The consequence of motivation and linguistic self-confidence in relation to pupils' oral interaction

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Acknowledgments

I would like to start by saying that this has not been an easy journey. For a long time I was conflicted on whether or not I should choose a pure theoretical and linguistic approach, or a more practical and pedagogical approach. In the end I decided that I am first and foremost a teacher and not a linguist, and I chose a subject that I found interesting and relevant to my profession. I have become more aware of the students needs by looking at their learning through their eyes.

First and foremost I would like to thank my supervisor Ellen Mentzoni for her patience and guidance. I would also like to thank the pupils who contributed with their thoughts, ideas and notions. I could not have done this without you, your teacher or your principal.

I will give a huge thanks to my good friend Gary Maloy for his critical comments and enthusiasm. Finally I am deeply grateful to my wife who helped me with the structure and layout of this paper.

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Summary

This thesis discusses which consequences motivation and linguistic self-confidence have on pupils' oral interaction in the English classroom. I bring up aspects such as the importance of oral interaction and pupils' willingness to communicate, as well as theory regarding motivation and linguistic self-confidence. In order to investigate this, I used a qualitative approach and conducted a semi-structured interview with six 10th graders and their English teacher.

My findings show that motivation and linguistic self-confidence do have an impact on oral interaction, where the pupils' motivation and linguistic self-confidence is linked to the output they produce. My findings show that the *topic* and the *setting* have a crucial impact on pupils' willingness to interact orally in the classroom.

Keywords: *oral interaction, willingness to communicate, motivation, linguistic self-confidence, language use anxiety.*

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1 Introduction

1.1 Background and the basic question of research

English has attained the status of being a global language which has led to important consequences for its teaching in an educational system. A survey undertaken by Drew (2004) comparing the situation of English in Norway with that in the Netherlands, points out that the challenge facing Norway is how to exploit the potential inherent in an early start with the English language. Norwegian pupils are constantly exposed to the English language through media like television and the Internet (Simensen, 2007).

The Knowledge Promotion (LK06) is the latest reform in primary and lower secondary education and training. The reform was implemented autumn 2006 for pupils in 1-9th grade at the basic school and for the pupils in the first year of the upper secondary school, i.e. the 11th grade. With the implementation of the English Curriculum 2006, the emphasis is on communication, language learning and culture, society and literature [2]. English is important as a school subject in Norway. Helping pupils to develop their ability to speak and communicate in English is one important aim of the recent curriculum for English in Norway. In the Knowledge Promotion the importance of English as a global language is strongly emphasized: "*To succeed in a world where English is used for international interpersonal communication, it is necessary to master the English language…Thus English as a school subject is both a tool and a way of gaining knowledge and personal insight*" [2]. This emphasis that pupil's to a larger extent should take responsibility for their own learning process and have develop a high English competence.

Dörnei (2001) points out that competence in the second language (L2) may not be enough. Pupils need to not only be able but also willing to communicate in the L2. Research has found that pupils who are willing to participate in communication in the target language, exhibit greater gains in L2 proficiency compared to pupils who play a passive role in language interaction (Long, 1996). Pupils' participation in class is one of the aspects of classroom interaction in which opportunities are created for pupils to practice the L2 through their willingness to communicate and to interact. It has been widely recognized that pupils'

motivation is directly (Hashimoto, 2002; Baker, MacIntyre, 2000) or indirectly (MacIntyre and Charos, 1996) related to their willingness to communicate. Yashima (2002) has illustrated a direct relationship between pupils' willingness to communicate and their positive attitude towards the target language culture, and Clement et. al. (2003) shows that pupils' oral interaction pattern have an indirect relation through their linguistic self-confidence.

The results of these studies are particularly relevant for this paper. Given that language development can occur through oral communication, it can be assumed that more interaction leads to further language development and learning. Still pupils' willingness to oral interaction in the classroom differs and in order to develop their proficiency in English, pupils ought to take every possibility to practice this skill. Therefore, the basic question of my research is the following:

"Which consequences do pupils' motivation and linguistic self-confidence have for oral interaction in the classroom?"

1.2 Structure of the paper

In this chapter I have discussed the background for the selection of theme and the basic question of my research has been presented and explained. The second chapter of the thesis will look at some theoretical perspectives I find relevant. This chapter starts by explaining the importance of oral interaction, followed by motivation and linguistic self-confidence. At the end of Chapter 2, there will be a summary and an explanation of how I have chosen to use the theoretical perspectives in the analysis and discussion. In Chapter 3 the methodological approach of the thesis is explained, and there is also a clarification on how the study was conducted. Chapter 4 presents the analysis and the findings of this thesis. Chapter 5 is a discussion around the basic question of my research. The last chapter, Chapter 6, consists of the conclusion where the basic question of the research is answered, and discussions regarding limitations and implications of this thesis are illuminated.

2 Theoretical perspectives

In this chapter I will present and discuss theoretical perspectives that I find relevant for this thesis. I will present 1) the importance of oral interaction and predictors for oral interaction in the classroom. Following, that I will look at 2) relevant motivational categories which may have an effect on oral interaction, as well as 3) theories regarding self-confidence. I will 4) sum up my theoretical perspective and give an explanation of how these perspectives will be put to use in the analysis and discussion part of this thesis.

2.1 Oral interaction in the classroom

According to Ellis (2008), interaction may be defined as the discussion jointly constructed by the pupil and his or her peers and there are many ways in which oral interaction may be beneficial in the classroom. This view of learning sees it as a result of interaction between the learner's cognitive abilities and the linguistic environments (Long, 1996; Vygotsky, 1978; Swain, 1995) propose that interaction is necessary for second language learning. According to the linguists mentioned above, three aspects of verbal interaction can be distinguished: *input*, *production* (*output*) and *feedback*. Input is the language offered to the pupil by native speakers or other pupils, production is the language spoken by the language learners themselves and the response given by the teacher or the conversational partners to the production of the pupil. In other words, one positive feature of oral interaction is that it allows pupils to experiment with language, testing previously constructed hypotheses as they venture to make their output comprehensible (Swain, 1995). Swain (1995) claims that output forces the pupil to process language on a deeper level and that the output has three functions; *Noticing*, *Hypothesis-testing function* and *Conscious reflection*. Noticing involves raising pupil's awareness of their own gap in e.g. the English language and start a cognitive process regarding the target language. Hypothesis-testing function is when pupils use their output to try out "*new language forms and structures as they stretch their interlanguage to meet communicative needs; they may output just to see what works and what does not*" (Swain, 1995:132). Conscious reflection talks about when pupils produce output and thereafter reflect upon it. Swain's (1995) aspects are all important and worth noticing, but due to the basic question of research used in this paper, these aspects are only noteworthy to state the importance of interaction and will therefore not be used later on in the paper.

Another important aspect of oral interaction in the classroom is that pupils and the teacher find a purpose for learning together (Dysthe, 1996; Swain, 2000), either that the teacher speaks to the class as a group, or when the pupils speak among themselves. This means that every pupil has something to contribute; for instance scaffolding one another's opinions and thoughts (build knowledge on each other's opinions and thoughts), learn to listen to different opinions and respecting that others may have a different view on a given subject.

According to Dysthe (1996), oral interaction creates many opportunities for the pupils to expand their knowledge in several areas; not only about regarding the subject but also tolerance, understanding and acceptance of others' opinions and thoughts. In other words, the classroom is a place where the teacher's voice is only one of many listened to, where the pupils also learn from each other and where oral usage of the language is in focus for the learning process. According to Swain (2000), what is learned through collaborative discussion might then be appropriated by the individual for future use. Pupils are seen to be joint scaffolders who give and receive support as they interact with their peers with the teacher playing a guiding role in the process (Vygotsky, 1978; Swain, 2000). Regardless of the continuing debate of these points mentioned above, teachers should keep in mind that all of this point to the fact that pupils need to develop L2 skills through participating in classroom interaction. Research has found out that the connection between oral interaction and learning complex and not all linguistic aspects of L2 proficiency are stimulated through the pupils' communicative use of the language, but interaction is still believed to play an important part of L2 development (Gass and Varonis, 1994). However, in my opinion actualization of this in the classroom will depend on the pupils' motivation and self-confidence, and the pupils' willingness to participate in oral interaction. It is essential that the pupils are secure and have confidence so as to feel that they may contribute in classroom discussions, and one way of doing this is through oral interaction with the teacher peers. In the next section, theoretical perspectives will be looked at that view pupils as active participants in the classroom, and explains the meaning of willingness to communicate in relation to oral interaction.

2.1.1 Willingness to communicate (WTC) in the second language (L2)

Pupils' oral participation in class is one of the aspects of classroom interaction in which opportunities are created for learners to practice the L2 through their willingness to

communicate and to produce output. As Dörnei (2001) points out, competence in the L2 may not be enough. Pupils need to not only be able to communicate but also willing to communicate in the L2. This implies a willingness which may arouse a cognitive and affective conflict from the learners' perspective when speaking with peers or the teacher.

What do we mean when we talk of willingness to communicate? For MacIntyre et. al. (1998) 'communication' has a wide meaning encompassing for example, reading L2 newspapers, watching L2 television, or utilizing an L2 in the classroom. MacIntyre et, al. (1998:547) defines willingness to communicate as "*the probability of engaging in communication when free to choose to do so*". MacIntyre et. al. (1998) says that if the pupils are asked to raise their hands before speaking, even though only one pupil among them uttered his or her opinion, all of the pupils who raised their hands expressed WTC in the L2. In this paper, willingness to communicate is when pupils are willing to participate in oral classroom interaction at a given time and moment. In my opinion, willingness to communicate is a predictor for oral interaction, thus a necessity to make oral interaction occur in the classroom.

In this paper I suggest, following MacIntyre et. al. (1998), that a fundamental goal of language instruction should be to foster oral interaction in the target language which may assist in language learning by acting upon what Skehan (1989:48) calls 'willingness to talk in order to learn'. In this paper this is of great importance given that I want to explore what consequence motivation and linguistic self-confidence have for pupils' oral interaction.

