Teaching speaking in the English classroom

Teacher practices in Swedish upper secondary schools

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Abstract
This qualitative study aims to investigate how teachers of English as a foreign language (EFL) work to develop their students’ oral proficiency. The study analyses interviews and pedagogical materials to elucidate how the interviewed teachers regard their students’ oral proficiency, what kind of activities they use for teaching speaking and how they assess oral proficiency. The participants were two licensed English teachers of higher upper secondary education, and different materials that the teachers used were analysed, including a textbook. The teachers regarded their students’ oral proficiency as generally good or very good but noted that significant differences existed in most groups regarding proficiency and that certain students who were less proficient showed an unwillingness to use the target language, which indicates a need of better strategies to involve these students in the learning process. The findings of this study suggest that the interviewed EFL teachers teach speaking according to the communicative approach and that the activities they use more frequently for teaching speaking were discussions, followed by presentations, speeches, role-playing and debates. However, the interviews and the pedagogical materials reflected a lack of focus on the features of spoken language, the importance of which has been proven by findings in corpus linguistics and conversation analysis. These findings indicate a need to raise awareness among teachers about the benefits of focusing on the features of spoken language. Regarding assessment, informal formative assessment in the form of direct observation was the most common form, while formal assessment was used in presentations and examinations in the form of group discussions. The teachers acknowledged some confusion regarding assessment due to the lack of clear guidelines from Skolverket. Moreover, they regarded speaking as being more important than other skills, which indicates the possibility of redefining the value of speaking in the course evaluation.

Keywords
English as a foreign language (EFL), speaking, communicative competence, oral proficiency, target language, pedagogical materials, textbook analysis, assessment, communicative approach.
1 Introduction

One of the main purposes of learning English as a foreign language is to be able to communicate and interact with other people, as English has become an international lingua franca. Swedish language curricula prioritise communicative and interactional abilities as learning goals and establish that the purposes of the subject of English include providing students with the possibility to use the language to interact in speech and in writing, to discuss and reflect about life conditions, society issues and culture in different contexts, and to develop their ability to express themselves with variation and complexity (Skolverket, 2011b). The development of oral skills is therefore regarded as key in the learning process. Moreover, speaking is considered by many to be the most important skill in language learning (Lazaraton, 2014). It is a priority for many students worldwide and a common aim for school curricula regarding English as a Foreign Language (EFL) (Duff, 2014; Luoma, 2004). According to the European Survey of Language Competences (ESLC), teachers tend to put more emphasis on speaking in relation to the other three communicative skills (writing, listening and reading) (European Commission, 2012).

Swedish students have a comparatively high level of English proficiency. According to the Education First English Proficiency Index (EF EPI), Swedish students rank second from top in terms of English proficiency among 80 different countries that do not have English as a first language (EF, 2017). The strong presence of the English language in the Swedish school system is one of the underlying factors to this success. English is taught in most schools from year 3 or 4 and is a part of the national tests from year 6 (Skolverket, 2011a). It remains an obligatory course until the first or second year of upper secondary education depending on the programme, and most dissertations in higher education are written in English (Skolverket, 2017; Winsa, 2005). On the other hand, Swedish students also have one of the highest levels of exposition to extramural English, especially through media, and their parents have one of the best levels of knowledge of English compared to the rest of non-English-speaking European countries (European Commission, 2012). Moreover, Swedish students show positive attitudes towards learning English (Skolverket, 2004, European Commission, 2012). Their performance is especially good regarding oral skills, and more than 80 percent of
students in year 9 believe they would be able to communicate in English in practical situations (European Commission, 2012).

A counterpoint to the generally advantageous position of Swedish students in international assessments of English proficiency is the fact that differences in student performance at national tests have increased in the past decades, and that test results have stagnated since the 1990s. This has been linked to an increased presence of students with a foreign background, who generally perform worse in English tests than their native peers (Myndigheten för skolutveckling, 2008; SCB, 2017). According to the Swedish Schools Inspectorate, many teachers at upper secondary schools fail to make the necessary adaptations for their students’ needs in terms of language proficiency, study habits and motivation (Skolinspektionen, 2010). Regarding the development of oral skills, common problems such as students’ performance anxiety and lack of self-confidence pose additional challenges for the EFL teacher (Myndigheten för skolutvecklingen, 2008).

Despite the importance given to oral proficiency in the curricula, there is less research about it than about other areas of language proficiency such as grammar, writing or reading (Erickson, 2004; Milton, 2013; Palmér, 2010). In a Swedish context, Sundh (2003) analysed the results of an assessment project carried out in 1993 that tested school-leaving students’ oral proficiency in English, and noted that student performance was generally good but varied significantly. Recent contributions that provide some insight into how English teachers at Swedish schools work with oral proficiency include Sandlund, Sunqvist and Nyroos’s (2016) studies based on their project Testing Talk, which focuses on lower secondary education. However, no studies have been found regarding the teaching of speaking in the EFL classroom in Swedish upper secondary schools. The purpose of this study is to contribute to filling that gap by showing how two EFL teachers in Swedish upper secondary schools work to develop their students’ oral skills in English. It is a case study based on interviews and the analysis of learning materials. The study takes into account how frequently these teachers work with oral skills in the classroom, what type of materials they use, how they organise and assess speaking activities, and how they deal with individual differences regarding motivation and proficiency levels. This analysis will provide an insight into how English oral proficiency is taught in the EFL classroom, which might be useful for teacher students as well as in-service teachers.
1.1 **Aim and research questions**

The aim of this exploratory study is to analyse how oral proficiency is taught in the EFL classroom in Swedish upper secondary schools by investigating teachers’ views on their student’s oral proficiency and performance, as well as the types of activities and methods used by those teachers to teach and to assess speaking. The study uses two different sources of data in order to provide an insight as complete as possible. One part of this study is based on two interviews with EFL teachers, while a second part involves a critical analysis of some of the pedagogical materials used by those teachers to teach and to assess speaking.

Research questions:

1. How do EFL teachers in Swedish secondary schools regard their students’ oral proficiency and performance?

2. What kind of activities and materials do these teachers use for the practice and development of their students’ oral proficiency? What possibilities do these pedagogical materials offer for the development of oral proficiency?

3. How do these teachers assess speaking production and interaction in the target language?

2 **Literature review**

Three theoretical concepts which are relevant for this study are communicative competence, oral proficiency and assessment of oral proficiency. The Swedish syllabus for the English subject is based on the notion of communicative competence, as it states that students should be given the opportunity to develop all-round communicative skills through the use of language in functional and meaningful contexts (Skolverket, 2011c). In this approach to foreign language teaching, the development of oral proficiency plays a central role, as it is closely related to all areas of communicative competence (Malmberg, 1993). As language teachers are required to analyse and assess students’ ability to express themselves and interact in the target language, the assessment of oral proficiency is an essential part of the teaching of speaking (Myndigheten för skolutveckling, 2001; Lazaraton, 2014).
2.1 Communicative competence

The development of communicative competences is regarded as a fundamental task in language education. The term *communicative competence* was coined in 1968 by sociolinguist Dell Hymes as a wider construct than Chomsky’s notion of linguistic competence, which comprised the knowledge of syntactical and phonological rules. Hymes (1968; as cited in Malmberg, 1993, p. 72) defined communicative competence as “what a speaker needs to know to be able to communicate effectively in culturally significant settings”. Different models of communicative competence have been proposed by Hymes (1972), Canale and Swain (1980), van Ek (1986), Bachman (1990) and Celce-Murcia, Dörnye and Thurrell (1995) (as cited in Takkaç Tulgar, 2015). For example, Canale and Swain’s (1980; as cited in Takkaç Tulgar, 2015) model includes grammatical competence, which refers to the knowledge of vocabulary and grammar; sociolinguistic competence, which is needed to adapt our communication to different situations and social contexts; discourse competence, which is used to organise speech; and strategic competence, which serves the purpose of solving possible problems in communication. Van Ek (1986; as cited in Malmberg, 2001) adds two other competences to the list: sociocultural competence, which is the knowledge of society and culture, and social competence, which includes empathy, motivation and a will to interact. Pragmatic competences were first included in Bachman’s (1990; as cited in Takkaç Tulgar, 2015) model and refer to the ability to use the language according to the sociocultural context. The Common European Framework of Reference for Languages (CEFR) defines communicative language competences as “those which empower a person to act using specifically linguistic means” (Council of Europe, 2001, p. 9), and lists three categories of competences: linguistic, sociolinguistic and pragmatic. According to the CEFR, linguistic competences include knowledge of vocabulary and grammar; sociolinguistic competences refer to social conventions, and pragmatic competences have to do with the functions of language (Council of Europe, 2001).

The notion of communicative competence has had a central role in Swedish curricula since the early 1980s (Malmberg, 1993; Myndigheten för skolutveckling, 2001; Skolverket, 2011b). The guidelines of the Swedish curriculum for upper secondary school state that teachers should provide students with support in their language and communicative development (Skolverket, 2011b), and the syllabus for the English subject (Skolverket, 2011c) is based on the communicative approach for foreign
language teaching, also known as communicative language teaching (CLT). CLT originated in the 1970s and is based on Hymes’s (1968; as cited in Duff, 2014) idea of communicative competence and on the notion that interaction should be an essential part of the learning process. According to Malmberg (1993), the features of CLT include adapting the contents to the group, using authentic communication and texts, leaving space for interaction, seeing learners’ language errors as a natural part of the process of language acquisition, and creating a friendly atmosphere in the classroom.

2.2 Oral proficiency
The concept of oral proficiency is closely related to the idea of communicative competence, as proficiency can be understood as competence put into use (Council of Europe, 2001). Omaggio (1986; as cited in Stein, 1999, p. 1) defines oral proficiency as “the ability to communicate verbally in a functional and accurate way in the target language”. Apart from a reasonable command of grammar and vocabulary, to communicate effectively L2 learners need a range of skills that can be organised into different areas of speaking competence. Hedge (2000) argues that there are three main skills involved: distinguishing types of speaking situations, making oneself understood and managing interaction. On the other hand, Lazaraton (2014) names fluency, accuracy, appropriacy and authenticity as factors that determine competent L2 speaking. Fluency involves delivering information quickly; accuracy means conforming to the language system; appropriacy refers to adapting to the sociocultural context, and authenticity refers to using texts produced for non-language-learning purposes (Lazaraton, 2014; McGrath, 2002).

