was it more the presentation or the product that they had?

I: I would have to say yeah, the latter, yeah.

M: In the writing and the reading?

I: Yeah.

M: So I think we are moving on to the last, or we have "the teacher's digital competence" and "the future course" left. So did you feel that your digital competence was sufficient to teach English online? If not, how could teachers develop their digital competence?

I: Yeah, very good question. I didn't, haha. I didn't feel that the tools we had were sufficient.

M: What do you mean by tools?

I: So what we used as in how Meet was designed, how we made these… how everything looked like in Meet. There were some restrictions, for example, how many students you could see and It'sLearning, as well didn't have some of the tools that it has today. And my competence, as well, in how to use these tools and I felt that I didn't have what I needed. But I also felt that I shouldn't be hard on myself, because I'm probably better than a lot of other, older teachers who haven't used digital tools at all, almost! They use It'sLearning and other things, but that's because you have to. So it was kind of, a bit of a… I felt that I was fairly comfortable with working digitally, but I wanted to work in a way that was probably a bit beyond what I had the tools to do, if that makes sense?

M: Yeah, it does. Do you feel that your school provided you with enough information and digital schooling that you needed to manage the digital platform, or was it more like "this is your tool, use it!".

I: Yeah.

M: The latter?

I: Yeah, definitely. And they, there was.. I mean I'm not being hard om them, because they didn't know, but the schools weren't ready.

M: Nobody were!

I: Nobody were! And I was lucky, I had some screens at home, but we weren't equipped with additional material or anything like that. But I had an office where I could sit, I had a place to be, so, a lot of things. And I'm working in the public sector, anyway, so as if I expect "ok, now, we'll send you a new office chair or the latest equipment.", that is never going to happen, than you are in the wrong field. So yeah, the latter, for sure. But we hadn't heard about Meet before, that was…

M: It's a new situation, teaching situation but also in society.

I: Sure, sure, sure.

M: I think I forgot to ask. Did you use a textbook in your online teaching in both the general and the vocational?

I: We had a textbook, sure, but it was way outdated already. So yeah I used it for some…

M: You used the internet?

I: Used internet quite a lot, yeah.

M: And back to the digital competence, what skills do you think that you as an English teacher need to acquire to teach in an online classroom? Both like the practical and the competence aspects.

I: Good question! I mean skills is, ehm, related to, yeah, being able to navigate and use tools, that will foster learning outcome and not use tools that will just kind of be a lot of noise. I think that is, that is related to maybe more competence really, than skills. Having the competence to know what kind of tools to use, how to use the tools. And then skills wise, it would be about… I should know this, I think I taught this in … (anonymizes this section, he mentions his workplace). Skills wise you would have to be able to, to, ehm, what's the word I'm looking for? Able to portray or, I can't remember the English word, formidle, I can't…

M: Convey?

I: Convey, probably, yes. It's probably what… What I am trying to convey is the word convey. To convey a message or a topic in a way through the digital, that would be easy to digest, or digest at the level that you need to improve.

M: And that differs from the face-to-face classroom?

I: I think so, yeah, exactly how, I don't have a clear answer on as to how that differs, but I think its all about… because you could have people being really great conveyers or lecturers online, videos, but in a live setting they wouldn't work as well. So I think the skills are related to being able to interact in a different way with the people you have in front of you.

M: Yeah, interactive skills?

I: Yeah, interactive skills. And the interactive skills, they don't have to be that high, when you are doing it online. Depends of course on what you are doing, but the model is… it's easier to do this, ehm, in a classroom setting, in front of people.

M: Why do you think so?

I: Or maybe it's more difficult, I don't know. But you have these continuous responses very quickly, and you can see if they fiddle or if they are not paying attention and you can see if they are, yeah, so it's all about being able to digest all those responses that you receive all the time. But when you do this digitally, it's not as easy, maybe that's what I'm saying now.

M: Yeah, I see.

I: Maybe, it's not as easy to more accurately decipher the responses you get. Or you have to acquire skills in how to decipher your audience in a different way. Because people can sit there in front of your screen and, they can do this online as well, nod and smile and looks like they are paying attention, but they are not, at all. But of course, this happens in the classroom as well. And then you would think "ok, this student is engaging, this is interesting", bla, bla, bla. But you would have to find skills that kind of make this be real! But the difference in skills set, I think if you are a good lecturer, in real life, I think you would be able to transfer that to a digital setting, as well. But maybe, maybe, and this is just me thinking out loud, it would be more difficult the other way around, because it is, if you are in front of people, suddenly in front of people, ehm, in a room, it can be a bit scary, but I… it can be online as well! I'm not saying, I'm not saying… (litt uklart)

M: No, I see. Depending?

I: Depending, yeah.

M: And do you think it affected the acquisition of communicative skills and oral skills, by doing it online, for the students' part?

I: I think so. I think so as well, because for the students' part, yeah sure. I think the students they were… they put… they mostly didn't turn their screen of, but I think you become much more, focused on yourself, in those settings.

M: In contrast to everyday life?

I: I think so, yeah. And you don't really get a real picture of what the other person is doing, and that is more difficult to have a response as well.

M: That is interesting, yeah.

I: So I think definitely, it has… it does affect how yeah, the students' ability to respond to a message. If that was the question?

M: Yeah, it was. What about "the future course", we are concluding soon. Do you believe that teaching English online has affected your, oh, I just asked this. What would you say are some elements from your online teaching, if any, that you have transferred to your face-to-face teaching. Your current face-to-face teaching.

I: Being super-efficient if I have to say something! If I, as a teacher, have to say something, if it's a topic or let's say its grammar rules or if it has to do about democracy in the US, that I have to be super-efficient and active the students as quickly as possible, from the second they start or enter the English classroom, or hopefully, that's the goal, at least. So, much more focused on facilitating them being active, I think that's the main difference. Yeah, I mean it feels at times as if we are working in the same way, it's just that I am in front of the students, but they work at lot with computers these days, we have done for a long time. And that was, in the beginning as I started as a teacher, that was very natural of course, "yeah, of course, we work with computers all the time, because we have to develop our digital skills, and writing by using different text programs, we have to be efficient, because…" bla, bla, bla. Ehm, but now, maybe try to think of it the old school way, we take the computers more away now, and yeah. So, long response short, just force them, if they don't want to, to be active from the first section of the classes.

M: And lastly, do you think that there are more strengths or limitations of teaching online, or do you think that it limits more than it provides with good English teaching?

I: I think it all depends. If you sat all day online, then there is definitely limits, humans need human contact and you do get some contact of course, through the digital medium. And you have probably experienced this yourself, I have definitely, listening, interacting with people when you are in the same room, can feel more fulfilling, but at the same time, I have participated in digital programs myself, that I found super interesting and where I have found it as a strength to do it digitally. So I think it's all dependent on what, if you are motivated, if the students are motivated to work with what you have, what you are working with in your digital lessons, then, then, sure, they will have a learning outcome. And if you have been able to create lessons that are, that are, I don't want to use the name "good" or "bad", because there are so many things that depend, on that being the case, but that the lessons have been engaging, and the students have a learning outcome. I think that could just as well work as being in school. There are students who struggle, it could be mental problems, they could be sick, ehm, mental health issues, they could have physical issues, they could be all kinds of reasons, that would get more out of staying at home, but not for that long of a time. Then you

have to be super motivated and yeah, so here and there, sure, but in the long run, I… my personal opinion is that you get much more out of the in-school, live experience.

M: I think that is a good way to end the interview. Do you have anything that you want to add that you feel would contribute, or do you feel like anything is left out, or?

I: No. I could… I am very positive to using technology in the classroom, to facilitate more learning, especially considering, I mean, you can't, there is no reason to escape technology, ehm, in the classroom. So I'm in very favor of using more digital tools in the classroom, but online teaching, ehm, it can work but you have to have people who have, who have basically, ehm, oppsøkt, they have taken that.

M: Like an online course?

I: Taken an online course, they have decided for reason (litt uklart), I want to use money on this, I have set off time on my weekends to, or in the evenings to do this. Then I think there is lots of positives you can take away from digital lessons, but yeah. That's, I don't think I added much to that, to what we are talking about.

M: Yeah, but the final comment.

A: A final comment.

M: Thank you, I think I'll stop it.

TEACHER D INTERVIEW TRANSCRIPTION

Time: 56:59 minutes

M: Sånn, da tror jeg den er på. Yes, so thank you for being here today. Do you have any questions before?

I: Before we begin? No, not at all, I'm…

M: Is it ok that we do it in English?

I: Absolutely, perfect, no worries at all. It has been, ah, it has been a while since I have been interviewed in English, but I do tend to use the language pretty much every day, so, I don't mind.

M: I think it's better when I cite, in the task later.

I: Yeah.

M: It's more accurate.

I: It makes it easier.

M: Thank you. So it's a semi-structured interview, meaning that I am more interested in your answers, then just reading all the questions, but I have prepared some, to make it easier to day. And as you know, it's anonymous.

I: Right.

M: Do you have any regarding that or is everything ok?

I: No, I'm comfortable.

M: So there we have the topics for today.

I: Mhm.

M: I want to talk about your background and experience as an English teacher, some of your beliefs, experiences from online teaching, online English teaching, how you designed and planned tasks and activities online. A bit about your competence, digital competence and how you implemented ICT in the online teaching.

I: Indeed.

M: And about the future course, meaning how you feel that your experience maybe have changed your teaching today or future teaching. So, first, why did you decide to become an English teacher?

I: It was just to an extent, inevitable. I was told by my mother at a very young age, that "you will probably become a teacher", and at that time, I cried and I wailed and I kicked my feet, threw tantrums, because "Hell, no! I was not going to become a teacher". But I have always had a fascination for languages, and I have always… I very early in my development, figured out that standing in front of people, wasn't something I was afraid of, it was instead something I actually gained a lot acknowledge from, and it raised my confidence. I am a martial artist, and I started teaching taekwondo in my teens, and I think that was very formative for me, cause I stood in front of people of all ages, and I needed to explain myself

clearly and have the authority to get them working together and be a positive influence, and that… I think at that point, it was already, sort of… you could see where this was going. After… and then after upper secondary, videregående, I wasn't ready to leave (mentions name of his hometown), my hometown. So I studied a year course, a yearlong course of English literature and culture at what was then known as … (mentions name of the College he attended). And I… English had already been my favorite subject, but I sort of fell in love with analyzing literature and engaging with these topics during that course. I had an amazing teacher, who's name was and is … (mentions name of teacher), a Frenchman who very clearly wanted to be a Scotsman instead. Quite a character, loved him. And after that I studied English in Wales, I did my bachelor's degree at Aberystwyth University. Went back home to … (mentions the name of his hometown), had itchy feet, so I decided to travel for a year. I got back, did my teacher training, PPU, and after that I was sick of Norway again, so I decided to expand. By that point I was sort of, quite confident with my English, but I was aware that if, now that I had English and teacher training, I could always fall back at teaching, at the very least. But still, this was just a plan B, and then I went to Latin America, lived for six months in Nicaragua, lived in Argentina, learned Spanish, studied there and came back to Spain where my family goes every summer, thinking I could speak English, no Spanish, and put on the radio, and it's common fact that they tend to speak faster, higher frequency in Spain than in Latin America, and I was just flawed. So I decided to stay and teach English in Spain for a year. It was very good transactional relationship with my students, because I taught them English, and then I stole their Spanish.

M: Haha, good deal!

I: And then I came back to Norway, finished my Master's thesis at University in Bergen, in English of course, English literature, and was lucky enough to be hired by a school there after, and here I am! Spanish and English teacher, living life.

M: So you enjoy it?

I: I love it! I have grown to understand that this is my calling, or at the very least, it was either this or to be some sort of cult leader, I think. I very much enjoy standing in front of people and trying to inspire and motivate them, and seeing that little light flicker on in a student's eyes, when you understand that they have grasped what you are trying to explain. Yeah, that's all the drugs I need, really, it's amazing.

M: So how many years have you taught English, after you ended your thesis?

I: After I ended, ehm, I taught English before I finished my thesis, and now I have taught it for two years, because I only started as a Spanish teacher. There was another English teacher here on the house, but now she's been on maternal leave, maternity leave for a while, and also there has been some changes in the teacher group, so I have ended up with more English. Happy with that, It's nice to be able to, you know, utilize my education.

M: So what title do you have or what qualifications, you talked a little bit about it, but.

I: Yeah, I am a "Lektor med tillegg". I do not remember the English term, but…

M: I'll figure out.

I: Yeah, "the smart boy with extra smart". Ehm, but yeah, my main subject is English, Lektor med tillegg, and "tillegg" would then be Spanish.

M: So which year and program did you teach during the pandemic?

I: I taught Spanish and English during the pandemic, because I sort of started doing it midway throughout the pandemic. But I mean I also taught Spanish, so I taught languages throughout.

M: Which year was it? Did you…

I: Ehm, it was, year 1 and year 2. It's only this year that I am teaching year 3.

M: So English in the first yar and second year?

I: Mhm.

M: And do you remember how many months you did online teaching in English? IT's been a while!