What this paper has looked at so far is that the importance of willingness to communicate arises from the role of interaction in language development described, stressing that pupils have to talk in order to learn. Pupils' participation in class is one of the aspects of classroom interaction in which 1) opportunities are created for learners to practice the L2 through their willingness to communicate, and to 2) produce output which again leads to 3) input for the other learners. This paper will not have its main focus on WTC, but rather see the very willingness as a predecessor for oral interaction, and look at some of the aspects which may influence pupils' willingness to interact in the classroom. Motivation is closely linked with willingness to oral interaction, and in the next section I will present some theoretical perspectives regarding motivation.

2.2 Motivation

Researchers often discuss the concept of motivation; whether it is affective, cognitive, behavioral or otherwise, without specifying what kind of motivation they are investigating (Dörnei, 2001). Thus it is difficult to compare research results across different backgrounds and perspectives. According to Dörnei (2001) motivation is a theoretical concept used to describe and explain how people think and behave. The term motivation is also used for explaining why the pupil did or did not gain knowledge; without the need to go into detail about what factors have contributed to their commitment, the teacher can simply say "Because they are motivated" or "They are not motivated" (Dörnei, 2001:6). According to Dörnei (2001) by using the word motivation, theoreticians and researchers can more easily relate to the most basic aspects of our mind in areas such as our wills, desires, rational thinking and feelings. However, motivation is an important aspect to be considered when learning a second language as it can determine success or failure in any learning situation (Van Lier, 1996). According to Gardner (1985) cited in Dörnei (2001:49) motivation is a "*mental engine that subsumes effort, want / will and task enjoyment*". It is this definition of motivation that I will use as a basis for explaining pupils' motivation. The reason for choosing this specific definition is that Gardner is a well-known scholar and his definition of motivation is known and respected.

Motivation, from a teacher's perspective, has to do with pupil behavior. Motivated pupils may want to try out their language in the classroom, express their opinions on a given subject, and hopefully maintain their concentration without needing constant feedback and direction. Dörnei (2001) speaks of motivation from standpoints such as Language Level, Learner Level and Learning Situation Level. However, in this paper, in order to investigate pupil motivation, I will look at motivation from one of Dörnei's perspectives, the Language Level.

2.2.1 Language level

The Language Level focuses on different characteristics of the L2, such as its culture, the community in which it is spoken, and the prospective usefulness of proficiency in it. Dörnei (1994) says it can be described by two broad motivational subsystems – the integrative and instrumental. Dörnei (2005) defines integrative motivation as involving three subcomponents, where *motivation* is the last aspect. However, in this paper, regarding integrative motivation, I

will focus on two of these aspects; *integrativeness* and *attitudes towards the learning situation*:

1. *Integrativeness*: including integrative orientation, interest in foreign languages, and attitudes towards the L2 community.
2. *Attitudes towards the learning situation:* for instance, attitudes towards the teacher and the L2 course

The relative importance of *integrativeness* may vary (Baker and MacIntyre, 2000).That is, integrative motivation reflects whether the pupil identifies with the target culture and people in some sense, or rejects them. According to Baker and MacIntyre (2000), pupils with high integrative motivation will look for opportunities to practice the target language, thus be more proficient in the L2. In my opinion this is of great importance in a Norwegian school context. As mentioned in Chapter 1, pupils in our society, as in many Western societies, are from an early age heavily exposed to and accordingly influenced by a number of varieties of English in the media. Media like television, newspapers, magazines, the Internet and books present learning opportunity for Norwegian pupils. The integrative motivation may not benefit the L2 pupil in the same manner when for instance learning French or German, since Norwegian pupils are not influenced by the languages through the mass media. In this manner, I find that the integrativeness aspect of integrative motivation is useful when investigating Norwegian pupils' oral interaction in the classroom.

As we have seen regarding integrative motivation, it will be beneficial to investigate pupils' *attitude* (i.e. the learning situation towards oral interaction in the classroom) in both plenary and small group discussions. However, according to Ellis (2008), the concept of attitudes refers to sets of beliefs which influence language learning in a number of ways. Pupils hold beliefs about aspects such as the topic they are going to talk about. Learning method such as plenary vs. small group discussion also plays a role: Lightbown and Spada (1993:40) indicate that learning a second language depends on a learner's attitude. There have been relatively few studies that have examined motivation and attitudes in relation to oral interaction in the classroom. An exception is Kormos and Dörnei (2000), who examined motivation in relation to oral performance on an argumentative task. They reported a significant correlation between individual willingness to communicate, the pupils' overall attitudes to the course and their attitudes to the particular task on the one hand and amount of speech produced on the other.

These findings regarding integrative motivation are interesting aspects which I find relevant for this paper and want use in my study. Further on I also want to look at the other motivational subsystem, the instrumental motivation.

In Dörnei's (1994:279) definition, the *instrumental* motivational subsystem consists of well-internalized extrinsic motives (identified and integrated regulation) centered on the individual's future career efforts. In a classroom setting, pupils who have instrumental motivation regard English as a means to an end, for instance getting a good grade, or being able to travel around the world. Coleman (1996) cited in Cook (2001:116) found that pupils did better with integrative motivation than with instrumental motivation, which would be of interest in the discussion in accordance with oral interaction.

As mentioned above, motivation is an important factor influencing the pupils' oral interaction in the classroom. Aside from being motivated, pupils also need to feel secure and have confidence in order to interact in the classroom. I will therefore present various theories regarding self-confidence and explain how these are of importance when it comes to the pupils' oral interaction in the classroom.

2.3 Linguistic self-confidence

Linguistic self-confidence is defined in terms of self- perception of second language competence and a low level of anxiety (Clement, 1986 cited in MacIntyre et. al., 1998:549). Looking at different research brings forward a considerable variation in regards to how anxiety studies have been integrated into various researches. Sometimes the term anxiety is used as both a separate independent variable and at other times as a constituent of a larger construct. In this paper, linguistic self-confidence, as described by Clement (1986) cited in MacIntyre et. al. (1998) can be divided into two main categories, namely *situation-specific self-confidence* and *L2 self-confidence*. Both of these constructs correspond with the cognitive and affective sphere of the pupil. L2 self-confidence is linked with language use anxiety. Theoretically, levels of anxiety and perceived competence create a state of self-confidence in L2 that, when combined with for example the setting in a classroom, may result in willingness to communicate in a given situation (MacIntyre et. a1., 1998). In the following, I will look at linguistic self-confidence from different aspects. These are 1) L2 self-confidence (perceived

L2 competence) and 2) situation-specific self-confidence. Language use anxiety is a subcomponent of both aspects and will therefore be elaborated on its own.

2.3.1 L2 self-confidence

L2 self-confidence as described by Clement (1986) cited in MacIntyre et. al. (1998:549) includes two key constructs: 1) language use anxiety and 2) perceived L2 competence (self-evaluation of L2 skills). The first construct is affective and corresponds to language anxiety, specially the discomfort experienced when using an L2. The second construct, perceived L2 competence, is cognitive and corresponds to self-evaluation of the target language skills. In other words, perceived L2 competence is basically a judgment made by the pupils themselves about their perceived proficiency in the target language. This means that if pupils evaluate their own language skills as high and has confidence in their own beliefs, they will perceive themselves as more than capable of interacting in the classroom: thus their perceived L2 competence is high. Theoretically, pupils who perceive their L2 communication competence as extremely high may be willing to speak in the classroom, almost regardless of the topic discussed, the size of the pupil group, without reflecting their actual competence in the target language. Pupils with low self-confidence, on the other hand, who perceive their L2 communicative competence as low or intermediate are not that willing to participate in oral interaction in the classroom. Basically, L2 self-confidence is not explained by pupils' real competence in the target language, but rather their perceived competence and their anxiety using the language actively in the classroom. The estimation of one's own competency may be explained by previous encounters when using the specific target language, for instance fear of negative feedback or that other pupils may laugh or ridicule at one's opinion, and consequently their L2 self-confidence may be lowered. Several studies have supported the claim that there is a strong relation between self-evaluation of language ability and language use anxiety, and that this construct of L2 self-confidence plays a vital role in pupils development in the target language. (MacIntyre et.al., 1997; MacIntyre and Gardner, 1989). In other words, this concept consists of perceived L2 competence which is essentially perceived knowledge and perceived ability.

2.3.2 Situation-specific self-confidence

Situation-specific self-confidence refers to the feeling that one has the capacity to communicate effectively at a particular moment (MacIntyre et. al., 1998). It consists of perceived competence and a lack of anxiety (anxiety will be discussed in Chapter 2.3.3). It could arise when one is in a situation that has been previously encountered, provided that one has developed language knowledge and skills. For this reason, new situations could be damaging to the pupil's willingness to communicate because the speaker will be uncertain of his or her ability to meet the communicative demands present at that moment. Variables which may influence the type of self-confidence relevant for this thesis are:

- *The participants:* Various aspects of the relationship between the participants- a good classroom / learning milieu
- *The setting:* Plenary interaction or small group interaction
- *The topic:* There is research evidence that familiarity with a specific topic and better content knowledge may result in being more verbally forth coming and can override certain limitations the speaker may have in his or her overall oral proficiency (Zuengler, 1993 cited in MacIntyre et. al., 1998:554)

The variables mentioned above highlights the importance that the situation-specific self-confidence may vary in accordance with the participants, the setting and the topic, at a given time or moment.