Swedish policy documents, following the CEFR, differentiate production and interaction regarding both speaking and writing, as production and interaction require different competences (Börjesson, 2012; Council of Europe, 2001; Skolverket, 2011c; Sundell, 2001). Teachers can use a wide variety of both interactive and productive tasks to help their students develop their oral proficiency. For example, interactive tasks include conversations, interviews and discussions, while productive tasks include narrations and descriptions (Sundell, 2001; Skolverket, 2011c). According to Lazaraton (2014), discussions are the most commonly used activity in the L2 speaking class. Other frequent activities are presentations, role plays, conversations, and accuracy-based speaking activities such as drills, where learners repeat a word or sentence in order to practise a sound or intonation (Lazaraton, 2014).
2.3 Assessment of oral proficiency

The complex nature of the construct of oral proficiency implies that teachers must have a clear understanding of what speaking is in order to guarantee reliable assessment protocols (Luoma, 2004). Most importantly, they must consider the special nature of spoken grammar and spoken vocabulary. Speech is less sophisticated than written language in terms of vocabulary and grammar, and it is organised in idea units or phrasal chains instead of complete sentences (Luoma, 2004; Milton, 2013). Moreover, teachers must take into account that speech is based on interaction, which implies that speakers react to each other and take turns. The implications of these ideas in terms of assessment include that teachers should not require students to use long phrases and advanced vocabulary in speaking tests, and that teachers should reward the use of interaction strategies (Luoma, 2004).

The act of speaking happens in real time and it involves many different features such as pronunciation, pausing, rhythm and monitoring interaction, as well as resources such as vocabulary and grammar. Therefore, speaking is often regarded as the most difficult skill to assess reliably among the traditional four skills (reading, writing, listening and speaking) (Lazaraton, 2014; Luoma, 2004; Rydell, 2014). The use of analytic assessment protocols (i.e., based on different aspects or categories) instead of holistic (i.e., based on a global judgement) is recommended by the CEFR (Council of Europe 2001), as analytic assessment protocols encourage a closer observation and minimise the risk of basing assessment on one or two language features (Council of Europe, 2001; Rydell, 2014). In order to make reliable evaluations, it is important to describe the assessment categories as clearly as possible (Brown, 2007). For example, Brown (2007) provides a list of six different criteria that may be used in analytic assessments: pronunciation, fluency, vocabulary, grammar, discourse features such as cohesion and appropriateness, and accomplishing the objective of the task. In any case, EFL teachers must create numerous and varied opportunities for output, especially in the form of interaction, to provide a solid base for assessment (Ellis, 2014; Rydell, 2014).

According to Lazaraton (2014), there is too little guidance for assessment of speaking. In order to plan their evaluation, EFL teachers in Sweden tend to rely on the curriculum, the national evaluation criteria and the course objectives (Myndigheten för skolutveckling, 2008). The Swedish language policy suggests the use of evaluation matrices or student examples for assessment, and it favours the use of formative
evaluation, which is supposed to help students learn, as opposed to summative evaluation, which focuses on what students have already learned (Katz, 2014; Skolverket, 2011a). However, the official requirements regarding learning goals are often regarded as unclear or vague (Olovsson, 2014). Teachers can also resort to the CEFR, which now guides language teaching policies, planning, and assessment in the European Union (Duff, 2014). However, assessment remains a controversial issue, as grading inequalities have been detected throughout the country (Skolverket, 2017).

2.4 Authenticity of pedagogical materials

According to Lazaraton (2014), it is important that teachers take a close critical look at their pedagogical materials, as many of them are inadequate in terms of language content, methodology, and task or textual authenticity. In terms of methodology, Rydell (2014) suggests that many discussion activities in pedagogical materials lack a focus on interaction strategies such as providing feedback. Regarding authenticity, dialogues in textbooks have become more natural, although they are still based on the norms of written language and on stereotypical views on turn-taking (Myndigheten för skolutveckling, 2001; Wong & Waring, 2010). Authors such as Cullen and Kuo (2007), Lazaraton (2014) and Wong and Waring (2010) criticise the fact that the vast majority of published pedagogical materials used for foreign language learning lack authenticity and argue that the features of spoken language should be taught and incorporated into teaching materials. In this sense, the standards applied for spoken English in EFL teaching should be based on findings in the areas of corpus linguistics and conversation analysis (Lazaraton, 2014; Wong & Waring, 2010). For example, spoken corpus linguistics has shown that, unlike artificially created dialogues, spoken language is organised in phrasal chains instead of sentences and contains collocations and hesitation and discourse markers, as well as elements that would be considered ungrammatical in writing (Lazaraton, 2014).

In a study based on corpus-research about the grammar of spoken language, Cullen and Kuo’s (2007) found that most EFL textbooks lacked coverage of features of spoken grammar. These researchers focused on three categories of standard spoken grammar features: productive grammatical constructions, fixed lexicogrammatical units and seemingly ungrammatical structures. Productive grammatical constructions include noun phrase prefaces and tags, the use of past progressive tense instead of standard past tense to introduce reported speech, and situational ellipsis, which is the omission of
elements which can be inferred from the situational context. Lexicogrammatical units typical of spoken grammar may consist of single lexemes such as *really* or *actually*, particles such as *sort of* and *kind of*, vagueness tags such as *or something*, modifying expressions like *a bit*, and discourse markers such as *you know* and *I mean*. Seemingly incorrect grammatical items which are typical for spoken language are the use of *less* instead of *fewer* with countable nouns and the use of *was* rather than the subjunctive *were* in second conditional structures (Cullen & Kuo, 2007).

### 3 Method and participants

This study focuses on qualitative case studies, a method which is based on description, analysis and interpretation instead of using the hypothesis testing procedure which is typical of quantitative research. A combined qualitative and quantitative approach is also applied in order to produce an analysis of EFL pedagogical materials which is as complete as possible. More specifically, a quantitative method is used to measure the frequency of different linguistic features in the pedagogical materials.

Qualitative research has faced resistance within the academic field from the viewpoint of methodological positivism. According to Brinkmann and Kvale (2015), criticism towards qualitative research methods tends to characterise them as not being scientific, objective, trustworthy, reliable, valid or generalisable. However, these views have been contested from several fronts, for example by invoking the viewpoints of classical positivism, constructivism, poststructuralism or postmodernism, all of which favour qualitative research (Brinkmann & Kvale, 2015; Denzin & Lincoln, 2008). While quantitative researchers are concerned with developing generalisations, qualitative researchers regard rich descriptions of particular cases within the social world as being valuable (Denzin & Lincoln, 2008). Brinkmann and Kvale (2015) argue from a humanistic perspective that every situation is unique and that there is no need for generalisation in qualitative research. What is important is that the analysis of a specific case may be useful to understand a phenomenon.

A case study research project should collect as much information as possible regarding the studied phenomenon in order to achieve an in-depth understanding (Merriam, 2010). Therefore, two different types of data were collected in this study: two interviews with
EFL teachers at different secondary schools in Sweden, and different pedagogical materials provided by the respondents as examples of activities to practise oral skills with English 5, including the textbook used in the classroom. The analysis of these data required different methods. These choices will be discussed in the following paragraphs.

3.1 Participants
Convenience sampling was used to choose the participants, with whom the researcher already had an established relationship. The participants (henceforth referred to as teachers A and B) were one male and one female teacher who are L1 users of Swedish and work as English teachers in different upper secondary schools in the Stockholm region. English 5 was chosen as a focus for the interviews and for the collected data, as it is generally the year in which upper secondary teachers meet their students for the first time, and also the only English course which is obligatory in all programmes within Swedish upper secondary education. The fact that English 5 student groups are new and also potentially more heterogeneous than groups in English 6 or 7 could provide relevant data for analysis.

Teacher A is a male teacher who is licensed in English and Physical Education since 2015 and has taught English for four years. He works at an upper secondary school that has average student completion rates (compared to other upper secondary schools in Sweden) and an average rate of students with different backgrounds. As an English teacher, he teaches five groups (a total of 160 students approximately), three of which are enrolled in English 5.

Teacher B is a female teacher who is licensed in English and Spanish since 2008 and has taught English for 11 years. She works at an upper secondary school that has high student completion rates and a comparatively low rate of students with a foreign background. As an English teacher, she teaches three groups (a total of 90 students approximately), one of which is enrolled in English 5.

3.2 Interviews
Face-to-face qualitative interviews were chosen as a method for this study, as they are frequently used in many fields to do valuable research and provide new knowledge (Brinkmann & Kvale, 2015). More specifically, this study used semi-structured life world interviews, which have the purpose of obtaining descriptions of the life world of the interviewee in order to interpret the meaning of the described phenomena. These
interviews have an intersubjective nature, as they involve researcher and participant as co-constructors of knowledge, while their semi-structured form allows the researcher to follow up on the participant’s answers in order to clarify and extend the interview statements (Brinkmann & Kvale, 2015).

According to Brinkmann and Kvale (2015), ethics is essential to an interview inquiry, as there is a power asymmetry between the interviewer and the interviewee. Interview research requires a balance between the interviewer’s pursuit of knowledge and ethical respect for the integrity of the interviewee. Potential ethical concerns have been taken into consideration. Thus, the subjects’ informed consent to participate in the study was obtained (see Appendix A), and confidentiality was secured. This was taken into account in the transcription, as some of the contextual information mentioned by the participants had to be omitted.

An interview guide with interview questions related to the research questions of this study was prepared (see Appendix B). The interviews were held at the schools where the participants worked and were recorded with an audio recorder app on a mobile phone (see Appendix C & D). Part of the recording of the interview with teacher A was lost due to a technical defect, and a second interview was necessary. The fact that this second interview was performed after the interview with teacher B allowed for adapting the questions to the new data. An additional change was that the interview was performed in English instead of Swedish, as translating excerpts had proven to be time-consuming and also had the risk of introducing changes in meaning.