I: Yeah, and it's also so fragmented, because we fought really hard to get back in the classroom, because it's better for the students, it's better for us. I would say, four at the lowest, eight at the highest, that's most, yeah. Yeah, If I say six months, I'm not lying.

M: I don't need an exact answer.

I: Let's say six months, then, if you compile it.

M: Some you do have some experience.

I: I do have some experience, yeah. And I was, it was very special to me, because I started teaching here in Norway when the pandemic was already a fact, in 2020, I was hired in 2020 during the summer, so I emerged onto, into my career, while online Corona teaching was a fact.

M: Interesting!

I: Mhm, it was exciting and intimidating!

M: Both?

I: Mhm.

M: So a little bit about your beliefs. What do you think are the most central aspects of the English subject? Do you have some elements that you find more relevant to teach?

I: I mean, with any language, is communication. I mean I'm willing to forgive a whole lot of grammar issues if you are able to communicate clearly. And of course, with, as we progress through the subject, especially with the classes, cause I have English 1 and English 2. English 1 being for the second years, and English 2 being for the third years. And the ones that I have progressed with me into the third year, now I'm holding to a much higher standard. Informing them ahead of time that I am… I will be pushing them towards a bachelor's degree level of writing, so that the impact of the change in scenery and the demands that are made of them are not to intimidating when they move on higher education.

M: True.

I: Yes, but my beliefs, I don't know I have answered or if I just talked around it.

M: No, yeah! Communication?

I: Mainly communication, also… I had a massive rant before Christmas about why we analyze things in general, and I got the normal sort of responses of "oh, it's so that we learn things better", "it's so that we understand the subject better", and I said "Yes, yes, yes, but

that's not, that's not the core of it. The core of why we analyze things by we interact analytically and with reflection on subjects, be it history, culture, literature". We are trying to make the students able to verbalize their perspective of things. Ehm, because I have Somali students, I have Iraqi students, I have Latin American students, I have a Spanish student, and I have the whole world in my classroom, and this is the sort of, at least here in the cities, this is you daily life as a modern teacher. And if I don't… it's a utter waste of knowledge, of perspectives, of nuance in the debates, if I don't also encourage and demand of my students that they verbalize their perspectives and their thoughts and their values, preferably in a formal way, in a clear, concise and precise way! Because it is my, it's a belief that I hold in the marrow of my bones that it makes us more interesting people, it makes you more interesting participant in any communication, in a debate, in a pub crawl, if you have a discussion about politics, or arts, or literature or whatever, but you need to be able to argue your point! And you need to refer, and reflect and embrace other people's opinion and internalize them, and mole your own views into a new fascinating perspective. Those are the skills that are at the core of the subject, beyond simply learning a different language, it is using that language to access the world, the hive might, the shared knowledge of the internet with, obviously a sense of critical thinking, mixed in.

M: Do you also express this to your students?

I: Oh, sometimes I do it while standing on the desk, shouting in their faces, I can be a bit of a theatrical teacher, because I do theater as a hobby as we… So I think if you ask any of my students, I think most of them would be able to refer to one or several, haha, instances of me being on top of desks, vehemently addressing them and trying to, at least, you know, peers the could of the toxic miasma of their teenage, not empathy, that's not the word that I'm looking for, ennui, apathy, yes.

M: And including the basic skills, you know the oral, writing, reading and digital skills, are there any that you include more in your face-to-face teaching, before the pandemic, or now?

I: Mhm.

M: Or do you imply them equally?

I: Can you repeat the question, please?

M: Yeah, you know the basic skills in UDIR?

I: Mhm.

M: Includes oral skills, writing skills, reading and digital skills, that the students should develop during the years of learning English. Are there any that you facilitated more in your face-to-face teaching?

I: Writing, probably. I have… it's… yes. There is a clear divide between the face-to-face teaching in the classroom and the digital classroom, because I remember, when I look back at my lesson plans, and the amount of texts that I received, they are far greater during the pandemic, then now. In the classroom now, I engage more in classroom debates, I try to make them have group discussions, where they reflect on a subject, and then, yeah. The frequency of me demanding written hand-ins or submissions from them, is lower now than during the pandemic. But I still have, I prioritize formal academic writing, trying to sprinkle it with som informal, fictional texts, once in a while, where they can just write literature, poems… what have you… Ehm, so in short, I would say writing, as a true line. The written skills are usually what I focus on, because they are easier to assess and also, they are crucial for their further

academical careers. But, I do strive to make them, to make them able to engage, orally, in discussions as well, yes.

M: And I will talk a little bit more about later, you said that there was a shift?

I: Yes.

M: Mhm, interesting. How would you describe the term oral skills, or what does that imply for you? That the students should develop oral skills and communicative competence? Since that's my focus in this…

I: Yes! Ehm. Oral skills to me, is being able to translate your thoughts into spoken words. It is being able to take concepts that you have absorbed, and digest it for at bit, and then utter them in your own words. I think, just this last week we had one task, where they… I have them a very formal textbook, texts, describing some issue, or… it this it had something to do with stereotypes. I tasked them at writing it in an informal way, very often I have… the tasks have been reversed, were I give them an informal text and try to challenge them by making them write it formally. But having them put in their own words, quite literally, and I encourage them to use slang, to use contractions, to use abbreviations, what have you, all the since of formal writing, "go at it!". And that was very rewarding, because it showed me or it reminded me that active recall is very important when it comes to learning concept and engaging with the subject. Because it was very curious for them to… when I saw them trying to brake it down, more hybrid concepts, such as the cultural interactions, stereotypes, prejudice, effective communication and transactional model of communication, and try to make them regurgitate it in their own words, it was more easy… well it was easier than ever to see who were able to actually understand the topic, and who were just pirating the text. Ehm, so I think with oral skills, it can be neatly summed up with explaining things in you own words, and my job as the teacher is to just file down and cut away all the fat and all the unnecessary bits, and help them communicate effectively, precisely and concisely.

M: Mhm.

I: Yes.

M: **Good, thank you. So moving on to your experiences from online teaching. Which platform, digital platform, did your school use to facilitate the… was it Meet, Zoom, Google Teems, I think there are many others as well.**

I: There are many. (Mentions the name of the school), uses… Or our teaching platform is Canvas, which is the same as the University, I think.

M: Mhm. It's a good one (litt uklart).

I: It is. But that has a built in video chat function called "BigBlueButton", which is like Zoom, but slightly, it's slightly easier or user friendly when it comes to arranging group rooms, and dividing. It gives the course leader more freedom at least, in my experience, to divide the classes into smaller groups, and have them face each other in these other groups, and I can just browse through the different groups and I can be like the ghost, listening in. Ant that was very useful, because speaking in, in plenum, … is terrifying, apparently, to the secondary students, but I have… in the classroom as well, I tend to use a lot of my impro background, my background from intro theater, to have exercises and to apply different games and exercises just to break the ice and try to make them loosen up a bit and lower their shoulders, and just, not to be so afraid of ridiculing themselves, because it's important! We need to be ridiculous, we need to make mistakes, all the time, to be able to learn.

M: I'm glad to hear.

I: Mhm`?

M: I'm glad to hear, that.

I: Thank you! This, is hard enough to do in the classroom, next to impossible to do online.

M: Why do you think so?

I: I think it is because, we are very… because we don't sit in a classroom, we are not physical forced out of our own comfort zone and into the physical space, which is inherently, culturally and just by the norms, it is reinforced as the domain of someone else, in this case the teacher, me! As much as people now adays can complain about, of the lack of respect that the teachers have compered to earlier and such, yes, there are probably studies on how all the kids now lack resect and back bone and all the grumpy old teachers can complain until the cow comes home, but you do still notice that there is an intangible, preternatural sense of "this is my room", as a teacher. You are here with me, and if you manage to cultivate that as a teacher correctly, then you, you can make a safe space where people feel comfortable, practicing a language, speaking, exchanging viewpoints. When you are online, when you are sitting in your own bedroom, with this camera that you are obliged to turn on.

M: Oh, they were?

I: Mhm.

M: They had to turn it on?

I: I ended up compromising for the most part, saying "Ok, when… if I speak directly with you guys, I need you… I cannot be staring at a black screen, it's, it freaks me out", to use the parlance of our time. Ehm, but the… so I had, for the first five minutes, just so I could do… just so that I could check the attendance. So I could take attendance. Sorry, just a bit scatterbrained…

M: No worries, take your time!

I: … coming straight from teaching Spanish, so I'm switching languages. Ehm but yes, so five minutes just so I could take attendance, then I let them just close their camaras, but I would occasionally take them off into group rooms, into little…

M: Yeah, breakout?

I: Breakout rooms, where I could just check in on them, because, as a teacher you know your students and you know which of them will just patiently and dutifully do their tasks, and you know which ones you need to make sure haven't just snuck of the bed. And, also, it can help for example of you are at "Discord", as some of my co-teachers were. You can also check when some of your students are playing… because it appears next to their name. But to get back to the subject matter, ehm, it's… they are very much more in their own domain, they are in their comfort zone, you cannot urge them on with social clues, like a pointed look, or shrug or a smile of encouragement. Right now, I'm using flashcards, which some see as a bit antiquated, but it can be incredibly effective just for recall. And I'm teaching hundred words in my Spanish class. And when I did this during the pandemic, I used digital flashcards.

M: In English.

I: No, in Spanish, but to use as an example.

M: Yah, no worries.

I: I created digital flashcards, I encouraged them to use that, then I cannot see how they, because we do … (uklart) drills, in… when I do these specific hundred verbs, the hundred most common verbs in Spanish, with corral drills (litt uklart). So I have them repeat it, they see the Norwegian verb, and then they say it in Spanish. It encourages recall, and I can play round with it a lot. But boiled down to its essence, I can see all of their faces, I can look at their lips when they are saying the words, there is a flood of body-language, and eyes looking at the point where I want them to focus, or drifting off into space. All of these non-verbal cues, are non-existent, an even if you manage to get everyone's web camera on, you don't know… they can have the camera, which is on the side, so you cannot triangulate where they eyes would be on the screen. You don't know! You cannot supervise them, so you are very often, very often both in English and in Spanish, you need to rely on what they produce. To assess how they have internalized your teaching. So for me, I used "LearnLab" a lot. I think it's a Norwegian…

M: It's an application?

I: Yeah, it is an online, digital learning resource. It's like having, it's like PowerPoint with more bells and whistles! Where you… or it's more like a PowerPoint where for each new slide, you can have interactive tasks, you can make them write short statements, they can play memory games where they combine a picture and a concept, a verb et cetera.

M: This is online, right?

I: It's online, and I think it's made in Norway, actually. I got it from a sister who is also a teacher.

M: And you used it in your virtual teaching?

I: Yes, and I am trying to, ehm, I am trying to bring it into the classroom now as well, because it is a very useful tool, because you get live… for example one of the exercises or tasks that you can apply to a slide, say we have, I have taught, I have lectured them on the British Empire, very good. Then, I can give them, the next slide is four textboxes, where each and every one of them get an individual one, of course, where they have to reply to short questions, and I get the answers… it is, oh my God, words! It's not, I don't see the same thing they see, I don't remember the fancy way of putting that, but I see they answers and I see how they interact and I see stats on how quickly they perform, they just see the slide and then they get tasks on their screen. Which allows me then, to supervise who is interacting with the task at the given point, I think you almost get like an direct messages, when you get, ellipsis, the dots that show when someone is writing, you see who is writing, who is engaging with the tasks. And by keeping them on LearnLab, where they would then have a presentation to look to, if they got distracted, and a task to do that I can supervise in real time, while at the same time having the BigBlueButton video call, where I could then communicate directly with them. For example, you can take a student, send them an individual message and say "hi, I'm noticing that you are not writing, what's going on?", and the student could say "oh, sorry I stopped paying attention", or "sorry I just snuck of to the loo, I'm getting right on, now!", fantastic!

I: And you couldn't do this without the application, right?

M: No, ehm, it's not possible to do in, just in BigBlueButton, the video call, I also needed to use LearnLab. And I found a lot of good, free resources, but this was not provided to us.

M: Yeah, this is actually my next question. Do you feel that your school facilitated your teaching online, or was it more like a sudden shift, that you had to, as you said yourself, you had to find the resources, online?

I: Yes! At the time… we have had shifted headmasters', head teachers a couple of times since then, and as I said, I started teaching after the fact of the pandemic, so my coworkers at that time, had already had a couple of months to practice. So when I started teaching, they already had a wealth of advice and resources to share with me, so my coworkers helped me along the way, the school. The head teacher at that time, she helped me navigate BigBlueButton, she gave me very good advice on how to engage with the students and sort of keep tabs on them. But they didn't know about LearnLab, I found LearnLab via my sister, and then introduced it to my coworkers. So it was very much my colleagues, it wasn't the school or any sort of higher instance. The Norwegian Board of Education, UDIR, I assume, I think they put up some lists of resources and such on their website, but teachers had to rely on other teachers to get advice and find resources and navigate the murky waters of the pandemic. You have to tell me if I'm to verbal… satisfactory… (uklart)

M: No, I'm more interested in you talking, than me, haha, so that's good. Do you think that your focus on the basic skills, you focused more on writing skills you said, in-class.

I: Yes.

M: Do you feel that that changed when you went online? How you facilitated, was it more like focusing on oral skills, writing, reading, did it change in any way?