The value of group work has not gone unchallenged (Ellis 2008). An obvious danger is 1) that the pupils will resort to their L1 when talking to each other; codeswitching. Cook (2001:102) defines codeswitching as going from one language to the other in mid-speech when both speakers know both languages. Cook (2001:105) states that the classroom is often a natural codeswitching situation, and that there is nothing wrong or peculiar about codeswitching. There may be several reasons why the teacher or the pupils codeswitch in the classroom. For instance it may occur when the teacher explains grammar for the pupils in their first language, and it can also be a way of extending one's vocabulary when words are missing and pupils do not know enough words to communicate smoothly. Another point is that 2) during pupil-to-pupil interaction, do they monitor and correct one another, scaffolding their language skills? There is very little research that has addressed this issue. However, a study by Williams (2001) which focused on pupil-pupil interaction suggests that the actual forms attended to by learners, regardless of their proficiency, were lexical; there were very few occasions when the

learners addressed grammatical or phonological problems. Mackey et. al. (2000) investigated how learners perceive interactional feedback, and whether learners' perceptions affect their language development. Their findings showed that pupils were relatively accurate in their perceptions about lexical, semantic, and phonological feedback. However, morphosyntactic feedback was generally not perceived as such. With this in mind, let us look at language use anxiety which is a subcomponent of both situation-specific self-confidence and L2 self-confidence.

2.3.3 Language use anxiety

Language use anxiety is often related to the learning situation. If pupils fear being laughed at for making a mistake, it can hinder them from their normal behavior. Consequently can this cause emotional stress which lowers their linguistic self-confidence (MacIntyre et. al., 2002). Littlewood (1992) in Arnold [1] says that communicative activities are important for any degree of fluency to develop. In this manner, practicing the target language depends on willingness to speak. Pupils have three main alternatives regarding speaking: to withdraw and refuse to speak, to speak because the teacher requires it and to speak because they really want to. The affective aspect that has received the most attention in SLA is anxiety. Horwitz, Horwitz and Cope (1986:125) utter that anxiety is "*the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system*".

What is relevant for this paper is what Daly et. al. (1997) calls *communication apprehension* and *negative evaluation*. Communication apprehension as described by Daly et. al. (1997:21) is defined as the "*people's willingness to approach or avoid social interaction*". *Communication apprehension* is the fear of negative individual experiences in oral communication (Horwitz et. al., 1986). In the classroom, anxious pupils are unwilling to talk in front of their peers or the teacher (Daly et. al., 1997). "*Speaking in the foreign language is often cited by students as their most anxiety-producing experience*" (Young, 1990:539). The same pupils may also engage in modes of behavior that tend to vary the speed of speech when in front of others, compared to when there is no audience (Daly et. al., 1997). This indicates that some pupils would possibly be more willing to interact in the classroom if there were fewer peers present. The main reason for this may be fear of negative evaluation.

Fear of negative evaluation is according to Daly et. al. (1997) defined as apprehension about others' evaluations, distress over their negative evaluations, and the expectation that others would evaluate themselves negatively. When pupils are unsure of what they are supposed to say, fear of negative evaluation occurs and they may doubt their ability to make a proper impression. In the classroom context, negative evaluation derives mainly from both teachers and the pupils' peers. In order for a pupil to develop his or her language skills, oral interaction requires feedback, but anxious pupils may be vulnerable to feedback. Pupils with fear of negative evaluation may choose to adapt a strategy of avoidance.

There has been an attempt to experimentally examine how language anxiety affects language processing. Spielmann and Radnofsky (2001) cited in (Dörnei 2005:201) examined learner anxiety using observations, individual and group interviews. Their findings reveal that learners report a kind of a "mask" in the target language. This creates tension in them depending on how the learners processed the shifting nature of the language learning experience in a given situation. In other words, the learners reacted most productively to the quality of activities and materials. Bailey (1983) analyzed the diaries of 11 learners and found that they tended to become anxious when they compared themselves with other learners in the class and found themselves less proficient. Bailey (1983) noted that as the learners perceived themselves as becoming more proficient, and therefore better able to participate, their anxiety decreased. What we have seen so far is that anxiety, and particularly language use anxiety, is complex constructs with numerous aspects. There is no doubt that anxiety affects L2 performance. Indeed, most people would probably agree with Arnold and Brown (1999:8) cited in Dörnei (2005:198) when they conclude that "*anxiety is quite possibly the affective factor that most pervasively obstructs the learning process*".

2.4 Conceptualized framework

This paper has looked at theoretical perspectives that I find relevant for this thesis. In this section I will 1) describe the connection between the theories presented and 2) explain how I in Chapter 4 and 5 will use those perspectives in the analysis and discussion of the findings. This paper has seen that oral interaction from a theoretical point of view may create opportunities for learning on several levels, both to test one's English language competence but also to hear and learn from others' opinions and thoughts regarding a subject matter. According to the Knowledge Promotion, pupils in the 10th grade should have a great deal of

English competence and I would shortly like to give account for what a 10th grader should know when graduating from lower secondary school:

The Knowledge Promotion

In the English translation of the syllabus for lower secondary school, the syllabus is divided into three main areas; *language learning*, *communication* and *culture, society and literature*. To start with language learning, this main subject area focuses on knowledge about the language, language usage and insight into one's own language learning. This includes being able to use the language in different situations, define one's own needs and select working strategies that are required to acquire the target language [2]. Next, the area of communication focuses on using English to communicate. Communication is to be achieved through listening, reading, writing, prepared oral production and spontaneous oral interaction. Last, the passage about culture, society and literature focuses on cultural understanding, which is about sociolinguistic competence and being able to understand culture codes. The competence objectives are formulated in "can-do terms". Thus the important thing is that pupils can demonstrate and apply their skills. In principle, each of the objectives should state a measurable competence or skill. The objectives are ambitious, and it is quite clear that not everybody is going to reach them. The final assessment (the marks or grade) will show the extent to which the objectives have been reached. The competence objectives listed under 'Language learning'. 'Communication', and 'Culture, society and literature' for lower secondary school after 10 years, illustrate some of the importance of what can be achieved through oral interaction in the classroom:

- Language learning
  - Identify important linguistic similarities and differences between English and the native language and use this knowledge in his or her own language learning [2].
- Communication
  - Express himself/herself in writing and orally with some precision, fluency and coherence adapt his/her spoken and written English to the genre and situation
  - Present and discuss current events and interdisciplinary topics [2].
- Culture, society and literature
  - Discuss the way young people live, how they socialize, their views on life and values in Great Britain, the USA, other English-speaking countries and Norway

- o Prepare and discuss his or her own oral or written texts inspired by literature and art [2].

There is certainly no doubt that the requirements for the English syllabus for language competence are quite explicit, including definite aims for accuracy in spelling, grammar and vocabulary choice among the goals for communicative competency (Simensen, 2007:123). However, this information is only relevant as theoretical backdrop for what one should expect of 10th grade graduates. My main focus in this paper will be to look at how motivation and linguistic self-confidence may influence pupils' willingness to interact in the classroom.

Regarding oral interaction in the classroom it will be interesting to find out if the pupils have a willingness to communicate. This is relevant because the theoretical perspectives claim that pupils need a willingness to communicate in order to interact orally in the classroom, as stated by Skehan (1989:48). It will also be interesting to see if input, output and feedback affect the oral interaction, and feedback is relevant for whether or not the pupils are willing to correct each other. In other words, are the pupils willing to share their opinions and thoughts on a subject with the rest of the group, or do they keep them to themselves?

When it comes to motivation, an interesting aspect will be to find out if the pupils are motivated to interact in the classroom. In order to do that I will look at the pupils' integrativeness towards the target language culture. In other words, it will be relevant to study if the pupils have integrative motivation e.g. positive attitudes towards the target language culture, like literature, TV-programs and listening to music. Pupils' attitudes towards plenary and small group discussions will also be looked at. Another motivational aspect is find out if if the pupils are motivated to speak English in order to secure a good grade (instrumental motivation). It is clear that motivation is a highly complex phenomenon consisting of a number of variables. Motivation is of crucial importance in the classroom, whether learners arrive with it or whether they acquire it through classroom experiences. Even though motivation is abstract and rather difficult to observe it probably has an impact on pupils' willingness to communicate. On the other hand, success or failure in oral interaction can be considered to be a reflection of the pupils' motivation. It is worth examining to what extent pupils participate in class, to see if this reveals their motivation in the process of communication.

Linguistic self-confidence in this paper is looked at from two differing aspects: L2 self-confidence and situation-specific self-confidence, where language use anxiety is a subcomponent of both aspects. The reason why linguistic self-confidence is relevant for this paper is that MacIntyre et. al. (1998) suggests that linguistic self-confidence significantly contributes to the pupils' participation in oral interaction. Pupils may feel varied amounts of self-confidence and anxiety at different times. This, in turn, leads to varying levels of willingness to communicate in a second language depending on the setting (plenary vs. small group discussion). Another area I want to investigate is the pupils' perceived communicative competence and to see whether or not it may be intertwined with their willingness to interact in the classroom. For instance whether the pupils consider their communicative competence as low or high, and how this affects their own oral interaction. Perceived L2 competence, as mentioned by MacIntyre et. al. (1998) corresponds to the overall belief in being able to communicate in the L2 in an adaptive and efficient manner. As mentioned, anxiety is connected to both situation-specific self-confidence and L2 self-confidence, and this may all be connected to communicative apprehension and negative evaluation in the classroom. The behaviors and fears described above push the pupils away from participation necessary to improve their language skills. When pupils become involved with the elaboration of comprehensible input and output, this creates many opportunities arise for the pupils to expand their knowledge in several areas. Not only about knowledge in the subject but also about understanding and acceptance for others' opinions and thoughts, which are essential to the language learning process (Swain, 1995; Dysthe, 1996; Vygotsky, 1978; Long, 1996).

All of the factors discussed above will be relevant in this thesis to understand if motivation and linguistic self-confidence have an effect on oral interaction. To express the connection between the theoretical perspectives, I have sketched a conceptualized model. This model attempts to explain what significance pupil motivation and linguistic self-confidence has on

oral interaction in the classroom.

| Motivation and linguistic self-confidence | ⟶ | Oral interaction in the classroom |

1) What motivates the pupils and 2) how are their self-confidence of speaking English?