The interviews used in this study were transcribed almost verbatim in order to make them as reliable as possible, while hesitations, reformulations, filler sounds and words and repetitions were omitted, as well as information that could be used to identify the participants. The quotes from the part of the interview that was held in Swedish were translated, while the original complete transcription is included in the appendix. Finally, the transcriptions and the sound recordings were analysed with a focus on meaning. Following Brinkmann and Kvale (2015), common themes in the interviews were identified and organised into different categories in order to structure the data. An inductive strategy was used, as the interviews were compared and any similarities were systematically examined and discussed.
3.3 Pedagogical materials

The teachers were asked to select and take to the interview one or two examples of pedagogical materials they had used recently to teach speaking in their lessons with English 5. The three worksheets provided allowed the teachers to discuss concrete examples during the interview. The textbook used by both teachers, *Blueprint A Version 2.0* (Lundfall, Nyström & Clayton, 2010), was also discussed and a copy was provided for this study by one of the teachers. This textbook is published in Sweden and is designed for English 5 students. It contains 336 pages and is divided into eight units, each of which includes speaking and writing exercises. The textbook has a communicative nature, with an abundance of tasks to practise reading, writing, listening and speaking. According to Berg Mattsson (2016), from a total of 204 tasks, 89 are related to grammar, while most of the remaining are reading (25), listening (15), writing (16) and speaking tasks (51), although this study has only identified 49 tasks that focus specifically on speaking. In any case, speaking is given a central role in this textbook.

Teaching methodology and authenticity have been chosen as categories for the analysis of pedagogical materials in this study, in the sense that the analysis of both the worksheets and the textbook was based on the types of tasks presented and also, in the case of the textbook, the authenticity of language. A combination of quantitative and qualitative approach was used. The 49 tasks identified as speaking tasks in this study were classified into different categories selected from Brown (2007) and Lazaraton (2014): discussions, presentations, speeches, debates, role plays, instructions, picture-cued storytelling, retelling and story and read-aloud (see Table 1), while the authenticity of language was operationalised on the basis of the categories provided in Cullen and Kuo’s (2007) study. The textbook was searched for materials and exercises that featured or focused on the elements identified in the categories of productive grammatical constructions, fixed lexicogrammatical units and seemingly ungrammatical structures, and the results were marked on a grid (see Appendix E).
4 Results

The following paragraphs provide a summary of the respondents’ answers regarding three categories associated with the research questions of this study. The results of the analysis of the pedagogical materials are also included.

4.1 Views on students’ oral proficiency and performance

Student oral proficiency in English was regarded by both teachers as generally good. Teacher A considered that Swedish students in general are better at speaking than writing, probably due to the large amount of input they receive from the media. However, both teachers observed substantial differences within most groups in terms of proficiency. Teacher A described those differences as a normal distribution: “Usually there are a few that are highly proficient, and then there’s a large group in between, and then there are some students at a low level”. Teacher B explained that groups with substantial differences in proficiency level were more difficult to work with:

I have two English 6 and then I have one English 5. If I compare my three groups, I find working with English 5 is much easier, because they are more or less on the same level. You don’t have that great variety that I have in English 6, where there are students who sound almost as native speakers – they are so fluent! –, and in the same class I have somebody who’s struggling with the most basic words. (Teacher B)

The teachers used different strategies to work with differences in proficiency levels in speaking tasks. Teacher A said that he tended to divide students in groups that are homogeneous for proficiency level, especially in formal examinations such as the national tests, arguing that the students “feel more comfortable” in that way. On the other hand, teacher B preferred to combine students at different levels of proficiency. Teacher B argued:

[S]ometimes I decide where they are going to sit and then I try to place those students who are less proficient next to somebody who is on a slightly more advanced level, but not a big difference, because in that case it will make them more scared of speaking. (Teacher B)

Teacher B also noted that adapting the contents can be useful when dealing with different proficiency levels, for example by letting the students choose the topics of their assignments. Teacher B observed:

It’s good to let them choose a topic, for example on this news assignment [Appendix G]. They can talk about entertainment, gossip, sports... I don’t mind, as long as they explain it in
Both teachers expressed their concern that a few of the less proficient students tend to avoid speaking in English in the classroom to the extent of refusing to speak when addressed by the teacher. Teacher A observed: “There are some students who go through English 5 without saying a single word [in English]. You have to try to stimulate them. (...) Go to them and ask questions”. Teacher B reported having a similar experience: “[I]n some cases there are kids that just refuse, and they don’t want to speak. (...) And then I just let them be, but I try to encourage them step by step, sometimes with yes or no questions”.

Another problem mentioned by teacher A regarding student performance was the fact that many students suffer from performance anxiety or have negative feelings about speaking English in front of their classmates: “I get a strong opposition against talking in front of the whole group. (...) I think teenagers have more and more anxiety towards speaking in front of an audience. Mental disorders are on the rise”. Teacher A explained that he generally avoided to give tasks where the students would have to speak in front of the whole group or even in front of him, except in the case of examination exercises, where he had to be present. In other cases, students were allowed to record or film themselves holding group discussions. Teacher B, however, did require her students to make short presentations or speeches in front of an audience. For her, the greatest challenge was to make her students address her in English. Teacher B observed: “I don’t know why, but I think maybe they’re a bit uncertain of how to express themselves in that context”.

4.2 Activities and materials to practise speaking

Regarding the activities used for speaking, both teachers reported using activities which involved production and interaction. Discussions were reportedly the most frequent speaking activity and were used in almost every lesson, either in pairs or small groups or as a whole group. Teacher A argued that students “should have the opportunity to discuss every issue” that is discussed during the course, “preferably in groups, so everyone has the opportunity to speak as much as possible on every subject”. Teacher B explained that she often let her students discuss about questions in the textbook, and added: “You can find there many activities where they can discuss for a few minutes, (...) and they don’t have to do it in front of the class. They can talk to the person next to
them”. Teacher A observed that many of his students considered that they had too many discussions and preferred to have more vocabulary activities, which he regarded as typical of traditional courses: “The students want just traditional language courses, I think. (...) Many of them think we have too many discussions and too few vocabulary tests. Too much reading and discussing”.

Both teachers used the textbook, news or separate assignments as a prompt for discussions, and teacher B also used literature in whole-group discussions that could last from 5 to 30 minutes. Presentations and speeches were also mentioned by both teachers as typical activities to practise speaking, and both teachers chose to provide for this study materials that included presentations. Teacher A mentioned the fact that students disliked speaking in public as an obstacle:

I haven’t had that many formal presentations. [M]aybe two or three times each year. (...) Many groups are really shy and refuse to speak in full group. (...) But you have to encourage them more, and at some point in each year I think you should try encourage a full group presentation. (Teacher A)

Teacher B said that presentations were not a problem for her students if they were short enough and if the students had the possibility of working in groups. She explained that requiring longer individual presentations, however, was not advisable: “[I]f you say ‘you have to speak for ten minutes, alone, in front of the class’, then they get scared”.

Debates and role-playing were also used by both teachers, although to a lesser extent. Teacher A explained that, although role-playing could be beneficial in terms of the development of oral proficiency, he regarded it as too irrelevant in terms of assessment:

Last year I had a really good group that were very open and they loved speaking, so I had them dramatising moral dilemmas. (...) So they took on different roles and then they played a scene from life where they had this moral dilemma that was really difficult and then they pretended they were different characters. It was really fun. But I think (...) it’s not quite what you want in terms of assessment. (...) I think that you can’t assess their language skills based on drama. (Teacher A)

Both teachers said they used the textbook frequently and had a good opinion regarding its quality. Teacher A said he followed the chapters of the textbook in order, while teacher B said she did it sometimes, and more frequently lately, due to her students’ demands. Teacher B described the utility of the textbook as a resource for assignments in general, including activities focusing on speaking:
I think there you can find lots of small assignments that are for everyday use. If you don’t know what to do then you can just use the book. I also like that you then have some variety, that you first read something and then you talk about what you have read and then you use the words and so on. (Teacher B)

Regarding instruction on the features of spoken language, teacher A related it to instruction about colloquial language, which is a part of the course as students have to recognise formal and informal language:

Colloquial language is also a part of that and you always give a bunch of examples and you tell the students that that is how you speak and it’s perfectly fine to use in speaking, while you should avoid it in writing. So that’s something that you should make sure to include in your course, and make sure they understand when to use which. (Teacher A)

Media was reportedly frequently used by both teachers to produce contents and to communicate with students through digital platforms such as Google Classroom. Teacher A’s students used iPads and teacher B’s used laptops, which allowed them to communicate online with the teachers and with each other as well as to search for information and produce text documents, Powerpoint presentations, audio recordings and videos. Teacher B explained that her students created podcasts sometimes, and that the Internet was especially useful as a source of information or inspiration.

Both teachers used online sources to obtain pedagogical materials and also developed their own. Teacher A added that he sometimes worked together with other English teachers in the school to produce materials, and usually shared them with his colleagues: “Me and some colleagues have developed a few assignments with different questions on, for example, gender equality. (...) [W]e share material, whatever we’re working with”. Teacher B said that sharing materials was rare at her school, and explained: “[S]ince we are really spread out in the school we don’t have much contact. We have a few meetings, three times every term or so. But we have that site [on Google Classroom], where we post ideas”.

4.3 Pedagogical materials

Both teachers selected and provided materials for individual presentations for this study. Teacher A used a document from the digital platform EF Class with instructions for a song presentation (see Appendix F) and a list of useful phrases that the students could use. The teacher explained that he found the topic appropriate: “Most people have some connection to music in some way. (...) So this assignment encourages them to use music
and talk about their favourite music”. For this activity, the teacher said that he tried to encourage his students to present in front of the whole group, but most students chose to present in small groups instead.

Teacher B provided a news presentation that she had designed herself (see Appendix G) and explained that she produced most of her own material, although to a lesser extent than in previous years because of an increase in her workload. For this activity, the students were required to present a news story from an English-speaking country. The presentations had to last around five minutes and the students could pick any topic and decide if they wanted to work individually or in groups. Teacher B described how she used these presentations as a prompt for discussions: “[W]hile I listen I try to think of additional questions for discussion that are related to the topic. (...) And then they can talk in pairs first and then share with the class”. The teacher added that she circulated around the class while the students were discussing, to check that they were speaking in English and also as a form of assessment.