I: Ehm, yes and no! Because for me to answer that question, I need to turn it on it's head. Because my entry point into being an educator, was during the pandemic, so I started by relying on written texts and sound bites which were a lot easier to demand from a student than performing on the camera, even in breakout rooms, individually, one-on-one with me, they what do they say these days, "it was cringe AF, to speak English to the camera!", but to sit, make a video or a sound recording on the phone and send it to me, they were happy doing that, only because they could cultivate it a little bit and edit out any mistakes they made, something like that. But, yes, so aside from recordings, most of my teaching during the pandemic, relied on them handing in written submissions, and me correcting their grammar, correcting the formality of the English, et cetera.

M: Did they communicate, like collaboratively, in the online classroom, as well? Or was it more like focusing on individual work?

I: I think they were focusing on the individual work. I know they had a class chat on Snapchat that they communicated, I couldn't access that. I tried to encourage, I tried to make it as accessible for them as possible, so I staid "you can send me an SMS, you can ask to be put in a breakout room with me, and ask me questions, you can write it in the main chat here on the BigBlueButton, or you can write me an individual message on BigBlueButton, just communicate with me!". And, very often, ehm, I mean, they… when I put them in breakout rooms and it was just two students or three students, then they could put on their web cameras, and then I notices that they manage to interact with each other.

M: Why do you think that was easier to do in the breakout rooms?

I: Because, partly because I made sure that there were good groups, I cherry picked the students and put them in groups that I thought would function better for pedagogical purposes. And because they did not, then they had a lesser reason to fear someone making recordings without their knowledge, or something like that. Because that was, it was a big fear at that

time, and it took some time for us teachers to sort of gotten on the fact that the students, I would not use the term terrified, but they were hesitant to appear in the shared video chat, because they were afraid that someone would record them. The main strength of BigBlueButton its that they could not see each other, unless I specifically clicked on it, which made me, yeah I should have mentioned this before, saying that it was a struggle to make them put on their web cameras. Because all of them could just see me, so it was baffling for me at times, that there is nothing at risk here! You can only see me, I can see all of you, but.

M: But they couldn't see each other?

I: They couldn't see each other, unless I changed that in the settings, or put them in the breakout rooms. And still, they hated being on camera.

M: Do you think that it resulted in a changed discourse, classroom discourse online?

I: Absolutely, absolutely!

M: Why?

I: Because they were, there was less interaction, there were at least less class discussions. There were small group discussions and I would try to make them summarize their points in the main room, in the chat or something like that. But I also found out that despite BigBlueButton being almost made with privacy in mind and me keeping close tabs on their interaction and making sure that nobody was cyberbullying anyone, this snapchat classroom group chat allowed them to run a parallel channel of communication. And I discovered at some point, that occasionally people's answers could be ridiculed in that. So, it's, yeah. It's like hurting cats, really. Cause they are at home, they have, yes you have this channel, this video chat that you control, I have this presentation tool that allows me to give them tasks that I control, that I regulate. But with modern, the digital units, you have som many other channels of communication, that you can access and keep going at all times. And it was impossible to monitor all of it, so I noticed less participation. For the life of me, I could not make them have a classroom debate. So, in that aspect, I think their oral skills, ehm, they were not lacking but they had a worse, jumping off point, when they started back fulltime classroom.

M: Why do you think it was difficult for them to participate orally?

I: Ehm, I think because they were afraid of being made fun of, in different channels, because, they found it awkward to sit and just talk at a screen. Some of them had challenging situations at home, where they could not get privacy, they needed to sit at the dining room table and I saw parents walking by in the background, or pets jumping up. There were lots of distractions, you could not get the focus that you wish to have in a classroom. Yes. So I think the "hurting cats" metaphor is the best I can deliver.

M: Yeah, it's a good one. So do you feel that your students became more passive through the digital screen?

I: Yes.

M: Was it more learner centered or teacher centered, your English teaching, or was it a balance, you think?

I: Could you elaborate on what you mean on learner centered and teacher centered?

M: Yes, was it more like… did you role change as a teacher online? Did you became more of a facilitator, or lecturer, or observant? Do you feel that, did the teaching rely more on you, lecturing?

I: Yes! Yes, I… even though I am a chatty Kathy in general, then I sort of, in my classroom I have to remind myself that "ok, well now you have talked for twenty minutes, you are going to loose them, have them… they are the ones who are supposed to use this language, not you, shut up!". But during online teaching, I could speak for two hour straight, because stopping and trying to encourage people answering or participating or jumping in with any sort of comment, was next to impossible at times! Especially as things progressed. In the beginning, I won't hear a bad word about them, they are great kids. Of course, as with any class, there are some that are stronger than others, but they tried, in the beginning, but part of what really… part of the horribleness of the online teaching experience, was seeing how my students gradually, they were just fading away. You could see the light just start dimming in their eyes. They got so tired and exhausted of only being at home, not being social. There's much to be said for the focus that you could get when you are sitting on your own and just working through tasks, by all means! But teenagers need to be social, they need to interact with each other, to mess up, and to get in fights. They need to hone their social teeth, as well, and you do not get that, digitally!

M: I talked a little bit about the Communicative Language Teaching.

I: Yes.

M: It's a theory, or an teaching approach, in my thesis. It's highly connected to making authentic or real life situations, learning situations in the classroom. What do you think that entails, and do you think that you managed to facilitate that, online?

I: Mhm, I'll answer the second question first: no! I do not feel I managed to do that. Maybe I touched on it, at times, but as I say, we never had organic discussions happen. I did not get my students to participate. I could make them respond to tasks, or like say…. I got them to utter verbally the response to a task that they had written down, but just chatting to each other in English. Unless it was in breakout rooms in pairs and it was old friends, and I managed to bully them into speaking English, very litte! And, yeah, it is something that I see a great deal more in the classroom, yes.

M: Do you have an example of an authentic learning activity. I think I read about, like it could be role plays…

I: Yup.

M: … or them interviewing each other, like things that… or listening to authentic language…

I: I mean, we do all of those things, but, to use the British Empire, as an example now we were, in the section where we read about India and how India started decolonizing itself and Mahatma Gandhi's salt march. And when you find an individual, it's easier for anyone to deal with history when leaning about the individual histories. And Gandhi is a fascinating guy, and he is also controversial, so my students were already more engaged with that. So I decided to, at the time I was wearing…

M: Was this online?

I: No, this was…

M: In-class, yeah.

I: … just before Christmas, in-class. And I was wearing a bit of a tailcoat, I dressed myself as the British Empire. So I was the British Raj and I tasked two of my students to be British policemen in India, and I put like… I said "this is salt, from the ocean, which is free, and I only want you guys to get salt from here, which I can tax!", and I got some other students to be reporters, and some of the students to be Indian civilians. And then I got one of them to be Gandhi, and I had him round up the civilians and put them in line and force them to march towards the salt. And then the Raj's police officers started beating on them with little markers, or something like that. It very much became a role play situation, and then by putting them on in those situations, I could be like "what motivates you to do this?" I would say to one of the British quote on quote, policemen, they said "well you told me to!", "yes, that's true, but do you like inflecting pain on the citizens here?". And you know, after laughter and there was a "but he owns me money, haha!", they said "No, it feels a bit pointless, because they are just going to get the salt anyway. So for us to stand here and beat them up…", I said "Yes! And also, you guys are reporters. You need to keep seeing… the Indians civilians are not even resisting, and you keep seeing these two policemen just brutally beating them, and beathing them, and beathing them! What do you think?", "Oh, well I definitely…" (uklart). It made them engage with the subject matter, on a whole different level! And I think it's so valuable for them to be put in the shoes of these historical characters, and it's something I strive to do in my classroom, is to create authentic situations where they can engage and…

M: They used their English language, right?

I: They used the English language, terrifically well. And afterwards we wrote texts on it, and when I later on had an oral assessment, where I… they were to explain the rise and fall of the British Empire, and also draw lines between that, and we watched the Vendetta, which is you know an alternate timeline for them to weigh the British politics, for and against. It was sort of… it was a challenging task, because I demanded that them, not only have a good overview of the history of the British Empire, but also manage to compare it with the plotline in a fictional story in an alternate timeline where Britain has shifted towards fascism. And, some of the, ehm, some of the reasonings, some of the conclusions that they got to, some of them… when they recounted their reflections to me afterwards, it was amazing to see how many had very good memory of Gandhi, the salt march, the injustice of it, and from them then to compare it to the injustice that are very prevalent in the film. It made it very apparent to me that, actually managing to, well quote on quote, force them into authentic situations where they used their English, does encourage recall and reflection!

M: Nice. I think we are soon getting there, but just a quick question. Do you think that accuracy or fluency is the most important in language learning. To be, yeah.

I: Fluency, orally, accuracy in written!

M: So it was more focus on accuracy when you had the online teaching, then?

I: Yes! Yes, I guess I… it depends. In any classroom you will have lots of different levels, and we are the sort of school where we, we get some very, ehm, trying to come up with the correct term to use pedagogically, but let's say, some very strong students and some students that are not prepared for studiespesialiserende, but they did not know what else to do, so they decided to apply but they are not necessarily motivated to learn. Which is sort of prerequisite when it comes to studying. And because of that, you will also get several… you will get a very wide variation of level and ability to engage in English! What am I getting at, what was the question?

M: Ehm, accuracy versus…

71

I: Yes, so sometimes that is a bit of a mood point. Sometimes you need to get down to the nitty gritty basics of the language. I do have some students where I have to, I have to work on basic concord "Have, has. I am, you are…", to remind them of the grammar, the plural/singular differences, the conjugating verbs. And I have some students where I just need to admonish them and tell them that they have to be more concise in their wording, and the next draft they hand in is better, they understand and internalize and execute the feedback independently. So it's a hard question to answer, because…

M: It depends?

I: It depends on the students!

M: Mhm, of course!

I: But if I'm general, I would say it was more on accuracy during the pandemic, because most of what I worked… most of what I was able to extract from them was written!

M: And, lastly about your experiences from your own digital competence. Do you feel that it was sufficient to teach, to suddenly change your teaching platform?

I: I mean, again, maybe I' a bit of a bad interview object, because I started, I started with it! Ehm, and I…

M: But it's interesting to have different experiences.

I: I had to learn on the job, definitely! And I, occasionally I would learn of a new resource twenty minutes before a lesson and manage to implement it. So it was a bit madcap… (uklart), "happy go lucky" at times.

M: I think many did!

I: Ehm, but I do think it has made me, it has made me a lot more aware of which skills I assess when, when I can sort of demand the access, the different aspects of the subject with my students, what time during the course year and when during the week even. I have become more aware of my… of outside influences to my students, and I think that has made me a better teacher! I do still use some of the digital tools, because I think they are useful, like LearnLab. I prepared lots of materials for my lessons during pandemic, that I wouldn't necessarily use, I wouldn't necessarily copy-past it into the classroom right now, but since I have already made it, it's a lot easier to reshape and polish up material that I have already made expressively for the digital arena and bring it into the classroom and make it even more fun! Because then I can send them into cyberspace to learn, and then extract them from cyberspace and have them engage with each other, orally!

M: In class?

I: In class, yes!

M: And lastly, what skills do you think that you as an English teacher need in the digital teaching world? Are there any specific things that you think digital teachers need to be aware of?

I: Improvisational skills are always useful! Being able to not only… to assess digital tools, I think that's essential! To not only see "oh, this is useful to me as the teacher", but to be able to consider your students' needs, to assess whether or not a tool is accessible for the learner as well as the teacher! And I think, ability to just lower your shoulders and not take yourself… I think acceptance is the main skill, to learn that you will not get the same results as you will in

72

156

the classroom, but you can get good results if you are curious, <u>willing to adapt</u> and have the… I mean technological skills are useful and me having grown up as a nerd, as a gamer, as a PC geek, I think it was a lot easier for me to role with the punches and the challenges of the digital classroom. <u>I noticed that, we are a very young group of teachers here, some, not necessarily the older, quote on quote, generation, but those who have had less exposure to digital hiccups and problems and trouble shooting and such, probably had a bit more rough time if things went wrong in the digital classroom!</u> And as a teacher, things always go wrong, but if you are used to fiddling around in settings, then I's less stressful and you manage to get back on track!

M: Mhm, perfect, thank you!

I: Yes.

M: Do you have anything more that you want to add before concluding? Anything that you fel is unsaid? I don't!

I: No… I am happy if anything I have brought on the table is useful.

M: Yes, indeed it its!

I: Fantastic!

M: Thank you!

TEACHER E INTERVIEW TRANSCRIPTION

<u>Time: 59:44 minutes</u>

M: Sånn, da tror jeg den er på! So first of all, thank you for participating, it means a lot!

I: No problem! Mhm.

M: It's a semi-structured interview, so I have already prepared some questions and topics, but I am more interested in your answers, rather than just following the… So I also printed out, I'm not sure if you have read to research question, or… it's not set yet, but…

I: Mhm.

M: And this is the topics that I will discuss today with you!

I: Mhm!