What effect has the pupil's motivation and self-confidence for oral interaction in the classroom?
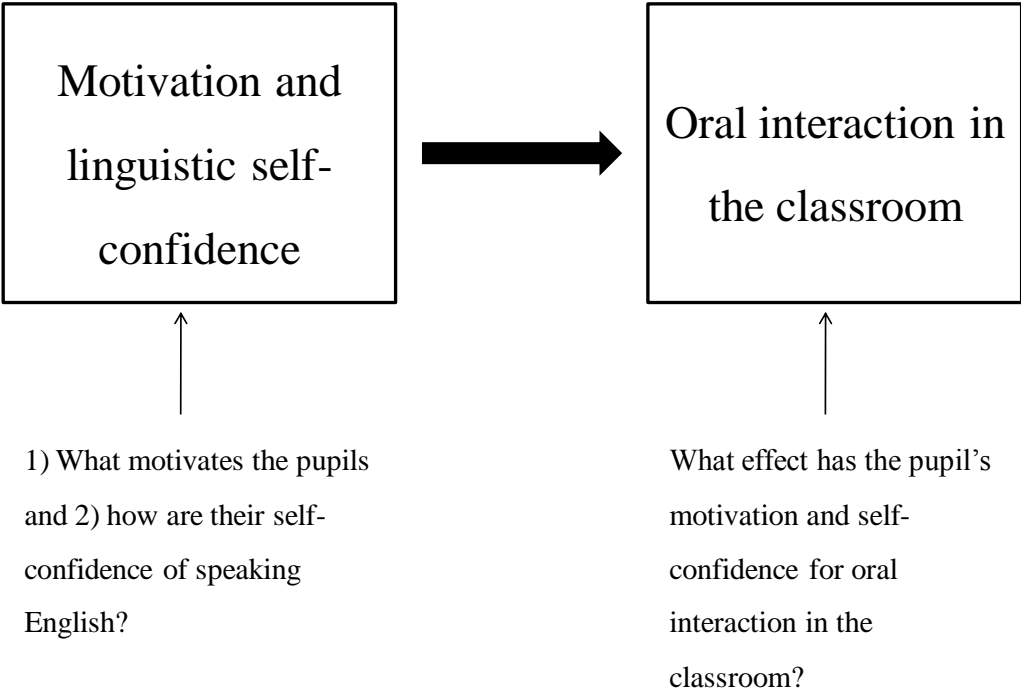
Figure 1: Conceptualized model

3. Methodology

This chapter describes and discusses the methodology used in this paper through the process of research preparation, collecting data, analysis and interpretation of the findings. It will be taken into consideration which research strategy, research design and method that are suitable for the thesis statement. The relation between reliability and validation will also be discussed.

3.1 A qualitative research strategy

The selection of research strategy reflects the priorities in the research process. In other words, the strategy most appropriate regarding the thesis statement. According to Johannesen et.al. (2006) it is possible to draw a distinction between qualitative and quantitative methods regarding research strategies. Quantitative research is seen as a strategy that uses quantification in its collection and analysis of data. Qualitative research can be looked at as a research method that benefits from words rather than quantification of data. The use of a qualitative method makes it possible to ask questions like "how do you experience" and "how do you feel", which helps to give a better look at reality.

According to the basic question of this paper, a qualitative research strategy is best suited, since I want to analyze the pupils' own reflections regarding their motivation, linguistic self-confidence and oral interaction in the classroom. With a qualitative strategy the phenomenon will be explored closely which will provide as much detail and nuance as possible, thus a qualitative strategy has the advantage that it opens up for the informants' own opinions and thoughts. In this manner, it is possible to say that qualitative strategy often has a high internal validity. A weakness with this type of strategy is that it is hard to generalize. However, the primary concern of this paper is not generalization, but developing an adequate description, interpretation and explanation of some specific pupils' notion with reference to oral interaction in the classroom.

3.2 Collection of data

Collection of data consists chiefly of two types: primary data and secondary data. Primary data is information collected by the researcher himself for the purpose of the survey in mind. Secondary data, on the other hand, is information that has been collected by somebody for some reason other than for instance the purpose of this paper. This paper will use primary data which is collected through a semi-structured interview. I have chosen to use this type of data since this paper tries to describe how, from the pupils' point of view, motivation and linguistic self-confidence affect oral interaction, and thus I am interested in interpreting the pupils' opinions on the subject matter.

3.2.1 Selection

In my search for informants I contacted a school located in Tromsø Municipality and asked if it was possible to interview some of the pupils in the 10th grade. My reason for choosing 10th graders is that I expect that they have both developed a fairly high English competence and are able to reflect on their own learning situation. All children in Norway must attend school for ten years. The Norwegian lower secondary school begins at the age of 12 or 13 and lasts for three years, covering the 8th to the 10th grade. During lower secondary, pupils are graded and need to maintain good grades in order to be admitted to the upper secondary school of their choice. Norwegian upper secondary school consists of three more years of optional schooling. The LK06 allows pupils to follow either a general studies path or a vocational studies path in upper secondary school. Pupils have a choice of many other sub-paths, depending on the subject they would like to specialize in. This is precisely why I wanted to interview 10th graders because the classes consist of a variety of personalities and different fields of academic interests. If I had chosen upper secondary school, I probably would have gotten a more homogenous group with similar academic concentration and I wanted to avoid that.

The school administration put me in contact with a 10th grade English teacher, who found my approach interesting. According to Johannessen et. al. (2006:106) 5 – 10 informants are appropriate for this type of investigation. I asked the teacher to select six pupils, three girls and three boys, with somewhat different English competence in order to get different opinions about motivation, linguistic self-confidence and oral interaction.

In this section I will give some information about the informants as mentioned above. All of them are 10th graders, consequently, they are minors. Some days before I conducted the interviews the teacher asked the pupils involved to clarify with their parents whether they would give me a "green light" to conduct my interviews. I wrote a letter of approval, which the teacher sent to the parents of the pupils involved. In this letter I briefly described and explained the purpose of the study, and that if they did not want their son or daughter to participate in this survey they could contact me. Anonymity for my informants will be ensured through fictional names and by not mentioning which school they attend. Here is a short introduction of the informants / pupils:

- *Susan* is a pupil who may interact and talk when she is on vacation in countries where she has to use the English language in order to communicate. However, she does not like to speak up in the classroom.

- *Cassandra* does not like to speak in plenary situations and preferably speaks English when she is alone with the teacher.

- *Mike* does not like to speak up in class unless he is prepared.

- *Peter* is a pupil who says he has no problem in speaking in English, not only in the classroom but also in his spare time and on vacation.

- *John* enjoys communicating in English. In class he raises his hand all the rime and in his spare time he communicates with relatives in the U.S.A.

- *Emily* has lived 18 months in the U.S.A. before attending lower secondary school and learned English by using the language. In class she occasionally raises her hand.

For the collection of data I found it necessary to interview the pupils, and in accordance to my thesis a qualitative interview would be suitable.

3.3 The qualitative interview

When one speaks of research approach there is normally a distinction between a deductive and an inductive approach. A deductive approach uses established theory and makes hypothesis based on this theory, whereas an inductive approach looks for an interesting hypothesis where hypothesis and theory are a result of research rather than a starting point. In this paper my approach is a combination of an inductive and a deductive approach. This is because my goal is not to generalize the findings, but rather to develop knowledge about whether or not individual pupils' motivation and linguistic self-confidence can affect oral interaction in the classroom.

A qualitative interview is the research method best suited for this study. This method makes it possible to explore a theme. In this paper, this is important because I want to get to know the pupils' own opinions and get rich details. According to Johannessen et. al. (2006) one can distinguish between two types of qualitative interviews; semi-structured and unstructured interviews. When conducting an unstructured interview the topic is set in advance, but the questions are modified to each interview situation individually. Whereas, with a semi-structured interview the researcher has prepared an interview guide in advance; however, the questions, topics and the order of the questions can easily be varied from interview to interview, moving back and forth within the interview guide. I decided to use a semi-structured approach when conducting the interviews for my survey, and therefore concentrate on describing this approach in this chapter. Semi-structured interviews follow an interview guide. This interview guide is not a questionnaire; it is rather a list of topics and general questions that are to be discussed during the interview. These topics are, naturally, based on the research questions one wants answers to. A semi-structured interview will allow me to follow some fixed topics and still have some flexibility to ask follow-up questions. In this manner, I believe that I will be able to gather enough data to answer the paper's thesis statement.

A semi-structured interview was made based on the theoretical framework of pupils' willingness to speak in different classroom settings, such as in dialogue with the teacher, with another pupil in group or pair work, and just speaking generally in a plenary setting. I wanted to hear from the pupils themselves about their willingness to speak in different classroom situations, so as to see if there is a link between motivation and linguistic self-confidence.

I wanted to make the pupils feel as comfortable as possible, so I bought some mineral water in order to ease potential tension. I conducted the interviews in a neutral environment, the nurse's office, an isolated location which the pupils did not relate to learning environs. I also made sure that no one was listening in on our conversation. Before the interviews I met with the teacher who had introduced me to the class and I stated my purpose; I wanted to secure their understanding of what I was there for. Another thing was to decide on whether to do the interviews in English or Norwegian. I chose to leave this decision up to the pupils. Every one of the pupils chose to do the interview in Norwegian. During the interview I used a digital recorder in order to document the interviews, which all pupils agreed on and I also took notes instead of looking at the informants all the time. The interviews lasted from 25 to almost 50 minutes. The reason for difference in duration was that some pupils were much more talkative than the others. By doing all of the points mentioned above, I felt that the pupils relaxed and actually had fun. This was something the teacher confirmed afterwards. After the interviews were conducted, I transcribed the data. This was done straight away in order to make it easier to remember the conversations and the impressions.