The analysis of the textbook used by both of the teachers who participated in this study, *Blueprint A Version 2.0*, revealed that most speaking activities are discussion tasks. Table 1 shows the frequency of the different types of speaking activities in the textbook.

<table>
<thead>
<tr>
<th>Categories</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussions</td>
<td>30</td>
<td>61.22%</td>
</tr>
<tr>
<td>Speeches</td>
<td>4</td>
<td>8.16%</td>
</tr>
<tr>
<td>Role plays</td>
<td>4</td>
<td>8.16%</td>
</tr>
<tr>
<td>Presentations</td>
<td>3</td>
<td>6.12%</td>
</tr>
<tr>
<td>Debates</td>
<td>3</td>
<td>6.12%</td>
</tr>
<tr>
<td>Instructions</td>
<td>2</td>
<td>4.08%</td>
</tr>
<tr>
<td>Picture-cued storytelling</td>
<td>1</td>
<td>2.04%</td>
</tr>
<tr>
<td>Retelling a story</td>
<td>1</td>
<td>2.04%</td>
</tr>
<tr>
<td>Read-aloud</td>
<td>1</td>
<td>2.04%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
<td><strong>100%</strong></td>
</tr>
</tbody>
</table>

A total of 30 discussion tasks labelled as Reflect & Share consist of short questions that students should prepare individually before discussing in small groups about topics such
as life experiences, music, films, advertising, criminality, gender roles, art, file sharing, online dating, war and racism. The remaining speaking activities in the textbook appear in the section Writing & Speaking at the end of each unit. The tasks in these sections include speeches about personal interests, ethical issues and gender discrimination; role plays about talk shows with spectator calls or debates; speeches on the radio about scientific research; presentations of classmates and articles; debates about gender equality and affirmative action; providing oral instructions; picture-cued storytelling; retelling a scene in a film, and read-aloud.

Spoken language in the textbook appears mainly in texts such as excerpts from novels and films. The analysis of the textbook revealed that no overt attention is given to spoken grammar. However, numerous features of spoken grammar appear in the texts, which indicates that they are plausible examples of spoken language (see Appendix E). Thus, some of these texts could be used to focus on spoken grammar.

4.4 Assessment of oral proficiency
Direct observation was reportedly the most common form of assessment of oral proficiency for both teachers, as they said that they circulate and listen to their students while they are having pair or group discussions, sometimes participating in them. Other forms of assessment mentioned by the teachers were formal tasks and examinations, normally in the form of discussions in small groups. Teacher A selected and provided for this study an example of speaking examination material (see Appendix H) which contained instructions, discussion questions and a list of useful expressions. The students were required to discuss about gender equality in the form of mini-seminars in groups of four or five. Together with the main document the teacher provided the list of knowledge requirements from Skolverket, which he also shared with his students. Teacher B regarded those knowledge requirements as too vague and said that she often preferred to use specific checklists instead:

[W]hen I have an examination I often give them a checklist of the things I will look at. (...) It’s for my sake and theirs, because the curriculum is very vague. What do they mean by “välgrundat och nyanserat”? It’s really hard for them to understand, and for teachers as well, so you often have to explain it to yourself and to them, what they need to do for a specific task and what is it that I will look at. And while I listen I try to focus on the different categories. (Teacher B)
Teacher B explained she sometimes used mock tests to help her students prepare for examinations, and added: “I explain I’m going to give feedback right away and that they’re not going to be graded. They appreciate that a lot”. She said that she also provided checklists and feedback for her students’ individual texts.

The teachers regarded speaking as one of the most important skills, or the most important skill. Teacher A, for example, said: “I think in terms of humanity, it is the most important skill. It is the way to get around the world and help people”. Teacher B regarded it as “quite important” and noted that speaking involves both interaction and production. However, both teachers considered that speaking was a fourth of the grade in terms of evaluation, along with reading, listening and writing.

5 Discussion

The results of this study indicate that the EFL teachers who were interviewed for this study had a positive view of their students’ oral proficiency in English (see research question 1), which agrees with the statistics provided by Skolverket regarding the generally good oral proficiency of Swedish students. However, both teachers report having noticed significant differences in proficiency in most groups, which is seen as a problem. The fact that they use different strategies when grouping students shows that there is not a clear procedure to work with students with different levels of proficiency. Moreover, the fact that both teachers claimed to have students who refused to use the target language in the classroom is a cause for concern. These students were among the least proficient and possibly lacked the necessary resources to participate in interaction.

According to Lazaraton (2014), teachers need to make sure that their students have the necessary interactional skills to engage in discussions and group work. However, there are also psychological issues that have an effect on language learners’ unwillingness to communicate, as teacher A suggested when he said: “I think teenagers have more and more anxiety towards speaking in front of an audience. Mental disorders are on the rise”. Brown (2007) also links unwillingness to communicate to anxieties and lack of self-confidence, and argues that teachers need to work to build their students’ self-confidence by providing them with affective support. They should also plan their lessons by choosing techniques that are challenging but not overwhelming, and by
sequencing them from easier to more difficult (Brown, 2007). The teachers in this study had a benevolent disposition regarding their students’ performance anxiety and reported to adapt contents and procedures to prevent their students from suffering unpleasant experiences. However, a higher effort seems necessary to attend to the needs of students with a low level of proficiency who are also unwilling to participate.

The findings of this study suggest that speaking activities are frequent in these teachers’ EFL classrooms and constitute a part of almost every lesson. Both the pedagogical procedures and the materials used by the teachers in this study reflected a communicative approach (see research question 2). The fact that both teachers identify discussions as the speaking activity they use more frequently confirms the reports that discussions are the most commonly used speaking activity in the EFL classroom (Lazaraton, 2014), while activities such as presentations, speeches, debates and role-playing are used less frequently. Regarding the material used, the teachers shared a positive attitude towards using the textbook, as it provides structure and activities that both teachers and students can find useful. One of the teachers admitted having increased its use as a result of student demands. According to McGrath (2002), teachers should seek to know their students’ opinions about a textbook, as there may be a conflict between the opinions of teacher and students. Although the teachers interviewed for this study shared a good opinion about the quality of Blueprint A Version 2.0, its analysis revealed a lack of focus on the features of spoken language, which should be included in pedagogical materials for teaching speaking following research on corpus linguistics and CA. The fact that the teachers in this study did not acknowledge that absence may indicate a lack of knowledge about these features or about the benefits of their inclusion in EFL.

Regarding assessment, informal formative assessment was reported to be predominant in the daily routine of both teachers in the form of direct observation (see research question 3). Certain assignments and mock tests were also used. Formal assessment included presentations and examinations in the form of group discussions or debates. The teachers differed in their assessment materials, as one of them used the knowledge requirements by Skolverket while the other chose to create specific checklists. This may be related to the idea that speaking is more difficult to assess than other skills. In this case, there might be a need for more specific assessment guidelines or models. While speaking is given as much importance as reading, writing and listening in the
evaluation, the teachers interviewed in this study believe it is more important than other skills. This follows the general trend observed by the European Commission (2012), according to which most EFL teachers in Europe place more emphasis on speaking than on other skills. It might also reveal an unbalance between the perceived importance of speaking and its relevance as a part of the grade, which would indicate an opportunity of change regarding the evaluation of the different skills.

6 Conclusion

The EFL teachers interviewed in this study regard their students’ oral proficiency in English as generally good or very good. However, significant differences in proficiency within groups are common and are sometimes seen as a challenge, especially as some of the less proficient students are unwilling to participate in speaking activities. While the teachers try to adapt their activities and procedures to their students’ level of proficiency and self-confidence, they have a resigned attitude regarding these students, who risk achieving poor results. The findings of this study suggest that the teaching of oral proficiency could be improved by using strategies to include these students.

A communicative approach is used by the teachers in this study for teaching speaking and is also the base of their pedagogical materials. Discussions, presentations, speeches, debates and role-playing are used in their lessons, sometimes as part of the contents of the textbook, which both teachers rely on either as support or as a structure for their course plan. However, the interviews and the analysis of the textbook revealed an absence of focus on the features of spoken language, which shows that modern research on corpus linguistics and CA is not generally applied in the teaching of EFL in Sweden.

The teachers in this study apply informal formative assessment in discussions and use formal assessment in presentations and examinations based on discussions. The fact that the material provided by Skolverket in terms of assessment is sometimes regarded as insufficient might indicate a need for the development of more specific guidelines. Moreover, the findings of this study indicate a lack of balance between the perceived importance of speaking and its value as a part of the grade, as the interviewed teachers believed that speaking is more important than other skills.
The reduced sample used for the interviews in this study does not allow for generalisations to be drawn. Furthermore, the lack of classroom observation and student participation constitute further limitations of this study. However, the issues identified may provide possibilities for research, especially in terms of the application of corpus-research to pedagogical materials and the teaching of speaking in EFL, and also in terms of attention to students’ needs. Further research on this topic on a larger scale could confirm the idea that the teaching of speaking in EFL in Swedish schools has yet to adapt itself to current pedagogical trends within the communicative approach.

References


Appendix A

Information om deltagande i forskarstudie om interaktionell kompetens i engelskundervisning, VT 2018
Jag heter Jorge Villegas och är lärarstudent vid Stockholms universitet. Just nu håller jag på med en studie om utvecklingen av den interaktionella kompetensen i engelskundervisning. Detta brev innehåller information om min studie och vad det innebär att delta.

Studiens syfte och genomförande
Studien handlar om hur lärare i engelska arbetar för att utveckla sina elevers interaktionella kompetens. Det är en fallstudie där de deltagande lärarnas arbetssätt kommer att analyseras och jämföras utifrån intervjuer och insamlad undervisningsmaterial. För att begränsa studiens omfattning ska dessa uppgifter endast gälla lärarnas arbete med Engelska 5.

Deltagande
Att delta i studien är frivilligt och innebär att ens arbetssätt angående interaktionell kompetens kommer att analyseras och jämföras med andra lärares arbetssätt.