M: Your background and experience as a teacher, some of your beliefs regarding the English subject, experiences from online teaching, how you planned tasks and activities online versus in-class, your digital competence, if you felt it was sufficient and how you implemented ICT in your online teaching, or digital applications. And also your future course, if you think that your online teaching has shaped your current or future teaching.

I: Mhm.

M: Sounds good?

I: Yes!

M: So, a little bit about your background and experience. First, I want to know why you decided to become an English teacher?

I: Haha.

M: A big question!

I: It is a big question!

M: Be honest, too!

I: Ehm, haha, there is not really an easy answer to that question. Ehm.

M: You don't have to answer it.

I: It's basically cause I took a one year English course at … (mentions the name of the College she attended) and then we had to go to practice cause I was just going to do a year of English, and then I liked it! And so I decided to go that way, and, so, yeah, that basically it… (litt uklart)

M: I forgot to mention, but we don't have to mention the name of the school so it's anonymous!

I: Aha, yeah! Mhm!

M: And what are your qualifications as a teacher, or do you have a title?

I: Ehm, yes I have a Master's in English and I don't know the English name of it…

M: No, the Norwegian?

I: Lektor! "Lektor med tilleggstudanning", yes.

M: And what is that extra?

I: Ehm, no it's just because I did, I didn't go the included pedagogic, right, so I have five years and then the extra year with PPU.

M: Yeah. And how many years' experience do you have from teaching English in upper secondary?

I: Ehm, thirteen! Or this is my thirteenth year. Yes.

M: And do you recall which year and educational program you taught during the pandemic, online, at this school?

I: Yes, it was yrkesfag the first year. So…

M: Do you remember how many months, approximately, cause it was probably on and off!

I: It was on and off. I mean it was the start, like the… from…

M: 2020?

I: 2020, well in 2020 I also did the second year in yrkesfag, because that was before they implemented the new curricula. So, at that time it was English over two years. So I actually had both of those in that year, and then I have had the first year because in the next, I mean the schoolyear 2021, the new curricula came, and then English was just for the first years!

M: Oh, for yrkesfag?

I: Yes. It was for both of the years. Three plus two. But that changed with the new curricula in 2020, yes. So the first months there in 2020 March, April, May and then the next year, the next school year 2021 we had like couple of weeks maybe with home schooling, on and off. Not to much here, actually, mostly at school, but… and then… I don't think we had any 2021-2022, I think we were mainly at school.

M: And now it's 2023 It's crazy, three years! Haha.

I: I know! I know! Haha.

M: So many have to recall. It's been a while.

I: But I don't think, I mean this school year, nothing! But the school year before that, I don't think that we had any, it might have been like a week.

M: But you have some months then, experience?

I: Yes, I do have some months, yes! Especially the first part, which was crazy!

M: The sudden shift?

I: The sudden shift! Haha!

M: So a little bit about your beliefs. Do you have some elements of the English subject that you find more relevant or important for you to teach your vocational, yrkesfag, students?

I: Ehm, I mean since this is a vocational school, it is of course important that they get as much of the vocational part of the language that they will need! But I feel it's also very important to sort of put in all of the other aspects of the subject, so that you, you get to understand why English is important and why English is one of the big languages, or one of the most important languages to know when you are living in this world! Even if they don't… they might not see it that way, but eventually they will understand, cause very much of what they will meet when they enter the working world, lot's of things will be in English.

M: Yeah, so you prepare them?

I: Try to, haha!

M: Haha, try to!

I: Try to, haha!

M: So what about the basic skills, including the oral, writing, reading and digital in UDIR, are there any in your face-to-face teaching that you find that you implement more in your class?

I: Ehm, no I try to include as much of it as we can during the year, cause I mean it's important that they now all of these things. Ehm, and so, I try to implement both reading, writing, listening, in every class! I mean sometimes it's more writing, of course. Sometimes it might be more talking, listening. I mean listening, you do all the time!

M: To each other, and you? Both?

I: Yes, both! And maybe even to, like, from the Internet, I mean if we have people, maybe sometimes we'll watch small clips of videos or documentaries, so that they might also get a bit of more of authentic languages, not just us.

M: That's interesting. I am going to ask you more about the authentic language.

I: Mhm.

M: Yeah, and do you have any examples of how you engage your students orally in your face-to-face teaching? Do you have anything that you usually do or any tasks…

I: Well of course, depends from class to class, because sometimes you'll have students that really don't want to use English and it might take a bit of time for them to get comfortable and answering and speaking English, especially in the fall class! But the main part is to sort of tell them that, "to be better, you need to practice!". To try to, try to get them talk about things that they like, things that they find interesting, but that's not always easy, haha! It might get… but I try to, I try to always speak English myself! And that will eventually… eventually they start speaking English, sometimes they even speak English during the break! Not always, not everyone definitely not! Some students will always just answer in Norwegian.

M: Do you think that's ok? To talk Norwegian, as well?

I: Ehm, I prefer them to speak English, of course, but if it will eventually get them speaking English, then I guess sometimes you'll just have to sort of take a win with them actually wanting to speak, and then eventually they will, most of them will end up speaking English. But not all of them, no.

M: Mhm, it's hard.

I: It is hard. And some of them have maybe been bullied for things like this before, so I mean you get, you get lots of different students and you don't really know. But usually they end up wanting to speak English because everyone else does, so.

M: What classes do you have in vocational?

I: Ehm, at this school we have….

M: Or you?

I: I mean the later years I have had the industrial, TIF, but I have also had other, ehm, construction, health, yeah.

M: But during Covid you had TIF?

I: TIF and building and construction.

M: And I talk a little bit about, in my thesis, about communicative competence. I don't need a correct answer, but what do you think that entails? That the students should have oral skills and be able to communicate?

I: I mean, communicative competence in my view is that you are able to communicate with different people at different levels, and that does not necessarily mean that your English or your language is perfect, by no means! And communicative competence is also, like body language, but the main part is that I think you get across what you want the other person to understand from it. And in some cases that work and in some cases that doesn't! But that's, that's what I put into it.

M: Mhm, nice. So moving on to your experiences from online teaching. Which teaching platform did your school use to facilitate the online…

I: We used Teams.

M: Teams?

I: Yeah, and some classes also used Google Classroom or Google Meet, but, I actually used both, but I used mostly Teams.

M: Is that the one you preferred?

I: Yes, haha.

M: Haha. So how did you experience the shift, from teaching in-class with your students to suddenly being in an online classroom?

I: Ehm.

M: Was it foreign?

I: It was very sudden! Haha. It was, at first you sort of just had to try to keep your head over water and to, at first you wanted to just make sure that everyone knew how to sort of use the, to use Teams, to be able to log on. So you spend, you maybe spend a little bit to much time getting everyone aboard! And yes, it was a bit difficult at first, because you cannot do exactly the same thing that you would do in a classroom, online!

M: In what way?

I: For me, the main thing was because, lots and lots of my students then did not want to use the camera, right? So I could not see them, I could not really tell if they were there! It was easy for them to sort of hide, because when you are in a classroom and you are explaining something or you are talking about something that you want, like a text or whatever you are doing at that time, you can tell if the student is paying attention, you can tell if they have any questions or if they are a bit confused about what you are doing or talking about. But you can't do that if you can't see them, and usually the students, not always, but usually if they don't really understand what they are going to do, they won't ask you! And so, and even if you say online "ok, so we are doing this and this and this, have you understood what we are going to do, no one is going to say "no, I really did not understand, can you repeat that or can you explain in another way?". But if I had been able to see them, I could, maybe have seen like a confused glace, stare or right? But you can't really… so that sort of, the main problem, or not problem, main challenge with online teaching, because it sort of, it puts even more on the student to engage!

M: So you feel that it was more student or teacher centered in the online teaching?

I: It was probably more teacher-oriented, yeah. At least at the beginning, until you sort of got more of a grip on how to do things! Because at first, everything was crazy, and you just sort of had to try to do what you thought could work and see if it did or not. And many cases, it did not really work super fine, but you won't really know until you have tried, right? And online teaching and not online teaching, or in-person teaching is two different things, it's not the same at all!

M: And do you feel like you included all the skills there as well? Or facilitated oral, writing, reading and digital skills in online or did it change in any way?

I: No, I think I, I think I tried to, try to put in all of the parts, even though, maybe speaking was a bit of a challenge at first, but then I tried to, I started in some cases, not every time of course, but in some cases I put them into, in Teams they have something that is called "breakout rooms". So I organized different groups, put students together that I knew would work, or hoped would work, and had them do like different oral tasks together and then I could jump in and out of the different rooms to sort of see if they had any questions, if they understood what they were going to do. And in that one year that I did that, I had two classes, so I tried the same in both. And in the one class it worked really well, whenever I got into a group, they were talking to each other, in English, not necessarily always about the topic but they were talking to each other in English and I see that as a win, so that's ok! But then in the other class, it did not work at all! But that also has to do with the type of class, right, because the one where it worked, they were really oral, they talked a lot in class, they engaged, not necessarily always about the subject that we were talking about, but that's another thing, and the other class was really quiet class, that you sort of had to like pray things out of them in the classroom. And so, when they were on their own, they just didn't… So that might be more of a type of student in the different classes, than it not working, yeah.

M: And you said something about that communicative competence also includes body language et cetera, do you think that you communicated with your students and teaching them oral skills and communicative competence, changed the discourse, the way you communicated in the classroom? And the ability for the students to use body language, and to facilitate communicative competence. Or do you think it was as easy as in the class?

I: Ehm…

M: Sorry, it was a difficult way to ask the question!

I: No, no, I think I understood what you meant! It does make it a bit more difficult. I mean I always used my camera, so that they could see me of course, right? And I'm a very, I use my whole body when I speak, and the problem, or the challenge with people, with the students including body language, because not everyone was comfortable with the camera on.

M: They didn't have to put it on?

I: No, because we were told that we could not force them, and so that it was, that they could choose on their own. I did experience though, that many of the students that did not want to use the camera in the full class Team, put it on when they were in the breakout room. Not all of them, but many of them did, right? So if you don't have the camera, you can't really, you can't see the facial expressions, hand gesticulation. I mean so, yes, part of the communicative competence will sort of be more difficult. So it won't be the same as if you are in-person.

M: How do you think that affects the communication, or the participation?

I: I could, I mean for myself that, if I cant see the person I'm talking to, of course it's not the same as if you are in person. And so, if you are talking to someone and you are on camera and they can see you, but you can't see them, it makes it a bit more awkward, I think.

M: Yes, cause you had the camera on, right?

I: I had the camera on all the time! So I felt like I was just staring into the black, nothing! And especially in full class, and no one replies and no one, so it's a bit… and then eventually when a student might just "yes, we understood" haha, so. I think that communicative competence in, especially in oral language is more difficult when online!

M: Do you think that their development was affected by the online teaching, or was it only a few months so you don't think… did you feel a change when they returned to… maybe it's hard to tell.

I: I mean, for us it was such a short time, I mean, not the first one, but that was towards the end of the year, so.

M: Was it not in March?

I: It was from March, like in the middle of March and then until like, I think the students came back around mid-May. So two months, and then you had easter break in there! So, of course they were affected by it, but I don't think that that would make it like a long-term. And for our area, we did not have like long lockdowns the next year, either, but what we did was, and I think many other vocational schools did the same, that in the part of the year when it was a bit semi-closed. We did the common subjects, like English, maths and things, online. Then they did all of their program studies in the work shops et cetera, at school because it's kind of difficult to do that online! Haha.

M: Yeah, haha. It's more difficult than English.

I: It is definitely more difficult. It's not really easy at all. And so, so I feel that our subjects or the common core subjects were sort of more online than the others, at our vocational school, at least. And I think that many other schools that did vocational schools did the same thing. So, we did have some of it, but I don't think that… we did not have long enough periods that it really affected the students' learning, I don't think so!

M: No? That's good.

79

I: But probably in other parts of the country, or maybe even in the bigger cities it might have been closed more, yeah.

M: And do you think that you had the same sort of teacher role in the in-class as to online? Or do you feel like… or teacher roles can be like facilitator of tasks, interactive, lecturing…

I: I mean not really. In some aspects of it, yes! But I do think that more students probably would have asked for help in-class than online. Because very rarely they asked me for help, even though I of course told them that they could ask any time! So I think that the roles changed a bit, yes, but not very much, no.

M: And how did you give feedback to your students, online? Was it written, oral, in the chat?

I: Ehm, I, ehm,,,

M: When speaking about the oral skills!

I: About oral skills, then I would, I did, I did do one-on-one on Teams, so oral feedback. And then they usually had, then they would have their cameras on.

M: But not in full class?

I: No, not in full class?

M: How would you give feedback, or was it difficult to give feedback then?

I: Mhm, basically the same as in a normal, in-person class. So not really different, no.

M: Do you feel that it's necessary to correct if you hear grammatical or pronunciation…

I: No!

M: No? Is it the same for the oral and the in-class?

I: Yes!

M: Why?

I: Ehm, because I think that it's important that the students talk! And if you are constantly being corrected then that wouldn't really give you sort of a good, ehm… But sometimes I might repeat the word, but I would not say "no, no, no that's wrong!", right? But I would maybe repeat the word the way that you are supposed to say it, right?

M: Like more indirectly?

I: More indirectly, but not to sort of… because some students might feel that you are mocking them or just telling them that they are not…

M: Good?