3.4 The interview guide

My interview guide was developed from the theoretical perspectives of this paper, and was divided into three sections; oral interaction in the classroom, motivation and self-confidence. In the section regarding oral interaction in the classroom, I got an impression of the pupils' own opinions on how they looked upon oral interaction in a classroom and their willingness to interact in the classroom. In the section about motivation I uncovered what motivated the pupils and their attitudes towards oral interaction. In the third section, linguistic self-confidence, I asked about their perceived competence and what possibly made them restrain their oral interaction. In retrospect, I discovered that some of my questions intertwined. When the informants answered one question they also answered some of the other questions in the interview guide. Despite this, I felt it was necessary to include all of the questions, to make sure I got all the answers that I needed.

3.5 Validity and reliability

The quality of the study will be considered based on whether the findings are reliable, valid or they can be generalized. As mentioned previously generalization is not a goal with qualitative studies and neither with this thesis. According to Creswell (2007:206-207), validity concerns the trustworthiness of the knowledge produced. It entails both questioning as to whether the survey investigates what it is intended to probe, and whether the study actually corresponds to the phenomena to which it refers. However, one may differentiate between two types of validity: internal and external validity (Creswell, 2007:202). Internal validity refers to whether or not the survey questions are appropriately designed, without any danger of misinterpretations, which will be examined closer in Chapter 3.5.1. External validity addresses the questions of whether the results can be generalized. However, the intention of this paper is not to generalize the findings. Creswell (2007) also mentions that reliability evaluates the quality of the interpretations made by the researcher and also if the findings are reliable.

3.5.1 Validity

As mentioned above, validity refers to whether or not the data can be trusted. This means that one has to make sure that the results of the study are correct. I must admit I hardly paid any great attention to these aspects in advance, as I carried out the study primarily for my own interest. However, I want to mention some factors which may have influenced the study.

One factor that may have contributed to the validity of this study is the fact that I interviewed the teacher to confirm or disprove what the pupils have said. Even though I asked the pupils to speak freely and truthfully during the interviews, it is possible that some of the informants wanted to appear more competent than they were. Regarding internal validity, perhaps some of my questions had the possibility of being misinterpreted; however, the pupils were free to ask any questions during the interview. Some pupils asked for clarification at which time I paraphrased the question. The way I see it, this may have contributed in strengthening the validity of the study. I believe the pupils understood the questions and thereby did not give me an answer they hoped I would like to hear. A source of error could have been that the pupils did not tell me everything because they were afraid of what the others thought, even though I

did not tell anyone anything. Another noteworthy facet might have been that the pupils were affected by the setting and were too shy to tell me everything.

3.5.2 Reliability

According to Thagaard (2003) reliability means that the researcher gives true and correct statements from the informants. In other words, this means that the conclusion in the study reflects the informants' own opinions and not the researcher's point of view. Therefore I must be critical to my own interpretations. In my case I had a semi-structured interview with some fixed questions. Nevertheless, there was room for follow-up questions. Before I conducted the study I tested my interview guide on a family member within the same age group as the informants, to make sure that the questions would be comprehensible for the informants. After conducting the interviews, I could have presented my findings to each informant. However, because of lack of time, this was not done. This may have weakened the reliability. To strengthen the reliability I tried to act as natural as possible in order that my behavior did not taint the pupil's answers during the interview. If I succeeded remains unknown since it is hard to predict if there would have been other outcomes of the results if I had carried out the study in a different manner. I also transcribed the interviews and this could have helped strengthen the reliability.

4 Empiricism and analysis

This chapter will 1) present and 2) analyze the findings from the collection of data in accordance with the theoretical framework from chapter 2. I have categorized the findings in accordance with the headings from the chapter presenting theoretical perspectives. In the first part of this chapter I will present and analyze my findings related to oral interaction. This means the pupils' thoughts and reflections regarding oral interaction in the classroom. The second part focuses on the pupils' motivation, and the third part looks at their linguistic self-confidence. Under each question, I have chosen to present quotes from each pupil. The reason for this is that I have very few informants and I want to present opinions of each and everyone.

4.1 Oral interaction in the classroom

In this section I want to present empiricism regarding oral interaction in the classroom. My goal was to find out if the pupils had a willingness to communicate and how their oral interaction was in the classroom. So as to measure this I needed to hear the pupils' opinions on 1) how they perceived the importance of learning by talking (WTC), 2) learn from each other (input), 3) how they use the language (output), and 4) whether or not the pupils corrected each other (feedback).

Question 1: To what extent do you think it is important talking in the classroom while learning English?

> *"I believe that it is important to speak English in order to learn English. Then you actively use your knowledge of the language"* (Susan).

> *"It is important to use the language actively in the classroom. You notice whether or not you have spoken correctly and also what you need to learn more about"* (John).

> *"I think it is important to speak English, because it gets more and more important to know how to communicate, orally, in different situations"* (Peter).

"I think it is easier to learn a language if you just sit down and write, but how will you know the pronunciation of the words?" (Cassandra).

"It is important to know English and speak English in the classroom" (Mike)

"English is one of the most spoken languages in the world, so I think it is important to know how to speak English" (Emily).

These quotations show that the pupils see the importance of speaking English in the classroom. To illuminate when the pupils felt most at home and comfortable speaking in the classroom, I asked following question:

Question 2: When do you speak English in the classroom?

"I feel most comfortable speaking English when I am just alone with the teacher, because then I can focus on the task at hand, and not think about making mistakes. I do not like to "think on the run". I need time to prepare myself, write down what I'm going to say" (Cassandra).

"It all depends on the classroom situation and the topic. If I had an option, I wish that the teacher could do all the talking in the classroom. Maybe I would talk more if I could prepare myself" (Susan).

"I feel comfortable speaking and reading in the classroom. I have no problem to participate in oral interaction in the classroom about topics which demand that one improvises the use of the language. I am quite good, so there is no pressure from anybody if I raise my hand" (Peter).

"I feel comfortable to speak in the classroom and I have no problem to "wing it" if I have to" (Emily).

"My favorite thing in the classroom is oral discussions about a very wide topic, not just one line answer. Personally, I prefer that the teacher speaks English all the time-you learn words and develop more understanding of the English language. I believe that the focus on oral interaction is too little. I also think it is important to practice in the target language to develop your language skill, at school or in your spare time. I do not need to prepare for what to say, it's a little similar to talking in Norwegian. It is important to use the language to be able to improve your language skills, and oral interaction improves one's oral competence" (John).

"I might speak up if I'm prepared. I do not like to improvise" (Mike).

This shows that the pupils may speak up in the classroom, but for Susan, Mike and Cassandra it depends on the situation and whether or not they have time to prepare. Peter and John stand out, because they seem to have a special interest in English as a subject and enjoy speaking. I wanted to hear from the pupils whether or not they thought they learned English from one another, in accordance to theory presented in chapter 2.1:

Question 3: Do you think your classmates help you in developing your English competence?

"I do not feel that I learn from my peers, but sometimes I may pick up a new word from another pupil and use it later on" (Mike).

"I find it strange when others try to correct my English, because I am not so sure that what they say is correct. It is better when the teacher corrects" (Emily).

"Sometimes I ask my classmates about the meaning of a word" (Susan).

"I like to hear what others have to say about a topic. Sometimes I don't quite understand what I've just read, but when the others explain it gets clearer to me" (Cassandra).

"No, but sometimes I think that I can help them" (John).

"It is interesting to listen to the others opinions, but I do not think that my English will improve because of it" (Peter).

As we see here that some of the pupils learn by listening to others, while some do not find the opinions of their fellow classmates useful. The pupils do not correct each other's grammar or pronunciation as suggested by Emily, since it is perceived unnatural. However, they may experience an expansion of their vocabulary due to classroom discussions.

Question 4: Do you share your ideas on a given topic with the rest of the class?

"I often hold back and worry about whether my comments are relevant, insightful or impressive enough" (Cassandra).

"I might do that if we are in small groups and we get to decide who to work with" (Susan).

"Only if I am prepared" (Mike).

"Yes, I have no problem with that. I think it's fun to discuss and talk with the others" (Peter)

"If the topic is interesting, I might raise my hand. Sometimes it is interesting to hear what others have to say" (Emily).

"I raise my hand all the time, I like to talk and share my ideas" (John).

The pupils show slight variation regarding sharing their ideas and thoughts on a given topic in the classroom. All the pupils see the importance of oral interaction where opportunities are created to test out one's language.

4.1.1 Analysis: Oral interaction in the classroom

In this section I will give an analysis of the pupils' opinions and thoughts regarding oral interaction in the classroom, based upon the theoretical perspectives from Chapter 2.1 and

2.1.1. Theory on input, output and feedback (Swain, 1995) gives importance to interaction, stating that comprehensible output as well as comprehensible input may be required in order for learners to develop their competence in the target language. According to Skehan (1989:49) one needs a willingness to speak in order to learn, which means to actively participating in classroom discussions.

The findings from this study show that all of the pupils understand the importance of knowing the English language and based on the answers that I got, they all seem to have a willingness to communicate. However, this willingness appears to vary from pupil to pupil and from situation to situation. There are some pupils who have a unique willingness to interact in the classroom and this willingness is driven by the fact that they like to talk and get feedback on their ideas and their grammar from the teacher. John and Peter are those pupils who really have a special interest in developing their English language, thus their willingness is very strong. They state that it is natural for them to speak in the classroom and they enjoy it. The other pupils interviewed do not seem to have as strong willingness to communicate as do Peter and John. These pupils do indeed have a willingness, but is seems that their desire to test out one's competence and share ideas is constrained by other factors. The interviews do not show a clear cut result that the pupils actively scaffold and learn from each other. However, it appears that the pupils subconsciously learn words and idiomatic expressions from one another, but this is not something which occurs consciously. The pupils do not learn much from each other and Emily finds it strange to be corrected by her peers. The reason for lack of feedback may be uncertainty due to young age and how the pupils perceive their own English competence. The pupils interviewed prefer that correction of their language is only done by the teacher, an authority figure who has the competence. This may indicate that building competence by listening should be done by the teacher speaking, which means he or she is the one that provides input for the pupils.