Etik och sekretess
Studien följer noga de etiska föreskrifter som gäller för god forskningssed. Allt insamlad material behandlas med största aktsamhet och förvaras på ett säkert sätt. Materialet kommer bara att användas i forskningssyfte och samtliga medverkande lärare, samt skola, kommer att vara anonyma i de sammanhang där studien presenteras och publiceras.
Om du har frågor eller önskar mer information är du välkommen att kontakta mig på jvillegasmartinez2@gmail.com

Student
Handledare

Medgivande
Genom att skriva under detta dokument ger läraren sitt medgivande till att delta i forskarstudie enligt ovanstående beskrivning.

____________________
Lärarens namn

____________________
Lärarens underskrift

____________________
Ort och datum
Appendix B

Interview questions

1. How do you regard your students’ speaking proficiency in English?
2. What type of activities do you use to help your students develop their speaking proficiency, and how often do you use those activities in class? Can you provide an example?
3. How do you select the material for working with speaking?
4. Which textbooks do you use, and what possibilities do they offer for interaction?
5. What other sources do you use for material for teaching speaking, if any?
6. Do you use IT to work with speaking?
7. How do you organise, control and evaluate speaking activities?
8. How do you motivate students to participate in interaction and speak in English?
9. How do you work with differences among students regarding speaking proficiency levels?
10. How many students do you have?
11. What grades do you teach?
12. What subject/s do you teach apart from English?
13. How much of the teacher candidate programme have you completed?
14. For how long have you worked as a teacher?
Appendix C

Interview transcription

Participants: Teacher A and Researcher (R)

Total time: 10:00 (initially 33:28) + 30:11

R: Vad tycker du om dina elevers nivå när det gäller muntlig färdighet?


R: Gäller det alla elever?


R: Brukar du göra en diagnos när de kommer först i Engelska 5?


R: För dig? Inte för resten av klassen?

A: Nej. Eleverna börjar bli så himla blyga när det gäller att prata inför hela gruppen. Och jag upplever att det blir bara mer och mer ångest när det gäller att uttrycka sig i stor grupp. Jag vet att lärarna gjorde så förr, att man var tvungen att presentera sin kamrat inför hela gruppen, men det är så himla mycket ångest iblandat i det bland eleverna. Jag får mycket motstånd mot att tala i hel grupp. Jag har samhällsprogrammet och barn och fritid, och jag vet inte om man kan generalisera men jag upplever att det är också mer psykisk ohälsa där än till exempel i natur och tektik där fler elever har mer mod, men jag tror att generellt så har ungdomarna mer och mer ångest just för att prata i stor grupp. Psykisk ohälsa ökar mer och mer.

R: Varför får de ångest, tror du?

R: Vilka sorts aktiviteter använder du för att de ska utveckla sin muntliga förmåga?


R: Vilka sorts aktiviteter använder du för att de ska utveckla sin muntliga förmåga?


R: Hur funkar gruppdiskussionerna?


R: Hur stora är grupperna?


R: Hur kan det vara så?

A: Dels att man har antingen den här spärren som gör att man inte vill eller kan eller så saknar man kunskaperna, har kommit igenom grundskolan felaktigt... Jag vet inte. I vissa fall kan det bero på mig som lärare, att man inte vågar prata med mig just. Då kan man få prova med en annan lärare... Jag tror inte att jag har sådana problem med just personkemi. Det skulle kunna vara så, men jag har inte riktigt upplevt det.
R: Och du märker att de här eleverna inte jobbar när de har gruppdiskussioner.

A: Ja, det märker man direkt. Så fort det är en gruppdiskussion så är de helt bortkopplade.

R: Vad gör man då som lärare?


R: Hur ofta har du muntliga aktiviteter i klassen, gruppdiskussioner och annat?


The rest of this initial interview was lost due to technical problems. A second interview was conducted three months later, this time in English.

R: About your students’ speaking proficiency in English, you said they had a good level of English.

A: Most of them.

R: Do you see differences in proficiency within the same group or maybe between groups?

A: In all of my groups there are differences within the group. Definitely. So what I try to do is that for more formal examinations I try to pair them together with an equivalent proficient student, so they will be at the same level. Because they feel more comfortable. They don’t enjoy being with someone that’s too good or at too low level. The more proficient students want to be able to have a conversation with someone on their level. So you want them in balanced pairs or groups when it comes to formal examinations like the national tests now. They want to be comfortable, they want to be with someone they can relate to in some way. It shouldn’t be a complete stranger. They should be together with someone that they know more or less and feel comfortable with, and also around the same level in proficiency.

R: In terms of proportions, would you say most students within a group are more or less the same level and then you have a few that are very good and a few that have a lower level?
A: Usually there are a few that are highly proficient, and then there’s a large group in between, and then there are some students at a low level. And usually you have a few students that are on an advanced level but they’re shy, so they don’t take that much room, and then you have one or two or three that are advanced and not shy, so they take a lot of room. That’s the usual case, I’d say. In some exceptional cases, you have a group where many students enjoy speaking aloud in full group. That’s rare. Most of the time they’re pretty shy when it comes to English, so you have to put them in small groups to make as many as possible speak. You have to make groups of three or four people. Four students in a group is a good amount, I think.

R: What about the differences between groups? For example, you have English 5, 6 and 7.

A: Yes. English 7 is something that they choose as an additional course. It’s something they want to have in their education because they enjoy English.

R: So those are generally highly proficient.

A: Usually most of them are proficient or highly proficient. In some exceptional cases they have a lower level.

R: What type of activities do you use? Last time you mentioned discussions.

A: Yeah. You want to have discussions in various areas, of course to stimulate both language development and also awareness of society and the world.

R: Is it discussions from the textbook?

A: Partly the textbook and partly other topics that I find relevant or that I believe the group is interested in, depending on their programme. Maybe you use more subjects connected to technology if you have students on that programme. Or if you have a group from the social science programme you usually have more subjects areas connected to society and social issues.

R: Would you provide your own material in that case?

A: I formulate some questions myself, discussion questions. Me and some colleagues have developed a few assignments with different questions on, for example, gender equality. That’s something that a colleague of mine and me have worked on together. And I’ve used a few tasks, of course, from the textbook, I think there are some good questions in here. So I take what I can find that I find appropriate and interesting to the students.

R: How often do you make them discuss?

A: As often as possible during the course. They should have the opportunity to discuss every issue we bring up in some way, preferably in groups, so everyone has the opportunity to speak as much as possible on every subject. And in some cases you just
have a discussion in class without any assessment. In some cases you should use assessment in an examination form where you sit together with them and listen to them in a test where they get assessed and they get a grade so they know which level they are. For gender equality I had mini-seminars, four or five people, answering questions. They had lots of time to prepare before, and I think the results were good, more or less.

R: But discussions of one or two minutes, for example, do you have them in every lesson, more or less?

A: Yeah. You want a variation within your lessons, and speaking should always be a part, if it's possible, in some way. So you should always try to squeeze some discussions into your lesson whenever you have the chance. Discussions on various important topics connected to society and general life.

R: What other types of activities do you use, apart from discussions? For example, you gave me this material for a presentation.

A: Yes, I have presentations, of course. This is a song presentation. This is from EF Class, the digital platform. So this is something that hopefully everyone should find some interest in. Most people have some connection to music in some way. It could be any genre, from a movie or game or whatever. Everybody should have some connection. So this assignment encourages them to use music and talk about their favourite music.

R: How often do you have presentations?

A: I haven’t had that many formal presentations. Maybe once or twice each term, I’d say, so maybe two or three times each year, when it comes to formal presentations. It also depends on the group. Many groups are really shy and refuse to speak in full group. It’s too personal to many people to share a part of themselves. In English 7 you should have, of course, more formal presentations, where they have to speak in front of the whole group. But I experience them as shy now as well, I don’t know why. But you have to encourage them more, and at some point in each year I think you should try encourage a full group presentation. You can let them be in, for example, groups of two, three or four people, and put them in front of the whole group to make it a bit more comfortable.

R: Presenting together as a group or each their own?

A: You could try both. Either let them go one by one and give their favourite song or something, or maybe have them cooperate on some other subjects, for example, presenting their selected nation or one of the states of the US or city... Maybe that’s too much grammar school, but that’s a suggestion of how you can get them to present together.

R: In the case of this activity, do they present in front of the whole group?
A: I let them choose. I try to encourage them to present in front of the whole group. Maybe five of them did that, and the rest in small groups.

R: Small groups of how many?

A: Like five.

R: The other activity I got from you was this about gender equality. This was an examination.

A: Examination for gender equality, seminar form.

R: And this [the knowledge requirements by Skolverket] is something you give to them.

A: Yeah, you should show them before examinations how they are assessed. Present the grid that you get from Skolverket.

R: But for an activity like the presentation, do you also provide the assessment criteria?

A: I think I showed this to them before.

R: So this is what you give them.

A: Yeah. This is for speaking.

R: But you don’t make a specific matrix for each activity, for example about the contents they should have in their presentations.

A: Yeah, you could maybe try to make this easier to interpret for them in connection to the assignment, so you could just take out the most essential points from this and then put it in another grid which is more easy to read.

R: But usually this is what you provide.

A: Yeah. I explain to them what it means and they usually understand.

R: Okay. Do you provide examples of what they should do, or do you give example phrases that they could use?

A: Do you mean like these? [Shows the list of “useful expressions” at the end of the document about the presentation]

R: Yeah, exactly.

A: Yeah, this is a good example, isn’t it? Provide some key phrases you can use, as examples. And when it’s more formal, try to include terms that they should use in a more formal context concerning, for example in this case, gender equality.

R: How do you select the material? You have the textbook, and then you have EF Class...
A: And news...

R: News as well. And you also have contact with your colleagues.

A: Yeah, we cooperate within the team of teachers. I’d say we use more or less the same subjects within the year.

R: How do you cooperate?

A: Well, we share material, whatever we’re working with. Most of us have this book and we use the same chapters for the students to study, read and discuss. And we used the same topic for writing about technology. They have to write an essay about technology and we prepare them in many different ways for that, different perspectives of technology. Technology was also a part of the national test now, as a matter of fact, so they had some practice.