I: … good. But, so I won't say "no, no!", but I would probably just maybe repeat the word, especially if it's a word that I know many students struggle with. I don't have an example right now cause I don't remember those things, but if it's something that I have heard many other students say incorrectly as well, I would make a point out of it just repeating the word or repeating the sentence. Sometimes, and I will do that in class as well, because sometimes some students talk very softly and it's not loud enough for everyone to hear it, so I will repeat sometimes anyways. So it's not… it wouldn't be something that they would feel, that I'm just repeating what they said because it was wrong, because I tend to do that a lot!

80

160

M: I think that's a good way to do it.

I: Ehm, because no one likes to be told they are wrong, haha.

M: Me neither, haha.

I: And we are not perfect! I, we all do mistakes when speaking, even if it's in Norwegian!

M: Yeah, haha.

I: Haha.

M: That's a good point!

I: Right? And I try to tell my students that none of us are perfect! I speak wrongly all the time, especially when you are talking, it's very easy to make grammatical mistakes and even when I'm speaking Norwegian it's not perfect, or…

M: It shouldn't be!

I: It shouldn't be! We are people! But it's important that they understand this and… because it might sort of make the plunge into speaking a little less frightening, because we all make mistakes, none of us are perfect.

M: That is so true! And you mentioned something about authentic…

I: Mhm.

M: … earlier. What do you think that entails and did you manage to do it in class and online?

I: I tried to do that in both, yes. I did try to do that. Because I think that it's important, and also the variation in types of English! That it's not just standard American and RP English, but that you get English from many parts of the world! Just also to show them that there are many different ways of speaking English, and English is not just American or British.

M: Do you have any examples of how you did it online? Or both in class and online?

I: No, it's mainly just… I mean "authentic" would…

M: Audio files?

I: Yes, usually audio-files, or different video clips and of course many of the times when we do this, is when we work with, like cultural or with different countries, like English speaking countries. And so… and then sometimes just to find like small clips of fun things, just in between to make… so it could be like sketches and different types of things.

M: So did you share your screen on Teams, or how did you show your students the…

I: Online I shared my screen, yes. Cause that's the easiest way to do it. And then of course sometimes I also posted, we use It'sLearning, and then sometimes, well we also used Teams back then, so I could just share the link also, with the class. So I would probably do both, share the link but also show it!

M: And I think we can talk more about how you made the tasks and activities.

I: Mhm.

M: What was your aim when designing or planning the tasks, focusing on oral skills, online?

I: Of course that, it's the interactions between the students, it's the main aim that they talk to each other. Whether it be about a poem or, I don't really use poems, but, about a topic, let's say "gun control", or whether it be about how to use certain types of tools in the workshop, different types of things, but the main point is to get them to talk to each other. And of course within a set of, maybe they have a specific task that they are going to describe a tool, and the other one is supposed to try to figure out what tool they are talking about, right?

M: When you did this online, was it one speaking in front of everybody or in the breakout groups?

I: No, in breakout rooms, yeah. Cause that's, most of them wouldn't want to do it in the whole class. Yeah, so usually breakout rooms for those types of things. And I would do the same in class, right? They would sit in smaller groups, and then maybe afterwards we could do like, in full class, when they had already sort of practiced with a smaller group, and then you could sort of go to the bigger group to…

M: It's more comfortable?

I: Yes, because then they had already done it in a smaller group, and then they might want to do… but of course, not everyone will, no.

M: No, understandably! And yeah, that may be also authentic, because they are implying or learning vocabulary that they will use later!

I: Yes!

M: And would you say that you focused on individual work or student collaboration online?

I: Both!

M: Both?

I: Yeah. I don't think that I really made to many changes as to how I would have done it in class. I mean of course you had to sort of bring the whole… where was I?

M: You did not make too many changes?

I: No, not too many changes, other than the fact that you had to sort of take into consideration that they would be online. But usually, many of the tasks that the students are working with can work either way, if you are all together or… I mean it's just sort of, if they are writing, they'll have to write on their computer. I mean, no they don't really have to, but it's easier. Especially if you are doing collaborations, then they should write on their computer and hare documents, or something like that. Or they could write in the chat in the breakout room, for example. But I don't think that, I don't really think that I made to many changes, in the way… I mean some things, no not really.

M: No?

I: No.

M: And you said that you had to take into consideration that it is online, what do you mean by that?

I: Ah, I mean the… mhm… ehm, I mean just small tings like how they are going to answer the things, like I said just with the computer, because sometimes students don't always use… don't all students like to use their computers, but it's sort of a given when it's online, so they have to. But not really to many changes, not really to many considerations about that.

M: Mhm.

I: No.

M: And, did you have any… you talked about discussions, you said something about discussion, didn't you earlier?

I: Mhm.

M: Yeah! Did you have any discussions, was it more open questions or closed questions, that they were seeking answers or did you have like pre-defined answers, or was it more discussing for…

I: No, more open answer questions.

M: About what? I think you mentioned earlier, but I forgot.

I: I believe we did one about gun control.

M: Gun control.

I: Yes.

M: Online?

I: Yeah, I believe we did that. If I'm not mistaking.

M: No worries! It's many years ago.

I: Yeah, it is. Where they, I mean because that's not really a closed answer question, you can get many different options about that. Ehm, because I think, at least if you are going to do discussions, it needs to be open. You can't really have a very closed… I mean some students might be very closed off and don't want to say things, right? That's the way we people work, but if you are going to do discussions, then it needs to be, you need to have it open so that everyone can contribute with whatever opination they have on the subject.

M: Mhm, good point. How did you do that, or facilitated participation? Cause you said it was harder to engage students online, right? To get students to speak.

I: Mhm.

M: But how did you do discussions, then?

I: It was still in breakout rooms.

M: Yeah, ok.

I: Yeah. And then we would, we would afterwards go together.

M: Regroup?

I: Regroup in like the big group, and then… because then as soon as they have had a little time to discuss it themselves and be in a smaller group, then they know what they can say afterwards, right? And if they don't want to talk, than I have, when I sort of went into the different breakout rooms, then I caught some of the arguments or some of the points that they made. So I could say "ok, but earlier you said this, could you tell us about that?"

M: Facilitating, right?

I: Mhm.

83

M: Interesting. And I think we can move on to the last topic, which is how you feel that your digital competence was implied. Do you think that it was sufficient to teach online? You said that it was a sudden shift, and everything was crazy in the beginning.

I: It was!

M: Do you feel like you had enough competence, or?

I: Yes! I didn't find it difficult to change in that manner, because I knew how to work it, didn't have any big troubles figuring out how to do it.

M: Have you used it before, you said?

I: I hadn't used it that much before, no. But, ehm, it's not really difficult, haha. I mean of course it can be difficult if you don't really… if you one: don't know how to use it, two: not willing to test it. And you can try it and get better at it, but if you don't want to try it, then that makes it more difficult. So, no, I think I had good enough competences in the digital area.

M: That's very good. Did you feel like it was more on your terms or did you get any schooling from the administration?

I: I sort of did the schooling for the school.

M: Oh?

I: Yeah.

M: So you shared your knowledge?

I: Yes, with the ones that needed it. I mean many of my colleagues picked it up really quickly, then of course there were some people that needed help, but we didn't really have much time to do much of schooling on it. So it was quite superficial, but people could send me like an email and ask me for help, if they needed it. I didn't really get too many of them, luckily because it was crazy! But…

M: But they had the opportunity, right?

I: Yeah. Yes.

M: And what skills do you think that online English teachers need to acquire to educate oral skills, or any skills, to the students online? Do you think… yeah, what skills did you need?

I: I mean you need to know how to use the different tools that are needed, for example Teams or Google Meet or whatever platform you use, Zoom or whatever. And as long as you know how to use that, then you just need to know how to teach! Haha.

M: And hopefully you knew? Haha.

I: And hopefully, hopefully most people knew that, I mean…

M: Before entering…

I: … I mean if you are a teacher to start with, then you should be able to… but of course you might have to do some changes, you can't really just… not that English is a very typical lecturing subject. Rarely have any lectures at all! So, but that works, that is not a very good way to do online teaching, lecturing, I think!

84

162

M: Cause you said earlier you felt it was more teacher centered? But still it was not lecturing, how… was it more facilitating then?

I: It was probably more facilitating, yes. Ehm, because you can't really, yeah, no. It's more facilitating, yes.

M: But you feel that you embodied the same role in the classroom?

I: Pretty much, yes. Pretty much.

M: So it wasn't because of the platform that it changed?

I: No, not really.

M: It's more like the language?

I: Yes.

M: I see.

I: Yeah.

M: Only some questions left. Were they any tools, digital tools, that you implied, like PowerPoint, interactive blackboards. You said audio files, right, online?

I: Yes, audio-files, ehm, I probably used most of the things that I normally use. Ehm, of course I mean I shared my screen with the, ehm, with the students. Ehm, like showing them where they could find the information, or the plans that we were going to… what we were supposed to do that day, ehm. So basically used the same tools that I usually use, which are, many different things, yeah. But, yeah.

M: So do you believe that there were more strengths then limitations by transferring your teaching online? Or equally!

I: Ehm, mhm. I wouldn't, I think it's quite, probably equal! Maybe some limitations in, mainly in the fact that you can't see your students, that's the main limitation I feel. Because you can't force them to put the camera on.

M: So it's more like the social aspects?

I: It is definitely the social aspects! I could never be an online teacher!

M: What about the students? Do you think they preferred in class?

I: What they told me is that they liked it at first, but then they hated it! Ehm, and in many cases, many of them felt that they had to do more work when they were at home, than they did at school!

M: They told you why?

I: Probably because they had to do it when they were at home, because to show that they did something and that they participated, whereas at school they probably feel that as long as they are there, they feel that they do things, I…

M: And you are more able to look…

I: I am more able to look at what they are doing at school, but then of course maybe, maybe we in many cases had the students hand in more things, when we had homeschooling.

Because we don't have the same opportunity to see what they are working on, online, then we can in person, because then you can go around and help, and talk and see and…

M: Interact?

I: Interact. And you can't really do the same in the same way, online, yeah.

M: Did they had in written or oral work?

I: Ehm, usually written, yeah.

M: And did they have any presentations online, or was it more discussions and hand ins?

I: Ehm, I don't think I did any presentations in English. I teach other subjects as well, but no, I don't think I did any presentations in English. That, not that I can recall at least, no.

M: And lastly, about the future course. We talked about how it affected the development of oral skills, we don't have to repeat that. Are there any elements from your online teaching that you think you have transferred back in your current teaching? Or was it, since you said it was similar the way you taught online, so maybe it didn't change when you returned?

I: No, I don't think really. Just sort of the fact that if something like this were to happen again.

M: Knock on wood! Haha.

I: Knock on wood! No thank you! Haha. Ehm, no, but, I think it has opened, I don't know what to say, I don't know how to put it. No, I don't think that. My fear was that this would, and it has occurred, that some students will say "well, I can just do this from home!", "why do we have to be here, I can do it at home!". Ehm, so, haha… and also, also if a student's sick or things like that, then they say "well, you can just, you can just give it to me…", right? So that was sort of the big fear for me.

M: When returning?

I: When returning, that "you can just give it to me, I'll just do it at home". I mean, so, and the hybrid thing, with like students in class and students at home, because we did that as well. And that…

M: What was that?

I: That you had some students in class and some students at home.

M: At the same time?

I: At the same time!

M: Oh, challenging!

I: Yes! Because you can't do the same!

M: So you had different tasks for the online and the…

I: Yes, you had to! And it's not a good, that… I don't know who came up with that, but probably not a teacher, haha. So that… I just hope that they find… that won't happen more. But I don't think that I, I don't think that it has changed the way I teach, no. No, I don't think so.

M: I think I have gotten all the answers that I need. Do you have anything that you want to add that you feel is left out? Or you feel that you…

I: No, not really, no, I think, I think I have…

M: It's good.

I: Yeah.

M: Cause as you see, its about your reflections and experiences, rather than me searching right or wrong answers.

I: Yes.

M: It was a new experience for all teachers, mainly, so!

I: It was a new experience for very many teachers!

M: It's important to bring to light, the experiences you had!

I: It is! And you probably get many different answers. I'm just very glad that I wasn't fresh.

M: Mhm. You had years of experience?

I: I had years of experience when it happened.

M: But how do you think it affected… why are you glad, because of the subject itself or the student relations?

I: I think it's like the whole package! Because ehm, of course it's different for all new teachers, but you sort of, you have, with experience you feel more confident in what you are doing is correct. I mean not correct, correct is the wrong word. But you have confidence in what you are doing, and that you are doing it for the best of the student. Whereas when you are a fresh or new teacher, you wonder more if what you are doing is correct "can I do it this way?", "maybe I should do it this way instead?". And to put, on top of that, the extra stress of the online thing, and then also throw in the pandemic situation, right? Because we were all "what is happening?", right?

M: Yeah, of course!

I: So, if you also put that… because in the beginning, lots of the students were scared, right?

M: Mhm.

I: And so, so the social part of teaching was not as easy, right? You could not really see the student. Not just physically, but like, the whole…

M: Did you do anything to maintain the social interaction, aside from subject aspects, online? Or could you? Was it any opportunity?