All of the pupils have a willingness to interact, but this willingness appears stronger in some than others. A reason why some pupils (John and Peter) interact more than the others (Mike, Susan, Cassandra and Emily), may be explained by their motivation and linguistic self-confidence. This is something I will discuss in the following chapters.

4.2 Motivation

I was interested in finding out what motivated the pupils to speak English, according to integrative and instrumental motivation. In order to do that I wanted to investigate their attitude towards whether or not they had some personal interest for e.g. English literature, TV-programs or going on holiday, or if they simply wanted a good grade.

Question 5: What do you think of the English language and do you have any personal interests regarding English like books, music or relatives in another country?

> *"English is the most important language to know and be able to speak in the world. I love American culture, America is an awesome country. I have been there. I have an American accent and I have relatives who live in the USA. Having an American accent is awesome"* (John).

> *"I think English is one of the most important languages in the world. Wherever you go people usually understand English. I learn English best when watching movies with English subtitles and reading English comic books. I read a lot of books. This is a good way to pay attention to how the Americans produce sentences, their word order, and one also learns how to pronounce the words"* (Peter).

> *"I like to read English books, like "Twilight", and watch movies"* (Cassandra).

> *"I don't think I have a special interest in the English language, but I like to watch American movies and listen to music"* (Mike).

> *I enjoy reading books in English, me and some other girls in the class have started to read books called 'Twilight'"* (Emily).

> *"I love reading English books"* (Susan).

All of the pupils seem to have an interest in the English language, some more than others. Several of the pupils gave the impression that they have an interest for English literature, movies and music. However, Peter and John seem to have an interest which from my point of

view transcends normal interest from my point of view. John is genuinely interested in all that is American, while Peter has a curiosity for languages and is especially keen at learning English. Because of this I wanted to know what kind of motivation they had to speak English in the classroom.

Question 6: When do you speak English in the classroom?

> *"If the topic is interesting, I might speak up. Other times I just find the topic so boring that I can't be bothered to participate"* (Emily).

> *"If we are in small groups, I speak up more than I do in whole class. We get a grade you know, I don't like to speak up when all the other pupils listen to me"* (Cassandra).

> *"I try to speak as much English as possible, because we get a grade, but sometimes I switch to Norwegian during group work. That is because the other pupils in the group believe that they have a low oral competence. The English lessons may be boring if we have boring topics, such as love"* (Mike).

> *"My motivation is very high to speak and learn English. I enjoy it. I like to try out the language and learn English 'sayings'. I like the idea of knowing a different language and want to be able to communicate in that language. I also have Spanish in school, but it is not that easy to communicate in that language"* (Peter).

> *"I don't like to speak English that much. I think I learn better when the teacher is talking. But we get a grade, so therefore I have to speak up"* (Susan).

> *"I like very much to speak English in the classroom. I feel very comfortable about my own competence in all settings and I actually like it when other pupils listen to what I have to say. I look forward to English classes. Sometimes the classes may be boring if the others lose perspective or when people start to speak Norwegian. It is after all English"* (John).

Several of the pupils interviewed mentioned that the topic may be a contributing factor to oral interaction. If the topic is considered interesting many more will be likely to speak, while if

the topic is perceived as boring, some may withdraw from the interaction. Some of the pupils interviewed emphasize being graded based on their level of oral interaction in the classroom.

4.2.1 Analysis: Motivation

Motivation is defined as a "*mental engine that subsumes effort, want / will and task enjoyment*" (Gardner, 1985 in Dörnei, 2001:49) and in this paper I wanted to assess the pupils' motivation from their language level. The language level consists of two subcomponents; integrative (integrativeness and attitude) and instrumental motivation. According to Ellis (2008), the concept of attitudes refers to sets of beliefs which influence language learning in a number of ways. Pupils hold beliefs about aspects such as the topic they are going to talk about. Learning method such as plenary vs. small group discussion also plays a role: Lightbown and Spada (1993:40) indicate that learning a second language depends on a learner's attitude. I wanted to investigate whether or not the pupil's views of the target language culture affected their motivation in the English classroom. The reason for doing this was to investigate their attitude towards the English language on a general basis, and not only their motivation in the classroom in order to see if there was a link between their interest towards learning English and oral interaction in the classroom.

The majority of the pupils' interviewed mentioned that they enjoy watching movies, listening to music and reading books in the target language. The pupils are interested in the English language on the basis that it reflects their interest for reading English books, listening to English music and watching English movies, but it seems that they do not have a special interest towards the English language in reference to integrativeness. With regards to the learning situation, their attitude appears to be low. This is because they only show an interest for interaction if the topic catches their interest. In other words their integrative motivation appears low. John and Peter stand out in both cases. John called attention to the fact that he has an American accent and I got the impression that he was very proud of that. This might be an indicator that the American culture is something that attracts John and motivates him to speak English, which inflects an interest and a positive attitude towards the American community. John also states that he looks forward to the English classes and likes to keep the focus on developing his language skills. This shows that John has both high integrativeness and a positive attitude towards the learning situation. From the interview with Peter, I got the impression that he watches movies and reads comic books in order to monitor his own

learning process as well better his syntax and pronunciation, all of which improves his English skills. Peter strikes me as a pupil who is more than averagely interested in learning English on a more general basis and he reflects an interest in foreign languages such as Spanish. Based on this, one can say that both Peter and John have a high integrative motivation.

After I had assessed what motivated the pupils regarding integrative motivation, I wanted to unveil what motivated them to talk in the classroom and find out if they had any instrumental motivation. My findings show that not all of the pupils have a clear instrumental motivation. Mike, Susan and Cassandra participate because they get a grade, which is an indication of instrumental motivation. Peter, John and Emily do not show typical characteristics of instrumental motivation.

To sum up, Peter and John appears to have high degree of integrative motivation, while Mike, Susan, Cassandra and Emily's integrative motivation seems low. Speaking of instrumental motivation, Mike, Susan and Cassandra show signs of having this form of motivation, while with John, Peter and Emily it is more unclear. This is interesting because the pupils in the study who have a high integrative motivation show no clear indication of instrumental motivation and vice versa. During the interviews on the questions on motivation, the issue of plenary vs. small group interaction and the topic came up from the pupils as motivational aspects. These however, are aspects which belong under Chapter 4.3, Linguistic self-confidence, and will therefore be dealt with accordingly.

4.3 Linguistic self-confidence

I wanted to find out if the pupils' linguistic self-confidence could affect their oral interaction in the classroom and in that event uncover their situation-specific self-confidence (Chapter 2.3.1) and their L2 confidence (Chapter 2.3.2). Language use anxiety (Chapter 2.3.3) is a subcomponent of both aspects.

Question 7: How would you assess your own English oral competence and do you feel you have the needed competence to interact on a given topic? Do you feel comfortable speaking in front of the whole class?

"I think that my competence is average. I don't have any problems talking in the classroom, but I like to be prepared if I have to speak in front of the whole class" (Mike).

"I think that my oral skills are a little below average. I don't like to raise my hand, but if I am "forced" I can speak. I believe that I can talk about different topics, but I just don't like to talk in front of everybody" (Susan).

"I think that I am quite good at English. I have no problem speaking English in front of the whole class and I am able to improvise if I have to" (Peter).

"My English is one notch below perfect. The words just translate themselves in my head. I am comfortable in all settings" (John).

"I think my English is okay, maybe a little below average. I do not like to talk in front of the others. It would be easier if there were only a few pupils from the class and preferably someone I know very well" (Cassandra).

"I think my English is okay. I like to work alone and I don't speak up much" (Emily)

The pupils' perceived competence indicate that they think they are more than capable participating in oral interaction in the classroom. As mentioned in Chapter 2.3.1, the point of L2 self-confidence is the fact that your perceived competence is the evaluating factor for interaction. However, after the interviews I had the impression that some of the pupils may have misjudged their own competence. In order to verify my belief, I talked with their teacher who stated this:

"Susan, Cassandra and Mike do not interact in plenary setting. Peter seems to have a genuine interest in the English language, and accordingly speaks up. Emily is one of the pupil's who underestimate her own competence. She is extremely good, both in speaking and at writing, but still she does not speak up that much. John, however, is a different case. He talks all the time. His English is not perfect, but it does not seem to matter. He talks whenever he has the chance" (Teacher).

The teacher confirmed my suspicions. Emily has high oral competence in the English language. Nevertheless, she appears to underestimate her own competence. Perhaps this is one reason why she will not speak up in the classroom? John, on the other hand, perceives his own competence as almost perfect, even though this is not the case; his willingness to communicate knows no limit. With the other pupils my impressions were more or less correct.

<u>Question 8:</u> What do you prefer regarding oral interaction when it comes to the setting? For instance small group vs. plenary discussion?

"I have no preference whether or not I work in a group or by myself. Small group discussions do not always work, sometimes other pupils revert back to Norwegian, no matter how much you try" (Mike).

"I like small group work since more pupils participate in the discussion and it is nice to hear other people's opinions on the subject matter. I do not like to speak in front of the whole class because there are so many that are better than me. It is not that I feel judged by them, it is just that you cannot help comparing your level with others" (Susan).

"I feel very uncomfortable if I have to speak in front of my classroom peers, if I for instance mispronounce something. I like small group discussions much better and then it is easier to talk. Some of the others are very good and use small words and stuff that I have never heard before. Small group discussions give you a little more scope to try out things and to let go a bit, when I speak with my friends if we do not know the words we would just say that word in Norwegian and keep going, I would never do that in plenary discussions. I don't want to be laughed at" (Cassandra).

"Sometimes it is okay with small groups, but it is hard to speak English when there is who corrects you. Sometimes small group discussion escalates into social clubs, where the topic of discussion is disregarded. Pupils who speak Norwegian during small group work should get a fine from the teacher" (Peter).

"If one divide pupils in small groups it would probably make them talk" (Emily).

"I like small group work, but the problem is that others speak Norwegian in small groups, and if we pressure the whole group to speak English the pupils just withdraw from the discussion and become silent" (John).