R: Do you use literature for discussions?

A: Not really, I’m not that much of a literature buff.

R: Do you use novels at all, or stories apart from the ones in the textbook?

A: Yeah, there are excerpts in the textbook so that’s what I use for English 5. This year I did not hand out a novel. I usually hand out one novel in English 5, two novels in English 6 and two in English 7. They are not very fond of reading literature, in my experience. In English 5 I handed out *The Outsiders* and also *The Absolutely True Diary of a Part-Time Indian*, which is a good one. But I lose many of them if I hand them out. The students steal them or lose them, so I try to use excerpts now. In English 6 I’ve used free book choice this year and let them write a book report, which they’re not very fond of. In English 7 I’ve used *The Great Gatsby*, that’s something I use every year.

R: Do you rely more on the textbook?

A: Yes, it’s easy to follow. And then the news.

R: When you use the textbook, do you usually follow the chapters in order?

A: Yeah, definitely.

R: Do you feel students demand using the textbook?

A: The students want just traditional language courses, I think. They want to feel familiar with what they’re doing. My students want more vocabulary tests. They want to study vocabulary.

R: Instead of having discussions?

A: Yeah, many of them think we have too many discussions and too few vocabulary tests. Too much reading and discussing.
R: Interesting. Do you have debates sometimes?

A: Yeah, I’ve had debates, definitely, in English 6 and 7 especially. This year we’ve had debates on gun control laws. There was this terrible massacre in the US last year, and connected to that we started a unit on gun control in the US. And we saw Bowling for Columbine and we discussed a lot about American culture.

R: What about games? Do you use games in class?

A: Yeah, just the other day we used Quizlet Live to practise vocabulary, because they’re having a vocabulary test, and we prepare them for that with Quizlet Live and also Kahoot. Kahoot is very popular, and Quizlet Live was a great game as well, and you can use several types of games in Quizlet, I believe, to practise vocabulary. That’s something you can use successfully in classes.

R: What about role-playing games?

A: It would be fun to use more role-playing games in class, make them act...

R: There’s some role-playing in the textbook, they call it talk shows.

A: Yeah, you can have a talk show, you can have like a dinner party where they take different roles... Last year I had a really good group that were very open and they loved speaking, so I had them dramatising moral dilemmas. That was from EF Class as well. So they took on different roles and then they played a scene from life where they had this moral dilemma that was really difficult and then they pretended they were different characters. It was really fun. But I think if you give them those types of assignments as an examination form it’s not quite what you want in terms of assessment. If you look at this [the knowledge requirements from Skolverket], this has nothing to do with role-playing, right? This has to do with expressing yourself in important societal topics. This isn’t role-playing.

R: You mean that they shouldn’t pretend to be someone else.

A: I think that you can’t assess their language skills based on drama. Preparing for a role is something else.

R: I guess even within a role you can improvise.

A: Of course! If they improvise, that’s amazing, but usually when you give those assignments they have time to prepare, and follow a script. So that’s something else, but it’s really fun, and I think it helps them develop, as humans and, of course, their language.

R: And what about assessment? Usually, when they’re discussing, do you go around and listen...?

A: Yeah, of course. You always circulate and try to be a part of each discussion somehow and listen to as many students as you can.
R: And give feedback, I guess?
A: Yeah.

R: And then you have the formal assessment with examinations.
A: Yeah. Then you just assess, but you should also be able to help them, of course, if they get stuck, you should always help them with questions and try to keep the conversation alive somehow, and encourage them to use terms that they should have learned.

R: Do students address you in Swedish in class?
A: No, they usually use English in class, because that’s one of the rules. You have to make sure they understand in the beginning that this is an English classroom and you only use English here. That should be a part of your daily routine. If you’re strict about it, the students pick it up. And I try to make it fun to use the language, because most students enjoy the language and they find it useful, so it’s not that difficult to make them use English.

R: How important do you think speaking is for the evaluation?
A: According to Skolverket, speaking is one fourth of the grade, right?

R: So 25%.
A: Yeah, 25%. Writing 25, and then reading and listening, 50%. So 25% of the grade. I think it could be more, though.

R: You think speaking is more important than other skills.
A: I think in terms of humanity, it is the most important skill. It is the way to get around the world and help people, and create a better world. That’s speaking skills.

R: Finally, do you ever talk about the peculiarities of spoken language, like how spoken language is different to written language?
A: Like, for example colloquial expressions?
R: Yeah. Do you focus on that in any way?
A: I always give examples of colloquial language when we talk about formal language versus informal language. That’s a big part of the course, comparing formal and informal. Colloquial language is also a part of that and you always give a bunch of examples and you tell the students that that is how you speak and it’s perfectly fine to use in speaking, while you should avoid it in writing. So that’s something that you should make sure to include in your course, and make sure they understand when to use which.

R: How many students do you have, more or less?
A: In English I have around 160, something like that. Next year I’ll have more, around 190.

R: And you teach grades from 5 to 7.

A: Yeah.

R: How long have you worked as a teacher?

A: Since 2014.

R: Have you finished the teacher programme?

A: Yeah, in 2015.
Appendix D

Interview transcription

Participants: Teacher B and Researcher (R)

Total time: 41:30

R: How do you work with speaking in English 5?

B: Almost every time I use a novel as a background, because I think it’s a lot easier for them to speak about something that they have read and that they have thought about for some reason. They know the content.

R: As a background for what type of exercise?

B: Then it’s interaction. So then I would ask them a question about what they have read, and it can be either if they have understood the contents, but also reflective thoughts about the contents of the book. And they discuss and take turns and try to express as much as possible. And if someone says something they think is interesting, they will continue and add more details, or maybe a follow-up question. Those are the ones that are actually able to almost sort of lead the conversation forward. So I don’t have to say that much. I can start off with a question, and if it’s a good enough question they will continue on their own, as they will have so much to say. And then they will reflect and remember things from the book that they can add to that. But if they’re not that fluent... About interaction, the criteria says: “Konstruktivt föra samtalet vidare”. Some of them will just answer the question and then they will just stay silent. Then they will not reach that level.

R: So is there a big difference of proficiency between students?

B: Yeah, I think so. Especially here, I think. I don’t know, maybe it was the same in [mentions the name of the previous school where she worked], I don’t remember. But here I notice a big difference. In one class you have one student who hardly ever uses English except for when it’s required by me, and in the same class we have a student who is really proficient and eloquent and able to understand also the most obscure words that I might use or that he or she might find in the book. Yeah, there’s a big difference within the same group.

R: But would you say most of them have a good level?

B: Yeah. My English 5 students are more similar when it comes to their strengths and abilities.

R: Despite the fact that they come from different schools?
B: Yeah. I have two English 6 and then I have one English 5. If I compare my three groups, I find working with English 5 is much easier, because they are more or less on the same level. You don’t have that great variety that I have in English 6, where there are students who sound almost as native speakers –they are so fluent!–, and in the same class I have somebody who’s struggling with the most basic words. They don’t know what assume means. It’s just one half step above the most basic word and they don’t know that word, and they cannot really think of a strategy even for trying to understand the word. They’re just big question marks whenever I use a word that is a bit more advanced.

R: And their situation was the same last year, when they were English 5.

B: Yes, but then it wasn’t as noticeable, because then the requirements were much lower for them, so they didn’t have to show me as much to just reach an E level. But this year they notice it a lot more and get frustrated, the ones who are not as good.

R: What type of activities do you usually use to help them improve their speaking proficiency?

B: I use many small activities. I like to have activities that are fast and small. I use actually the book quite a lot, I think that is good. You can find there many activities where they can discuss for a few minutes, and they don’t have to do it for long and they don’t have to do it in front of the class. They can talk to the person next to them.

R: Which book do you use?

B: Blueprint. So I think there you can find lots of small assignments that are for everyday use. If you don’t know what to do then you can just use the book. I also like that you then have some variety, that you first read something and then you talk about what you have read and then you use the words and so on. But it’s a good help, I think, if you don’t have a project or something like that that you’re using. But otherwise, those small things... If you are reading a book, then I will have like: discuss what you have read with somebody, can you answer these questions orally? And also if you have maybe a news story: what has happened here?, what do you know about it?, do you have an opinion? It’s good to ask their opinions, because they are often quite excited about talking about their opinions. They like to express their opinions and their views of the world. So that is a good thing, you can always ask them: okay, so what do you think here?, do you agree?, do you disagree with this?

R: Do you have debates sometimes?

B: Yeah. Not debates like you are only the side. I have had that, but then that would be more of an examination, like more of a presentation. But a lot of games as well. I feel that games are actually a really good way to get them to talk. I have one game that is called Alibi that is really good. It’s a role play, and two of them are police officers and the other two are thieves and they are going to try to prove that the other ones are guilty. And we have games where they have to take an ethical stand... Who of these five people
are we going to save or let die? (Laughs) Which ones are we going to throw into the ocean and which ones are going to survive? And then they have to explain and argue what opinion they have. Yeah, so games and those small activities. The thing that I’m struggling most with, the hardest thing, is to have them speaking when for example they are going to ask me a question about a task. That is the most difficult part. I don’t know why, but I think maybe they’re a bit uncertain of how to express themselves in that context. So they just speak in Swedish with me, when they have a question.

R: So they usually address you in Swedish.

B: Yeah, in Swedish. But if we have like a task—Now you are going to speak, here are the questions, talk with your friend—, then it’s much easier. Then they just start talking in English.

R: Do you answer back in English?

B: Yeah, I answer in English.

R: I guess in some cases they feel motivated to ask in English as well.

B: Yeah, and especially some students, I would say. Those who are aiming high, those are the ones who are speaking English all the time in class, with me as well. But many of them... And if we have a class where many are insecure and not really confident in their ability to speak, then there might be a problem, because then many of them will speak in Swedish with me, and even if I would answer in English, then that would influence the class. So that is a negative thing.

R: How often do you have speaking tasks?