I: No, not really! Ehm, I tried… because I was also kontaktlærer for a class at the time, and so…

M: Another class?

I: Another class, yes, I teach another subject. And with those I had to try to sort of also keep the social, because in those cases you also have all of the other things, like the, yeah, everything. And so that took a lot of time! Especially the first couple of weeks. And so, ehm, I guess many of us basically… I basically worked, I mean not 24/7, but I was on 24/7 almost.

Lots of students, ehm, sending messages at 2 in the morning, 3, many students just turned around their day. Ehm, and so the first couple of weeks were rough!

M: All respect to you for doing that!

I: And then easter break came. That's probably the one easter break I did no work! Haha.

M: Good! You deserved.

I: Mhm.

M: I think we are finished!

I: Yep.

M: Thank you!

I: Thank you!

TEACHER F INTERVIEW TRANSCRIPTION

<u>Time: 1t 4 min</u>

M: Yes! So first of all, thank you for participating, it means a lot! And this is a semi-structured interview. So I have som questions prepared here, but I'm more interested in follow-up questions and your opinion and experiences. So, no right or wrong answers here.

I: Good, haha.

M: Haha. So I have six topics that I want to address. First, the teacher's background and experience, your beliefs, your experiences from online teaching, how you planned tasks and activities in the virtual classroom, how you would address or what you think your professional digital competence, how it affected your English teaching online, and also the future course, meaning if you felt that your online teaching has influenced your current English teaching. Yes, so should I start?

I: Sure, yeah. Yeah, I might have to reflect a bit while we are talking.

M: Yeah, I have time! Of course. And if you need me to pause, you just let me know.

I: Sure.

M: So fist of all, why did you decide to become an English teacher?

I: Yeah, that's a long time ago since I decided that. I liked English studies, I really liked English literature, I found that fascinating, so yeah, because I liked the literature part… I didn't, at first I wasn't decided on becoming a teacher, but I think when I finished my Master's, I had to think about what to do in life, haha. Seemed like an ok profession, to influence students to be reading it, you know, first and foremost. But I mean, of course, teaching takes a lot more, but it was also practical, because my husband was a teacher so I decided to become a teacher as well so we can share holidays, haha.

M: It's a good reason, haha.

I: Before that, I also taught that yeah, teaching, I'd like to be in the classroom and teaching students the things that I like. So literature was one of my passions, and African literature in specific.

M: Yeah, interesting. So what are your qualifications as a teacher, what title do you have?

I: I have what we call in Norwegian "Lektor med opprykk", which is a Master's degree in English and then one year of pedagogics. Like an occasional studies.

M: So that's why it's "opprykk"?

I: Yes, because you have an extra year, more than you need. More than you need to have that degree.

M: So six years?

I: I guess it was six years, yes… no, I think it was in seven years, haha. Yeah, before, it was in the 1990s I did my studies so, it was a little different then what it's now.

M: Yeah, it's changing.

I: Yeah, mhm.

M: So, how many years of experience do you have from teaching upper secondary English?

I: Ehm, since 2004, so I guess that's eighteen years now.

M: In the English subject?

I: Yeah, I always taught English subject. Yeah, so it was in 2004. So yeah, it's nineteen years now.

M: So you have some experience, I'm glad to hear, haha.

I: Yeah, haha.

M: And which year and educational program did you teach upper secondary English during the pandemic?

I: Ehm, I taught the vg1, which is the first year of high school, upper secondary school, and, ehm, it must have been the second or third. I think the third year as well, I either teach the first and second or third, yeah, so I think that year, it was the third year, yeah, the last year of high school.

M: And it's general studies?

I: Yeah, general studies. Yep. Sometimes I have also taught… the ones who take childcare studies, or health and education studies… (uklar tale på grunn av bakgrunnsstøy), but I can't remember if I had them during the pandemic. No, I don't think so, I think I only had the first year general studies, and the third year.

M: And do you remember roughly, it's hard to remember cause it's almost three years ago since it started. But roughly, how many months do you think you have experienced online teaching?

I: Ehm, everything started in March, right? So March, most of March, April, May, June. And then I think we did some online studies during the fall as well, but it went back and forth from being, you know full online studies, and then partly online, like we would be at school any other day, "yellow", "red", "green", haha.

M: Like the hybrid?

I: … yellow and read many times… (helt uklar tale grunnet bakgrunnsstøy).

M: Yes, so, yeah how many months did you?

I: March, April, May, June. So at least four full months, or four school months, and then it was off and on in the fall, I can't really say how many months.

M: But mostly in 2020?

I: Yeah, but I think we also closed down, like if you counted them all, I'm sure it was at least six months. It was back and forth. Usually, when we started back again in 2020 in August, I think we started with what they call the "yellow" level, where you could be at school, but you could only have fifteen in each classroom. And then what we did, I had a class of thirty, right, so then I had them in two different classrooms but teaching at the same time! So you could do it different ways, we could wither go back and forth, or we could set up the computer and have physical in one classroom and then online in the other classroom. It was horrible!

M: Yeah, what did you do?

I: Well, I mostly went back and forth. I'd start the class in one classroom, and went through things and had them do tasks, and I did the same thing in the other classroom. But I knew as soon as I walked out of the room, they would not be as sufficient. And the same, I knew that the classroom, If I would try and teach online in one class and not the other, they would also not pay attention very much. That was a very challenging situation. Well, even though they could be at school and they could see each other, but that was good for the students, but teaching wise it was horrible!

M: I could imagine.

I: Yeah, so than it was actually easier to have them all at home, teach them online.

M: All online, instead of the hybrid?

I: Well, I think for the students, maybe the hybrid was better socially, but for educational, I think they maybe got more out of being at home… (uklar tale) but I haven't done any research on it, it was just my impression.

M: Yeah, of course. That's what I'm interested in, your opinions and experience.

I: Yep, mhm.

M: So what about your beliefs, are there some aspects or, some central aspects of the English subject that you find more important than the others, to teach. Do you have anything that you aim for your students to develop, any skills, or?

I: Yes, I like teaching literature, and I think that is really important. Because I think literature, teaches us a lot more than just reading. It teaches the students to reflect and to learn about different societies, teaches them culture, it teaches them psychology. It teaches them a lot of things. You know, to have a different world view. It also teaches them grammar! If they are good readers and they learn to read a lot, then they also write better, eventually! So, yeah, I always recommend them to read a lot, but in class, I don't have always to much time to read, but I focus on teaching a lot of culture as well, or society issues and stuff! To learn about the world and to learn about themselves! So I find that the most rewarding and what I think is the most important. Of course also, there are some issues in grammar… (uklar tale)… it depends, it's not what I find the most important. Usually kids are good at communicating and those who are not good I urge them to read more, or listen to podcasts, listen to English!

M: Yes, cause listening could improve their…

I: Yeah, yeah. Listening improves their writing as well because they learn the flow of the language. Cause often, they have difficulties, or are getting bad marks in written English, it's because they mix up sentences, right, Norwegian-English sentences. The spelling is not that big of problem, but it's the… so if they read a lot or listen to English, then the fluency, they will learn the fluency of the language, better!

M: Yeah, so what should they listen to, you think?

I: I think they should listen to books, like audio books! And I also urge them to listen to podcasts, if they find something… they can listen to anything! Then can go into a website, of like a newspaper website, BBC, CNN, whatever, there's tons of different sites that give out podcasts. And then they would just listen to what they are interested in, if it is sports, politics, or fashion, or… haha. I mean it should be some, a bit of advanced language, I guess. I am not

urging them to listen to blogs or influencers or anything like that, it should be something a bit advanced, but also something… Like Ted Talks is a good place to listen to things. Anyone can find something they are interested in there. So sometimes I give them task to listen to a podcast, and then make a review of it or something like that, or talk to each other about it, or, yeah.

M: Yeah, interesting!

I: Yeah, that was one of the tasks I gave them during the pandemic, actually. I would say to them like "instead of listening to me lecture on the line", I told them to pick out maybe three short podcasts, and go for a walk and listen to them. Yeah, cause I mean they can be outside even though they have to… (uklart)… it's good for them to go outside during the pandemic. And then they had to listen to it and write a short note on each podcast that they listened to. So that was what they had to do. Sometimes they also had to sit in groups, I would tell them to call each other up and have group work on the same kind of thing, or on other things that we had done. So that was one thing… one way I made sure that they could speak English. Cause they would never speak, or not many would speak in class. Like if I would have a lecture like this, and they would all be there, one or two, or maybe three would have their faces up and the rest would be in dark. I had sometimes forced them to have it open a few minutes so I could see them, but generally they won't have their face up.

M: It's hard! How do you think that affected their development of oral skills and communicative competence. When they didn't… they wasn't in the same room and couldn't see each other. Do you think that affected…

I: Yeah, I think the… it is harder for them to communicate or speak English, speak up, during a class like that, online class, because a lot of them where insecure and they don't want to put themselves out in front of a camera or in front of people they don't see, they don't know if someone is taping it, or what is happening. Ehm, so that's why I usually had them go into groups and I'd give them tasks and said, "discuss this in your groups" and they'd call each other up and have… like I'm not, I can't tell if they were talking English while I wasn't there, but I would call up each group and then I'd hear what they had been talking about and how they answered tasks.

M: Like breakout rooms?

I: Yes, yeah, I don't think they are called that in Teams, are they? Yeah, maybe.

M: Oh, you used Teams, right. Yeah.

I: Yeah, we used Teams.

M: So, what basic skills, including oral, writing, reading and digital skills did you mostly include in your face-to-face teaching, and which did you mostly include online? Did it change?

I: Definitely digital teaching, changed, because we had to be online all the time. So yeah, I mean I had never used Teams before, we had to, during the pandemic, we… the learning curve was pretty steep for teachers during that time, but also for some students I think, not all students were used to these things. And you know, having to share screen for instance, that was something.. haha…

M: Yeah, that was hard, haha.

I: And having these breakout rooms and calling each other up, and, yeah, I mean it wasn't difficult it was just something you had to learn to do. Yeah, what else did you say? Digital skills…

M: I think you said you focused a lot on reading literature in the classroom…

I: Yeah.

M: … and did that change when you transferred to virtual teaching? Did you focus on oral skills, writing, reading or did you just transfer you focus online, if you understand me right?

I: I think I just transferred what I was doing in class, online! "Did my focus change?", mhm, I wonder, haha.

M: Yeah, it was a hard question, haha.

I: Yeah, because I had my plans and I had things that we wanted to go through, and now we just had to do it online. But I certainly had to find different ways of doing it, cause at first I remember I would like in class I would stand and even have a PowerPoint or presentation, I'd walk around in class while I talked to them, and made sure that they paid attention and I would ask questions along the way to see if they were understanding what I am saying. And that was harder online, because I would ask once in a while "do you follow along?", bla, bla, bla, I would ask, maybe pick out a name, but it was a lot harder to see who was following alone and who is not, when they are not, their faces are not visible! So I felt my control as a teacher was totally gone! I had no idea if my students, how they are doing. So I wish I can see, in the classroom I can tell who is paying attention, who is not paying attention. I can see who is understanding what I am saying and who is not.

M: Based on?

I: So there is none of that follow up! I could not follow them up, as I wanted to. So what I did instead was to have them maybe write more things to me, maybe shorter things that they had to hand in. And sometimes I also do, like I said, I had them in… I went away from having lectures online pretty quickly. That was exhausting for me and for them, haha, and boring. So I had them maybe study online, themselves, and then they would have to into groups and talk about it and do group work… maybe just (uklar tale).

M: Do you have an example of a task, cause I'm focusing on oral participation and oral skills.

I: Ok!

M: How would you define that and how do you think you made your students to communicate in English online? In the groups, you said?

M: Yeah, like I said I couldn't be sure that they would actually be speaking in English in the groups, just themselves. But what I did to check is that I visited each group, and then I'd ask them "what did you guys talk about?", "how did you find this?". And it could be tasks about a presentation I had, a theme we had gone through, or a film they had seen. Sometimes I had them do, watch a film during class, and then next class I'd say "ok, you guys have been in groups and talked about this", and bla, bla, bla "and let's hear what your answers were!". So in that way I could check that they were talking. Sometimes I also had them… I think that during that time they had also read a book, and then they'd have to, they'd have to prepare some presentation or something about that book and I'd call them up one and one, and they'd…

M: Online?

I: Yes, online, yeah. And then they had to have a presentation for me, and then we talked. And I also, you know, during, when it was just one on one I talked in, of course, English but I also asked them, I could ask them how things were going, how they were doing with their online studies or just how they subject was going. So yeah.

M: Like a social aspect?

I: Yeah, and in some ways with some students I maybe talked with more in English, because when I had to do it one on one, you don't always talk one on one to students in class, you make sure that everybody participates once in a while. So, and then, yeah, so some might have actually talked more online, I don't know.

M: Yeah, it depended on the student?

I: Yeah, it depended on the students, yeah. Mhm. Now that I think back to, I did have one class that was in health and education, or health and childcare. Now I remember, I remember there was one class, yeah. We did that.

M: The one to one?