There are different opinions about speaking plenary discussions vs. small group. All of the pupils state that they like small group interaction, but not everybody agrees that it is better.

4.3.1 Analysis: Linguistic self-confidence

Theory (MacIntyre et. al., 1998) suggests that linguistic self-confidence significantly contributes to the pupils' willingness to communicate, which again leads to oral interaction. Perceived L2 competence, and not actual competence, corresponds to the overall belief in being able to communicate in the L2 in an adaptive and efficient manner. First and foremost I wanted to investigate the pupils' L2 self-confidence. The pupils' perceived oral abilities indicate that they are more than capable of participating in oral interaction in the classroom. The pupils evaluate themselves as *"just below average"* (Susan and Cassandra) *"average"* (Mike and Emily), *"above average"* (Peter), and *"one notch below perfect"* (John). As mentioned earlier, Susan, Cassandra and Mike do not like to speak in a plenary setting and these pupils avoid participating in oral interaction if given the chance. Susan, Cassandra and Mike perceive their competence as just below average or average. This might indicate that their perceived competence plays a vital role in their absence of oral interaction in the classroom. This will be discussed more thoroughly in Chapter 5.

The teacher explains that John has clearly overestimated his own competency; however, his actual competence is more likely somewhat higher than average. Emily, on the other hand, is according to the teacher nearly perfect in English. I find these findings very interesting regarding the importance of self-confidence amongst the pupils. Given the fact that Emily has lived in the USA just before starting lower secondary school, I find it strange that her self-confidence plays a vital role in her interactional patterns in the classroom. In my opinion, Emily's self-confidence is not the decisive factor for her unwillingness to interact, but this will be discussed more thoroughly in chapter 5.

Before I interviewed the pupils, I was of that opinion that the setting (plenary vs. small group) had an impact on the pupils' linguistic self-confidence and their willingness to interact, thus

their oral interaction. Despite the fact that small group discussion was perceived as easier than plenary discussion, comments by the pupils suggest that their attitudes towards this activity were not straightforward. Difficulties encountered in small group interaction were varied. The unwillingness of some participants to speak English or to remain focused on the task was all mentioned as hindrances to small group discussion. However, Susan and Cassandra said that they did not feel comfortable speaking in a plenary setting and that they are much more comfortable speaking in small groups. Their linguistic self-confidence is weakened if they have to speak in a plenary setting, but it rises when they discuss in small groups. This is a clear indication of communication apprehension (Chapter 2.3.3). Cassandra has earlier mentioned that she does not like to share her ideas because she fears that her peers would evaluate her language and her opinions negatively, which is an indication of fear of negative evaluation. The same applies for Susan. It appears as though Mike's linguistic self-confidence is not that affected by the setting, other than that he believes that small group discussions do not work that well because the pupils sometimes speak Norwegian during said discussions. Peter's linguistic self-confidence is not influenced by the setting. He prefers feedback from the teacher if he for instance mispronounces a word or speaks grammatically incorrect, and in this manner he prefers plenary interaction because this benefits his learning. I got the impression that the setting did not have an influence on Emily's self-confidence. However, she did not mention her own preference. In Chapter 4.2 she stated that she would interact if the topic caught her interest. This could indicate that her self-confidence is not necessarily low, but I will look further into this in Chapter 5. John likes small group discussions, however, he mentions one drawback with this method and it is that other pupils are unwilling to interact and speak English during small group. John is a pupil who appears comfortable in all settings, and I do not believe he has a low linguistic self-confidence or any language use anxiety whatsoever.

What we have seen so far is that the pupils, who have below average L2 self-confidence, evaluate their perceived competence higher in small groups, because fear of negative evaluation and communication apprehension is not as dominating. Pupils with above average L2 self-confidence find small group somewhat of a hinder for oral interaction. I believe the reason for this is the fact that the pupils with above average L2 self-confidence do not have problems with oral interaction during plenary discussions. The pupils who appear to have an above average L2 self-confidence become irritable when other pupils codeswitch, and they feel that their opportunity for learning is not met in small groups. It might be considered that

pupils with below average L2 self-confidence prefer the security that small groups afford, whilst pupils with high linguistic self-confidence like to develop and test their L2 skills with the entire class and the teacher. In the next chapter I will try to answer the basic question of this thesis and combine all of the aspects mentioned in this chapter.

5 Discussion

The purpose of this paper has been to look at *"Which consequences do pupils' motivation and linguistic self-confidence have for oral interaction in the classroom?"* In this chapter the basic question of research used in this paper will be discussed in relation to the analysis of the empiricism from Chapter 4.

The magnitude of willingness to communicate (WTC) arises from the role of oral interaction in language development described from various standpoints, stressing that pupils have to talk in order to learn (Swan, 1985:1995:2000, Skehan, 1989, Dysthe, 1996). The theoretical perspectives used in accordance with oral interaction in this paper, determine that it is important that pupils have a willingness to communicate in order to achieve oral interaction in the classroom. My analysis concludes that all of the pupils interviewed have a willingness to communicate which affects their oral interaction in the classroom. However, my findings show that it appears as if the pupils' willingness is somewhat linked to their motivation and linguistic self-confidence, as theory has suggested (Hashimoto, 2002; MacIntyre and Charos, 1996).

As mentioned in Chapter 2.2, theory on motivation used in this paper divides motivation in two; integrative motivation and instrumental motivation, and integrativeness and attitude are subcomponents of the former (Dörnei, 2001). In relevance for this paper, integrative motivation involves aspects such as a personal interest for the target language and its culture. Instrumental motivation on the other hand is when the pupils are motivated for the solemn purpose of a grade. An analysis of their motivation shows that the pupils in a way can – in a way - be divided into two groups. One group in which the pupils had a high integrative motivation and a less dominant instrumental motivation, and one group where the instrumental motivation was dominant and the integrative motivation not that obvious. Susan, Cassandra and Mike say that they like to listen to music, read literature and watch movies, but this interest does not seem to have been transferred to the teaching that goes on in the classroom. In other words, their integrative motivation is not a dominating factor for their willingness to oral interaction. Peter's motivation to interact orally in the classroom is high since his personal interests are nurtured during the English classes. In this way his

integrativeness contributes for his interaction since he is very interested in the English language. Peters level of integrative motivation towards the English language and English class is high. He says that he wants to expand his English competence and he wishes to be corrected when he mispronounces something or says something wrong, and this is why Peter is motivated to interact orally in the classroom. John raises his hand as often as he can, he is interested in all that is American and he has a personal interest for the American culture and language. John has a high willingness for oral interaction and because of a personal interest he also has a high integrative motivation. As previously established, Susan, Cassandra and Mike have low integrative motivation. They explain that the main reason for their oral interaction in the classroom is the fact that they get a grade. In other words, their interaction pattern is dominated by an instrumental motivation. Emily has resided in the USA for 18 months, but she does not seem to have an increased motivation to interact for that reason. She says that she might speak up if the topic is interesting, but she has no motivation aside from that. From a theoretical perspective it can be assumed that since Emily has lived 18 months in America the result would depict an integrative motivation which made her talk and interact accordingly. This however, is not the case. According to Emily's teacher she is by far the pupil in the class with the highest degree of English competency. This could mean that her competence is not nurtured during English class, thus she becomes unwilling to participate. The only motivational aspect I could find in Emily is that her attitude towards the learning situation may increase if the topic catches her interest, which might indicate a tendency towards a higher integrative motivation rather than an instrumental motivation.

According to Clement (1980:1986), linguistic self-confidence is divided in two categories; *L2 self-confidence* (Chapter 2.3.1) and *situation-specific self-confidence* (Chapter 2.3.2), where *language use anxiety* is a subcomponent of both aspects. Theory on L2 self-confidence explains that levels of anxiety and perceived competency create a state of self-confidence in the target language that, when combined with various factors (i.e. the setting in a classroom) results in willingness to oral interaction in a given situation (MacIntyre et. al., 1998). In the analysis I discovered the level in which the pupils believed what defined their level of competence. Peter and John rate their competence as above average, Mike and Emily stated their skills as average while Susan and Cassandra claim they are below average. According to theory, since Peter and John rated their English competency as above average, they should have high L2 self-confidence and interact accordingly. Mike and Emily should according to theory interact on an average level which means occasionally, while Susan and Cassandra

according to theory seldom interact. This theory appears to be confirmed in by the findings from my interviews with the pupils and the teacher. Situation-specific self-confidence refers to feelings that one has on the capacity to interact effectively at a particular moment (MacIntyre et. al., 1998). Variables which influence this confidence are the participants, the setting and the topic, and the confidence may vary in relation to these variables. During the interviews I did not get that much information from the pupils which involved themselves, regarding the aspect of the participants. Nevertheless, during the interviews, John and Peter explained that they did not like it when other pupils codeswitch and Peter even suggested that the pupils who talked in Norwegian should get a demerit. It seems that the participants and the classroom milieu play a role in this situation-specific self-confidence. This is not because John and Peter's situation-specific self-confidence is negatively affected by the other participants, but some of the other pupils may not feel that their competence is not good enough for oral interaction in English. An interesting aspect is a link to motivation. It appears as though the perceived competent pupils become irritated and demotivated, but to what extent this is linked to their oral interaction is unknown. Cassandra and Susan rate their English level as below average and from the interviews it was clear that the setting meant a lot for their oral interaction. The pupils preferred to interact in small groups because they would not need to think of how their classmates would evaluate them. For Peter, Emily, Mike and John the setting does not seem to have an impact on their oral interaction. With regards to the topic, the theory suggests that a pupil's expertise and familiarity with a given topic may allow them to be more forthcoming with verbal interaction. However, it is difficult to draw any conclusions regarding the topic, because it somewhat overlaps with motivation. Nevertheless, Susan and Mike mentions that their oral interaction may increase if the topic is interesting because then they might already have previous knowledge about the aforementioned topic. This could be linked to their situation-specific self-confidence. Emily has previously mentioned that she might speak up if the topic is of interest, but I do not believe this has anything to do with her situation-specific self-confidence. I will argue for this later.