B: Almost every class, I would say. At least one part of the class I would have something where they are supposed to speak. Especially for English 5. Not all the time with English 6, because then there’s much more focus on academic language, how to structure a text, how to make a speech, and so on, and it takes a lot of time. In English 5 it’s easier to have a lot of small tasks where they speak because then you don’t have to work as hard with those topics.

R: How long are the speaking tasks?

B: It really varies, but I would say maybe at least five minutes up to half an hour sometimes, depending on how many questions and if it’s something you feel they are interested in talking about. Because if they have a lot to say then I just let them continue, but if it’s something they just want to say briefly then that’s fine as well.

R: How do you select the material for working with speaking?

B: Sometimes it has to do with my planning of what we are supposed to do. I often try to pick tasks that are related in some way, so that we don’t just have a random assignment that doesn’t really have any base in anything else that we’re doing. So I’m
often trying to pick assignments that are related to something that we are doing right now.

R: Do you usually follow the book’s chapters?

B: Sometimes. I have done this more here in this school than I did in my previous school, because here students express that they want that more. And since they can influence a bit what I do, then I’ve started to use the book more than I usually did before. Today we had a news presentation, and then it made sense to continue when they were finished with some questions I had prepared for the class and that had to do with what they just said. It doesn’t need to be a long project, it can be something small that you do in one class.

R: What do you mean by news presentations?

B: I’m going to show you. This is what we have done [see Appendix E]. They are going to present a news story from an English-speaking country, and I’ve given them the map so that they know which countries are English-speaking. They can pick any topic. The students in this class study a programme that is based on Economics and Law so many had chosen crimes and things like that, and they want to talk about what’s the system is like in the United States and what has happened. And they read an article or watch a news report and they prepare to retell the story using their own words. And they should also compare with Sweden or compare with their own experience or their own lives, and that is because in the grades here we have that as one of the criteria.

R: Where did you find this exercise?

B: I made it. But I have done similar things in the past. They have to speak maybe five minutes, because they get scared when you say it has to be a long presentation, even though I think you could talk about this for longer. But if you say “you have to speak for ten minutes, alone, in front of the class”, then they get scared. And then they can decide if they want to work in groups or not. A few of them have already done it, they could also pick which dates.

R: So this will take several lessons.

B: Yeah, because I’m spreading them out. I could have done it in two sessions if I wanted them to be done at once, but since it’s news I thought it would be better to have them spread out so that we would learn about what’s happening in the world.

R: So this is the first part of the lesson and then you do something else.

B: Yeah, exactly. And when they are doing their presentations, while I listen I try to think of additional questions for discussion that are related to the topic. Have the rest of the class heard about this story? What’s their opinion? And then they can talk in pairs first and then share with the class. And if we don’t have time I just ask them, but then it’s often the same people who speak, so I prefer to make them tell the person next to
them before I ask. And I also go round and listen, so I can see that they are speaking in English and that they are able to express themselves. So the exercise has worked out OK so far and they seem to have liked it. They find it interesting and they like that it’s more free. They can pick any topic, they can choose if they want to work alone or not, and it’s very straightforward.

R: Do you usually make your own exercises?

B: Most. I have done a lot of exercises myself in the past. I think that since I started working here, as there’s more work to do, I tend to use the book more, because I don’t have the time to spend on making this kind of tasks. I can reuse some of the ones I already made, maybe improve or change them a bit.

R: Is this one new?

B: Yes, but I had done news in the past, so I had the structure ready. But I improved the looks of it quite a lot. I think I got the idea from a colleague who did it.

R: Do you share your tasks with other teachers?

B: Sometimes, if I’m happy with it, but usually I share ideas, not the actual result. Like “here’s what you can do”, “I did this and it worked fine”. For example, we had a Shakespeare assignment, and then I used that, just for fun mostly and also because in English 6 you almost have to read Shakespeare. So we had like a theatre, and they were performing Shakespeare for each other, and looking at the language and trying to figure out what it meant and modernise it. And I passed all these notes and scenes on to the next teacher who was going to do something similar. So in that way we share, but maybe I do not tell her: here is the exact way I did this, here is the planning and everything. I could do that if she asked for it.

R: Is there a good communication among you?

B: Well, we have this [Google] Classroom site where we post things, but since we are really spread out in the school we don’t have much contact. We have a few meetings, three times every term or so. But we have that site, where we post ideas... Many Kahoots —people like to share their Kahoots—, sometimes some mutual exams.

R: Do you often use IT when working with speaking tasks?

B: Sometimes. Sometimes the students can create podcasts. Of course, they have to search for information online. Not always, as I sometimes use the book, but I often get inspiration online. For example, now I have a task in writing, but it could have been speaking instead, where they had to discuss about feminism, and I looked up different opinions so that I could inspire my students.

R: Do they use PowerPoints for their presentations?
B: Yes, that is something I just assume they will do. And if they don’t, I’m surprised. And I use PowerPoints as well to introduce certain topics that need to be made very clear.

R: Do they usually discuss in pairs?

B. Yeah. Or in fours.

R: How do you assess speaking?

B: I go around and listen, and when I have an examination I often give them a checklist of the things I will look at. I sometimes also do that for myself. For example, for this exercise I had with English 6, where they were supposed to pick a song that they liked in English and analyse the song, I explained here what is it exactly that I’m going to look at. Well in this case it’s the quotes that they use, that they have to explain them, that they have a thesis statement in the beginning and that they are connecting to that, and also that they connect it to society or their own experiences. And then we have variation, structure, adaptation and fluency. It’s for my sake and theirs, because the curriculum is very vague. What do they mean by “välgrundat och nyanserat”? It’s really hard for them to understand, and for teachers as well, so you often have to explain it to yourself and to them, what they need to do for a specific task and what is it that I will look at. And while I listen I try to focus on the different categories.

R: How do you share this with the students? Do you print it and hand it out?

B: No, on [Google] Classroom. I try to avoid to print it, because of the effect on the environment. But sometimes I feel they need to have it on paper, because they get so much information on the computer that they cannot really sort it out, and they miss a lot of information if they only have it on their computer, so sometimes they need to have on paper, and you need to remind them that it is important.

R: The students have their own laptops, right?

B: Yeah, so that is a big help because then you don’t need to print all the time.

R: How important is the speaking part for general evaluation?

B: I would say that it’s quite important. Speaking is a big part of the assessment, and it has two sides. It’s interaction but it’s also production. So I think it’s a big part. It’s as important as writing, in my opinion.

R: How do you motivate your students to participate?

B: I think that if I have a student who’s unwilling to participate, I might try to go there and ask them some leading questions so that they can start up with saying just a few words, so that they say a little bit at least. I think the most difficult part is to get them started, but when you start saying something, often you want to explain. Maybe you can ask them some questions that are really simple and easy to respond to, just to get them
started. And in some cases there are kids that just refuse, and they don’t want to speak, and they tell me that. And then I just let them be, but I try to encourage them step by step, sometimes with yes or no questions.

R: And those are the less proficient?

B: Yeah.

R: How do you work with the differences in proficiency levels? Do you place them in groups that have a similar level?

B: No, but sometimes I decide where they are going to sit and then I try to place those students who are less proficient next to somebody who is on a slightly more advanced level, but not a big difference, because in that case it will make them more scared of speaking. So sometimes I do that, but not all the time. Often it’s really random where they sit, and instead I try to have assignments that are suitable to everybody. It’s good to let them choose a topic, for example on this news assignment. They can talk about entertainment, gossip, sports... I don’t mind, as long as they explain it in English. Or they could talk about politics and make it a lot harder for themselves. So a lot of times they have that type of assignments where they decide the level.

R: Do you provide examples of what they’re supposed to do?

B: Sometimes, not very often. I usually explain the criteria. Sometimes I do mock tests, where I ask them questions similar to the ones they’ll have in the examination. I explain that I’m going to give feedback right away and that they’re not going to be graded. They appreciate that a lot. But I don’t always do that, no. I do it more when it comes to the national tests, in the end. But when they are preparing I provide checklists and a lot of feedback for their individual texts or speeches and they’re supposed to improve it.

R: Do you provide for example phrases that they can use?

B: Yeah, I do that. Often linking words. And also of course when it comes to English 6 I explain how they have to structure their speech and what elements need to be included.
Appendix E

Features of spoken grammar in Blueprint A Version 2.0 (English 5), following Cullen and Kuo’s (2007) model.

Category 1: productive grammatical constructions

Heads: “Bottom-line, we’re still way out in front” (p. 52), “The way I see it, the world is divided into the watchers and the watchees” (p. 136), “Carpe diem – isn’t that what people say all the time nowadays?” (p. 183), “This affirmative action crap. I don’t know what that’s about” (p. 200)

Tails: “It will shock them, the death of a child” (p. 94), “He has a good job – a pharmacist” (p. 183)

Past progressive reporting verbs: No examples have been found. The grammar section mentions the more standard uses of the past progressive.