I: No, like I was teaching a class so there was not just vg1, it was also health and education, I think it's called "helse og oppvekst".

M: Yeah, in vg..?

I: That must have been vg2.

M: So you had all the years, then?

I: Yes, I did, yeah.

M: And you used Teams?

I: Yeah, we used Teams as a tool and OneNote. So sometimes when they handed in things they would do it in OneNote. Or my plans would also be presented in OneNote, but the communication online was always Teams.

M: Yeah, what is OneNote, can they write things and you can look it up on your computer?

I: Yep, yeah. They had like a workbook that I have access to. So if they work there, then I can see it. But usually when they had to hand in tasks, I would just have them hand it in in Teams, and then give them feedback.

M: Yeah, one to one?

I: Yep. Mhm.

M: Do you think that your communication with the students changed the classroom discourse when you went online or do you feel that it was just a transfer and you felt that it was a regular classroom. Do you think the way the students talked to each other and with you, changed?

I: I think it changed, because we could not… they were not as open and they were… it wasn't as easy to communicate with me and or with each other when it was online teaching!

M: Why?

I: Because they are sitting by themselves in their own houses. And often with maybe family around or in bed, haven't gotten out of bed yet or in front of their gaming computers as well. So they had their games here and me here. Definitely, there was a lot more disturbance, a lot more distractions! I think. And for some students it may be better, because they could focus more, they didn't have, they couldn't chat with the girl next to them, or. Some students I think really like being at home, but some think it was too much! So, yeah, it definitely changed because I couldn't… I didn't talk as much with my students when I was online. So it wasn't online like the… I tried to transfer the things in how I was teaching, but it didn't work the same way. So, I had to adjust!

M: And how do you think you adjusted?

I: Well I adjusted the way I taught it, because having lectures didn't work as well! So they had to do more self-studies and then what I was listening into or what I was checking them on was the tasks they were doing. So I had them do more self-studies, either going through a PowerPoint or reading a text or watching a movie or listening to a podcast, and then they had to show that they had learned something, either that I was talking to them or they were handing in something about it. And sometimes I would ask around in the class afterwards, I would tell them before and said "after we have done this, I'm going to ask each one of you what you taught or what your reflections were or how you answered this.", and then I'd just go through a list like "you, you, you, you, you". And then they knew that they were being asked and they had to say something in front of the class, and they all did that, except maybe one two write in the chat "I don't want to talk in front of everybody!", haha. Cause some felt very uncomfortable.

M: So do you think that the students became more passive and do you think that your teaching was learner-centered or teacher-centered? So how do you think it was online, versus in-class?

I: Ehm, I think on a general basis, I think most students became more passive, like overall. But there are times where they, some who might be more passive in class have the change to be more active online. Especially one on one, or in small groups, then they were actually more active then in the big classroom! Whereas for strong students who would talk anyway, wasn't too much of a difference I think… (uklar tale)

M: So you think the groups were sufficient in online teaching?

I: What do you mean by sufficient?

M: Or it made them communicate more?

I: Yeah, with some quite students I think it made them communicate more, definitely!

M: And you said that you felt like your role as a teacher changed in a way when you came online, or you said that you had to do some changes. Do you think that, or in what ways did it change?

I: Ehm, it changed in a way that I couldn't, ehm, how can I explain it? I could not be active in the classroom, the same way I was in a physical classroom. In the physical classroom, then I, if I have to go through something new or teach something or you know, kind of lecture something which I don't always do, but sometimes I have to do that, I do that. And then I walk around in class and I can look at my students, I can see if they are paying attention or not, I can adjust accordingly! Like if I se that they are falling asleep, then I'll do something else, or if they are all entertained, they are interested in what I'm talking about then I can go on. And I lost that control online, cause I could not look them in the eyes, and I couldn't… So

once in a while I'd stop and say "Are you paying attention? Is this clear? Do you understand this?", and then one or two would say "yes!" or "no", or hardly anyone would say "no", they wouldn't dare to or they wouldn't bother or they weren't listening or… It was just harder to know! So that's why I changed that tactic! I didn't hardly do any… I did some in the beginning, but after a few times I didn't do any of having a lecture or PowerPoint presentation online, cause I found it didn't help much and it was better that they had time at home to read through it or study it, or more like, what do you call it, "flipped classroom?"

M: Yeah, flipped classroom!

I: Yeah, so they studied things at home and then afterwards I'd gave them tasks and after I asked them or they could ask questions or, yeah. So I think that's what the best description is.

M: Mhm, I understand.

I: Yeah, because then they had more… cause often it was very busy for the students, I think. Cause we didn't, at my school, it think this is different from school to school, but we just followed the same time table as normal. So let's say they had English first period, and then maths second period, and then social science next period. And then they would just go on, I had my English class and then they might get a ten minute break or fifteen minute break, and then next class and then maybe another ten minute break, and then next class. So they were totally exhausted by the end of the day, because they had just gone "dun, dun, dun, dun, dun!" with not much break. And I'm sure now, everybody has been to seminars or something online, haha. So it was exhausting, and they did this every day! So to them I think it was a lot easier, better if they were just given a task.. what I usually used to do, I'd call them up and had take attendance and then present what we are going to do and then I'd say "I'll call back fifteen minutes before we finish or twenty minutes before we are finished and then we'll go through everything!". Or "during that time I'll visit your groups, but you work on your own" either in groups or on their own, maybe. Then I'd give them a bit more breathing time to work on whatever task there was and then they weren't totally exhausted for last class or by the end of the day.

M: So more work on the students maybe, then in-class?

I: Yeah, it was more… yeah, they did usually have to do the same kind of work in class, but they'd also had to listen to me more maybe, haha. Or, yeah, cause then, it's easier to communicate with your students when you are physically there.

M: And do you also think that your students felt the same? That it was harder to communicate with each other because the lack of being able to look each other in the eyes, do you think that affected them, as well?

I: Yeah, in class, like in class when we are supposed to be everybody together, a lot of them didn't like that. Some didn't care and those are the same ones that don't care in class. Those who are forward and talkative and don't care, they would be the same way online. So I knew who to ask. If I were to ask a question and get an answer, those who put their faces up are the ones who didn't care. But there are a minority, maybe three or four max in class, maybe five. They'd start out… sometimes I'd force them to kind of have it on for two minutes… like five minutes in the beginning, and then they all shut it down, usually. And it was, actually it became a discussion to, "can we force them to be showing their faces?", you know, with GDPR, or whatever it's called. So yeah, it became a question of ethics too.

M: Yeah, true.

I: Was I answering your question? Sorry.

M: Yeah, you do! It's interesting reflections that you have. And you said something about grammar, in the beginning, do you find it necessary to correct your students if they have grammar errors or pronunciation errors, and how did you guide them online versus in the classroom, if you did, when they were speaking?

I: Ehm, no speaking, when they speak I don't usually correct them. If I do, maybe, let's say in the class if someone says it the wrong way, I'd just repeat it the right way. Ehm, yeah, I probably did the same online, but normally if they are just, general conversation then I won't correct them. I'll just maybe repeat what they said and I say it the right way. Yeah, so kind of….

M: Indirectly?

I: Indirectly. So that they can hear, and sometimes they hear and then "oh, yeah, ok", and then they repeat it the right way. Ehm, cause sometimes it's words that they know they are uncertain about, right?

M: Of course. So do you think that language fluency is, not more important, but you promote that rather than accuracy when it comes to speaking skills?

I: Language fluency rather than accuracy?

M: Yeah, meaning that they speak in a correct manner grammatically and that… yeah, is it more important that they speak rather than that they speak correctly?

I: Yes, definitely! Definitely. I usually tell them that I try to have, in my classroom both online and physical but definitely physical, I try to promote the fact that "everybody can participate, it does not matter how you speak, just as long as you try!". And often they want to try and say "can I say this in Norwegian?", haha. And I usually say "well try in English first, and then you see how you go!". Cause it does not really matter, I think, that it's correct every time, and I don't correct them either usually when they speak, unless if they read a word or something and, like I said, I'll try and say it just the way it is supposed to be. And if they wonder themselves and ask "how do I say this?" and I'll help them along. But I want to have a classroom where it's not difficult to speak, that everybody can speak the way that they do. Because they don't learn anything if they don't speak! Language is not something that you can just repeat inside your head then it comes out perfect! You have to fail, you have to try by failing! And you become better by failing. So I always say to my students "it doesn't matter how you speak, anyone can speak as much as you want, and I'm not going to give you bade grade just because you say something wrong in class!", definitely not. When they present something or if it's a situation where they have to maybe talk to… you know they prepared something and present something, and I'm giving them a grade, then I say that it counts of course how you speak as well. Because those who have good English and have advanced English, they should be rewarded for that. Then I also evaluate the fluency and the grammar and you know the accuracy of how they speak, but when they are given the grades, of course it matters how they speak as well, how good they speak.

M: When being assessed?

I: Yes when they are being assessed. So they, of course they know that if they speak bad English they know they are getting a lower grade. Which is understood, it's fair, it's just like soccer, if you are bad at soccer you don't get as good grade in gym.

M: But you want them to practice, out loud?

I: Yes, and that's why I'm trying to tell them "if you want to become better in English, of course you have to speak!". And no one is going to laugh at you, and if anyone snickers or laughs at anyone, I always you know tell them "This is not ok! Everybody is supposed to speak the way they do!". They are allowed to speak the way they do.. (litt uklar tale)

M: Good.

I: Yeah, I'm very strict on that, actually!

M: Yeah, but that's important!

I: I don't like… yeah, I don't like if they laugh of each other or…

M: So you create a safe space, that's your aim?

I: That's my aim, that's my goal, to have a safe space. And I tell them "I don't speak fluently either, we all do mistakes". And people who has English as a mother tounge, they don't speak fluently either!

M: Nobody does!

I: Lots of different dialects and, yeah, so the point is just to be able to speak and not be afraid of speaking.

M: And on that note, do you include any so called "authentic" language or accent, or how do you facilitate tasks that represent like the real life outside the classroom and the English language. Do you do that in your in-class and digital?

I: I try to! Yeah, we try to listen to, sometimes we listen to pieces that are authentic, the news sometimes, or listen to YouTube clips. Or like, it used to be in vg2, when it was called "international English" they had to go through different areas of English. I called it "English spoken in different areas". The tasks I used to give them was that they had to look up, this is how it was Indian English spoken… like I'd give them group work and one did Indian English, one did South African English, one did Jamaican English, or…

M: Was this online, or?

I: No this… did we do this online? I can't remember if this was part of the online. Ehm, it was definitely physically, because I can't remember if that was part of the online thing… You can find all of the different accents online, like on YouTube, and some of the books also have tasks that has recordings of different…

M: So, how did you do this online? Did you use any digital applications or anything… how did you facilitate these authentic situations in you online teaching?

I: Well, I give them tasks where they had to listen to authentic spoken English, like recordings like podcasts or videos or YouTube things, or yeah. I think mostly podcasts.

M: And do you have any activities that you think that you designed or planned for you students that promote the use of English that they could benefit from outside the classroom, after finishing school?

I: Sorry, what did you mean?

M: Are there any activities that you gave them, or they cooperated, that you think they learned English in a way that they could use it later in life. For example interviews or roleplays, something like that?

I: Yeah. Mhm, I don't know if I made them do interviews or roleplays, specifically. I mean, sometimes I have given them tasks to go and interview, maybe tourists, but we couldn't do that during the pandemic.

M: So you focused more on the listening skills when it comes to authentic language? The reception skills rather than production?

I: Yeah, I did have, I don't think I ever did it but I did have plans and I still have plans to do something, a project that I'm thinking of starting, I haven't done it yet. But what I'd like to do with my class onetime, or sometimes, is to contact people in other countries, English speaking countries, and then having them either communicate, like communicate online or writing to each other. My biggest goal is the have, cause we have about a certain topic, right now we have about discrimination in the US the African American history, so what I'd like to, but I haven't exactly figured out how to do it yet. To call up someone, maybe in the States and ask them, what it's like, to get some authentic experience.

M: That they should do it or that you should do it?

I: What I would do is to contact someone and then have them Facetime us in class, or have a Zoom meeting and I put in on the screen and then they could see it in class, and the students would have to prepare questions before and then ask them in class.

M: So it's kind of an interview, right?

I: It's sort of an interview… I have heard of other teachers that have… It's not something that I have done yet, but something that I have been wanting to do, and I am trying to plan for it. So, you know, to actually contact people in other English speaking countries, so that my students can have some authentic conversations with real people. I mean some of them have that already, because they game, they are into gaming and things like that, but a lot of them don't. But some of them, yeah, some of them actually went to… we have a project at our school where they go for an exchange program to take a year in the United States. So some of my students actually went to visit, cause that's part of the program, that they visit to see if they want to apply for next year! So they went there in the fall, and the Americans came in the spring, no just after, in January now! So they have had some contact with, where they you know, practice, have to practice with… it's not something, it's not part of my teaching… the school…

M: What teaching outcome do you think that would lead to? Why do you want to implement that, thinking about the oral..,

I: Yeah, because I think it would make it more natural for them to actually speak English, which is why we teach it, so that they can use it an learn from it and get better at it. So I think it would help them to recognize what authentic English is like. And it's not like in the textbooks, usually.