Language use anxiety is a subcomponent of both L2 self-confidence and situation-specific self-confidence. In this paper I have, as mentioned in Chapter 2.3.3, focused on what Daly et. al. (1997) calls *communication apprehension* and *negative evaluation*. In my opinion, being able "think on the run" belongs under communication apprehension. This is because this particular language use anxiety is the most anxiety- producing experience and when you are able to think on run you show lack of anxiety and possibly high competence. Susan,

Cassandra and Mike claims that they do not like to speak up and interact if they are not prepared. Susan and Cassandra are afraid of negative feedback and evaluation from their peers and Mike doubts his abilities to a make proper impression when interacting. Cassandra compares herself with the other pupils in class and find herself less proficient in contrast to her peers. I will therefore claim that, according to theory, Susan, Mike and Cassandra have language-use anxiety. Emily, John and Peter are the complete opposite and say they have no problem with thinking on the run and interacting, and they never mention that they are afraid of what the others might think when they speak up. In other words, according to theory, they do not show signs of language-use anxiety.

My discussion so far shows that all of the pupils to a certain extent have a willingness to communicate and they all see the importance of oral interaction in the classroom. However, some are more willing than others participate in the learning setting accordingly. John and Peter's motivation is dominated by the integrative part of their language level and their instrumental motivation appears less distinct in their oral interaction. Regarding their linguistic self-confidence, according to L2 self-confidence theory, John and Peter's L2 self-confidence is high and combined with their lack of language-use anxiety they are both in a state where they are willing to communicate in almost every setting. These two confirm the theory of MacIntyre et. al. (1998). Susan and Cassandra are driven by an instrumental motivation regarding oral interaction and their integrative motivation is not as distinct. According to theory regarding linguistic self-confidence they both show signs of language-use anxiety such as communication apprehension and fear of negative evaluation from peers. Nevertheless, Susan and Cassandra's situation-specific self-confidence plays a role in their oral interaction pattern if they find themselves in a setting according to their preference, small group discussions. Regarding Susan, the topic is also a factor in situation-specific self-confidence which may affect her oral interaction. These aspects appear to affect the output produced by Susan and Cassandra negatively regarding their oral interaction in the classroom. Mike has a more distinct instrumental motivation and a less dominating integrative motivation. He does show signs of language-use anxiety which affects his linguistic self-confidence. As mentioned earlier, Emily's motivation shows a tendency towards a higher integrative motivation rather than an instrumental motivation. She does not show signs of language-use anxiety in any way, but her attitude towards the topic being discussed might influence her oral interaction pattern. She rates her own English competence as average and according to her level of oral interaction in the classroom, theory is confirmed. However, I do

not believe that the reason for her low oral interaction is linked with linguistic self-confidence. My opinion, which the teacher confirmed, is that her actual English competence is above average and she is the best in the class. This is really an interesting conundrum, but without further research it is impossible to predict the actual meaning of what looks like an anomaly.

Motivation is defined as a "*mental engine that subsumes effort, want / will and task enjoyment*" (Gardner, 1985 cited in Dörnei, 2001:49). According to this an integrative motivation will in all occasions be beneficial for the pupils in the learning situation and increase their level of oral interaction, which my findings support. An instrumental motivation alone will not increase oral interaction, but combined with an integrative motivation, and according to theory the outcome should be a high level of oral interaction in the classroom. Linguistic self-confidence and in particular perceived L2 competence and lack of language-use anxiety, will in all cases affect the oral interaction in the classroom.

6 Closure

In this chapter I will present and sum up the essential findings of this paper. I will also discuss the limitations of the paper, implications and suggestions for further research.

The theme for this paper has been oral interaction in the classroom. The Knowledge Promotion states that 10th grade graduates should have a high level of English competence. This paper has showed that one of many ways of achieving this is through oral interaction in the classroom. In order to achieve oral interaction in the classroom, pupils need a basic willingness to communicate. This willingness for interaction is closely linked with the pupils' motivation and linguistic self-confidence. The basic question of research for this paper has consequently been:

"Which consequences does pupil motivation and linguistic self-confidence have for oral interaction in the classroom?"

6.1 Conclusion

According to the papers' basic question of research, I have been interested in investigating motivation and linguistic self-confidence and its consequence for oral interaction in the classroom. In order to answer this question, I have interviewed six pupils in lower secondary school in Tromsø. During the interviews I got an indication that all of the pupils interviewed saw the importance of oral interaction in the classroom in order to develop their language skills. We have seen in this paper that motivation and self-confidence indeed have a consequence for oral interaction in the classroom. According to theory, perceived L2 competence is of vital importance regarding oral interaction. The way the pupils rate their own competence reflects level of oral interaction. My findings confirm this. It is hard to measure how motivation affects the pattern of interaction, but it appears as though the pupils with higher integrative motivation have a high level of oral interaction. A combination of high linguistic self-confidence, a lack of language use anxiety and a high integrative motivation appears to be the most valuable aspects producing oral interaction in the classroom. Pupils with language use anxiety and an instrumental motivation, often choose to avoid interaction.

In regards of my findings and the discussion, I believe that motivation and linguistic self-confidence has a huge consequence for the oral interaction that goes on in the classroom.

6.2 Limitations

In this section I want to discuss some limitations with this paper, because I find it important to reflect over such elements. I have therefore divided the limitations into theoretical, methodical and practical limitations. These limitations represent elements which have not been taken into consideration in this paper.

This paper has used theoretical perspectives in motivation, linguistic self-confidence and oral interaction. During the chapter regarding theoretical perspectives, I have gathered some theoretical contributions on the matter. To explain oral interaction I have chosen theory within applied linguistics. If it had not been for the limited size of the paper, it would have been beneficial to look more thoroughly at each and every one of the aspects discussed. It probably would have been interesting to look further into the willingness to communicate model proposed by MacIntyre et. al. (1998), instead of using it as a theoretical backdrop. Regarding motivation it would have been fascinating to look at the dynamic nature of the motivation as proposed by Dörnei (1998) regarding an instructional setting. By doing this, I may have seen how motivation changes over time in a classroom setting. Furthermore, this paper would probably have benefited from more theories on motivation.

Methodologically I have experience some limitations. As discussed under credibility in chapter 3, it might be assumed that some of the pupils were not entirely truthful in their opinions and thoughts. To increase the credibility of this paper, it would have been beneficial using both a qualitative and a quantitative method. To test out their motivation and their self-confidence, for instance using a 7 point Likert scale survey, would have made me better able to test out their motivation and linguistic self-confidence before conducting the interviews. Another methodological limitation could be my own credibility as an interviewer. It is probable that my lack of experience as an interviewer may have influenced the pupils' answers. By performing the suggested changes, it may be considered that the reliability of the paper would have been stronger.

A practical limitation is that I only interviewed six pupils. It would have been interesting to have interviewed more informants. This is because I did not get a chance to see whether or not a combination of high motivation and low linguistic self-confidence has an impact on the pupil's oral interaction. Another practical limitation could be the fact that my informants were 10th graders. It could be assumed that pupils in upper secondary school may have developed deeper reflections on their own learning situation, than 10th graders have. It would also have been interesting to have compared classes, instead of interviewing just one.

6.3 Implications

Implications for research

Does this paper really explain the consequence of motivation and linguistic self-confidence on oral interaction in the classroom? The theoretical perspective used in this paper states that motivation and linguistic self-confidence is of importance regarding oral interaction, and I have claimed that motivation and linguistic self-confidence is essential for developing English competence. It might be taken into consideration that this might have been faulty, since I could have looked upon the pupils' interaction patterns in an actual classroom setting. Aside from this I could have used more theories regarding motivation and linguistic self-confidence which is linked more directly to the pupil's actual communication usage. Another implication could be that I have chosen the wrong informants, and instead should have used older pupils who have voluntarily selected English as an elective subject. Doing this, based on the same theoretical perspectives, I might have gotten other results.

If further research is preferred, it could have been interesting to perform a longitudinal research where one studies whether or not pupil's motivation changes from lower secondary school to upper secondary school. Another research angle could be to look at whether or not their motivation changes from when they have English as an obligatory subject to when they choose it as an elective subject. By doing this it would probably be easier to capture the changing dynamic of motivation.

Practical implications

When it comes to practical implications, I think that this paper points out the importance of motivation and linguistic self-confidence in order to make pupils talk. This is also important from a pedagogical perspective, since the paper provides a hint of what teachers should have in mind when it comes to oral interaction. Language learning is more than just memorizing word order and rules and one must not forget the cognitive and affective sphere of the pupils. In my opinion, it is the teacher's task to help the pupils interact, for example by joining in when a discussion has stopped or by asking questions to keep the discussion going. We have seen that the topic is of importance. It has to be a topic that stimulates and hopefully motivates and makes the pupils interested in participating in the discussion. The topic is important in all communicative situations, since it should trigger the pupils' willingness to put an opinion across and thus develop their English competence. It is important to vary the topic on behalf of the whole class, since different pupils like to talk about different topics. Nevertheless, pupils learn in different ways and enjoy different kinds of tasks, which means that it is important to offer a variety of tasks, performed both by the whole class and smaller groups in order to increase the level of oral interaction in the classroom.

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Appendix

Interview guide

Willingness to communicate and oral interaction

1) To what extent do you think it is important talking in the classroom while learning English?
2) When do you speak English in the classroom?
3) Do you think your classmates help you in developing your English competence?
4) Do you share your ideas on a given topic with the rest of the class?

Motivation

5) What do you think of the English language and do you have any personal interests regarding English like books, music or relatives in another country?
6) When do you speak English in the classroom?

Linguistic self-confidence

7) How would you assess your own English oral competence and do you feel you have the needed competence to interact on a given topic? Do you feel comfortable speaking in front of the whole class?
8) What do you prefer regarding oral interaction when it comes to the setting? For instance small group vs. plenary discussion?