Other: Affirmative question tag after affirmative verb

Category 2: fixed lexicogrammatical units

Sort of / kind of: “Isn’t this kind of... illegal?” (p. 52), “I’m kind of young for doing so well” (p. 77), “It may have been kinda gory, but admit it, you all loved it” (p. 137), “Maybe some of what he says is kind of...” (p. 200)

Vagueness tags: “All this stuff about making everything equal” (p. 199), “I don’t know what that’s about, a hidden agenda, or something going on” (p. 200)

A bit / a little bit: “I feel a little inside out” (p. 197)

I mean / you know: “I mean, if you’re going to camp, camp” (p. 18), “And you know, it’s got so bad that I’ve started to notice, the people on TV?” (p. 135), “I mean, the guy’s a multiple felon by his own admission” (p. 195), “You know, man, you’ve been talking to me about what’s been going on inside of me since I was in high school. (...) We’re doing this whole black literature, you know” (p. 198), “I mean, twenty-four hours ago everything was fine. (...) Aw, you know Lester” (p. 204)

Other (OK, now, right, well, you see, anyway, actually, basically, just): “Well, there is a scale of 1 to 5” (p. 47), “I haven’t actually seen a pair” (p. 50), “Well, not everyone, obviously” (p. 51), “Anyway, Hack, I think you get the point. (...) Well, Hack, we’ve explained our business plan” (p. 52), “OK, for Cleopatra or Isolde or another one of the great lovers of history it might not have packed much verbal punch” (p. 64), “I made a sled and harness and basically taught myself to mush” (p. 77), “Just don’t pick on the nerds” (p. 122), “Okay, it’s like
“this” (p. 135), “Pretty much the definition of something happening is it’s bad. (...) People who actually do anything are a goddamned endangered species” (p. 136), “I know how you feel, too, since hey, I used to feel the same way” (p. 137), “Well, the chances are great that we will” (p. 148), “Who needs them anyway?” (p. 167), “Well, that’s it” (p. 169), “Well, I was given 25 men, but there wasn’t a doubt in my mind about Elias being my man” (p. 183), “Well, I do think that the police used their clubs rather excessively. (...) I think it was totally appropriate” (p. 197), “No, it’s just this Sweeny guy. (...) Hey, read the books, ace the guy’s test. Just don’t swallow everything he feeds you whole. (...) Look, now you’ve got this book Native Son. (...) I’ve got two black guys on my squad now who got their job over a couple of white guys who actually scored higher on the tests. (...) Yeah, sure it’s equal now” (p. 199), “This guy though, I don’t know, this Sweeney guy comes on so strong” (p. 200)

**Category 3: seemingly ungrammatical structures**

There’s + plural noun

Me + NP in subject position

If + was in 3rd conditional structures: “If it was your little girl, and if it was two niggers, and you could get your hands on them, what would you do?” (p. 206)

Less + plural noun

Other: “On Friday we’re gonna dump four thousand pairs on the market at two and a half grand each” (p. 50), “I read he’s now gonna be acting in that Miramax flick! (...) I wanna complain that Miramax and everybody should be paying me some kind of fee. (...) I got plot” (p. 137) (The related question [1. What does Kevin mean by “I got plot”? (p. 138)] seems to draw attention to the use of plot rather than the grammar structure) (from an excerpt from We Need To Talk About Kevin, about a 16-year-old murderer), “You gotta help me” (p. 198), “You gotta question these things, Derek. You gotta see the whole picture” (p. 199), “You gotta watch out for that” (p. 200), “You’re kidding? (p. 204)"

Nonstandard forms: “I didn’t get no answers ‘cause I was asking the wrong questions” (p. 198), “Then you’d hire some big-shot lawyer to say you’s crazy. (...) This how they get to the courtroom? (...) You pretty good on nigger shootin’s, ain’t you? (...) You ready for another one?” (p. 206)
Appendix F

Music presentation - English 5

1. Choose 2-3 songs that say something about your life. Discuss these questions with a partner and take notes:

- Do these songs remind you of someone or something in the past?
- Do they have and interesting or important message?
- How do these songs make you feel?

2. Create your presentation. Look online for text, images, and audio that you can use. Then rehearse your presentation. Try to use the key language.

3. Give your presentation (2-3 min).

Key language

Saying which bands or artists you like

I'm a big fan of ...
I'm really into ...

Saying that a song is special for you

It really speaks to me.
That song really means a lot to me.

Saying that a song makes you think about the past

It reminds me of ...
It takes me back to ...

Saying how a song makes you feel

That song always makes me ...
When I hear it, I just want to ...

Giving the message of a song

It talks about ...
It's about ...
**Step by step**

Find a news report from an English speaking country that you find interesting.

Read the article/watch the news report and look up difficult words. Prepare to retell the story with your own words, so that the audience understands what has happened and where. If necessary you also give additional background information. Do not read from a manuscript, instead practice so that you know what to say. You may bring key words. Also compare this story with your own experience and/or culture.

1. **FIND A NEWS STORY**
   - Figure out how to retell the story in your own words. Also compare with Sweden.

2. **PRACTICE**
   - Use keywords and learn what to say. Practice! Also prepare a PowerPoint.

3. **PERFORM**
   - Give me a link to the news story in advance. Check the grades on next page.

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**Which topic?**

As long as the article is from an English speaking country you may choose any topic.

**How much time?**

Maybe five minutes, depending on the story. Just make sure that it is clear and easy to follow.

**Work in groups?**

You decide. If you work in groups everyone should be equally prepared and able to present even if one falls ill.
Grades

E
I muntliga framställningar i olika gener kan eleven formulera sig relativt varierat, relativt tydligt och relativt sammanhängande. Eleven kan formulera sig med viss flyt och i någon man anpassat till syfte, mottagare och situation. Eleven bearbetar, och gör förbättringar av, egna framställningar.

Eleven diskuterar översiktligt några företeelser i olika sammanhang och delar av världen där engelska används, och kan då också göra enkla jämförelser med egna erfarenheter och kunskaper.

C
I muntliga och skriftliga framställningar i olika gener kan eleven formulera sig relativt varierat, tydligt, sammanhängande och relativt strukturerat. Eleven kan även formulera sig med flyt och viss anpassning till syfte, mottagare och situation. Eleven bearbetar, och gör välgrundade förbättringar av, egna framställningar.

Eleven diskuterar utförligt några företeelser i olika sammanhang och delar av världen där engelska används, och kan då också göra välutvecklade jämförelser med egna erfarenheter och kunskaper.

A
I muntliga och skriftliga framställningar i olika gener kan eleven formulera sig varierat, tydligt, sammanhängande och strukturerat. Eleven kan även formulera sig med flyt och viss anpassning till syfte, mottagare och situation. Eleven bearbetar, och gör välgrundade och nyanserade förbättringar av, egna framställningar.

Eleven diskuterar utförligt och nyanserat några företeelser i olika sammanhang och delar av världen där engelska används, och kan då också göra välutvecklade och nyanserade jämförelser med egna erfarenheter och kunskaper.

Preliminary planning (dates to choose from - about five students each date)

Feb 19
Feb 21
Mars 14
Mars 19
Mars 21
Mars 26
Mars 28
Preparations

Read the questions listed in the table below. Prepare to answer each question individually.

Next lesson, you will sit with a group of four students and discuss the questions. You will not know the groups before you get to class.

During the discussion, you, as a group, will most likely both agree and disagree with each other. Your task is to gather your thoughts from the discussion and together come up with an outline for what you want to say (try to stick to the time frame!). Every student should comment on every question.

### Oral Examination - Gender

<table>
<thead>
<tr>
<th>Question</th>
<th>Total time: 20 minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How would you describe a &quot;typical man&quot; or typical &quot;masculine behavior&quot;?</td>
<td>1 min</td>
</tr>
<tr>
<td>2. How would you describe a &quot;typical woman&quot; or typical &quot;feminine behavior&quot;?</td>
<td>1 min</td>
</tr>
<tr>
<td>3. Are these descriptions different somehow? If so, in what way?</td>
<td>2 min</td>
</tr>
<tr>
<td>4. Simone De Beauvoir wrote that “One is not born, but rather becomes, a woman”. Do you agree with this statement? Does the same apply to men? Motivate your answer.</td>
<td>5 min</td>
</tr>
<tr>
<td>5. Are there any parts of gender that is not socially constructed? For example biological differences?</td>
<td>2 min</td>
</tr>
<tr>
<td>6. How do gender roles affect men and women in everyday life? (at home, in school, at work, among friends, in relationships etc.)</td>
<td>7 min</td>
</tr>
<tr>
<td>7. What can be done to increase gender equality? (at home, in school, at work, among friends, in relationships etc.)</td>
<td>2 min</td>
</tr>
</tbody>
</table>

**Useful Expression to include in your discussion:**

Misogyny/Misandry
Patriarchy/Matriarchy
Norms
Social Construction
Prejudice
### Kunskapskrav, Engelska 5

<table>
<thead>
<tr>
<th>Betyget E</th>
<th>Betyget C</th>
<th>Betyg A</th>
</tr>
</thead>
<tbody>
<tr>
<td>I muntlig och skriftlig interaktion i olika, även mer formella, sammanhang kan eleven uttrycka sig tydligt och med <strong>viss</strong> flyt samt med <strong>viss</strong> anpassning till syfte, mottagar och situation. Dessutom kan eleven välja och använda <strong>i huvudsak</strong> fungerande strategier som <strong>i viss mån</strong> löser problem i och förbättrar interaktionen. Eleven diskuteras <strong>utförligt</strong> några företeelser i olika sammanhang och delar av världen där engelska används, och kan då också göra <strong>enkla</strong> jämförelser med egna erfarenheter och kunskaper.</td>
<td>I muntlig och skriftlig interaktion i olika, även mer formella, sammanhang kan eleven uttrycka sig tydligt och med <strong>viss</strong> flyt samt med <strong>viss</strong> anpassning till syfte, mottagar och situation. Dessutom kan eleven välja och använda fungerande strategier som löser problem i och förbättrar interaktionen. Eleven diskuteras <strong>utförligt</strong> några företeelser i olika sammanhang och delar av världen där engelska används, och kan då också göra <strong>välv</strong> fungerande strategier som löser problem i och förbättrar interaktionen <strong>och för den framåt på ett konstruktivt sätt</strong>.</td>
<td>I muntlig och skriftlig interaktion i olika, även mer formella, sammanhang uttrycker sig eleven tydligt, <strong>relativt ledigt</strong> och med flyt samt med anpassning till syfte, mottagar och situation. Dessutom kan eleven välja och använda fungerande strategier som löser problem i och förbättrar interaktionen och för den framåt på ett konstruktivt sätt. Eleven diskuteras <strong>utförligt och nysänk</strong> några företeelser i olika sammanhang och delar av världen där engelska används, och kan då också göra <strong>välv</strong> fungerande strategier och <strong>nyansera</strong> jämförelser med egna erfarenheter och kunskaper.</td>
</tr>
</tbody>
</table>

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**Centralt innehåll:**

Konkreta och abstrakta ämnedområden med anknytning till elevenas utbildning samt samhälls- och arbetsliv; aktuella ämnedområden; tankar, åsikter, idéer, erfarenheter och känslor; etiska och existentiella frågor. Levnadsvillkor, attityder, värderingar, traditioner, samhällsfrågor samt kulturella, historiska, politiska och sociala förhållanden i olika sammanhang och delar av världen där engelska används.