M: What's the main difference, do you think, if any?

I: I think that in textbooks, it's edited and it's written to teach them something or for them to reflect on things. And there are some authentic texts there too, of course. But I think having a project like that would facilitate, you know, how to use English in the real world! And not just learning it from movies or… I mean one thing that I have noticed a lot in my years of teaching is that a lot of students pick up on slang, usually, or they are very good at informal English, and they don't necessarily think that there is… or they don't always know that there are differences in formality, for instance, an they will, even in written texts

they will sometimes come up with swear words, or just slang that aren't appropriate for the type of text. And the same in oral English, that you have to be aware of the setting, the different situations that you are in. And I think that in a setting where we'd call up someone, that they have to be polite and have proper English, and I think that would teach them a lot more, than just picking up things and phrases from the things they watch, or TV series, or, yeah.

M: Yeah, interesting!

I: Yeah, cause it's easier to pick up on more informal English, and a lot of students are good at that. But to know when to be a bit formal, and when to… and what kind of words, what vocabulary to say, to speak, they don't get as much practice in.

M: True. And do you think that this idea came to mind as a result of your online teaching, or was it prior to that, that you thought students could gain…

I: I have thought of it before, or at least with written, like they could communicate in writing! But definitely now, with online, it's been more, it has come to mind easier, yeah. There is a teacher group for English teachers on Facebook.

M: Yeah, I think I have heard…

I: Yeah, are you a part of it?

M: I think so.

I: Yeah, cause during the pandemic, one teacher, she had friends in the States and New Zealand and Australia, I think in India, and she had contacted the teenagers in each family and asked them to talk about their daily life during the pandemic. And then she was allowed to post it on our Facebook. And that was very interesting, cause then they would… they would film themselves and show themselves in different situations, and that was a very, even though they did not communicate, it was a very authentic experience for my students to see how other people lived, or other teenagers lived during the pandemic. Yeah, so, but the main reason I heard of this teacher who was doing this, I am taking a course do expand my digital competence, as part of the Minister of Education program for teachers. I am hoping to expand my digital competence through this course, and that's actually where I heard of it. And there is a podcast that we had to listen to and it explained how they did it and the reasons, and I thought it was very interesting. So I am hoping to… and now that I'm talking to you I see that I have to sit down and plan how to do it.

M: It's in the starting face?

I: Yeah.

M: Why did you want to expand your digital competence or when did you start this course?

I: I mean when you have been a teacher thig long, you kind of want to do something, or learn something more, I guess. And this is one of the courses that was available and I thought it sounded interesting.

M: When did you start?

I: I started in August, it's a year, like part-time studies. So, that was the main reason that I, you know, just wanted to learn something else, and there weren't any courses in English literature, unfortunately, haha. But, you know, getting more digital competence is something that, you know, in our day and ages, I think it's important that we keep on top of it and keep

on top of the students and, haha, yeah so that's why I did it. Plus it's kind of positive to have lass classes, and then I can focus more on the two that I have, right now!

M: So did you feel like your digital competence was sufficient, or that you had enough competence to do the online teaching during the pandemic?

I: Yeah, yeah I did! We were introduced to Teams, and it wasn't so hard to learn, and yeah, I did. But now that I'm taking this course I see that I could have expanded a lot more, there is lots more to learn and things to do… (uklar tale)

M: In what ways do you think?

I: Well now I have time to try out new pages or new ways of doing things, and reflect on why I'm doing it, and reflect on "does it help their learning or is it just a cool way to do things", haha. Cause sometimes it's just fun to do new things, we have to discover if they actually learn more from it or if it's just a different way of learning! But variety is always good, anyway! So if they learn the same things as with more analog things, then we can variate, and that would be just more motivating maybe for the students. But if it's actually, I don't know, drastically enhancing their learning, I'm not sure. Maybe some apps or maybe some ways of doing it, is. But sometimes it's maybe teaching them more if they have to write by hand, so, yeah.

M: Do you see a change in their development of oral skills and communicative competence after you went back to the physical classroom from being online, or was it to short of a period to see any effect? Good or bad.

I: Yeah, ehm, it was by the end of a year, a schoolyear that we started, so by then I already knew my students pretty well and I knew their competence in oral skills and communicative skills, so I can't… and then they finished. So I didn't have a long enough to see if there were any difference before and after.

M: Yeah, I see.

I: I started with new students, and then it was more of a hybrid solution. So it's kind of a difficult question to answer, if there are differences in… but yeah like I said before, with some students it was easier to communicate, I got them to speak more because I could do it more one-on-one, whereas with others it was the same, yeah.

M: I'm not sure if I asked you in the beginning, but what do you think Communicative Competence entails in the classroom? What do you think a student should develop, being efficient orally, oral skills and communicative competence, what do you think that implies for you?

I: Well, communicative skills, I think, do you think when I assess, what I look for when I assess them or what I put in that phrase?

M: Both how you facilitated it an also what you look for in an assessment? But also how you teach.

I: Ok. When I teach I like to do a lot of dialogue teaching. Or I teach something, then I ask them questions to check if they are paying attention or sometimes also when we start something new, I like to ask them what they know already about a subject, and then they have to answer. And sometimes I also facilitate when we have debates in class, where they have to prepare for a subject, a theme. This is in the fall, we did a debate on gun control in the US, so then they had to, they were given a role and then they had to learn about or find out what the

arguments that their role, their character would have and then use that in an oral debate that we had. And that was very interesting, it was… I think they though it was fun, too, they though it was interesting to… but for some it was kid of easy to argue and explain, and you know, to others they were more bound to their manuscript. So even though I try to give them… some of them were victims of gun shooting or some of them were just worried parents, some of them were politicians or journalists, so they were supposed to try to act their role a bit, too. I think it was a bit, for some it was too much at the same time! They were struggling to remember what they were suppose to say and what they was supposed to mean and at the same time, trying to… (uklar tale). So those are, you know, it was very clear to me who was good at taking in that information and who weren't. I am going to try it more, because I think it was a good exercise for all of them. Cause it was a bit more authentic then if they just read something and talk about what they read.

M: Mhm, I agree. Could you do this online, or would it be more difficult?

I: I think it would be a bit more difficult, but I think it would be possible. But then they would have to have their cameras on, or maybe that classroom setting, that background they could have or something. They would have to raise their hands when they want to speak, so that's definitely possible.

M: Cause turn taking, do you think that's more difficult online, then?

I: I think more people hesitate to take their turn, perhaps, and it's more natural you know, in the physical setting, anyway. Yeah, I didn't do it online, that type. But I do a lot of dialogue teaching, I like to ask them along the way, you know "what do you think of this?", or if we read something, you know, have them discuss it! And sometimes I do it first, that they discuss something first in groups, in four, and then I ask them after to retell what they have discussed or what they think about it.

M: Yeah, is it like spontaneous or is it prepared, maybe you combine the two of them, like you did in the debate?

I: Yeah, in the debate it was prepared, so they were able to prepare, we did that for quite a long time cause it was more difficult than I though to find the correct information for them was more difficult. There was a lot of words they didn't understand, then we had to look through some videos, read some texts, kind of understand the vocabulary and … (uklar tale). But it's often more spontaneous, we'll read a text and I talk here and they. And I like to include them in the conversations, also that they… yeah, I try to always have a lot of talking, like communication in the classroom.

M: This is the last part, I have a question here regarding what skills do you think English teachers need to acquire to teach online? Or how does an online teacher… what skills do they embody?

I: Ehm, I think to do online teaching, well of course you need digital skills and you need to understand also how to make the students active online! Cause I think they learn best if they are active themselves, so you need those skills you know to make breakout rooms or to… Maybe cause it's almost a different pedagogy when you are online, because a lot of people don't like speaking online, because it's more uncertain, you lose a bit of control of who is listening to you, or who is in the background or is someone taping this? You know, it's a lot of uncertainties involved in online teaching. So, that's why I was a lot more fan of having smaller groups, but it takes a bit more time then, a lot more you have to, spend less time maybe on each group maybe then if you walked around the classroom.

M: So it's more time consuming?

I: Yeah, a bit more time consuming, but in some cases maybe an advantage to, because you maybe, if you call up each student for instance and have a conversation with them, you can maybe pick up a lot more about that student's learning then you could otherwise, maybe.

M: And do you believe that there are some elements from your online teaching that you include in your teaching today? Either digital or the tasks that you introduce?

I: I try to do more… I try to sometimes do more the flipped classroom model. I try to give them something, either that they read through a PowerPoint and I make a short film form them, that they have to watch or do some work on before they come to the class, and then we will talk about it and do other work in class, so then I don't have to use time standing there in front of them and talking to much! But the problem is that a lot of students don't do it, they don't do their homework maybe, or, so I have to do it anyway in class, so, haha. So I'm still trying to teach them how to do this.

M: And why did you want to implement that?

I: I did… because then I can use less… I think they have to focus on something… they had to prepare themselves on a subject before they come to class, and a lot of them find it easier or better maybe to watch a short movie where I explain something. And I try to keep them short, like three minutes or something, and then when they come to class and they know what we are going to talk about, and they have formed an opinion on it. And then we can work on other things in class. It hasn't really worked the way I wanted to yet, so I'm still working on it, haha.

M: But it may develop?

I: Yeah, I think it might develop, and I think… I had… it sounds better but I'm not sure if it is in reality.

M: But I see the point!

I: Yeah. Right now we are doing another task, they have to present for the class. I have made groups for them, about certain topics, so that's a different role again, they have to be teacher now. They are given a task each, and then they have to do research on it and find information and all four of them have to say something in front of the class. Which is sometimes difficult, it was a lot of them who just wanted to read up what they had found out, right, but I have been trying to say that they have to also… in the presentation, they have to somehow include the other students so they have to also be asking questions, "do you understand this?", or "what do you have to say?", or they make a quiz maybe, they have done some Kahoot! So I was supposed to do that with them today, the rest of the class, but I was home. I tested it last week, it worked well, it was interesting. One of the students, he likes to, I don't know he likes to dramatize maybe, or be a bit, I don't know if he's trying to be funny, but he is trying to do it properly. He was standing there, and they are four, and he would say something and then he would say to one of his friends standing there presenting, he said "So, Kari, what do you think? What do you have to say about this?". Like when he introduced something, he asked liked that, and everyone thought he was funny, but he was actually… he was showing very good communicative skills! Yes, so he was actually very proficient in the way he was doing it. I think he is trying to be a bit funny, but he is also serious in the way he is doing it. People are laughing, but he still does it and it works well!

M: And that's the way you maybe facilitate communicative competence in that they are actually, it's not role play, but they take a role, something they have to embody…

I: Mhm. Yeah.

M: It's not just a presentation, right!

I: No, they have to include the other students as well and they have to ask them, you know make sure that they have learned something from them! They can choose different ways of doing that, so some of them chose a Kahoot, and this guy he was more asking questions in class, and haha.

M: Yeah, I'll take this with me when it's my turn to teach! Interesting tip!

I: Yeah, it was… trying to do several things in one task, in a way right. They first had to do research, learn something more in depth about someone and something, and then they had to teach it and then they also had to make sure that others learned from them. So yeah, it worked out well, so far. On Wednesday, we'll see how the rest of the groups do.

M: I don't think I have any other questions, are there any other thing that you want to add that you feel is unanswered or unsaid.

I: About communicative skills and how I teach oral skills?

M: Yeah, your experiences in general. Anything that you felt is unsaid?

I: Mhm. Well there's lots of ways of course, to teach, like to make them speak, I have done role play, some times have them act out maybe a part of a short story, or act out the continuation of a short story, depends a bit on the class how they will tackle that. Because if it's a very quiet, shy class then I can't do it, but if they are active and into it, I have done that… (litt uklar tale). I have done it with classes that I have seen can handle it, like, they would do a role play, for instance there is a short story from Britain where, it's actually quite funny, haha. It's a story about a man or a young boy, they are aged like seventeen or something, who's in a relationship and he made his girlfriend pregnant. So that's of course big drama, he takes off a couple of days and when he comes back, the girlfriend forces him to stay with her when they are going to tell her parents about this. They are both like sixteen or seventeen years old. So it's something that they can relate to, cause the kids are the same ages as them, right? And then the story stops there in the book, and then the task was that they had to act out the conversation between the parents and the girlfriend and the boyfriend. So that was very interesting, and I remember when I did it one time I had a class with a lot of Muslim students. They are from different countries but half the class almost were Muslim. So the comment I had or one of the things he said "well first I have to know, it this a Muslim family or is it a Norwegian family?" haha. It would be totally different he said, if it was a Muslim family… (uklar tale). Yeah, it was funny, but yeah he also showed that he knew something about communication, right? What kind of words you need to use in different situations.

M: Indeed.

I: So, yeah, if you have role play, that's actually quite a god way to try to make it authentic for them. But a lot of people is very awkward to, so depended on the class, and see if they are into it or not.

M: Depends.

I: Yeah, it depends.

M: Ok, I don't think I have anything else.

I: You can ask me again when I have done my project of calling to foreign countries.

M: Yeah, send me an email if it worked out, haha.

I: Yeah, I'll do that if it works out, haha.

M: Jeg stopper her jeg.